

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ghardaia
Faculty of Letters and Languages
Department of English Language



Course Title:

Study Skills

For 1st Year LMD Students

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General Course Information

Course title: Study Skills

Teaching Unit: Methodology

Target audience: 1st year LMD students of English

Coefficient: 02

Credits: 04

Number of sessions per week: 1 session (1 of one hour and a half per each week)

Course delivery modality: TD

Follow-up and evaluation modality: 50% - 50%

- Continuous assessment (formative)
- Written exams

Description of the Course



STUDY SKILLS

Study *smarter*, not harder.

Starting a new school can understandably cause worry, especially leaving familiar daily habits. Leaving high school for college is often challenging for freshmen. The way learning works is very different from high school.

This change seems even scarier in an English as a foreign language (EFL) setting. Students must deal with adjusting to new expectations. They must also understand lessons taught in a language they don't fully know.

However, giving students knowledge and awareness of how learning happens in college can help a lot with fears of this big change. Understanding how information is gained and tested in higher education can increase confidence. It can reduce unknown things that usually come with such an important step to more advanced learning.

As students embark on their academic journey, developing effective study skills is paramount for achieving success in university and beyond. In Semester 1, we focus on foundational topics that lay the groundwork for independent learning and academic excellence.

❖ Topic 1: Introduction and Pre-Assessment

In this introductory session, students gain insights into the significance of study skills in the university context. A self-assessment survey acts as a compass, guiding students to identify their strengths and challenges. Through group discussions, students share experiences and set career goals, fostering a

collaborative learning environment.

❖ Topic 2: Effective Studying Habits

This topic delves into the cultivation of habits conducive to independent study. Students acquire techniques for creating distraction-free study zones, scheduling routine study times, and optimizing productivity. Strategies for maintaining focus and managing breaks effectively are also explored.

❖ Topic 3: Organizational Skills and Time Management

Introducing various organizational tools, including planners and to-do lists, this session equips students with essential skills for prioritizing tasks, estimating task duration, and minimizing scheduling conflicts.

❖ Topic 4: Goal Setting and Prioritization

Students learn systematic approaches to defining short and long-term goals, tracking progress, and determining task priorities.

❖ Topic 5: Exam Preparation and Test-Taking Skills

Preparing students for assessments, this session covers planning study calendars, mock exams, and revision strategies. Common mistakes are addressed, and coping mechanisms for test anxiety are provided.

❖ Topic 6: Effective Revising

Students explore summarization techniques, knowledge mapping, self-testing, exam predictions, and spaced repetition for long-term retention.

❖ Topic 7: Academic Reading and Note-Taking

Strategies for comprehensive academic reading, including skimming, scanning, annotating, and paraphrasing, are taught. Visual note-taking formats such as tables and concept maps are introduced.

❖ **Topic 8: Memory and Concentration**

Focusing on long-term retention, this session explores mind-mapping, acronyms, the location method, and cognitive learning methods.

❖ **Topic 9: Learning to Revise**

Students practice essential revision strategies, including self-testing, rewriting notes, and reinforcing concepts.

❖ **Topic 10: Note-Taking Skills**

Techniques for effective note-taking from written text, lectures, and multimedia sources are developed.

With these topics, our goal is to empower students with practical, independent learning skills that will pave the way for academic achievement in university and foster a commitment to lifelong learning

➤ **Objectives of the Course**

Essential Academic Study Skills enables the student to:

- Accomplish their academic goals and achieve success in their courses.
- Become independent life-long learners and critical thinkers.
- Improve their reading, writing and research methodology skills.

➤ **Prerequisite**

Students should be aware of basic techniques of English use.

Annual Partition of the Course

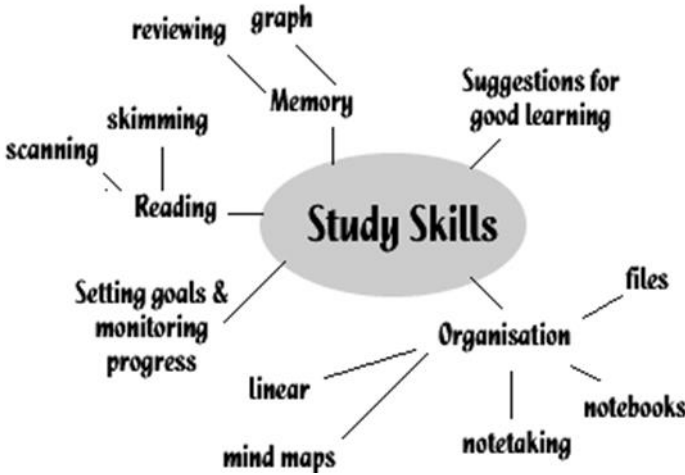
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What are the Study Skills?

Objectives:

By the end of this lecture, students will be able to:

- ✓ Define study skills and distinguish them from strategies.
- ✓ Identify the characteristics of effective study strategies.
- ✓ Provide examples of broadly applicable and transferable study skills.
- ✓ Explain the importance of study skills for students' learning and performance.
- ✓ Apply understanding of study skills and strategies through analysis.



1. Defining Study Skills

We define study skills as the effective use of appropriate techniques for completing a learning task. In other words, a student who has good study skills can successfully carry out a learning task (e.g., participating in class) by using appropriate techniques (e.g., taking notes that paraphrase what the teacher has said) in an effective manner. A student with poor study skills may carry out the same learning task using inappropriate techniques or using appropriate techniques in an ineffective manner.

The notion of “learning task” is central to our definition of study skills.

Simply stated, a learning task is an activity that is designed to help students achieve an instructional objective. The usual learning tasks in school settings

are:

1. Managing time, materials, and self
2. Listening and taking notes in class
3. Answering teacher questions and participating in class activities
4. Reading textbooks and other materials
5. Writing papers
6. Preparing for and taking tests.

These learning tasks cut across subject areas and grade levels; therefore, teaching students to perform one of these tasks effectively should help them in most or all of their courses and throughout their academic career.

Test preparation and test taking may not seem at first glance to fit the definition of learning tasks. This is because testing is intended to determine how much learning has been acquired rather than to facilitate the acquisition of new knowledge. But testing, especially the preparation phase often stimulates students to engage in new learning and to consolidate what they have already learned by reorganizing it for easy retrieval.

We also distinguish between “study skill” and “study strategy.” A study skill refers to just one aspect of a study process, whereas a study strategy refers to the total study process. For example, writing a school paper requires the use of many study skills identifying an appropriate topic, brainstorming ideas, outlining, researching, and so forth. The use of all these in an appropriate sequence constitutes a study strategy.

2. Characteristics of Study Strategies

➤ Personal approaches

Some things work for a person and not for others as effectively. The study strategies help to develop a personal approach that is specific and will meet the individual needs of the learner.

➤ Regular practice

Regular practice is essential to improving study strategies. Students must consistently apply good study habits for them to become automatic and effective. Without consistent practice, even the best study strategies will not optimize learning or information retention. Therefore, students should set aside

time daily or weekly to implement strategies like reviewing notes, re-reading textbooks, and quizzing themselves. With consistent practice over time, study strategies will improve students' focus, motivation and performance in the short and long term.

➤ **Broad applicability**

The best thing about study strategies is that the learner can use it in almost all the areas of study. It is generic and not subject-specific. Developing such skills will help the learner in understanding the ideas, theories, and concepts relevant to a specific subject.

➤ **Transferability**

These skills are not just for students who are interested in finding effective ways of learning but are transferrable as it helps the learner throughout his life in new contexts like self-discipline, problem-solving, time management and organizational skills.

3. The Importance of Study Skills

Study skills are crucial for students' learning and academic success. Teachers can only facilitate learning; students must use appropriate study skills to actually learn and remember the material. Study skills help students become increasingly independent learners who take responsibility for structuring, motivating and monitoring their own learning as they progress through school.

Moreover, study skills are lifelong abilities that benefit people far beyond the classroom. Organizational skills, questioning skills, time management and more provide advantages at work and home. In today's world of continuous learning, study skills enable students and adults to gain maximum benefit from new material.

In summary, study skills aid student learning by supporting teachers' instruction. They develop students' independence as learners and prepare them for expectations of greater self-direction. Finally, study skills constitute lifelong tools that remain valuable for learning, work and life after graduation. For all these reasons, mastering effective study strategies and habits is vitally important for students' current and future success.

To conclude, study skills are critical for students' academic success and

lifelong learning. Students must develop and apply effective study strategies to learn independently and maximize what they gain from instruction. Mastering study skills prepares students to meet rising expectations for self-directed learning as they progress through school. Furthermore, study skills constitute abilities that remain valuable for continuous learning, work responsibilities and other aspects of life beyond the classroom. For all of these reasons, students should devote time and effort to identifying, developing and practicing useful study strategies. Doing so will benefit their current performance as well as lay a strong foundation to support their future growth and achievement.

Activity:

1. Define study skills in your own words and provide one example of a study skill.
2. Distinguish between a study skill and a study strategy. Provide one example of each.
3. Explain two ways that regular practice helps to improve study strategies.
4. Provide two examples of study strategies that are transferable beyond the classroom. Explain how each could be useful.
5. Explain why study skills are important for students' learning and academic success.

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What is the LMD system?



2/ LMD system

Objectives:

By the end of this lecture, students will be able to:

- ✓ Explain the key principles and architecture of the LMD system, including its three cycles of study and modular course structure.
- ✓ Discuss challenges universities face in properly implementing assessment under the LMD system and provide examples of each challenge.
- ✓ Analyze how the LMD system seeks to develop skills and competencies that employers demand from university graduates through competency-based learning and continuous assessment.

