

MODULE #1: Study Skills and Time Management

Objective:

- Participants will learn skills to study better.
- Participants will be able to organize their study time.
- Participants will learn effective time management techniques.
- Participants will learn how to note-take more effectively.

Context



Planning their academic education will enable participants to gain academic success that will be helpful in their post secondary education life. It is important to prepare participants to develop study habits that will prepare them to succeed in their studies.

Research supports the idea that more studying leads to better academic success (Glenn, 2007).¹ This module was developed to help participants in assessing their study habits and to provide techniques to improve their study skills.

Handouts & Resources Needed:

Handout 1.1A: Assessment

Handout 1.1B: Study Habits, Homework and Test Taking Techniques

Handout 1.1C: Study Habits and Test Taking Techniques Action Plan

Handout 1.2: Study System

Handout 1.3A: Cornell Note-Taking Method

Handout 1.3B: Note-Taking System

Handout 1.4: Weekly Planner

Pen/pencils

Journals

Sheet of paper – one for each participant

Blackboard

Activity#1: Study Habits (30 min)

Procedure:

- Icebreaker
- Inform participants about the vital role that effective study skills play in college success. For example, knowing how to study may help reduce stress associated with testing.
- Ask participants why they think studying is important?
- Discuss the importance of studying:
 - It can enrich your life.
 - Help you achieve whatever goals you have.
 - Every time you learn something, you grow as a person.

¹ Glenn, David ([Sep 7, 2007](#)). Your Parents Were Right, Scholars Say: More Studying Leads to Better Grades. [The Chronicle of Higher Education](#). Washington, 54, A.47.

- Ask participants what exactly they do during their study time.
- Provide Handout 1.1A and have participants assess their study habits.
- Once participants complete the assessment, have them look through the “Study Habits, Homework and Test Taking Techniques” (Handout 1.1B) to recognize some techniques that will help to develop good study habits.
- Have the participants complete the sheet in “Study Habits and Test Taking Techniques Action Plan” (Handout 1.1C) to improve their current study habits.
- Once participants complete the action plan, have participants engage in open discussion to discuss it.
- Debriefing

Activity#2: How Do You Rate in Study Habits? (30 min)

Procedure:

- Icebreaker
- This activity is designed with the purpose of finding out about participants’ own study habits, attitudes, and skills. The inventory will point out participants’ good habits and serve as a plan to improve on poor study habits. Developing good study habits will allow participants to manage the stress caused by coursework and exams.
- Have participants break into small groups of five and review Handout 1.2: The Study System², which is designed to help participants succeed in tests and exams.
- Have participants discuss in small groups to the following:
 - Describe their own study setting
 - Why it is important to make the index card system?
- Debriefing

Activity#3: Note-Taking Skills (30 min)

Procedure:

- Icebreaker
- Taking notes in lecture is an important skill that must be learned because this skill will help participants understand the material, resulting in a successful experience in school. Taking notes will allow participants to improve their concentration and attention to the information provided in class.
- Introduce participants to the following:
 - The main purpose in taking lecture notes is to be a good listener.
 - To be a good listener, participants must learn to focus and concentrate on the main points of the lecture.
- Ask participants why we need to take notes and write responses on the blackboard.
- Show participants a three-step process method that will help them take useful notes:

² Adapted from: Joe Landsberger, Studies Guides and Strategies Website

1. First, write the main points and supporting details including theories, concepts, and facts.
 2. Second, identify and write down the keywords and key ideas that are the main focus.
 3. Third, after the class is finished, ask yourself what you learned and summarize it.
- Provide participants a sample of Cornell Note-Taking Metho³ (Handout 1.3A) to have an idea of this method.
 - Look through the Note-Taking System⁴ (Handout 1.3B) that will help participants to structure their notes the way they will remember them. Encourage participants to apply the three-step process method to their lecture notes.
 - Debriefing

Activity#4: Time Management (55 min)

Procedure:

- Icebreaker
- Managing time effectively will allow participants to work efficiently in their studies, resulting in an improvement in their academic performance. In addition, if participants are able to organize their studies in advance, they will not leave anything until the last minute. Moreover, they will be able to cope well with other outside commitments such as family, friends, and work. Therefore, an action plan for the week is encouraged to help participants balance their coursework and other responsibilities.
- Introduce participants the following:
 - Time management makes studying easier and helps to improve school grades.
 - One of the ways to manage time better is to develop a “to do list.” This will allow participants to finish any school assignments.
- Ask participants to make a weekly planner that will include goals in the first column, tasks in the second column, and time estimates in the third column.
- Tell participants that the list is a way to organize their study time. Introduce an example for the weekly planner (Handout 1.4) and have students complete the handout. Explain that one goal is to receive a B or better on Math. The tasks to complete this goal include finishing the homework (and the time estimate to complete the activity is 1 hour).
- Have participants team up with a partner to come up with a study plan for study dates, places, and times.
- Facilitator will stress that this study planner will help participants by reminding them of their study routine plan.

³ Source: <http://www.studygs.net/lcturnote.htm>

⁴ Sources: <http://ccc/byu.edu/learning/note-tak.php>. <http://www.studygs.net/lcturnote.htm>.

