Greetings!

Within this packet, we are providing you with different resources to better prep and study for this time. Below you will find the content overview:

- Study Environment
- Exam Prep
- Critical Thinking Skills
- Test Taking Tips
- Time Management

It is important to first assess which courses you are having finals within. Take a moment and fill out your upcoming exams, projects, and/or papers within the table below to start:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Date of Exam/ Due Date</th>
<th>Material Covered</th>
<th>Grade Desired</th>
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We wish you the best of luck on your upcoming exams.

- The Academic Success Center Staff

Quick Study Tips

- Set a learning objective for each study session. This way you will know when you can stop for the day.
  - Example: today I will master the process of photosynthesis

- Make a content map to organize the knowledge you are learning. This will help you move into the higher levels of learning discussed on the Learning Pyramid.

- Three Questions to Reflect on Importance of Material
  - Identify an important concept from your text or notes, then...
    - Describe why it is important
    - Write how it relates to your life
    - List one question you still have regarding this concept

- Consolidating Notes
  - Gather all of your lecture and text notes. Combine to 1 single page. Master material.
  - Once you have mastered all material, reduce information to 5x8 card.
  - Finally, reduce information to 3x5 card
  - Quiz yourself using the 3x5 card. You should now know all concepts and how they relate.

- Create a highlighted color-coded note system to help remember important information. For example:
  - Yellow = people, Green = places, and Orange = dates.

- Study difficult or “boring” subjects first. The courses we find most difficult often require the most creative energy. Save your favorite subjects for later.

- Promise yourself a suitable reward (a piece of candy, a phone call, a walk) whenever you finish something that was hard to undertake.

Pick 3 study strategies you will begin implementing today and write below:

1) ______________________________________________________________________________
2) ______________________________________________________________________________
3) ______________________________________________________________________________

Created By: Bree Mead—Academic Coach (Spring 2016)
What is Bloom’s Taxonomy?

Bloom’s Taxonomy is a theoretical framework around the 6 different levels of thinking: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Teachers use it to help create their tests in order to get you to think at those specific levels. The higher you move up the pyramid, the deeper you will learn the concept because you are engaging in deeper critical thinking.

Why a Pyramid?

This pyramid represents the magnitude of learning that occurs. The lower levels represent lower understanding of materials. The higher levels represent higher levels of critical thinking of materials. Ideally when you are studying, you want to aim for higher levels of thinking instead of just sticking to the first two levels.

Note: Sometimes the lower levels are the preferred level of thinking for some classes, i.e. anatomy where you strictly need to just memorize 100s of terms to be successful!

Description of Each Level:

Level 1—Remembering: Can you memorize the information?
Level 2—Understanding: Can you explain ideas or concepts?
Level 3—Applying: Can you use the information in a new way or apply it to a math problem?
Level 4—Analyzing: Can you distinguish between different parts?
Level 5—Evaluating: Can you justify/critique/evaluate why it is that way in your own opinion?
Level 6—Creating: Can you create a new product/equation/argument?

Benefit of Understanding and utilizing Bloom’s Taxonomy as a College Student:

By showing you Bloom’s, we are trying to show you that there are different ways of thinking and learning your material. The next handout, Breaking Down and Applying Bloom’s Taxonomy, will show you tangible ways to apply this theoretical framework to your studying as a college student. We want to make sure that the ways in which you are studying are intentional and engaging you in those higher levels of critical thinking within the Bloom’s Taxonomy pyramid, so that way you are not just always using flashcards (level 1—Remembering).

Tips for Taking Different Types of Exams

Do you feel confused as how to take different kinds of tests? Some students get tripped up on multiple choice questions while others feel that they do not prepare enough for their essay questions. Below you will find useful test taking tips on six different test formats.

Different Test Formats

- True/False
- Multiple Choice/Objective Tests
- Open Book Exams
- Math & Science Problems

Open Book Exams

- Sometimes given when a student needs to refer to charts or other materials in the text. You must prepare for an open book exam as thoroughly as you would for a closed book exam. You won’t have time to re-read and look for formulas during the test.
- Number and index your text book so that the parts of it that you need to reference are easy to find.