Introduction

The LMD has long been in universities in Anglo-Saxon countries (United States, Canada, Great Britain, etc.). Its application has begun in recent years in Europe and also in some Arab countries in order to promote student mobility, offer training grades, approved and recognized worldwide and prepare for diplomas that are better suited to the real needs of the job market.

The LMD system is based on 3 principles: capitalization, mobility and readability.

- ✓ **Capitalization:** This is the final acquisition of the teaching units; the student will not have to redo an acquired EU if he is led to change his training course or establishment.
- ✓ **Mobility:** It is the possibility offered to the student to change establishment without losing his achievements.
- ✓ **Readability:** This is the possibility offered to the job market to be able to easily compare LMD diplomas in the country, or from one country to another.

❖ **General architecture of the studies:**

The LMD system is articulated in three training cycles:

- ✓ A cycle organized in 6 semesters leading to the Bachelor's degree
- ✓ A second cycle organized in 4 semesters leading to the Master's degree
- ✓ A three-year third cycle leading to the doctorate degree.

❖ **Training courses**

In each cycle, the areas of training are organized in the form of typical training courses that will allow the establishment of bridges

➤ **License:**

There are two types of licenses:

Academic License (L.A): Dedicated to a Bachelor's degree that allows direct access to longer and more specialized university studies.

Professional License (L.P): Devoted by a degree of license which will allow a direct insertion in the world of the work.

➤ **The master:**

This training cycle takes place over two years. It is accessible to any student

holding an Academic License (L.A) who fulfills the conditions of access. It does not exclude the holders of a Professional License (L.P) who will be able to return to the university after a passage in the professional life.

There are two types of Master:

Professional Master (M.P): Characterized by the acquisition of greater specialization in a disciplinary field. The orientation of this course is still professional.

Research Master (M.R): Characterized by a preparation for scientific research that is predestined for a research activity in the university and economic sectors.

➤ **PhD:**

- The doctoral training is of a minimum duration of three years and will have to ensure a deepening of the knowledge in the specialty and a training by and for the research (Development of the aptitudes with the research, sense of the work in team,).

❖ **Architecture of the courses of formation in License:**

The training courses are structured in three levels

✓ **The first level:**

Two semesters at most is a stage of impregnation and adaptation to university life and university discovery.

✓ **The second level:**

At least two semesters is a stage of deepening knowledge and progressive orientation.

✓ **The third level:**

It is a stage of specialization to acquire knowledge and skills in the chosen specialty.

❖ **Teaching units (EU):**

Training courses are organized in teaching units (UE) and consist of one or

more subjects taught in the form of courses (courses, tutorials or practices, seminars, internships, ...). The teaching units are distinguished into four categories: Fundamental, Methodological, Discovery and Transversal.

1-Basic or (fundamental) Unit: This includes core subjects for a particular discipline

2- Methodology Unit: This gathers the subjects taught methodological tools aimed at helping the learner to accomplish his training course

3- Discovered Unit: It includes teaching subjects that broaden the student's knowledge horizon and open up other perspectives.

4- Transversal unit: It includes teaching subjects such as modern languages, computer science, information and communication technologies, humanities ...).

Assessment in the LMD system

Assessment in the LMD system aims to ensure that students achieve the intended learning outcomes of their degree programs. The credit system is based on student performance on various forms of assessment, including exams, projects, oral presentations, lab work and internships. Universities in the region have faced challenges implementing competency-based assessment due to the previously exam-focused culture of higher education.

To properly implement LMD, universities will need to diversify assessment methods beyond only written exams and focus more on continuous assessment through practical applications. Clear rubrics and useful feedback will be essential to evaluate skill development effectively. While written exams will still measure knowledge acquisition, continuous assessment of competencies through applied activities will prepare graduates for the job market under LMD.

Universities will also need to provide training for faculty on effective LMD evaluation strategies. With proper assessment reform that aligns with LMD's goals, universities in the region can achieve the overarching aims of making degrees more flexible, comparable and relevant for the workforce. Assessment is an integral part of the successful transition to the LMD system.

LMD vocabulary

Tutoring: This is a new pedagogical activity for the teacher introduced in the LMD system. This element permits a direct relation between the teacher and the student outside the academic sessions i.e. the teacher-learner interaction becomes easier and closer. Hence, instructors will play the role of the guide as he can inform the learners about pedagogical information they may need and get informed about the students' inquiries. Moreover, the task of the teacher becomes wider here as he is supposed to advise and orient his students throughout their learning process. In a nutshell, we can say that this element is a way out to apply the Learner-centered Approach we are expected to use in our educational settings.

Credits: The value in credits is determined by reference to the volume of "face-to-face" semester hours necessary for the acquisition of knowledge and skills through the forms of teaching provided as well as the volume of activities that the student must carry out for the semester in question (personal work, report, dissertation, internship, etc.). The total number of credits for each semester is equal to 30 (180 in the license and 120 in the master degree).

Conclusion

In conclusion, the overarching goal of the LMD system is to reform higher education by making degree programs and qualifications more comparable, flexible, and relevant to the needs of the job market. The LMD architecture aims to achieve this through a modular course structure, a credit system that quantifies students' workload, and a focus on developing transferable skills and competencies that employers demand. If implemented properly with clear learning outcomes and quality assurance measures, the LMD system has the potential to improve preparation of university graduates for future careers by equipping them with relevant knowledge and skills through competency-based learning. At the same time, the flexibility and modularity of the LMD structure seeks to promote life-long learning by making education more adaptive and credentials more transferable over time. Ultimately, the LMD system represents an effort to reform higher education systems in ways that can

improve both the quality and relevance of qualifications for students, universities and the job market alike.

Activity One:

Match each of the following terms with its definition:

- | | |
|----------------|---|
| Tutoring | A. Student can change schools without losing progress |
| Mobility | B. Final acquisition of learning units |
| Credit | C. Makes diplomas more standardized and comparable |
| Teaching units | D. One or more related subjects within a degree program |
| Capitalization | E. Guidance and support provided by instructors |
| Readability | F. Value assigned based on student workload |

Activity Two:

Fill in the gaps with the correct words from the box:

tutoring • capitalization • evaluation • teaching units • credits

The LMD system aims to make higher education more relevant and comparable through a number of reforms, including a new ___1___ structure and a ___2___ system. Courses are divided into modular ___3___, and student workload is quantified in ___4___. The level of ___5___ has also changed, moving from an exam focus to include more continuous ___2___ through projects and internships. Instructors now take on a ___1___ role, providing support and guidance to students. Overall, the goal of these reforms is to develop transferable skills and competencies that employers demand from university graduates.

Activity Three:

Explain two challenges universities may face in properly implementing assessment in the LMD system. Provide an example for each challenge.

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Studying Habits and Setting

Objectives:

By the end of this lecture, students will be able to:

- ✓ Identify key study habits employed by high-achieving students.
- ✓ Explain how specific study habits optimize the benefits of instruction.
- ✓ Discuss how developing and adhering to effective study habits requires discipline and consistency over time.
- ✓ Analyze how effective study routines maximize learning, comprehension and performance.
- ✓ Summarize the importance of mastering constructive study habits for academic success.

Introduction

The key to becoming an effective student is learning how to study smarter, not harder. This becomes more and true as you advance in your education. An hour or two of studying a day is usually sufficient to make it through high school with satisfactory grades, but when college arrives, there aren't enough hours in the day to get all your studying in if you don't know how to study smarter.

While some students are able to breeze through school with minimal effort, this is the exception. The vast majority of successful students achieve their success by developing and applying effective study habits. The following are the top 10 study habits employed by highly successful students. So if you want to become a successful student, don't get discouraged, don't give up, just work to develop each of the study habits below and you'll see your grades go up, your knowledge increase, and your ability to learn and assimilate information improve.

✚ Don't attempt to cram all your studying into one session.

Ever find yourself up late at night expending more energy trying to keep your eyelids open than you are studying? If so, it's time for a change. Successful students typically space their work out over shorter periods of time and rarely try to cram all of their studying into just one or two sessions. If you want to become a successful student then you need to learn to be consistent in your studies and to have regular, yet shorter, study periods.

✚ Plan when you're going to study.

Successful students schedule specific times throughout the week when they are going to study -- and then they stick with their schedule. Students who study sporadically and whimsically typically do not perform as well as students who have a set study schedule. Even if you're all caught up with your studies, creating a weekly routine, where you set aside a period of time a few days a week, to review your courses will ensure you develop habits that will enable you to succeed in your education long term.


✚ Study at the same time.

Not only is it important that you plan when you're going to study, it's important you create a consistent, daily study routine. When you study at the same time each day and each week, your studying will become a regular part of your life. You'll be mentally and emotionally more prepared for each study session and each study session will become more productive. If you have to change your schedule from time to time due to unexpected events, that's okay, but get back on your routine as soon as the event has passed.

✚ Each study time should have a specific goal.

Simply studying without direction is not effective. You need to know exactly what you need to accomplish during each study session. Before you

start studying, set a study session goal that supports your overall academic goal (i.e. memorize 30 vocabulary words in order to ace the vocabulary section on an upcoming Spanish test.)

 **Never procrastinate your planned study session.**

It's very easy, and common, to put off your study session because of lack of interest in the subject, because you have other things you need to get done, or just because the assignment is hard. Successful students DO NOT procrastinate studying. If you procrastinate your study session, your studying will become much less effective and you may not get everything accomplished that you need to. Procrastination also leads to rushing, and rushing is the number one cause of errors.

 **Start with the most difficult subject first.**

As your most difficult assignment or subject will require the most effort and mental energy, you should start with it first. Once you've completed the most difficult work, it will be much easier to complete the rest of your work. Believe it or not, starting with the most difficult subject will greatly improve the effectiveness of your study sessions, and your academic performance.

