



Study Skills and Time Management



Study Websites

- <https://lsc.cornell.edu/how-to-study/>
- <https://www.educationcorner.com/study-skills.html>
- <https://www.howtostudy.org/>

Note-Taking Skills

- **Five Important Reasons to Take Notes**

- It triggers basic lecturing processes and helps you to remember information.
- It helps you to concentrate in class.
- It helps you prepare for tests.
- Your notes are often a source of valuable clues for what information the instructor thinks most important (i.e., what will show up on the next test).
- Your notes often contain information that cannot be found elsewhere (i.e., in your textbook).

Note-Taking Skills

- **Tips for Finding Major Points in Lectures**

The speaker is usually making an important point if he or she:

- Pauses before or after an idea.
- Uses repetition to emphasize a point.
- Uses introductory phrases to precede an important idea.
- Writes an idea on the board.

Note-Taking Skills

- **Evaluate Your Present Note-Taking System**

Ask yourself:

- Did I use complete sentences? They are generally a waste of time.
- Did I use any form at all? Are my notes clear or confusing?
- Did I capture main points and all sub-points?
- Did I streamline using abbreviations and shortcuts?
- If you answered no to any of these questions, you may need to develop some new note-taking skills!

Note-Taking Skills

- **Guidelines for Note-Taking**

- Concentrate on the lecture or on the reading material.
- Take notes consistently.
- Take notes selectively. Do NOT try to write down every word. Remember that the average lecturer speaks approximately 125-140 words per minute, and the average note-taker writes at a rate of about 25 words per minute.
- Translate ideas into your own words.
- Organize notes into some sort of logical form.
- Be brief. Write down only the major points and important information.
- Write legibly. Notes are useless if you cannot read them later!
- Don't be concerned with spelling and grammar.

Note-Taking Skills

- **Ways to Reduce and Streamline Notes**

- Use symbols to abbreviate, such as:
 - + , & for and, plus
 - = for equals
 - for minus
 - # for number
 - x for times
 - > for greater than, more, larger
 - < for less than, smaller, fewer than
 - w/ for with
 - w/o for without
 - w/in for within
 - > for leads to, produces, results in
 - <---- for comes from
 - / for per
- For example:
 - "The diameter of the Earth is four times greater than the diameter of the Moon."
 - Becomes:
 - "Earth = 4x > diameter of Moon."

Note-Taking Skills

- **Ways to Reduce and Streamline Notes**

- Substitute numerals with symbols, for instance:
Substitute "one" with 1
Substitute "third" with 3rd
- Abbreviate: Drop the last several letters of a word. For example, substitute "appropriate" with "approp."
Drop some of the internal vowels of a word. For example, substitute "large" with "lrg."
- Eliminate small connecting words such as: is, are, was, were, a, an, the, would, this, of.
Eliminate pronouns such as: they, these, his, that, them. However, be careful NOT to eliminate these three words: and, in, on.

Note-Taking Skills

- **Forms of Note-Taking**

- Outlining

- I. Topic sentence or main idea

- A. Major points providing information about topic

- 1. Subpoint that describes the major point

- a. Supporting detail for the subpoint

- Patterning: flowcharts, diagrams

- Listing, margin notes, highlighting

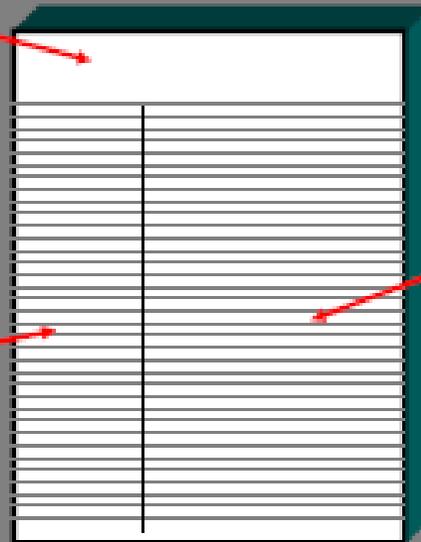
- Cornell Notes

Cornell Notes

Note-Taking Format

Top margin
of page

Recall
column



Note taking
space

Cornell Notes

- 1. Record:** During the lecture, use the note-taking column to record the lecture using telegraphic sentences.
- 2. Questions:** As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.
- 3. Recite:** Cover the note-taking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.
- 4. Reflect:** Reflect on the material by asking yourself questions, for example:
What's the significance of these facts? What principle are they based on?
How can I apply them? How do they fit in with what I already know?
What's beyond them?
- 5. 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.
- 6. Summary:** After class, use this space at the bottom of each page to summarize the notes on that page.