True/False

- The statement must be 100% true in order to be marked “true,” not 50% true or even 99%. This could be the difference of just one word, so read carefully.
- Because of this, false answers tend to be extreme in their wording and true answers moderate.
  - Usually false key words: no, never, none, always, every, entirely, only
  - Usually true key words: sometime, often, frequently, ordinarily, generally
- When in doubt, guess “true.” You have a 50% chance of being right, and since the purpose of the exam is to impart accurate information, tests tend to be weighted slightly toward true answers.

Multiple Choice/Objective Tests

- Read the directions carefully, as you might be asked to select the one incorrect option or to choose more than one answer
- As with true/false questions, be sensitive to the wording of the question. Is the wording extreme or moderate?
- Eliminate any answers which are obviously wrong first
- Choose the best answer, which is not necessarily the familiar answer. Try not to second guess yourself.
- If you are stuck, select “all of above,” if that is an option. As with true/false questions, the purpose of the exam is to teach as well as test, “all of the above” is correct slightly more often than you might expect
Math & Science Problems

- Read through the problem carefully to discern what the question is asking precisely. Be able to state the problem in your own words.
- List the knowns, the implied unknowns and the parameters of the problem using your own notation. What relationship do the assembled facts have to one another? Do any formulae jump to mind? If so, write them down.
- Draw any appropriate diagrams or illustrations.
- Does the problem remind you of something from your text or lecture notes? If so, what was the case then? Does it apply to this problem?
- If you come back to a problem and still cannot find the answer, circle the work that you want the instructor to grade (assuming you have more than one approach on the page). Cross out the superfluous work, leaving it still readable.

5 Day Study Plan

When you have a large amount of material to study for a test, commit yourself to about 2 hours per day of very structured study time.

FIRST → GET ORGANIZED

The 5-Day Study Plan begins with dividing the material you need to study (i.e. chapters in your text and corresponding lecture notes) into 4 equal parts: A, B, C, D (with “A” being the older material and “D” being the most recently covered material). For example, if chapters 1-8 of your Psychology text will be on your upcoming test, you can divide them as follows: A= Ch. 1-2, B= Ch. 3-4, C= Ch. 5-6, D= Ch. 7-8.

List your four groups of study materials here:

A: ____________________________________
B: ____________________________________
C: ____________________________________
D: ____________________________________

Next → SELECT PREPARATION AND REVIEW STRATEGIES:

For each of your four groups of study materials (A, B, C, D), you will need to select 2-3 PREPARATION and REVIEW strategies. Take a look at the examples below (feel free to add your own!):

**Preparation:**
Each day you will prepare ONE section of material to review the following day.
Preparing includes tasks such as:
- Making flashcards
- Taking notes from your textbook
- Creating a study sheet
- Organizing & summarizing class notes
- Predicting essay questions & their answers
- Predicting multiple choice questions
- Drawing a mind map/diagrams
- Listing practice problems and/or formulas
- Reviewing study guides

**Review:**
Each day (except for day 1) you will review the material you prepared previous.
Reviewing includes tasks such as:
- Practicing flashcards
- Reciting main ideas from your notes without looking; writing notes from memory
- Quizzing yourself on the predicted essay or multiple choice questions
- Re-creating mind maps/diagrams from memory
- Completely practice problems and reciting formulae from memory
- Explaining concepts to study group members or classmates etc.
Create Your 5-Day Study Plan