 **Always review your notes before starting an assignment.**

Obviously, before you can review your notes you must first have notes to review. Always make sure to take good notes in class. Before you start each study session, and before you start a particular assignment, review your notes thoroughly to make sure you know how to complete the assignment correctly. Reviewing your notes before each study session will help you remember important subject matter learned during the day, and make sure your studying is targeted and effective.

Make sure you're not distracted while you're studying.

Everyone gets distracted by something. Maybe it's the TV. Or maybe it's your family. Or maybe it's just too quiet. Some people actually study better with a little background noise. When you're distracted while studying you (1) lose your train of thought and (2) are unable to focus -- both of which will lead to very ineffective studying. Before you start studying, find a place where you won't be disturbed or distracted. For some people this is a quiet cubical in the recesses of the library. For others is in a common area where there is a little background noise.

Use study groups effectively.

Ever heard the phrase "two heads are better than one"? Well this can be especially true when it comes to studying. Working in groups enables you to (1) get help from others when you're struggling to understand a concept, (2) complete assignments more quickly, and (3) teach others, whereby helping both the other students and yourself to internalize the subject matter. However, study groups can become very ineffective if they're not structured and if groups members come unprepared. Effective students use study groups effectively.

Conclusion

Certain study habits are fundamental for propelling students towards academic success. High-achieving students embrace specific strategies that optimize the benefits of instruction. These habits set the stage for students to learn efficiently, instead of laboring endlessly.

High achievers implement strategies like splitting their studying into multiple shorter sessions instead of marathon study episodes. They follow a fixed study schedule and outline goals for each study period. They avoid procrastination by adhering to their planned study times. They take on the heaviest subjects and assignments first while their energy levels are highest. They minimize distractions while learning and review their notes before each session to refresh essential details. Appropriately leveraging study groups helps

reinforce concepts as well.

In summary, developing and adhering to these effective study habits demands discipline and self-reflection. But by consistently utilizing strategies over time, students start learning efficiently, instead of laboring endlessly. Constructing good study routines optimizes the benefits of instruction for knowledge retention, comprehension and high grades - critical for students' current and future academic performance. Mastering constructive study habits is paramount for triumph.

Activities:

Activity One:

1) Analyze the effectiveness of your most recent study group experience based on the following criteria discussed in the lecture:

- Were all group members prepared and on task?
- Did the group have a clear objective and plan for how to study?
- Was time utilized efficiently with minimal distraction or off-task conversation?
- Did all group members participate actively and contribute their knowledge and skills?
- Did the format (in-person, online, phone etc.) support or hinder the group's effectiveness?

Activity Two:

Self-assessment quiz

Dear student,

Effective study habits are essential for academic success. High-performing students employ specific strategies that allow them to study smarter, not just harder. In this self-assessment quiz, you will reflect on your current study habits based on the key strategies discussed in the lecture.

By honestly answering the questions, you can identify areas of strength as well as areas of your study habits that may need improvement. This self-knowledge will help you develop a plan to optimize your studying and academic performance moving forward.

The higher your total score, the more closely your current study habits align with those of high-performing students. Use your results to guide how you may modify your approach for increased efficiency and outcomes.

Scoring:

A = 4 points

B = 3 points

C = 2 points

D = 1 point

The highest possible score is 52, indicating ideal study habits.

Take the quiz and then reflect on your results. Consider which strategies discussed in the lecture could most improve your current approach if adopted and implemented consistently over time.

1. How often do you study in short sessions rather than cramming all at once?

- a) Always
- b) Frequently
- c) Occasionally
- d) Rarely

2. Do you have a fixed schedule for when you will study each week?

- a) Yes, I stick to the same schedule
- b) I have a loose schedule but flexibility
- c) I study when I have time but no fixed schedule
- d) I tend to study sporadically

3. When studying, do you have a clear goal for what you want to accomplish?

- a) Always
- b) Most of the time

- c) Some of the time
- d) Rarely or never

4. How often do you procrastinate your planned study sessions?

- a) Rarely
- b) Occasionally
- c) Frequently
- d) Almost always

5. When multiple assignments are due, do you start with the most difficult first?

- a) Always
- b) Most of the time
- c) Some of the time
- d) Never

6. Before beginning a study session, how often do you thoroughly review your notes?

- a) Always
- b) Frequently
- c) Occasionally
- d) Rarely

7. When studying, how often are you free from distractions like phones, TV, music, etc.?

- a) Always
- b) Most of the time
- c) Some of the time
- d) Rarely

8. If using study groups, do group members come prepared and stay on task?

- a) Always prepared and focused
- b) Usually prepared and focused
- c) Sometimes prepared and focused
- d) Rarely prepared or focused

9. Have you seen improvement in your studying, grades and retention from implementing effective study habits consistently?

- a) Yes, definitely
- b) Some improvement
- c) Little improvement
- d) No improvement

10. How motivated are you to further improve your study habits for increased efficiency and outcomes?

- a) Highly motivated
- b) Motivated
- c) Somewhat motivated
- d) Not very motivated

11. Over the last month, how often have you studied at your planned times according to your schedule?

- a) Always
- b) Frequently
- c) Occasionally
- d) Rarely

12. After studying, how effective would you say your study session was at meeting your goals?

- a) Highly effective
- b) Somewhat effective
- c) Neutral
- d) Ineffective

13. How likely are you to recommend the strategies from this lecture to a friend struggling with their studying?

- a) Very likely
- b) Somewhat likely
- c) Neutral
- d) Unlikely

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Organization and Time-Management

Objectives:

By the end of this lecture, students will be able to:

- ✓ Create a daily schedule that prioritizes their tasks and responsibilities.
- ✓ Apply strategies for breaking down large tasks into smaller, more manageable steps.
- ✓ Identify and remove common distractions that hinder their productivity.
- ✓ Evaluate their own time management habits and develop a personal action plan for improving their skills.

Introduction

Students must master how to effectively manage their time, especially in today's fast world.

However, this isn't always the case, as most students procrastinate and use most of their time doing other tasks and distracting activities.

This eventually leads to them scrambling when their school work deadline is due.

The good news is that time management can be learned just like any other skill.

To successfully manage your time as a student, you need to balance your school work, school life, personal life, and free time. Besides, time management and organization go hand in hand, as you have to organize your day to manage your time effectively.

This lecture will provide you with effective time management strategies that will enable you to get the most out of your learning. But before we do that, let's discuss time management and its importance to students, shall we?

1. What is Time Management?

Time management involves planning and managing the amount of time you

spend on different activities to utilize most of your day effectively. As a student, it is a critical skill because time is a finite resource you need to manage effectively. Besides, this skill enables you to make the most of your day even when there's a time constraint.

There are 4Ds of time management; **Do, Defer, Delegate, and Delete.**

Putting your tasks into any of these categories will enable you to manage your time and improve your learning effectively.



3/ Management

2. Importance of Time Management to Students

As a student, whether on an online course or face to face course, you must learn how to effectively manage your time to enable you to be more productive and find balance.

As stated earlier, time is finite, and it is easy to get tied up in numerous activities and achieve little to nothing at the end of the day. Whether in high school or university, effective time management skills will enable you to be more organized and stay on track with all your tasks.

Outlined below are a few other reasons why students can benefit from time management:

- Helps prevent procrastination
- Allows you to achieve your goals quicker
- Helps to increase your efficiency
- Allows you to get more work done in less time

- Enables you to order your tasks according to importance and urgency
- Eases your stress levels
- Promotes effective learning

3. Effective Time Management Strategies.

Now that we've discussed time management and its importance to students, let's look at some strategies to help you manage your time effectively.

A. Create a Schedule

As a student, you will have numerous academic responsibilities, and a schedule is the only way to stay on track with all of them. A schedule will give you an overview of all your tasks, from class times to work shifts, school deadlines, social activities, study time, and others, enabling you to balance your studies, job, and personal life.

Not to be mistaken for to-do lists or checklists, schedules enable you to prioritize projects and provide structure to keep you on track for all your responsibilities.

You can use a physical or digital calendar to create your schedule, but you must remember to update it as due dates, shifts, and projects change. A schedule also allows you to plan ahead and avoid missing deadlines. Additionally, you can manually write down your schedule in a planner and update it as you go.

B. Use To-do Lists

After creating a schedule, you need a daily or weekly checklist to manage your time better as a student. These lists will help you plan ahead and stay organized. You can create your checklist manually using a pen and paper or digitally using different time management applications available. Besides, to-do lists give you a plan, enabling you to know the tasks you need to complete for the day.

Here's how using a to-do list goes: At the start of every day, write down all the work you need to do, like assignments, projects, and study time. Then, set timelines for each task after ordering them using deadlines, how much time you need to finish it, and other factors. When you are done with each task,

cross it off the list – the sense of accomplishment will motivate you to complete your other tasks.

If you are using a manual to-do list, you should post it in a place with easy access to remind you of the tasks you need to complete for the day. Additionally, you can add basic tasks to your to-do lists, like eating, working out, sleeping, etc.

C. Prioritize Your Tasks

Prioritization is an important time management skill, allowing you to focus on important tasks. However, it can be tricky to determine which tasks are more important than others. You can approach this dilemma by categorizing your tasks into urgent, high-value, and low-value. For example, studying for an exam is urgent, finishing an assignment is high value, and hanging out with your friends is low value.

The A-B-C method is another way you can use to prioritize your tasks. With this method, you have to write down all your impending tasks and assign them an A, B, or C classification.

Class A is for tasks that must be completed today, Class B is for tasks that would be nice to finish today, and Class C is for tasks that can be pushed to the next day if needed.