Handout 1.1A

Assessment

1. On a scale of 1-10 What would you rate your study habits. One being worst, ten being best

Why: _____

2. What type of distractions do you encounter when studying. Ex. friends, phone, lack of interest.

3. Where do you usually study and what type of environment is it.

4. Overall how do you classify yourself as a student.

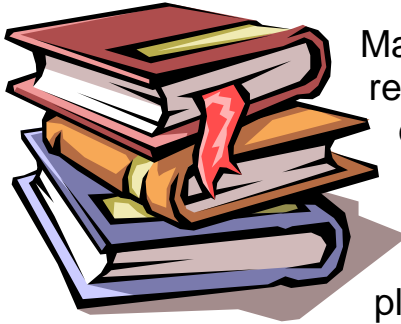
_____ Extremely good	_____ Extremely bad
_____ Very good	_____ Very bad
_____ Good	_____ Bad

5. When you have to take an exam do you feel comfortable and prepared or nervous and unprepared? Why?

6. Why do you feel that your education is important?

HANDOUT 1.1B

STUDY HABITS, HOMEWORK AND TEST TAKING TECHNIQUES



Many of the issues concerning success in school revolve around developing good study habits and expectations regarding homework. You can certainly play a major role in providing the encouragement, environment, and materials necessary for successful studying to take place.

Some general things you can do, include:

1. Establish a routine for meals, bedtime and study/homework
 2. Provide books, supplies, and a special place for studying
 3. Encourage yourself to get “ready” for studying (Refocus attention and relax)
 4. Offer to study with a group who will hold you accountable
 5. Have realistic expectations
 6. Teach yourself some simple relaxation techniques
 7. Provide nutritious meals
 8. Get plenty of sleep
 9. Cut down the chaos at home (ex, Where’s my shoe, my book bag, etc)
 10. Do not over commit yourself with too many extra activities
 11. Manage time wisely
 12. Spend time having fun
 13. Prepare for tests and discussions
 14. Be available to listen
- **An established study routine is very important**
If you know, for example, that you are expected to do homework immediately after supper prior to watching television, you will be better able to adjust and ready yourself than if you are allowed to do homework any time you please

STUDY HABITS AND TEST TAKING TECHNIQUES ACTION PLAN

What I need to do in order to ensure I improve my current study habits and test taking techniques

1. I will study at least _____ hours a day.
2. I will avoid distractions during times of study.
3. I will commit myself to ask for help when needed in class and at home.
4. I will apply test-taking techniques needed (Handout1.1A).
5. I will take notes during class.
6. I will do my best toward my overall academic performance.
7. I will:

GOAL

A Study System⁵

Before you start with the **study system**, it is important to have the right study setting!

1. Be comfortable. For example, have a good light in your room
2. Be in a quiet room: turn off the radio, TV, computer, and other things that may distract you.
3. Clear off top of desk or work table
4. Gather needed materials such as books, notebooks, assignments, papers, and pencils/pens
5. Keep regular study hours

Once you are all set, make studying your “Business” Do it **efficiently!**
Now you can begin with the **Study System:**

1. Review your notes and readings frequently, so the material is "fresh"
2. As you're reading your text or reviewing your notes, write down questions about the material. Imagine you're teaching the course. What questions would you ask on the exam?
3. Keep track of any terms you need to know
4. Try the index card system:
 - a. Write each question or term on the back of an index card
 - b. On the front of each index card, write an answer or an explanation for the question or term on the back.
Use your notes and text for a reference, but put the answer or explanation in your own words whenever possible
 - c. Shuffle the index cards so you can't figure out any answers based on their location in the deck
 - d. Look at the card on the top of the deck:
Try to answer the question or explain the term.
If you know it, great! Put it on the bottom of the deck.
If you don't know it, look at the answer, and put it a few cards down in the deck (so you'll come back to it soon)
 - e. Proceed through the deck of cards until you know all of the information

SOME TIPS:

5. Carry your cards with you everywhere.
Test yourself while you're waiting in line, riding the bus, etc.

⁵ Adapted from Joe Landsberger, [Study Guides and Strategies website](#).

6. If you think you know an answer, but can't put it into words, you probably don't know it well enough. Explaining the information is a good way to be sure that you know it and it is also a good way to prevent test anxiety.
7. Test yourself someplace where nobody can see you and recite the answers out loud. That's the best way to be sure that you can explain them.
8. Study with a friend from your class. You can share ideas and help each other out with concepts. You can use each other to make sure that you are explaining your answer adequately.

Cornell Note-Taking Method⁶

CORNELL NOTE-TAKING METHOD

Step 2:

**Keywords,
ideas, etc**

Step 1:

Class Notes (main ideas, supporting points, etc)

Step3: Reflections and Summary

⁶ Adapted from: <http://www.studygs.net/lcturnote.htm>

Note-Taking System⁷

1. Write Down

- a. During class, identify the main points and supporting points in your own words
- b. Record key vocabulary, important facts, ideas, concepts, and theories

2. Summarize

- a. Summarize the main ideas with key words or questions.

3. State Out Loud

- a. Ask yourself what is the main idea or the main concepts taught in class?
- b. State facts and ideas in your own words. This step makes notes easier to understand your own thoughts and meaning.

4. Think About

- a. Think about and try to understand the material in your own words
- b. Ask yourself what is the importance of these facts or ideas?

5. Review

- a. Review your notes regularly, after and before the lecture
- b. Reviewing will help you improve your long-term memory ready to be retrieved during exams.
- c. Check the covered material to see if it matches what you have written down in your notes.

⁷ Sources: <http://ccc.byu.edu/learning/note-tak.php>
<http://www.studygs.net/lcturnote.htm>.

