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

**Preview**
- Read or skim the chapter, note headings and boldface words, review summaries and chapter objectives, and come up with questions you’d like the lecture to answer for you.

**Attend**
- GO TO CLASS! Answer and ask questions and take meaningful notes.

**Review**
- As soon after class as possible, read notes, fill in gaps and note any questions.

**Study**
- Repetition and reinforcement are key.
  - Ask questions such as ‘why’, ‘how’, and ‘what if’.
  - Active study: do practice problems, create concept maps, flashcards, study guides, comparison charts, timelines, outlines, discuss material with others
  - Daily Intense Study Sessions and Weekend Reviews

**Assess**
- Periodically perform reality checks
  - Am I using study methods that are effective?
  - Do I understand the material enough to teach it to others?
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:

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1:25P- 2:15P AMB-AUD Business Administration:242 Lecture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These courses have no scheduled meetings:

<table>
<thead>
<tr>
<th><strong>Full Term</strong></th>
<th>Business Administration:208 Class</th>
</tr>
</thead>
</table>
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?
**Preview**
- Read or skim the chapter, note headings and boldface words, review summaries and chapter objectives, and come up with questions you’d like the lecture to answer for you.

**Attend**
- **Attend class** – GO TO CLASS! Answer and ask questions and take meaningful notes.

**Review**
- **Review after class** – As soon after class as possible, read notes, fill in gaps and note any questions.

**Study**
- Repetition and reinforcement are key.
  - Ask questions such as ‘why’, ‘how’, and ‘what if’.
  - Active study: do practice problems, create concept maps, flashcards, study guides, comparison charts, timelines, outlines, discuss material with others
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**Assess your Learning**
- Periodically perform reality checks
  - Am I using study methods that are effective?
  - Do I understand the material enough to teach it to others?

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**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

- **Remembering**
  - Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

- **Understanding**
  - Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

- **Applying**
  - Carrying out or using a procedure through executing, or implementing.

- **Analyzing**
  - Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure.

- **Evaluating**
  - Making judgments based on criteria and standards through checking and critiquing.

- **Creating**
  - Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

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.

http://www.odu.edu/educ/llschult/blooms_taxonomy.htm
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**

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