D. Break large tasks into smaller and actionable tasks

It is very easy to procrastinate when a task feels very big, and a good way to circumvent this is by breaking down seemingly large tasks into smaller ones. Then, you can tackle the various small tasks as you go, keeping you motivated. Also, before starting large tasks, it is always best to start with simpler ones before you move on to the harder ones.

E. Set Goals and Deadlines to Measure progress

Short- and long-term goals benefit students as they enable them to use their time effectively. Before setting goals, you need to identify what you spend the most time on; this way, you can keep yourself on track. If you spend too much time on social media, set a goal to reduce the time you spend and dedicate it to

your studies.

Your goals also need to be realistic, as this is the only way you will be able to achieve them. For example, if you have a research paper to write, set a daily goal of doing different research tasks like qualitative research, writing the research outline, and others. This way, you will be able to complete the tasks in no time. Plus, you need to put realistic deadlines on all your goals, enabling you to achieve them successfully.

F. Remove Distractions

There are plenty of distractions a student can encounter, from their mobile phones to friends, TV, and social media, and you need to reduce these distractions to improve your learning. When it's time to study, you need to switch off your phones or put it on "Do Not Disturb," allowing you to get the most out of your study time. After you have completed your tasks, you can reward yourself by engaging in these activities.

G. Work on One Task at a Time

Contrary to what most people think, multitasking is not an efficient time management skill. You need to focus on one task at a time for effective learning and productivity. No matter how tempting it might be, avoid multitasking as it is counterproductive — you will take a longer time to complete your tasks.

If you want to deliver high-quality work, you need to focus on a singular task, and when you complete it, you can move on to the next one. Procrastination is a major reason why many students eventually end up trying to multitask. You must ensure that you remove all distractions, eliminating the need to procrastinate and multitask.

H. Take Regular Breaks

You need to take regular breaks from your daily tasks, as it is important to manage your time effectively. The longer you spend doing one task, the more your effectiveness and productivity decrease – which is why you need to take some time to relax. Besides, if you are tired, you will not be able to complete

your checklists.

Your breaks can be short or long, depending on your body's needs. But, you need to plan your breaks to avoid you taking more time on your breaks and less time doing your tasks. Short breaks are good for improving your effectiveness. Additionally, you should use the breaks that occur in your schedule to complete other tasks. For example, you can use the time between your lectures to do laundry or do dishes.

I. Develop Routines

Developing better routines that embody the actions that you want to do more of is an effective time management strategy. An established routine will enable you to complete all the work that you need to do. For example, you can get in the habit of waking up early and tackling your tasks head-on. Besides, the more you do this routine, the less time you'll take to think about how your tasks will be completed.

If you are a beginner at developing routines, you can start by creating a daily routine and then evaluating the success. This way, it would be easier for you to follow a routine that has a better possibility for success. However, you should try to keep your routine flexible, as you have a lesser chance of keeping up with a very strict routine.

J. Get Adequate Sleep

You need to get adequate sleep to help recharge your mind and provide you with the energy you need to stay on track daily. If you don't get enough sleep, you will be tired the next day, reducing the probability of you being productive at all your tasks. Sleep allows you to remain in peak mental and physical condition.

You need to add sleeping into your schedule to enable you to get the right amount of sleep and prevent you from oversleeping. Besides, the standard hours of sleep are between 8 to 10 hours.

K. Listen to Your Body

Every one of us has different prime times – the times we are most alert and can get the most work done. For effective time management, it is best to take advantage of your prime time and do your most important work when you feel the most alert. This means listening to your body and knowing the times you have high energy, enabling you to schedule intense and complex tasks for them.

You can also establish a study routine around your prime period. This way, you will be able to complete your daily tasks with ease.

L. Ask for help

You will have to delegate some tasks to others to manage your time successfully. Even though your roommates or family members cannot help you study, they can help you with other tasks that will give you more time.

For example, if you are living with roommates or family, you can create a schedule for different house chores where everyone takes turns. Or you can seek your roommates' help with basic tasks like laundry or grocery shopping. This way, you can have more time to focus on your coursework or social life.

If you don't have time to write papers, ask a team of professionals for help, and they will do this time-consuming work for you faster than lightning, and the result will not be long in coming.

M. Review How You Are Spending Your time

You must regularly review how you manage your time. Doing this will enable you to see if your schedule and checklists are working or if you need to change something. You can also track how you spend your time using different digital tools to figure out what is taking the bulk of your time.

A good way to review your time is by counting the number of tasks you complete daily and weekly. This way, you can figure out what you can do better and differently. Additionally, you need to prepare for any adjustments to

your schedule

Activity One:

Create a weekly schedule that incorporates all your responsibilities and tasks for an upcoming week. You should block out time for classes, study time, meals, sleep, any extracurricular activities, part-time jobs, self-care, etc. The goal is for you to practice applying what you learned about effective time management and scheduling strategies to create a personalized schedule for the week.

Activity Two:

Make a list of the common distractions that hinder your productivity when studying or working on academic tasks. You should then come up with strategies for removing or minimizing those distractions, such as putting your phone on silent, closing programs on your computer, moving to a different study area, etc. This activity will help you evaluate your own situations and develop personalized plans.

Activity Three:

Prioritize the following 10 tasks in order of importance, either using the A-B-C method or by assigning a number from 1 to 10, with 1 being the most important:

- Practice phonetic transcription for your Phonetics class

- Complete the assigned readings for Grammar lecture tomorrow
- Finish writing your composition for the Writing course due Friday
- Spend time watching British TV shows
- Meet with your Literature group to discuss the assigned novel
- Do your English language learner laundry
- Work your part-time tutor job helping ESL students
- Make an appointment with your Writing Center advisor
- Update your CV with new academic experience
- Call your family in your native language

Once you've assigned priorities to the tasks, explain your reasoning for each one by referring to factors like deadlines, importance to your course grades, or how much time each task requires. Your explanations should justify the order you chose and demonstrate your understanding of effective task prioritization strategies as an English language learner.

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Setting Goals and Priorities

Objectives:

By the end of this lecture, students will be able to:

- ✓ Construct SMART goals to effectively achieve their academic objectives.
- ✓ Determine their life priorities according to the "rock, pebble and water" model and allocate time accordingly.
- ✓ Set purposeful short-term and long-term goals that are aligned with their academic and life priorities.

Introduction

Every day holds limitless choices for how you can spend your time. Whether consciously or not, those decisions are guided by goals and priorities. Selecting purposeful goals and priorities has the power to put you on track and on time in your journey to academic success. This lecture holds valuable tools for knowing how to get the best out of every day, every week and every year at university. It can move you from floating along with limitless choices, to flying with a focused, intentional direction towards where you want to go.

The lecture begins by explaining the link between goals and motivation. It then shows you how to construct SMART goals. Next, the lecture explores how to determine priorities, and what to do when you have priority conflicts.

Goals Give Motivation

Motivation often means the difference between success and failure. That applies to school, to specific tasks, and to life in general. One of the most effective ways to keep motivated is to set goals. Goals can be big or small. A goal can range from I am going to write one extra page tonight, to I am going to work to get an A in this course, and all the way to I am going to graduate in the top of my class so I can start my career with a really good position. The great thing about goals is that they can include and influence several other things that all work towards a much bigger picture. For example, if your goal is to get an A in a certain course, all the reading, studying, and every assignment

you do for that course contributes to the larger goal. You are motivated to do each of those things and to do them well. Setting goals is something that is frequently talked about, but it is often treated as something abstract. Goal setting is best done with careful thought and planning. This next section will explain how you can apply tested techniques to goal setting and what the benefits of each can be.

SMART Goals



4/smart

Goals need to be specific and represent an end result. They should also be SMART. SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant, and Time-bound. When constructed carefully, a SMART goal will help you achieve an end result and support your decision making. Each of the components of a SMART goal will now be described in more detail below.

Specific—For a goal to be specific, it must be carefully defined. A goal of get a good job when I graduate is too general. It doesn't define what a good job is. A more specific goal would be something like identify a hospital that recruits graduate nurses and has clear career paths.

Measurable—To show effect, and report progress, goals need to be measured. What this means is that the goal should have clearly defined outcomes with enough detail to measure them. For example, setting a goal of doing well at university is a bit undefined, but making a goal of graduating with a grade point average (GPA) above 4.0 at university is measurable and something you can work with.

Attainable—Attainable or achievable goals means they are reasonable and within your ability to accomplish. While a goal to complete six subjects in a

semester and work part time is something that would be nice to achieve, the odds that you could make that happen in a semester are not very realistic for most students. However, if you plan to complete three subjects this semester and work part time it may well be more achievable.

Relevant—For goal setting, relevant means it applies to the situation. In relation to university, a goal of buying a horse to ride to for pleasure on weekends is unlikely to be relevant to your student goals, particularly if you live 100km from campus, but getting dependable transportation to the campus is something that would contribute to your success at university.

Time-bound—Time-bound means you set a specific time frame to achieve the goal. I will get my paper written by Wednesday is time-bound. You know when you must meet the goal. I will get my paper written sometime soon does not help you plan how and when you will accomplish the goal.

In the following table you can see some examples of goals that do and do not follow the SMART system. As you read each one, think about what elements make them SMART or how you might change those that are not.

Goal	Is it SMART?	Comments
<p>I am going to be rich someday</p>		
<p>I will graduate with a GPA of 4.0 by the end of next year.</p>		
<p>I will walk for 30 mins each</p>		

**day to help me
relieve stress.**

**I would like to
do well in all
my courses
next semester.**

**I will earn at
least a 4.0
GPA in all my
courses next
semester by
seeking help
from the
Learning
Advisor
(Maths).**

**I am going to
start being
more
organised.**

The most important thing to do when goal setting is to write down the goals, then keep them visible, and revisit each one every couple of weeks to make sure you are on track. Another useful approach to goal setting is to discuss your goals with a critical friend who will help you to be realistic and encourage you to achieve the goals.

