OVERVIEW OF SERVICES

Academic Coaching
Psych 131: Academic Skills
Presentations/Workshops
Tutoring Services
Supplemental Instruction (SI)
To learn new study skills and identify at least one strategy to increase application of course material.

Studying vs. Doing Homework
Study Environment
Bloom’s Taxonomy
General Study Skills
STUDYING VS. HOMEWORK

• What is the difference between studying and doing homework?

• Why does this matter?
STUDYING VERSUS HOMEWORK

STUDYING

• Learning on your own time; no specific guidance of a teacher.

• Time set aside to go over key concepts from class to make sure knowledge is complete.

• Going over class material (notes, slides, lab, etc.) to ensure complete understanding as well as clarify concepts that are confusing or challenging.

• Includes techniques such as re-reading unclear sections in the textbook, making flashcards, and taking notes on the textbook or on class notes.

• A commitment to actually learning (applying) the key concepts that some homework assignments overlook.

HOMEWORK

• Material assigned by an instructor with a specific due date.

• Reinforces knowledge while integrating key skills for a subject.

• Typically repeats what was learned in class to help reinforce important concepts.
YOUR STUDY ENVIRONMENT

Picture your “happy place” to study

Consider:
- Distractions
- Lighting
- Temperature
- Interruptions
- Seating
GENERAL STUDY SKILLS

Bloom’s Taxonomy
THIEVES Reading Strategy
The Cornell Note-Taking Method
BLOOM’S TAXONOMY OF LEARNING

Theoretical framework
Different levels of thinking
APPLYING BLOOM’S TAXONOMY

How do you use this to study?

Level 1: Remembering
Demonstrate understanding of facts & ideas by recalling facts, terms, basic concepts, and answers.

**Key Words:** Classify, Compare, Contrast, Illustrate, Interpret, Summarize, Translate, Explain, Demonstrate, Infer

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<tr>
<th>Common Questions</th>
<th>Individual Study Strategies</th>
<th>Group Study Strategies</th>
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<tbody>
<tr>
<td>How would you classify/compare/contrast...? State in your own words/Rephrase the meaning...? What is the main idea of...? Which statements support...? Explain what reaction/event is happening...? What can you say about...? Which is the best answer...? How would you summarize...?</td>
<td>1) Describe a process/reaction/event/concept in your own words without copying it from a book or another source 2) Provide examples of a process/etc. from either your text or own experiences 3) Write a sentence using the word</td>
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Level 2: Understanding
Demonstrate understanding of facts & ideas by organizing, comparing, translating, interpreting, describing, & stating main ideas.

**Key Words:** Classify, Compare, Contrast, Illustrate, Interpret, Summarize, Translate, Explain, Demonstrate, Infer

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<td>1) Discuss content with peers 2) Take turns quizzing each other about definitions and examples of the concept and have your peers check your answer(s)</td>
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Level 3: Applying
Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

**Key Words:** Apply, Choose, Experiment With, Solve, Plan, Organize, Develop, Build, Identify, Utilize, Contrast

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<td>How would you use...? What examples can you use to...? How would you solve ___ using what you’ve learned? How would you organize ___ to show...? How would you apply your understanding of...? What approach/plans/equation would you use to...? What would result...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?</td>
<td>1) Review each process you’ve learned and then ask yourself: “What would happen if I made a subtle or complete change to something in the problem/situation?” 2) If possible, graph a process &amp; create a scenario that changes the shape or slope of the graph 3) Utilize the Feedback Process to form a solution</td>
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THIEVES READING STRATEGY

How do you usually read?
- How much time do you give yourself to read?
- How many pages do you read in one sitting?
- Do you retain the information you read?

How could reading your textbook support your learning in the classroom?
THE CORNELL NOTE-TAKING METHOD

Do you take notes in class?

How do you organize your notes?

How can notes be used as a study tool?

CORNELL NOTE-TAKING METHOD

Create class notes that will actually be useful for you come study time! Be sure to follow the steps in order:

**[STEP 1] NOTE-TAKING COLUMN**

1. **Format:** Before class, re-create the Cornell Note-Taking paper format like this example.
   OR...
   (You could split your page into sections 1 and 2 and then save the Step 3 Summary box until the very end of your lecture notes!)

2. **Record:** During the lecture, use the note-taking column to record the lecture as you would normally.

**[STEP 2] RECALL COLUMN**

Use this side to:

(a) Identify places to revisit, gaps where you need clarification or questions you have from the lecture.

(b) Write down any questions you might have. This way you can remember to ask your TA, classmate, or professor ASAP.

(c) Create questions to study from based on note-taking column. TIP: Writing questions helps to clarify meaning, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.

(d) Write down keywords

(e) Make connections to other material either from your experience or from the textbook.

(f) Reduce ideas and facts to concise summaries and important topics.

**[STEP 3] SUMMARY**

After class, use this space at the bottom of each page to summarize the notes on that page. By summarizing your notes in your own words, it is going to show you that you have a good understanding of the content. If you are having a difficult time summarizing your notes, re-read them and try again. Albert Einstein explained it well:

“If you can’t explain it simply, you don’t understand it well.”
This combination of the THIEVES reading strategy and the Cornell Note-Taking Method shows how reading and in-class note-taking can work together to support your understanding of course material.

**STEP 1—BEFORE CLASS: READ/THIEVES**

1. Read before class using the THIEVES technique (NOTE: Though the ASC believes that effective learning comes from reading your textbooks consistently, we do recognize that not all students do it or have time. So, even if you do not typically read your textbook or always get a chance to read before class, use the THIEVES technique to prime your brain before class...it only takes a few minutes!)

2. On the same sheet of paper you will be taking your Cornell Method class notes, right down 2-4 sentences summarizing your thinking about what the author’s main idea(s) for this text. This will help get your mind ready for lecture (even if you only THIEVES before class and not read as well).
STEP 2—DURING CLASS: Take Notes

- Attend class and take notes per usual. However, you will be using the Cornell Note-taking Method. The page is split up into three sections like in the diagram to the left. You will only want to fill in the Note-Taking Column, where the star is at, during this time.
STEP 3—AFTER CLASS: Review Notes

- Add and Edit Content: Within 24 hours, reread your lecture notes. Make sure your handwriting is legible and the material will make sense in a few weeks when you revisit your notes for studying. (Don’t you hate it when you try to study from your notes and the context has been lost? Make sure to add anymore content which would make the notes more effective for you in the future!)
- Finish Cornell Notes: Complete the Recall column and Summary sections of your Cornell Notes.
**BONUS—BEFORE EXAM:** Study Notes

- **Survey:** Read over your notes. Since you already added, edited, and used the Cornell Note-Taking Method, the notes you have to study from should be very useful and make meaning for you!
- **Questions:** Formulate questions based on the notes in the Note-Taking column.
- **Recite:** Cover the note-taking column with a sheet of paper. Then, looking at the question or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, fact, or ideas indicated by the cue-words.
- **Reflect:** Reflect on the material by asking yourself questions. For example: “What’s the significance of these facts? What principles are they based on? How can I apply them? How do they fit in with what I already know? What’s beyond them?”
- **Review:** Spend at least ten minutes every week reviewing all your previous notes. If you do, you’ll retain a great deal for current use, as well as, for the exam.

(5th + Exposure to Content)
WRAP UP

• How can studying be approached as an ongoing process?

• What is one thing you learned today that you will apply when studying?
CONTACT US

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