I screwed my gpa
Student Learning Outcome

• To maximize success in matriculation through the higher education curriculum, students will:
  • Know and apply time management techniques and effective learning strategies
We Learn

• 10% of what we read
• 20% of what we hear
• 30% of what we see
• 50% of what we both hear and see
• 70% of what we discuss with others
• 80% of what we experience personally
• 95% of what we TEACH to someone else
EXPERIENCE & LEARNING

WE TEND TO REMEMBER....

OUR LEVEL OF INVOLVEMENT

10% of what we read

20% of what we hear

30% of what we see

50% of what we hear & see

70% of what we say

90% of what we both say and do

READING

HEARING WORDS

LOOKING AT PICTURES

WATCHING A MOVIE

LOOKING AT AN EXHIBIT

WATCHING A DEMONSTRATION

SEEING IT DONE ON LOCATION

PARTICIPATING IN DISCUSSION

GIVING A TALK

DOING A DRAMATIC PRESENTATION

SIMULATING THE REAL EXPERIENCE

DOING THE REAL THING

CON OF LEARNING

Verbal receiving

Visual receiving

Receiving and participating

Doing
Know Where to Study

- The Best Available Space
  - Private
  - Quiet
  - Well lit
  - Comfortable temperature
  - Computer access
  - Internet

- The Right Conditions
  - Sharing space
  - Sharing computer
  - Defer chores that can wait
  - Consolidate tasks
    - keep a to-do list
  - Consider working at atypical times
  - Establish and defend your boundaries
  - Be a digital study buddy
Know When to Study

• When to Review
  • After class
    • Rewrite and reorganize your notes
    • Highlight the most important ideas
    • Write a summary paragraph capturing the main ideas
    • Identify any ideas that are still confusing
  • Before class
    • Review class notes and notes on reading assignments
Know What to Study

- Keep daily and weekly calendars
- Keep your long-term goals in view
- Set subgoals for each study session
  - How long will it be?
  - Specific tasks to accomplish and in what order
  - Build in break time
  - Monitor how well you are achieving your subgoals
Learn Bloom’s Taxonomy

Bloom’s Taxonomy:

Create
Evaluate
Analyse
Apply
Explain
Remember

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating: can the student create new product or point of view?</td>
<td>assemble, construct, create, design, develop, formulate, write.</td>
</tr>
<tr>
<td>Evaluating: can the student justify a stand or decision?</td>
<td>appraise, argue, defend, judge, select, support, value, evaluate</td>
</tr>
<tr>
<td>Analyzing: can the student distinguish between the different parts?</td>
<td>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.</td>
</tr>
<tr>
<td>Applying: can the student use the information in a new way?</td>
<td>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</td>
</tr>
<tr>
<td>Understanding: can the student explain ideas or concepts?</td>
<td>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</td>
</tr>
<tr>
<td>Remembering: can the student recall or remember the information?</td>
<td>define, duplicate, list, memorize, recall, repeat, reproduce state</td>
</tr>
</tbody>
</table>
Asking Thinking Questions

I can use the information:

- to build new ideas
  - What might be a solution to...? Can you make a proposal that would...? What theory can you come up with for...? What might happen if...? How many ways can you...? How could you create/improve/develop...?

- To express and back up my opinion
  - What would happen if...? What is your opinion of...? What shows you that... happened? How could... be improved? Using what you know how would you explain...? What evidence would support your view? Do you agree with the outcome...?

- By breaking it down to understand it better
  - What is similar to/or different from...? Is the information based on fact or opinion? What is the underlying theme/meaning? Who do you think...? What conclusions can you draw? Can you explain what would have happened when...?

- in a new way
  - How/why is... an example of...? What would happen if...? What can you use to show or explain...? How is... an example of...? Can you group/sort by features such as...? Which factors would you change if...? How would you solve...

- to explain ideas
  - How would you compare/contrast? How would you summarise? Who do you think...? What example could you give of...? How would you say... tell in your own words? How would you explain...? What might have happened next...