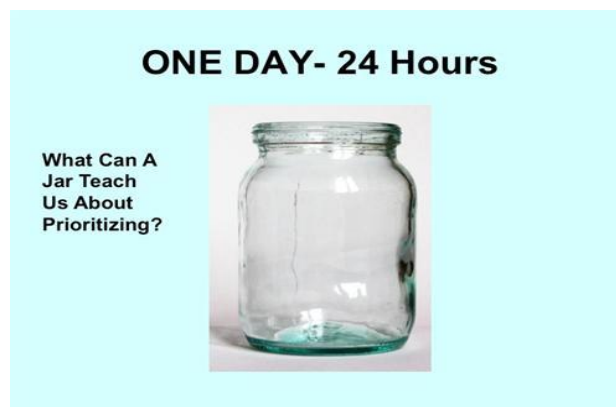
Priorities

Before you can set your goals, you have to know what your priorities are. A priority is a thing that is regarded as more important than another. In other words, what comes first in your life?



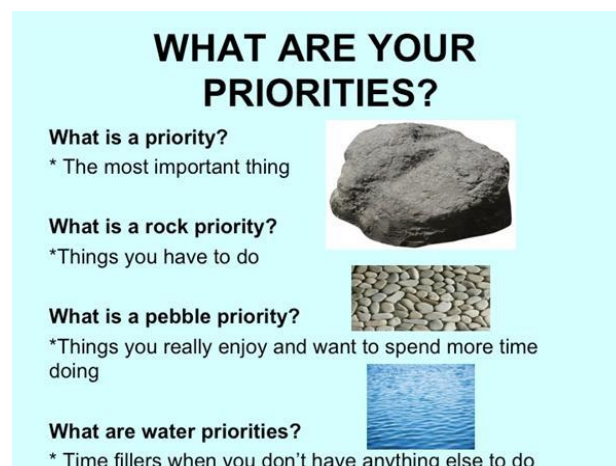
5/-SET YOUR PRIORITIES

According to Susan Kruger in SOAR Study Skills, "think about your life as a jar that has 24 hours to fill."



6/-ONE DAY-24 HOURS

How will you fill your jar each day? What will come first in your life?



7/-WATJH ARE YOUR PRIORITIES ?

WHAT ARE YOUR ROCK PRIORITIES?

Things You Have To Do



8/-THINGS YOU HAVE TO DO

- Go to School
- Do School Assignments, Homework, Study for Tests
- Do Chores at Home/Family Activities/May Include Religious Activities
- Eat Healthy and Sleep

Possible Consequences if **ROCK PRIORITIES** are not done:

- Bad Grades
- Being Retained- Failing 7th/8th Grade
- Loss of Privileges at Home- Restrictions
- Being Too Tired to Do Your Best

PEBBLE PRIORITIES:



9/- Things You Enjoy and Want to Do

- * Hanging Out With Your Friends
- * Sports
- * Playing Video Games
- * Band and Music
- * Extra Curricular Activities like Clubs

WATER PRIORITIES:

Little Things That Fill Your Time That Don't Have To Be Scheduled



10/- WATER PRIORITIES:

- * Watching T.V.
- * Texting and Social Media
- * Routine Tasks

Although **ROCK PRIORITIES** need to come first in your life, you need the **PEEBLE PRIORITIES** and **WATER PRIORITIES** to enjoy life and feel a sense of fun and happiness. Start with the **ROCK PRIORITIES** in your life and fill your jar first with them.



11/ROCK PRIORITIES FIRST!



12/ Then Add Your PEBBLE PRIORITIES



13/ Then, Lastly, Add Your WATER PRIORITIES

HOW DO YOU SPEND YOUR TIME?

Things I
Have To Do

Things I like
To Do



14/The Key Is To Find A Balance in Your Life

FINDING A BALANCE



15/-FINDING A BALANCE

Key Point: Students whose grades are low have not put their Rock Priorities first in their " 24-hour jar of life." Their lives are not balanced.

IDENTIFY YOUR GOALS

- Turn Your Priorities into Goals

Rock Priority- School/Homework

How do you want to improve in this aspect of your life?



16/-IDENTIFY YOUR GOALS

Setting goals based on your priorities is about understanding that reaching your goals takes one step at a time.



17/- SETTING GOALS BASED ON YOUR PRIORITIES

Conclusion

In summary, setting purposeful goals and determining priorities are crucial first steps to achieving academic success. Goals give motivation and direction, while priorities help you allocate your time effectively. Following the SMART framework when setting goals ensures they are specific, measurable, achievable, relevant and time-bound. And dividing life priorities into "rock", "pebble" and "water" categories helps you find balance between essential tasks, enjoyable activities and routine time fillers.

The key takeaway is that by first determining what truly matters most to you, then crafting goals aligned with those priorities and needs, you give yourself the best chance of achieving your aims and objectives. So take some time now to reflect on your priorities and goals - both long-term and short-term. Write them down and keep them visible to remind yourself along the journey. With focused priorities, clear goals and sustainable progress, you can make the most of your time at university and beyond.

Activity One:

Transform the following general goals into SMART goals for language learning by applying the SMART criteria:

1. I want to improve my writing skills.
2. I need to increase my vocabulary.
3. I should watch more videos in the target language.
4. I want to have more conversations with native speakers.
5. I need to learn more grammar rules.
6. I should listen to the news in the target language daily.
7. I want to be able to write emails in the language.
8. I need to practice speaking aloud regularly.
9. I should read books or articles in the target language weekly.
10. I want to improve my pronunciation.

Example:

1. I want to improve my writing skills.

SMART goal: By the end of the school year, I will write one short essay per week in the target language and have each one reviewed by a native speaker in order to improve my fluency, grammar and vocabulary usage with the ultimate goal of achieving at least an 80% grade on written assignments.

This SMART goal aims to:

- Improve writing skills (specific skill)
- Write one short essay per week (measurable outcome)
- Over the entire school year (achievable time frame)
- Relevant to achieving higher grades
- Sets a deadline of the end of the school year
- Reviews allow measurement of progress toward the goal

Activity Two:

For each task or activity, determine if it is a:

ROCK priority - essential for achieving your goals

PEBBLE priority - important but not critical

WATER priority - optional, for relaxation

I will study new vocabulary words and practice using flashcards.

I will complete the exercises on new grammar structures in my workbook.

I will listen to a podcast in the target language while commuting.

I will read one chapter from my language learning textbook.

I will write a short story in the target language.

I will practice holding a conversation with a language partner.

I will cook and eat a balanced meal.

I will go to the gym for a one-hour workout session.

I will get 8 hours of sleep.

I will go to the market to drink coffee and meet my friends and buy some fruits.

I will have dinner with my family.

I will relax and watch a TV show.

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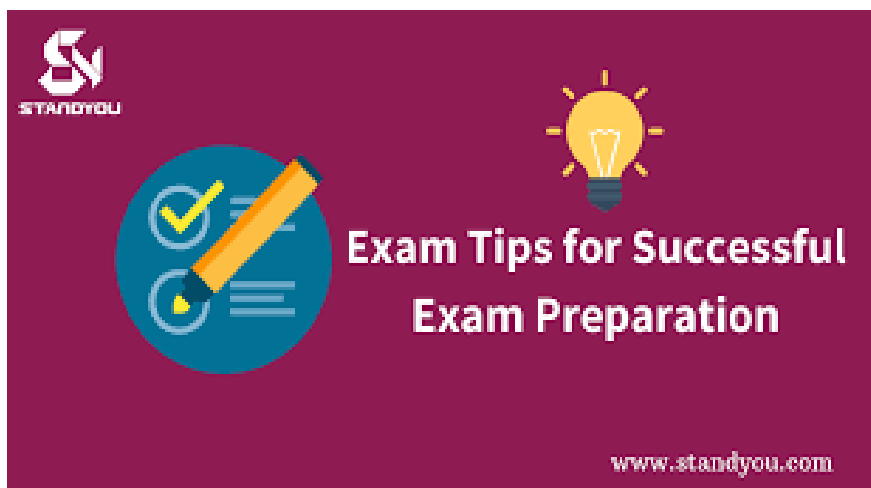
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Tips for Successful Exam Preparation

Objectives:

By the end of this lecture, students will be able to:

- ✓ Develop an effective study schedule and organize a focused study space for effective exam preparation.
- ✓ Apply review techniques like flowcharts, diagrams and past exams to prepare for an upcoming test.
- ✓ Leverage study groups and peer explanations appropriately based on their effectiveness.
- ✓ Implement self-care strategies while studying to optimize performance and create a plan for exam day.



1. Give yourself enough time to study

Make a **study schedule** that fits your way of studying and **do not leave anything for the last minute**. While some students do seem to thrive on last-minute studying, often this way of partial studying is not the best approach for exam preparation. Write down how many exams you have, how many pages you have to learn, and the days you have left. Afterwards, **organize your study habits** accordingly

2. Make sure your study space is organized

Make sure you have **enough space** on your desk to spread your textbooks and notes. Ensuring that the room is **sufficiently bright** and your **chair restful enough** are also points to consider. **Pay attention to details that can** distract you and remove them from your study space. Make sure that you feel **comfortable** in your study space and that you are able to focus. For some individuals, this may mean complete silence, while for others listening to music helps. Some of us need complete order to focus, while others like to study in a more cluttered environment. Make sure your study space is friendly and pleasant so that you can fully concentrate.