Ebbinghaus Curve of Forgetting

- When material is learned, retention of that information is 100%
- If material is not reviewed within 20 minutes, the memory retention is only 60%.
- If material is not reviewed within 24 hours, the memory retention is only 40%.
- After the first 24 hours, the memory retention does not change significantly, but at 2 weeks with no review retention will only be less than 20% down all the way down possibly to 2%.
- **CONCLUSION:** The best retention occurs if review is immediately after class as well as prior to going to bed on the day the information was given.

Study Smarter

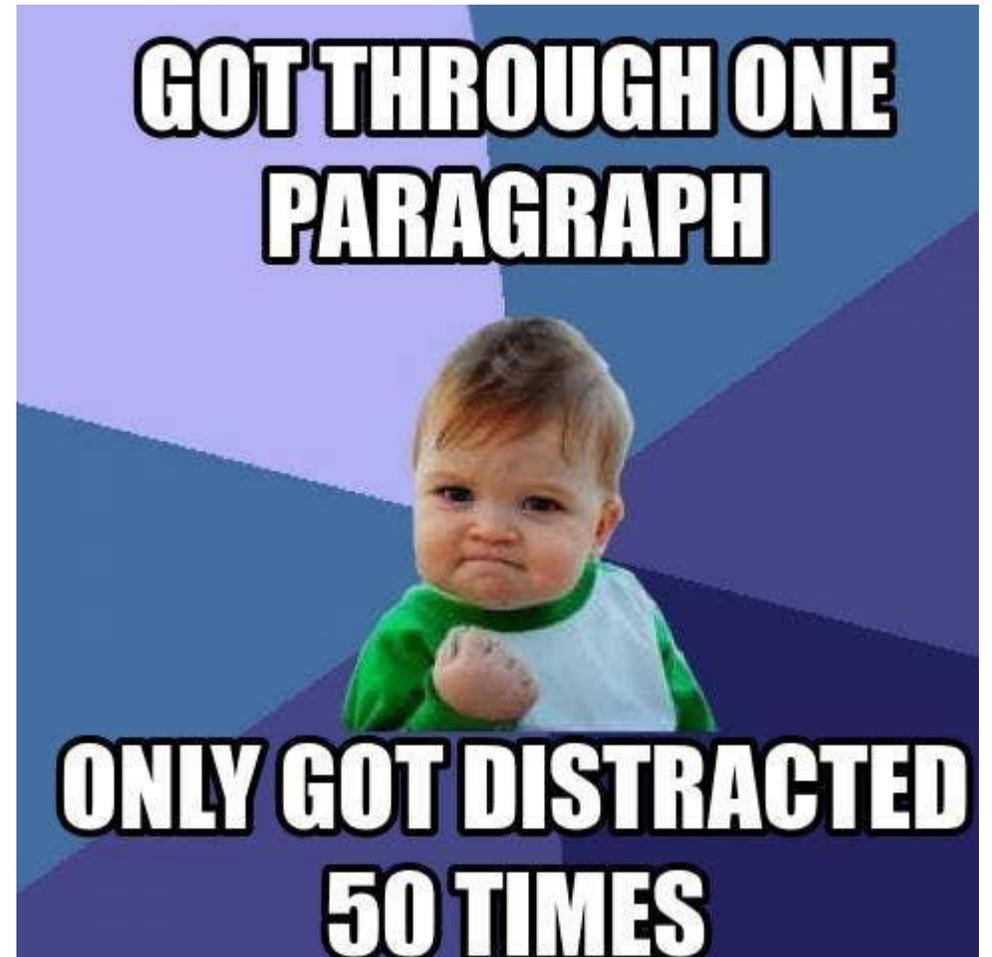
- Set your priorities and make sure they are achievable
- Always attend class and be on time
- Sit in the front of the classroom if possible
- Know your teacher
- Read assignments prior to class
- Start assignments as soon as they are given
- Review information in notes, handouts, etc. as close to the class time as possible (also, review before you go to bed that night)
- Review notes regularly (right after class, before bed, weekly, & prior to tests)
- Use “in-between” time to study & review
- Establish a regular study area

Study Smarter

- Study when you are most alert
- Schedule regular study periods (no longer than 60 minutes at a time)
- Set a specific amount of material for each time you study a subject
- Start studying on time
- Study in short periods and often
- Take regular study breaks (10 – 15 minutes)
- Study your most difficult subjects first
- Vary your work when studying
- Keep on top of your work
- Reward yourself when you reach a goal

Where and how do you study?