- to remember facts
  - What is...? Where is...? How many...? How would you explain... describe... show...? What happened after...? Can you identify/select/picture...? Who spoke to...? Who or what were...? How did... happen? Can you outline...?
Improve Your Memory

• Understand How Memory Works
  • Encoding
    • converting information to a usable form
  • Storage
    • Sensory Memory
    • Short term (i.e., working) memory
    • Long term memory
  • Retrieval
Which is the correct penny?
Encoding Strategies

- Pay attention
- Create meaning
- Impose organization
- Expand association
Storage

- Maintenance Rehearsal
- Elaborative Rehearsal
• Serial Position Effect
• Interference Theory
  • Retroactive Interference
    • Tendency for new memories to interfere with retrieval of old memories
  • Proactive Interference
    • Prior learning inhibits (interferes with) recall of later learning

Ebbinghaus Forgetting Curve

![Graph showing forgetting curve with retention scores over time](image-url)
How to Make Those Memories Last

1. Focus your attention.
2. Commit the necessary time.
3. Space your study sessions.
4. Organize the information.
5. Elaborate on the material.
6. Use visual imagery.
7. Explain it to a friend.
8. Reduce interference within a topic.
9. Counteract the serial position effect.
10. Use contextual cues to jog memories.
Exploit Your Learning Style

• Visual learner
  • Use visualization techniques or drawings and diagrams

• Auditory learner
  • Rehearse key ideas aloud or make up songs or rhymes to fix facts in memory

• Tactile learner
  • Try role play or other hands-on strategies
Activities and Assignments

• Sixteen Things in a Box (or a Bag)
• The One-Minute Paper
  • What was the most important point made in class today?
  • What unanswered question do you still have?
• Group discussion
  • What are the most commonly used methods among group members
  • Which skills are best suited to the current semester?
    • Is one technique better than another for math?
    • Do they use the same techniques for English and Biology?
  • Should they add some skills that they are currently not using?
TEST TAKING

Chapter 9, Succeed on Tests
Size Up the Challenge

• Know What to Expect
  • How long will the test be?
  • What types of questions will be on it?
  • Are there any particular aspects that will be emphasized?
  • Are there penalties for wrong guesses?
  • Will this material also be on a cumulative final exam?
• “Psych out” the teacher
  • Instructor cues
    • repeat or emphasize certain concepts
    • illustrate key ideas with examples
    • stop pacing back and forth behind the lectern
    • intensify eye contact
    • use gestures in more dramatic ways
    • change their tone of voice
    • say “in conclusion . . .” or “to summarize . . .”
    • pause to allow you time to write your notes
    • write on the board or point to ideas on an overhead
    • highlight ideas in their introductory remarks or conclusion

• Don’t skip the Prior Class
Tailor Study Strategies to Test Format

• Objective Tests
  • memorize facts
  • draw charts or diagrams
  • design practice questions

• Essay Tests
  • scan your notes and color-code all related ideas
  • write a paragraph for each chapter or lecture

• Procedural Tests
  • Practice, practice, practice
Set the Stage

• Get a good night’s sleep
• Bring supplies for your comfort
  • Water, coffee, aspirin
• Bring required academic supplies – and spares
• Organize your resources
• Bring permitted reference aids
Use General Test-Taking Strategies

• Relax
• Look at the entire test
• Plan your attack
• Read the instructions . . . . twice!
• When you get stuck, identify the problem and move on
• Concentrate despite distractions
• Ask for clarification
• Learn from the test
• Proofread your work
Specific Test-Taking Strategies

• **Multiple – Choice Questions**
  • Read the test items carefully and completely
  • Strike out wrong answers
  • Mark answers clearly and consistently
  • Change your answers cautiously
  • Guess
  • Look for structural clues
• True/False Questions
  • Go with your hunch
  • Don’t look for answer patterns
  • Honor exceptions to the rule
  • Analyze qualifying terms, or “100 percent words”
    • never, none, every, all, entirely, only, invariable, best, worst

• Fill-in-the-Blank Questions
  • If unsure of the answer, skip it and return later

• Short-Answer Questions
  • Write clear, logical and brief answers
• Essay Questions
  • Anticipate possible questions
  • Read the question carefully
  • Highlight the requested action
  • Outline the key ideas
  • Represent the question in your opening sentence
  • Develop the main body of the essay
  • Use organizing notations, headings or subpoints to clarify your thinking
  • Summarize only if you have time
  • Write legibly using dark ink
  • Proofread your work
  • Don’t bluff
  • Use humor carefully
Review Your Work

• Outcomes
  • Consolidates learning
  • Analyzes what worked and what didn’t work in your study strategy
  • Ensures that the grade was accurate
• Review all items, not just your mistakes
Control Your Test Anxiety

• Don’t Sabotage Success
• Master Anxiety
  • Invest your time properly
  • Neutralize anxiety
    • Hold your breath
    • Breathe into a paper bag
    • Breathe from your diaphragm
    • Talk positively to yourself
    • Exercise regularly
    • Avoid drugs
    • Find support

D.R.O.P. Test Anxiety
Handle Emergencies Honestly

Recover Your Balance
Understand Grading

GPA (Grade Point Average)