3. Use flow charts and diagrams

Visual aids can be especially helpful when **revising** study material. At the start of a topic, write down everything you already know about the subject. Closer to the exam, transform your revision notes in a diagram. In that manner the visual remembrance can aid to your readiness considerably when taking the exam

4. Practice on old exams

One of the most effective ways to prepare for exams is to practice with an old version of previous exams. Also, an old test will help you see the **format and formulation of the questions** and it will be good for you to **know what to expect** but also as a worthy practice for measuring the **time** you need for the actual test

5. Explain your answers to others

With the help of your family and friends, you could excel on your exam. Explain them your **reasoning** for why you have answered a certain question in a certain way.

6. Organize study groups with friends

Study groups can help you get the answers you need and finish tasks faster. Just make sure the group is **focused on the subject** and they are not easily distracted.

7. Take regular breaks

Regular breaks are needed for the brain to regain its focus. It is not the best tactic to study long hours because long-term **retention of knowledge** is almost impossible. The most important part of studying is to develop a **routine** that fits your **study style**.

8. Snacking on healthy food is good for the brain

You should not eat unhealthy food while you are studying. Keep your body and brain fit by choosing **natural, fresh and vitamins rich food** that is good for you and would improve your **concentration and memory**

9. Plan the day of your exams

Check all the rules and requirements for the exam. **Plan your route** and the time it may take you to reach your destination – then add on some **extra time**. You do not want to arrive late and deal with even more anxiety.

10. Drink plenty of water

While studying for exams and even during an exam, it is advisable to drink water. Remaining hydrated is vital and adds to your overall positive mood.

Activities:

Activity One:

Fill in the blanks with suitable words or phrases to identify strategies and actions students should take to prepare effectively for upcoming exams, as outlined in the lecture tips:

1. Make a _____ schedule that fits your way of studying and do not leave anything for the last minute.
2. Make sure you have enough _____ on your desk to spread your textbooks and notes.
3. Visual aids can be especially helpful when _____ study material.
4. One of the most effective ways to prepare for exams is to _____ with an old version of previous exams.
5. With the help of your _____ and friends, you could excel on your exam.
6. Study groups can help you _____ the answers you need and finish tasks faster.
7. _____ breaks are needed for the brain to regain its focus.
8. Keep your body and brain fit by choosing natural, fresh and vitamins _____ food.
9. Plan your _____ and the time it may take you to reach your destination.
10. _____ hydrated is vital and adds to your overall positive mood.
11. For some individuals, _____ study space may mean complete silence.
12. Some of us need complete _____ to focus, while others like to study in a more cluttered environment.
13. _____ your revision notes in a diagram.
14. An old test will help you see the _____ and formulation of the questions.
15. Check all the _____ and requirements for the exam.

Activity Two:

Play the following 10 question interactive quiz game to assess your understanding of effective exam preparation strategies as outlined in the lecture tips. Compete individually or in teams to test how many study techniques you can remember.

Question 1:

How should you organize your study schedule for exams?

- A. Cram all your studying into one marathon session
- B. Space your studying into multiple shorter sessions
- C. Only study right before going to bed
- D. Study at the last minute

Question 2:

When is the best time to study the most difficult material?

- A. At the start of your study session
- B. In the middle of your study session
- C. At the end of your study session
- D. It doesn't matter when

Question 3:

What should you do before beginning a study session?

- A. Check social media
- B. Review your notes
- C. Make some food or drink
- D. Take a nap

Question 4:

How often should you take breaks while studying for an exam?

- A. Every 30-60 minutes
- B. Only at the end of your study session
- C. Whenever you feel tired
- D. You don't need planned breaks

Question 5:

Which of the following is a BENEFIT of using study groups effectively?

- A. They keep you accountable
- B. You can explain concepts to others
- C. They finish assignments more quickly
- D. All of the above

Question 6:

What is one of the most effective ways to prepare for an exam?

- A. Making flashcards
- B. Reading your textbook
- C. Practicing old exams
- D. All-night study sessions

Question 7:

What should you include in an exam day plan?

- A. When you will wake up and start studying
- B. The time it will take you to get to the exam location
- C. What to bring (pens, IDs, etc.)
- D. All of the above

Question 8:

How can staying hydrated benefit your studying?

- A. It improves your concentration and mood
- B. It reduces headaches that interfere with focus
- C. It wakes up your brain
- D. All of the above

Question 9:

When choosing snacks while studying, which is the best option?

- A. Chips
- B. Fruit
- C. Candy
- D. Cookies

Question 10:

To feel comfortable in your study space, you should ensure which factors?

- A. Enough light
- B. A quiet environment
- C. An adjustable chair
- D. All of the above

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How to Deal with Exam Stress



19/- TIPS TO DEAL WITH EXAM STRESS

Objectives

By the end of this lecture, students will be able to:

- ✓ Identify common symptoms of exam stress and factors that contribute to it.
- ✓ Challenge unhelpful thoughts that exacerbate exam stress and replace them with more constructive self-talk.
- ✓ Implement techniques to manage the physical sensations associated with exam stress.
- ✓ Practice good self-care, time management and focused attention to effectively deal with exam stress and enable optimal performance.

Introduction

Exams are a crucial part of education and the source of stress for many students. Stress is your response to pressure and, while a small amount of pressure can be useful to keep you focused during exam time, if it becomes too much study can seem impossible.

If you're experiencing exam stress, it's important to remind yourself that this is only a small part of your life, even though it might not feel like it at the time.

❖ **What does exam stress feel like?**

Symptoms of exam stress may include:

- losing touch with friends and the activities you enjoy
- feeling moody, low or overwhelmed
- having trouble making decisions
- losing your appetite or over eating
- sleeping poorly and struggling to get out of bed
- difficulty getting motivated to start studying
- tense muscles or headaches
- clammy hands or feeling butterflies in your stomach
- a racing heartbeat or feeling sick
- fidgeting, nail biting or teeth grinding
- feeling confused, or having your mind going blank during the tests.

These symptoms can interfere with how much you enjoy life, especially around exam times.

❖ **What is Exam Stress?**

Exam stress is a response to the pressures experienced in the lead up to and during exam situations. Having higher than usual stress levels around exam time is a commonly reported experience by students.

There are a range of physical sensations, thoughts, feelings, and behaviors that students can experience when they are stressed about their exams.

Here are some common examples:

- **Physical sensations** can include racing heart, sweaty hands, muscle tension, shortness of breath, nausea.

These sensations are part of our fight-flight-freeze response, which can be helpful in times where we are facing a physical threat (e.g. jumping out of the way of a car) but not so useful when the threat we are faced with is psychological (e.g. exam performance).

- **Thoughts** typically include negative predictions about performance ('I'm going to fail', 'I can't do this') or the physical sensations being experienced ('my heart is pounding so fast I can't concentrate').
- **Behaviors** might include the urge to or actual escape and avoidance of the situation.

❖ **Why Do People Experience Exam Stress?**

There are several factors that contribute to exam stress.

Here are a few common reasons:

- Worrying about how well you will do in the exam
- Finding it hard to understand what you're studying
- Being unprepared or haven't had time to study
- Unhelpful thinking patterns
- Unreasonable expectations of yourself
- Pressure from others
- You're experiencing stress in another part of your life

❖ **Ideas for Managing Exam Stress**

There are many things you can do to manage exam stress. These include:

- Being adequately prepared
- Identify and replace unhelpful thoughts with more encouraging self-talk
- Recognise and accept physical symptoms for what they are
- Implement techniques to reduce physical symptoms of stress
- Practice focusing your attention on a task rather than anxious or unhelpful thoughts
- Practice good self-care

➤ **Be Adequately Prepared**

There are many tips and ideas on how to prepare for an exam in the previous lecture.

➤ **Challenge your Unhelpful Thinking**

The way we think about something can influence how we feel and behave. As our thoughts are often automatic and we are not necessarily aware of them. We are more likely to notice changes in our feelings, behaviours and physical sensations when we become stressed.

Our unhelpful thoughts are not typically based on evidence and can include catastrophising, jumping to conclusions, overgeneralising and selective interpretations of a situation. It is important to try and challenge unhelpful thoughts and treat them as ideas rather than facts. To do this, you need to become aware of your automatic thoughts by asking ‘what just went through my mind?’ when you experience symptoms of stress.

Sometimes with exams you might have automatic thoughts about your physical symptoms and thoughts about performance. For example, imagine you’re waiting for an exam to start and notice your heart beating hard and fast and your hands sweating. You think to yourself, ‘oh no, here it goes again, I’m going blank, I’ll fail, it will be a disaster...’. Thinking this way is likely to increase your stress level and physical symptoms further. Instead, try to identify and accept these thoughts for what they are (they are just thoughts) and remind yourself that your physical symptoms are signs of arousal which can be managed.

Here are some questions that you could ask yourself to challenge unhelpful thoughts:

- What evidence do I have that my thought is true? Is there any evidence that contradicts this thought?
- Is there another way I can look at this situation?
- What is the effect of telling myself this?
- How is this thought helping me in this situation?
- What would I tell a friend who was in the same situation and had this thought? How might that apply to you?

➤ **Managing Physical Symptoms**

The physical symptoms associated with stress can be unpleasant and might make it more difficult to focus on your studies, but they are not dangerous. Physical symptoms of stress can be reduced by using techniques such as the 5-count breath or progressive muscle relaxation (PMR).

➤ **Focusing on the Task**

Because our attention focuses on how we're feeling when we are stressed, it can be difficult to concentrate on the task at hand. Becoming aware of when your attention has wandered and refocusing it on the present moment can be useful in managing stress. It might be more helpful to accept that you feel anxious and direct your attention back to the task of the exam.