- Do you have a desk in a quite space? Enough room to work?
- Do you study with the TV or music on?
- Where is your phone?
- Siblings or animals distracting? Can you go somewhere else?
- Do you have the resources you need (internet, supplies)?



Study Strategies

- Flash cards
- Reciting out loud
- Rewriting
- Visual imagery
- Acronyms and mnemonic devices
- Don't cram!

Time Management

- Video: <https://dd.darrenhardy.com/number-one-time-management-myth>
- Make a weekly or daily to do list
- Use a calendar, planner, or your phone
- Reward yourself when tasks are complete
- Schedule your “me” time
- Read the syllabus and make plans from it
- Prioritize and schedule what you need to do—be realistic!
- Set aside study/class work hours each day
- Have a spot where all studying takes place
- Make or join a study group
- Figure out where you’re wasting time
- Establish a routine
- Don’t procrastinate

Time Management

- Prepare a 9-weeks calendar
- Prepare a weekly schedule
- Prepare a daily schedule
- Prioritize assignments
- Find a dedicated study space
- Create blocks of study time
- Schedule activities for after your schoolwork

Improving Grades

- Write down assignments in a planner, calendar, notebook, or your phone.
- Organize your notebook so you can easily see your assignments and remember to turn them in.
- Make sure you have no zeroes. Turn all assignments in, even if they aren't perfect or are incomplete. A 50 is better than a 0.
- When absent, get all make-up assignments from your teacher and make sure they get turned in.
- Get tutoring, or ask the teacher for help on anything you don't understand. (Before and after school tutoring from teachers is available, as well as individual tutors. Ask for a Directory of Tutoring Services for further information.)
- Have your necessary supplies in class so you won't get behind.
- Take advantage of any extra grades or free grades that your teachers offer.
- Do you have a quiet place to do your homework at home? If not, think about where a good place would be.
- Are there distractions in any class that keep you from learning? What could you do to eliminate these?

Test Anxiety

- What does test anxiety feel like?
 - Some students experience mainly physical symptoms, such as headaches, nausea, faintness, feeling too hot or too cold, etc.
 - Others experience more emotional symptoms, such as crying easily, feeling irritable, or getting frustrated quickly.
 - A major problem of test anxiety can be its effect on thinking ability; it can cause a person to 'blank out' or have racing thoughts that are difficult to control.

Test Anxiety

- What can you do to control test anxiety?
 - Be well prepared for the test.
 - Include as much self-testing in your review as possible.
 - Maintain a healthy lifestyle: get enough sleep, good nutrition, exercise, some personal "down" time, and a reasonable amount of social interaction.
 - As you anticipate the exam, think positively: "I can do OK on this exam. I've studied and I know my stuff."
 - Engage in "thought stopping" if you find that you are worrying a lot, comparing yourself to your peers, or thinking about what others may say about your performance on this exam.
 - Before you go to bed on the night before the exam, organize anything that you will need for the exam--pen, pencil, ruler, eraser, calculator, etc. Double check the time/location of the exam.
 - Set the alarm clock and then get a good night's sleep before the exam.
 - Get to the exam on time - not too late but not too early.
 - Be cautious about talking to other students about the exam material just before going into the exam, especially if this will make you more anxious.

Test Anxiety

- What can you do to control test anxiety?
 - Sit in a location in the exam room where you will be distracted as little as possible.
 - As the papers are distributed, calm yourself by taking some slow deep breaths.
 - Make sure to carefully read any instructions on the exam.
 - As you work on the exam, focus only on the exam, not on what other students are doing or on thinking about past exams or future goals.
 - If you feel very anxious in the exam, take a few minutes to calm yourself. Stretch your arms and legs and then relax them again. Do this a couple of times. Take a few slow deep breaths. Do some positive internal self-talk; say to yourself, "I will be OK, I can do this."
 - If the exam is more difficult than you anticipated, try to focus and just do your best. It might be enough to get you through with a reasonable grade.
 - When the exam is over, treat yourself. If you don't have any other commitments, maybe you can take the night off. If you have to study for other exams you may have to postpone a larger break, but a brief break may be the pick-up that you need.

Questions?