- A = 4 points x 3 credit hours = 12 quality points
- B = 3 points x 2 credit hours = 6 quality points
- C = 2 points x 5 credit hours = 10 quality points
- D = 1 point x 3 credit hours = 4 quality points

Total 13 credit hours 32 quality points

32 ÷ 13 = 2.46 semester gpa
Know When to Challenge

- Ask for time after class to present your case
- Develop your argument
- Avoid labeling the question as “bad”
- Be gracious, whether you win or lose
Build Trust Through Integrity

- **Cheating Behaviors**
  - Taking, giving or receiving information illicitly
    - purchased essays
    - recycling papers from prior courses
  - Using inappropriate information or material
    - improper paraphrasing without proper citation
    - fabricating data or references
    - collaborating inappropriately
  - Evading standard assessment conditions
    - substituting someone else’s performance
    - giving untruthful excuses
    - engaging in other behavior such as offering favors or threats to secure special treatment
    - handicapping other student’s performance
    - securing advance information about exams
    - smuggling restricted information into testing contexts
Activities and Assignments

**SELF-ASSESSMENT 9.1**

**How Well Do I Test?**

Rate how often you use these skills.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As part of my general test-taking strategy:
- I stay relaxed during the exam.
- I look at the entire test before I start.
- I read the instructions carefully.
- I concentrate even when distracted.
- I ask the instructor for help when I’m confused.
- I move on when I get stuck.
- I look for cues in other parts of the test.
- I proofread my work.

In multiple-choice questions:
- I read the test items carefully and completely.
- When I’m uncertain which answer is right, I take steps to rule out the alternatives that are wrong.
- I mark the correct answer clearly and consistently.
- I change my answers only when I’m certain I should do so.
- When I don’t know the answer, I guess.
- When stumped, I look for clues in the question’s structure.

On true-false items:
- I go with my hunches.
- I avoid looking for patterns on the answer sheet.
- I analyze qualifying terms such as always, never.
- I try to find exceptions to the rule.

On fill-in-the-blank questions:
- I don’t bother when stumped.

In short-answer questions:
- I write brief, topical answers.

In essay questions:
- I underline the verbs in the question to help figure out what kind of thinking I need to do.
- I think and outline before I write.
- I reflect the question in my opening sentence.
- I write main ideas first and fill in details and examples later.
- I don’t bluff when I don’t know.
- I write for readability.
- I’m careful about using humor.

Now go back over the list and circle the test-management skills that you marked “rarely” or “never.” Check your calendar for the date of your next exam. Use your goal-setting skills to make improvements for that exam.

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**SELF-ASSESSMENT 9.3**

**How Serious Is My Test Anxiety?**

Check the category that best describes the way you feel when you take tests:

<table>
<thead>
<tr>
<th>Never</th>
<th>Occasionally</th>
<th>Regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- I feel physically ill just before a test.
- I have trouble completing tests, because I feel about what will happen when I fail.
- I can’t seem to organize my time to prepare well for exams.
- I know I could do better if I could ignore how nervous I feel during tests.
- I struggle with stomach pain and bathroom urges just before a test.
- My mind has gone completely blank during the middle of an exam.
- I fear that on a test I’ll end up turning in the worst performance of the entire class.
- I have difficulty getting a good night’s sleep before a test.
- I’m very concerned about what my instructor will think of me if I don’t do well on a test.
- I get more distracted during the test than other students seem to.
- I start to panic when other students finish their tests while I’m still working.
- I know the material better than my exam score indicates.
- I know I won’t be able to have the kind of future I want unless I can get a better grip on my testing fears.

These items give you a general idea about how seriously test anxiety may be interfering with your test performance. If you marked any items “regularly” or marked several “occasionally,” you might benefit from a more in-depth assessment of your test anxiety. Contact the study skills center on your campus.

After evaluating the nature of your difficulty, the study skills specialists can make specific recommendations to help you master your anxiety. If you’re seriously troubled by test anxiety, seek counseling.
ADDITIONAL RESOURCES
9 Awesome Study Tips For College Students

- [http://www.huffingtonpost.com/2010/09/08/study-tips-for-college-_n_709096.html#s136089&title=Alternate_Study_Spaces](http://www.huffingtonpost.com/2010/09/08/study-tips-for-college-_n_709096.html#s136089&title=Alternate_Study_Spaces)
- Huff Post College
Scott Bruckner YouTube Videos
Long Beach City College

- Cognitive Principles
- I Blew the Test, Now What?
- Preparing for Tests
- Memory Tricks
- More Memory Tricks
- Test Taking Skills
- More Test Taking Skills
- Great Ways to Study
• USC Top 10 Study Tips
• BYU Test Taking Strategies
• 4 Study Tips Video