➤ **Practice Self-Care**

To perform to your best, your mind and body needs fuel and rest. An important aspect of managing your stress around exam time is ensuring that you are taking good care of yourself. Make sure you take regular breaks from your screen and your books, get a good night sleep, eat a balanced diet, stay socially connected, do something enjoyable each day and exercising regularly. It might seem a challenge to prioritise self-care when you are experiencing a heightened level of stress, but this will place you in a better position to moderate your stress and enable optimal performance

Conclusion

In conclusion, exam stress is a common and manageable experience for students. While it can be uncomfortable in the short term, with the right strategies in place you can moderate your stress levels and perform to your best ability during exams. This lecture has covered identifying symptoms of exam stress and the factors that contribute to it, as well as practical techniques to manage stress through challenging unhelpful thoughts, accepting physical symptoms, practicing relaxation, focusing your attention and prioritizing self-care. Remember that you have the tools and resilience within you to deal with exam stress - it's just a matter of applying them effectively. Exam stress need not be overwhelming if you break it down into smaller, manageable steps: prepare well, challenge any unhelpful thoughts that arise, accept and reduce your physical symptoms, focus your mind on the task at hand and take good care of yourself. Focus on what you can control, let go of what you can't, and keep things in perspective. You've got this! I hope the tips covered in this lecture are helpful as you approach your upcoming exams. Keep up the good work and remember to be kind to yourself.

Activity One

Read the following sentences and classify them into the appropriate categories based on what is discussed in the lecture:

A. Physical sensations B. Thoughts C. Behaviors D. Causes/Triggers

1. I can't concentrate because my heart is racing.
2. I keep pacing around the room nervously.
3. I haven't studied enough for this exam.
4. I'm going to fail this test for sure.
5. Sweaty palms and a pounding headache are making it hard to focus.
6. I'm worrying excessively about the exam.
7. Feeling nauseous and faint.
8. Pressure from my parents is stressing me out.
9. I have trouble sleeping the night before an exam.
10. I think negative thoughts about how I'll perform.

Physical sensations	Thoughts	Behaviors	Triggers

Activity Two

Read the text below with several blanks and fill in each blank with an appropriate word or phrase from the lecture.

Several – practice - wanders - challenge – symptoms- physical - strategies - manage - symptoms - prepared

Exam stress is a common experience for students. It can cause a range of physical, cognitive and emotional ____1____, like difficulty sleeping, rapid heart rate and negative thoughts. These ____2____ can interfere with how much you enjoy life, especially around exam times. ____3____ factors contribute to exam stress, like worrying about performance, feeling unprepared and pressure from others. However, there are many things you can do to ____4____ exam stress.

Being adequately ____5____ is important. It means organized studying and completing practice questions. You should also ____6____ any unhelpful thoughts that arise and replace them with more positive self-talk. Accept your ____7____ symptoms for what they are - a temporary response to stress - and use relaxation techniques to reduce them. Make sure you ____8____ good self-care by getting enough sleep, eating well and exercising. When your attention ____9____, gently bring it back to the task at hand. With the right ____10____ in place, you can manage your stress levels and perform to the best of your ability during exams.

Activity Three

Make a list of physical, behavioral and emotional symptoms you experience when you're stressed about exams. Compare your list with the symptoms mentioned in the lecture.

References

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Learning to Revise

Objectives:

By the end of this lecture, students will be able to:

- ✓ Understand the purpose of effective revision and time management for exam preparation.
- ✓ Identify and apply at least three interactive revision techniques from the lecture to their own subjects.
- ✓ Create a basic revision timetable that organizes their study time effectively based on lecture tips.

Introduction

Time management is a crucial skill for students, especially in today's fast-paced world. Proper revision and exam preparation requires effectively managing your study time to maximize productivity and learning. This lecture will discuss the purpose of revision, key techniques and tips to help you make the most of your study time in the run up to exams.

The Purpose of Revision

The primary purpose of revision is to strengthen and reinforce your learning by revisiting material to check your understanding, make connections between topics, and identify gaps in your knowledge. Revision allows you to go over your work again in order to remind yourself of content you may have forgotten, see how different topics fit into the larger subject area, and fill in any gaps. By reviewing your notes and coursework, testing yourself on material, and re-reading key sections, revision helps solidify the information in your long-term memory and ensures you have a comprehensive understanding of the subject matter. Overall, revision aims to improve your grasp and retention of concepts through repeated exposure and contemplation of what you have learned.

Revision techniques

There are countless ways of revising. The least effective ways are those that involve just reading through notes over and over. The most effective ways are those where you interact with the material, making it meaningful to yourself, for example:

- ❖ Use your material to answer a question or address a problem you have not previously tackled.
- ❖ Make charts or diagrams from the material.
- ❖ Write short notes on small flashcards.
- ❖ Discuss the material with other people.
- ❖ Make links, comparisons and contrasts between different areas of your programme.
- ❖ Evaluate different theories.

Seven tips for exam revision

- ✚ Start early.
- ✚ Make a revision timetable. Avoid wasting time re-writing this over and over again.
- ✚ Answer questions from past papers.
- ✚ Identify the key points, examples and evidence for each topic- you will not be able to write very much on each in the exam.
- ✚ Prepare for questions that combine two different topics.
- ✚ Prepare for unusual questions or angles for your 'best' topics.
- ✚ Go over the same material quite quickly several times rather than spending a long time on one occasion

Revision tips

How to work out how long each revision session should be:

- Make a revision timetable at least a week before you intend to begin your revision.
- Divide your time between subjects, not necessarily equally.
- Work on an unfamiliar area and see how much you can do in the first half hour.
- Compare this to the work that you cover in the second half hour.
- As long as your work rate remains constant, keep going! When it dips, take a break.
- Expect to cover more recent work about 50% faster than less familiar work.
- Always take a short break when you get tired, however pushed for time you feel.

Ten tips that can help to keep revision productive

- Reduce your lecture and reading notes to brief notes and key words on index cards.
- Vary the material that you revise: from the difficult to the more familiar.
- Read your essays to get yourself into the right frame of mind.
- Study alone for some of the time, but also in a group occasionally if this suits you.
- Make yourself take regular breaks, and be strict about returning to the revision.
- Give yourself treats to keep you going.
- Mark off your achievements on your revision timetable as you progress.
- Plan answers from past exam papers to assess how well you are doing.
- Sign up for an exam technique workshop if you need more help.
- Vary your style of revising as you go along to keep yourself motivated.



20/-GROUP REVISION

Pros:

- You will have the support of a group of friends at a stressful time.
- You can compare how well you are doing with how your group is progressing.
- You can talk through your ideas rather than just thinking about them.
- It can save time if you can discuss a section of work rather than just planning essays.
- It can be fun, relieving the tension as exams approach.

Cons:

- ✓ If the group is too competitive you might become demoralised.
- ✓ It can be difficult to keep on track once a general discussion begins.
- ✓ You can waste a lot of time organising meetings and revision topics.
- ✓ You might find that you are helping others rather than helping yourself.
- ✓ You need to vary your revision methods rather than relying on one approach.

Conclusion:

In conclusion, developing good revision and time management habits will ensure you get the most out of your studying. From creating a revision timetable to varying your study methods, applying the techniques discussed in this lecture will help solidify your knowledge and prepare you for your exams. Remember to take regular breaks, reward yourself for achievements and adjust your plans based on what works best for you. With effective revision strategies in place, you can feel confident that you have covered all the necessary content and are ready to demonstrate your understanding and skills on exam day.

Activity One:

Create a revision timetable: Work in pairs to create a revision timetable based on the lecture tips. Then exchange timetables with another pair for feedback, to identify areas for improvement.

Activity Two:

Make integrated flashcards: Choose two different topics you are revising and create flashcards that integrate examples from both topics. Then quiz a partner and have them do the same to test each other's understanding.

Activity Three:

Role play exam questions: In groups, take turns posing exam-style questions that require combining two or more revision topics. Other group members should attempt to answer the questions to practice integrating topics spontaneously.

Activity Four:

Discuss useful revision strategies: Share with a partner which revision technique(s) from the lecture you found most useful so far and why. Which technique(s) could you modify or apply differently to make them more effective for you?

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Reading and analysis

Objectives:

By the end of this lecture, students will be able to:

- ✓ Apply questioning techniques while reading to evaluate information objectively.
- ✓ Analyze the structure and components of an argument to identify its strengths and weaknesses.
- ✓ Assess the credibility of a text or source based on factors like the author's credentials, publication date, scope, and style.
- ✓ Identify gaps, assumptions, biases, and unjustified conclusions in a text through careful evaluation.

Introduction

It's essential to develop critical reading and analysis skills while you're at university to demonstrate higher-level thinking.

Rather than just accepting and summarising what you read, you should aim to:

- Evaluate the relevance and quality of a text
- Identify links between authors, arguments and texts and your existing knowledge
- Form opinions, and critique and comment on what you've read.

As a critical reader, you need to be able to develop your own ideas about what you read. Don't just accept that everything you read is completely accurate or the only way of discussing an idea.

Here are some ways you can improve your critical reading skills:

Question as you read

Approach reading with a list of questions you can use to evaluate the information.

Questions you can ask include:

- Is the research objective? Is there any evidence of bias?
- What do the numbers that are quoted actually mean? Consider absolute numbers as percentages and vice versa (e.g. does 8 out of 10 sound as impressive as 80%?).
- Are the results meaningful and useful, or is it difficult to see how the results could be used or applied?
- Have other writers or researchers found similar patterns? Have the results of research been replicated?
- Did the study look at long-term effects or were only short-term results reported?
- Could there be other reasons for the findings other than those the researcher states?
- Are there any parts of the research process that were not well described or were not considered? Are there any omissions or gaps in the research process or thinking?