Select 2-3 PREPARATION and REVIEW strategies for each of your four groups of study materials, and list them in your 5-Day Study Plan chart. Make sure that your review strategies complement your preparation strategies. EX: PREPARE strategies: create outline, make flashcards. REVIEW strategies: review flashcards, self-quiz on outline. Then, follow the plan, noting the rotation of the different groups of materials (A, B, C, D) and how much time is spent on each one.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tbody>
<tr>
<td>Prepare Part A: 2 hrs</td>
<td>Prepare Part B: 2 hrs</td>
<td>Prepare Part C: 1.5 hrs</td>
<td>Prepare Part D: 1 hr</td>
<td>Review Part D: 25 min</td>
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<tr>
<td>Review Part A: 30 min</td>
<td>Review Part B: 30 min</td>
<td>Review Part C: 30 min</td>
<td>Review Part D: 15 min</td>
<td>Review Part C: 15 min</td>
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</table>

TOTAL: 2 hours TOTAL: 2.5 hours TOTAL: 2 hours, 15 min TOTAL: ~ 2 hours TOTAL: ~ 2 hours

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TOTAL: 2 hours TOTAL: 2.5 hours TOTAL: 2 hours, 15 min TOTAL: ~ 2 hours TOTAL: ~ 2 hours

Use this space below to divide up your work into sections to study. You can use this in conjunction with your week-at-a-glance handout to schedule specific times when you will be able to study each of those topics (and label which ones so you’re prepared when the time comes) listed below. This is ideal for bigger tests.

Day 1 → EVALUATE AND ORGANIZE!
- What grade do you need to get on this test? What grade do you want to get?
- What does the test cover?
- How caught up in the course are you (1 being not at all, 10 being completely)?
- What study materials do you have?
- What are you missing? Which are your weak areas?

Day 2 → Topics to Cover: __________________
Recommended: A, B, C, D, E, F, G

Day 3 → Topics to Cover: __________________
Recommended: B, C, D, E, F, G, H, I

Day 4 → Topics to Cover: __________________
Recommended: D, I, J

Day 5 → Topics to Cover: __________________
Recommended: G, I, J

Day 6 → Topics to Cover: __________________
Recommended: G, I, J

Day 7 → General Review and Weak Areas
- Use the day before the test to review
- At this point no new information should need to be learned, focus on difficult or weak areas, or those areas you are not completely comfortable with.
- Get good rest

Test Day:
- Normal daily routine
- Eat a light meal
- Don’t over use/under use caffeine (do what you would do during as if you didn’t have a test that day).
- Minimal review of material (we tend to remember mainly the last things we read—so too much review could make you forget some of the material and only be focused on a specific topic/idea).

Example Study Techniques:
(Mix & Match, Use Bloom’s Taxonomy Study Strategies, or Even Add Your Own!)
A. Create an Outline
B. Re-read lecture slides, elaborate and add a note (Which lectures?)
C. Review class notes, rewrite key points
D. Compare/go over notes with a friend/study group, find out what you missed
E. Read chapter summary and key terms
F. Do practice test(s), in a test-like setting
G. Fill out/answer study guide, from memory first, then with notes/book
H. Compare lecture notes with those taken from text (and/or other outside resources) to see what points are emphasized in both sets of materials, and also the information that is not stated in one but the other
I. Visit office hours with questions
J. Other: _______________
Week at a Glance: Use this to better organize your upcoming Finals Week that way you can effectively use all of your available hours.

Priorities for this week
(Regular)

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<tr>
<th>Time</th>
<th>Monday</th>
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Priorities for this week
(Special)

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My Weekly Schedule

Week of: ___________________

To-Do List

Weekly To-Do List with ‘The ABC Method’

First, go ahead and do a mind-dump of EVERYTHING you need to do:

This week, I need to...

Now, you are going to pull from the above ‘mind-dump’ inventory and place them into the appropriate boxes below. We're going to apply the ABC Method to a Weekly To-Do List. Each task you have on your to-do list will have different priorities: A, B, or C:

Week of: __________

“A” items: HIGH PRIORITY

Very important, critical items, with close deadlines or high level of importance to them.

“B” items: MEDIUM PRIORITY

Quite important over time, not as critical as “A” items, but still important to spend time on.

“C” items: LOW PRIORITY

Not crucial at this time, low consequences if left undone at this moment.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday