

Review Goldilocks and the Three Bears if you're a little rusty!





Study Tips and Tricks: A Practical, No Nonsense way to Address Student Learning

Linda Smith
Stephanie Weathers



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

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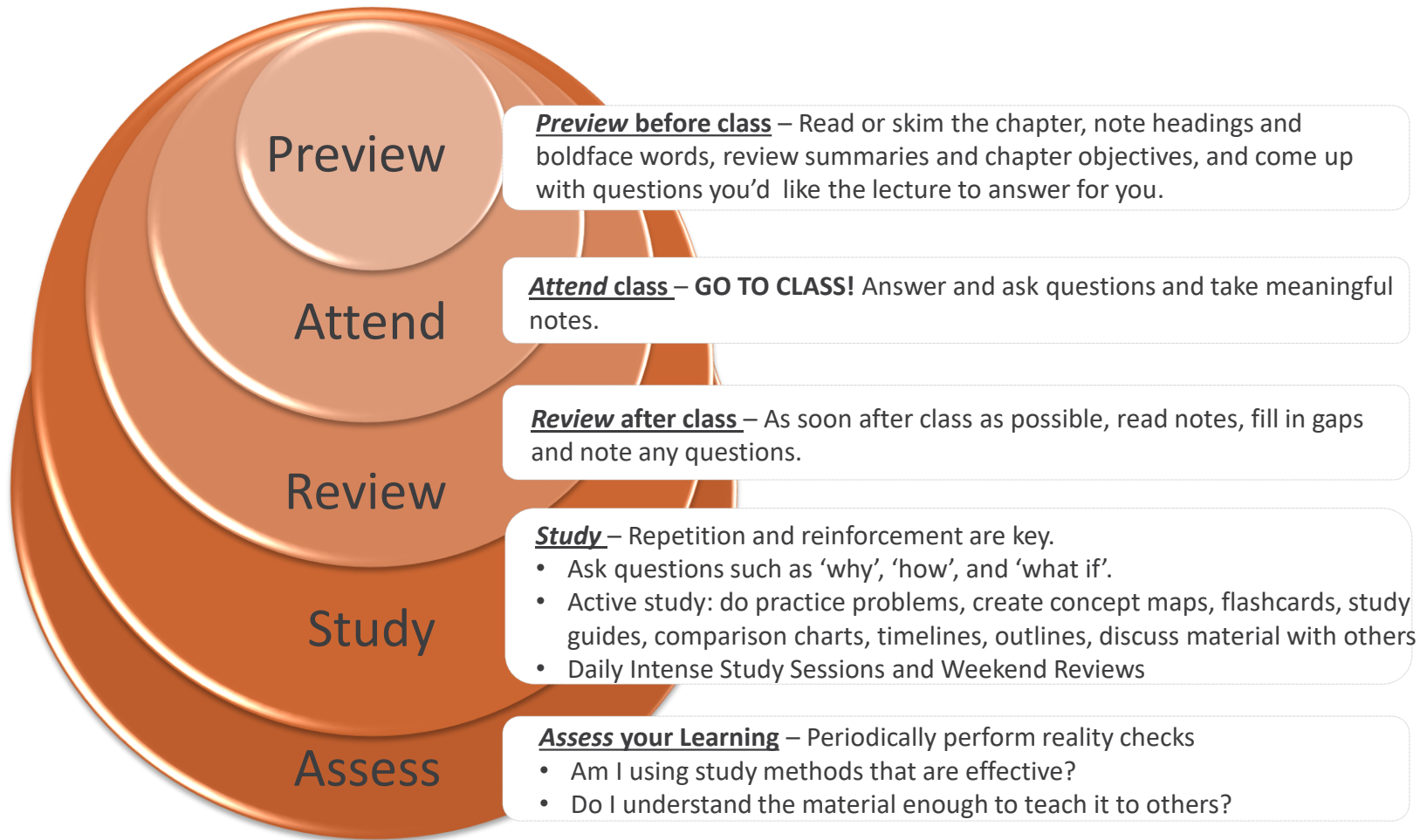
What kinds of conversations do you have with your students about studying and time management?



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Reflection Questions

- What's the difference between *studying* and *learning*?
- For which task would you work harder:
 - A. Make an A on the test
 - B. Teach the material to the class



The Study Cycle

Time Management

Bobby Sue

Bobby Sue is in the Pride of the Southland Marching Band. Practice is from 3:30 – 5:30 MWF and 7-8 on Tuesdays. She will perform on game days, which will take her entire Saturday. She also works for the Daily Beacon 10 hours per week (12-5 on Tuesdays and Thursdays). She made a D on her last French exam and is feeling overwhelmed.

Bobby Sue's Class Schedule

Your Daily Schedule for Fall 2019:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Full Term	9:05A- 9:55A HSS-60 French:211 Class	9:40A- 10:55A HBB- 402 Economics:213 Class	9:05A- 9:55A HSS-60 French:211 Class	9:40A- 10:55A HBB- 402 Economics:213 Class	8:00A- 8:50A HBB-201 Business Administration:242 Lab
	10:10A- 11:00A SMC- G2 Business Law:301 Class		10:10A- 11:00A SMC- G2 Business Law:301 Class		9:05A- 9:55A HSS-60 French:211 Class
	11:10A- 12:25P HBB- 202 Management:202 Class		11:10A- 12:25P HBB- 202 Management:202 Class		
			1:25P- 2:15P AMB-AUD Business Administration:242 Lecture		

These courses have no scheduled meetings:

Full Term	Business Administration:208 Class
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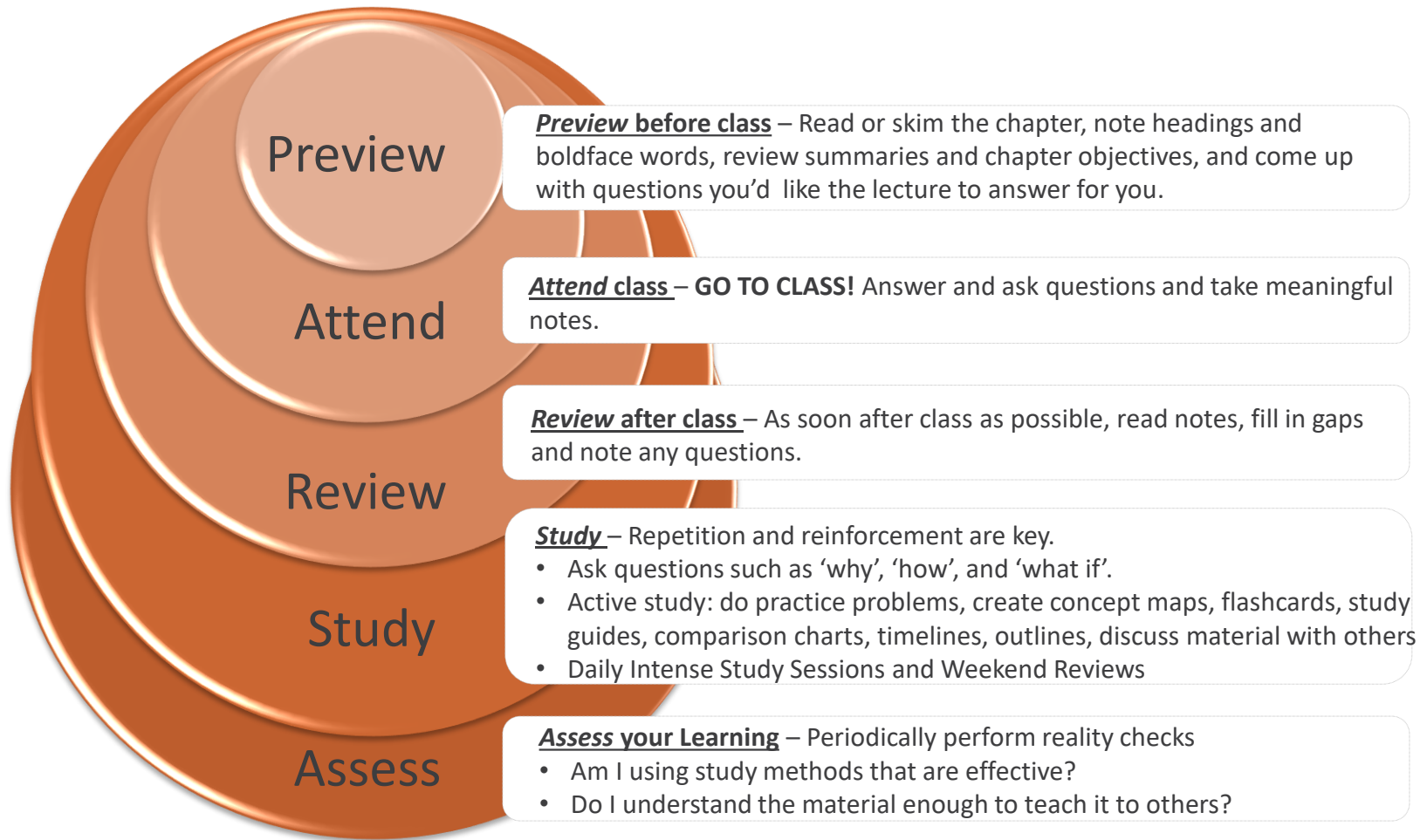
Coaching/Advising Bobby Sue

Find a partner. Look at Bobby's Sue's scenario and schedule. Utilizing the time management grid, construct a schedule that could work for her which includes the elements of the Study Cycle.

When you talk about time management with Bobby Sue, what questions do you ask her?

What suggestions would you give her?

What resources will help?



The Study Cycle

Use Metacognition to become an Expert Learner



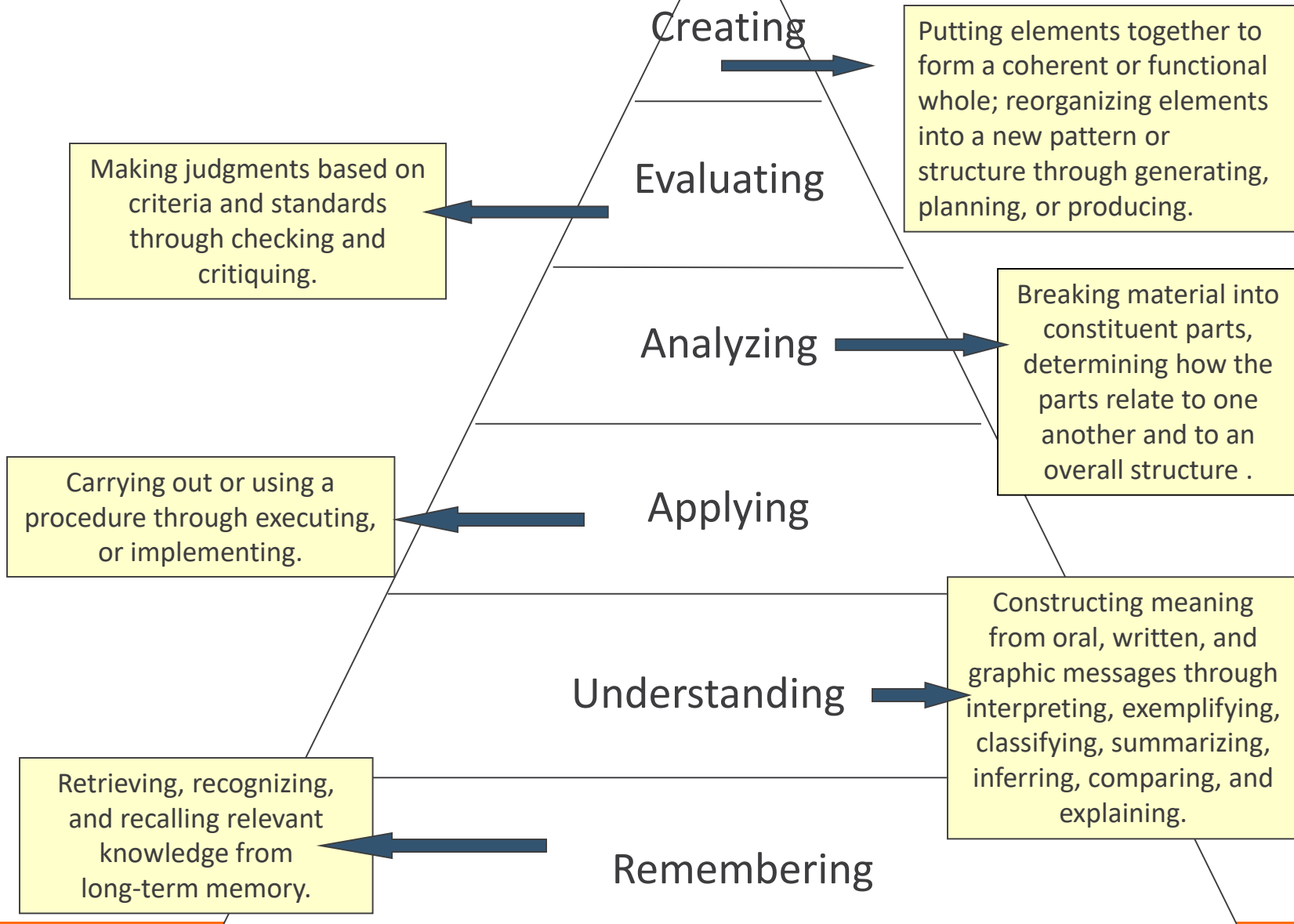
Metacognition

The ability to:

- Think about thinking
- Be consciously aware of oneself as a problem solver
- To monitor and control one's mental processing
- To be aware of the type of learning that you are doing

Bloom's Taxonomy

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.



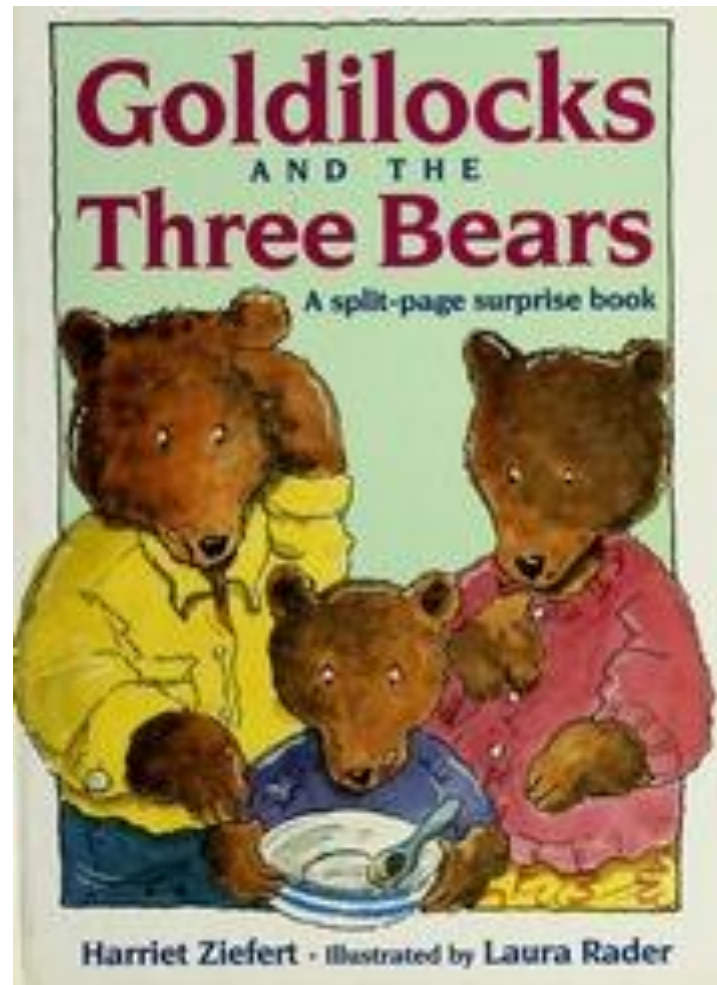
At what level of Bloom's do you have to operate to make A's or B's in high school?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating

At what level of Bloom's do students have to operate to make A's or B's in college?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating

Goldilocks and the Three Bears



Example

Bloom's Levels of Learning

Applied to Goldilocks and the Three Bears

- Creating** Write a story about Goldilocks and the Three Fish. How would it differ from Goldilocks and the Three Bears?
- Evaluating** Judge whether Goldilocks was good or bad. Defend your opinion.
- Analyzing** Compare this story to reality. What events could not really happen?
- Applying** Demonstrate what Goldilocks would use if she came to your house.
- Understanding** Explain why Goldilocks liked Baby Bear's chair the best.
- Remembering** List the items used by Goldilocks while she was in the bears' house.

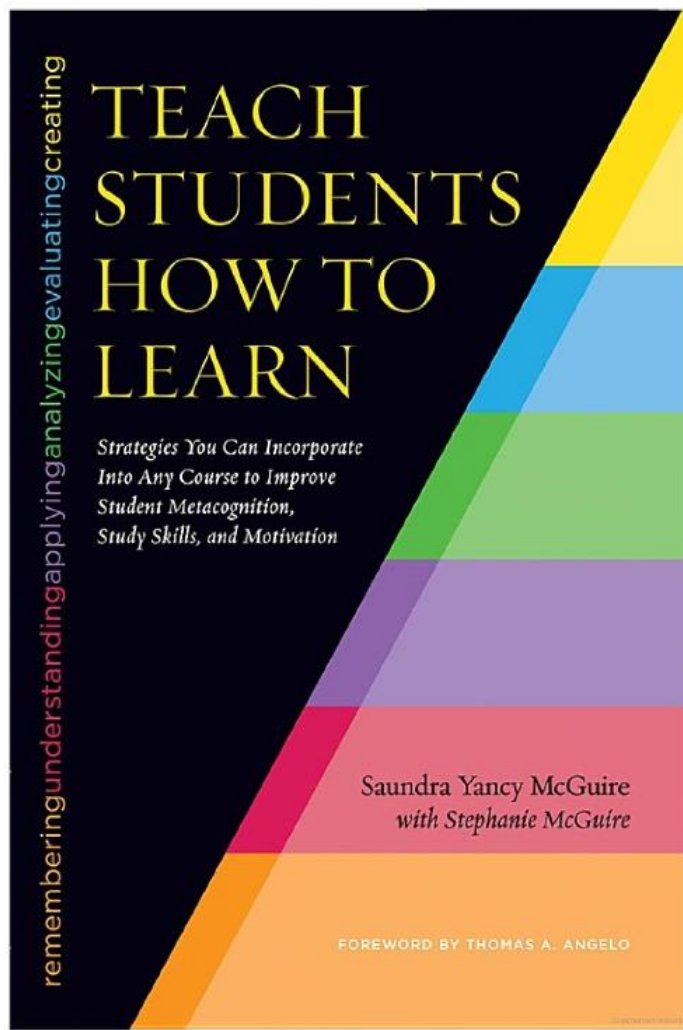
Turning Yourself into an Efficient, Expert Learner

- Constantly ask yourself “why” and “what if” questions
- Always test your understanding by verbalizing or writing about concepts; practice retrieval of information
- Move your activities higher on Bloom’s Taxonomy by comparing and contrasting, thinking about analogies, thinking of new pathways, etc.

Debrief

We talked about the Study Cycle, Time Management, and Bloom's Taxonomy today. How will you use this information with your students?

Resource



Dr. Saundra Yancy McGuire
With Stephanie McGuire