Think about how the information you're reading relates to:

- your existing knowledge, or
- other texts or authors.

This will help you to:

- identify similar ideas even when they sound different
- contextualise the information so you're better able to form opinions on what you've read.

Evaluate the argument

To critically evaluate the content of an argument, you can:

- assess the strengths and weaknesses of the argument
- analyse the components of the argument (e.g. facts, ideas and claims)
- evaluate how the text has been organized
- examine the credibility of the evidence used to develop the arguments, how the author has analysed the material, and whether their conclusions are logical
- consider how the ideas can be applied in practice or what the problems may be.

Assess the source of the information

To evaluate the text's appropriateness and quality as a research source consider the:

- ✓ author's credentials, such as their institutional affiliations, educational background, past work and experience
- ✓ publication date, including whether there are more recent editions of the text, or other texts that provide more up-to-date information
- ✓ scope
- ✓ intended audience
- ✓ writing style and general quality.

Identify gaps and bias

To help identify gaps and bias in a text, identify information that is presented with little or no explanation or evidence. Look out for:

- generalisations
- assumptions
- opinions (even from experts)
- selective inclusion of evidence that only supports a particular point of view
- words that may indicate the author is overstating or making unjustified assumptions (e.g. plainly, obviously, undeniably, naturally, as you will agree, there is no doubt, it has to be admitted, clearly).

Activity One:

Read the following short text critically and identify:

- The main conclusion or claim the author is trying to support
- The evidence and reasons the author provides to back up their claim
- Any assumptions, generalizations or flaws in the author's reasoning
- Any questions you have about the argument

Text:

Students should not bring smartphones to school. Kids with phones in class are easily distracted and end up spending class time texting, posting on social media, and browsing the internet instead of focusing on their lessons. Research shows that students with access to smartphones in class have lower test scores and grades compared to students who leave their phones at home. Banning smartphones from school would improve students' academic performance and help them develop better focus and attention.

After identifying the structure of the argument and evaluating its strengths and weaknesses, discuss the following:

- Which parts of the author's reasoning they found most/least convincing
- Any evidence or reasons they feel are missing from the argument
- How the argument could be strengthened through better reasoning and support

Activity Two:

Read the following text carefully and identify:

- Any generalizations or assumptions made by the author
- Opinions presented as facts
- Biases or arguments that favor a particular viewpoint
- Conclusions that are not fully justified

Text:

Students should study abroad during university. Living in another country gives you an experience that will broaden your horizons and make you a more well-rounded person. You learn independence and adaptability from navigating a new culture and system. Employers value the intercultural skills that students who studied abroad gain.

Studying in a foreign university will be more challenging and rigorous than a domestic program. Foreign professors push students harder and have higher standards. The coursework will be more demanding and difficult.

People who study abroad party more, experiment with drugs, and lose their innocence. They come back changed in bad ways, disillusioned with their home country and thinking everything foreign is better. Parents should prevent their children from studying abroad as it could corrupt them and distract them from academics.

After identifying any gaps, assumptions and biases in the text, answer the following questions:

- What generalizations or assumptions did you identify about studying abroad?
- Does the author present any opinions as facts? If so, what opinions and what facts?
- Does the author seem biased towards or against studying abroad? Explain using examples from the text.
- What evidence is lacking that could weaken the author's conclusion that parents should prevent their children from studying abroad?
- How could the author better justify their conclusion with data and reasoning rather than assumptions?

References:

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Making Effective Notes



21/- Making Effective Notes

Objectives:

By the end of the lecture, students will be able to:

- ✓ Evaluate their current note taking system and identify ways to improve it for greater efficiency and effectiveness.
- ✓ Implement note taking techniques including abbreviations, symbols, diagrams, and key word extraction to streamline their notes.
- ✓ Develop a personalized note taking approach that engages critical thinking and supports active learning.

Introduction

There is a mass of language information whizzing around in radio, video and TV reports, specialist documentaries, lectures, tutorials, discussion groups and all that written material including books, journals and newspapers. BUT, just because an article is in an academic journal, in the library, or on a reading list, does not make it a 'Note-Worthy' event. Making notes is time consuming, and ineffective if done on auto-pilot with the brain half-engaged. Note-making which lets you learn, requires your brain to be fully involved in asking questions and commenting on the ideas. Noting is not just about getting the facts down, it is also about identifying links between different pieces of information, contradictions and examples. Notes should record information in your own words, evaluate different points of view, and encourage the development of your own ideas and opinions.

Evaluate Your Present Note-Taking System:

Ask yourself:

- ✚ Do I use complete sentences? They are generally a waste of time.
- ✚ Do I use any form at all? Are my notes clear or confusing?
- ✚ Do I capture main points and all sub points?
- ✚ Do I streamline using abbreviations and shortcuts?

Five Important Reasons to Take Notes

- Notes trigger memories of lecture/reading
- 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).
- Notes inscribe information kinesthetically
- Taking notes helps you to concentrate in class
- Notes create a resource for test preparation
- Your notes often contain information that cannot be found elsewhere (i.e., in your textbook).

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.

Ways to Reduce and Streamline Notes

A. Eliminate small connecting words such as: is, are, was, were, a, an, the, would, this, of.

B. Eliminate pronouns such as: they, these, his, that, them. However, be careful NOT to eliminate these three words: and, in, on.

Common Abbreviations Many are derived from Latin.

c.f. (confer) = compare

i.e. (id est) = that is

e.g (exempla grate) = for example

NB (nota benne) =note well

no. (numero) = number

etc. (et cetera) = and so on

- 2. Use Concept Maps and Diagrams** You can set down information in a concept map or diagram. This presents the information in a visual form and is unlike the traditional linear form of note taking. Information can be added to the concept map in any sequence. Concept maps can easily become cluttered, so we recommend you use both facing pages of an open A4 note book. This will give you an A3 size page to set out your concept map and allow plenty of space for adding ideas and symbols. •Begin in the middle of the page and add ideas on branches that radiate from the central idea or from previous branches. • Arrows and words can be used to show links between parts of the concept map. • Colors and symbols are important parts of concept maps, helping illustrate ideas and triggering your own thoughts.

Symbols for note-taking are as follows:

= equals/is equal to/is the same as

≠ is not equal to/is not the same as

≡ is equivalent to

∴ therefore, thus, so

+ and, more, plus

> more than, greater than

< less than

— less, minus

→ gives, causes, leads to, results in, is given by, is produced by, results from

Conclusion

In summary, evaluate and refine your note-taking system to make notes more strategic, selective and useful for studying. Implement techniques like abbreviations, symbols and diagrams while focusing on the most important ideas. Experiment until you develop an efficient personalized note-taking approach.

With consistency and practice, your note-making skills will improve to better support your learning and performance. View notes as an active process that engages your full mental involvement. The more strategic your notes become, the more effective a study tool they will be for higher-level outcomes.

In short, experiment until you find note-taking strategies that work for you. With practice, your skills and system will meaningfully advance to maximize your success.

Activity One:

Review a lecture or reading material and practice taking notes in a more strategic and selective manner. Focus on capturing key points, using abbreviations and symbols, and omitting unnecessary details. After taking notes, compare your notes to an instructor or sample notes to evaluate effectiveness.

- How well did your notes capture the main ideas and important details?
- What abbreviations, symbols or strategies were most helpful in reducing your notes?
- What aspects of your note-taking system could you improve to make your notes more clear and useful?

Activity Two:

Create a concept map or diagram to organize the information from a lecture or reading. After constructing the concept map, evaluate how well it helps you understand and retrieve the information. Identify ways to improve the organization and clarity of your concept map.

- Which pieces of information were easiest and most difficult to capture visually in the concept map?
- How effectively does the concept map illustrate the relationships and hierarchy of the key ideas?
- What changes or additions could you make to the concept map to improve its usefulness for studying and remembering the information?

References:

Pauk, W. (1989). *How to study in college* (3rd ed.). Boston, MA: Houghton Mifflin.

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Memorization and Concentration



22/ Memorization and Concentration Techniques

Objectives:

By the end of this lecture, students will be able to:

- ✓ Explain at least five memory techniques discussed in the lecture.
- ✓ Apply three memory techniques of their choice to help them memorize material for one of their courses.
- ✓ Develop a personalized study plan that incorporates two or more memory techniques tailored to their individual learning needs and preferences.

Introduction

Many college courses require you to memorize mass amounts of information. Memorizing for one class can be difficult, but it can be even more frustrating when you have multiple classes. Many students feel like they simply do not have strong memory skills. Fortunately, though, memorizing is not just for an elite group of people born with the right skills—anyone can train and develop their memorizing abilities.

Competitive memorizers claim that practicing visualization techniques and using memory tricks enable them to remember large chunks of information quickly. Research shows that students who use memory tricks perform better than those who do not. Memory tricks help you expand your working memory and access long term memory. These techniques can also enable you to remember some concepts for years or even for life. Finally, memory tricks like these lead to understanding and higher order thinking.

Simple memory tips and tricks

There are many others tricks you can use to help your brain remember information. Here are some simple tips to try

- ❖ **Try to understand the information first.** Information that is organized and makes sense to you is easier to memorize. If you find that you don't understand the material, spend some time on understanding it before trying to memorize it.
- ❖ **Link it.** Connect the information you are trying to memorize to something that you already know. Material in isolation is more difficult to remember than material that is connected to other concepts. If you cannot think of a way to connect the information to something you already know, make up a crazy connection. For example, say you are trying to memorize the fact that water at sea level boils at 212 degrees Fahrenheit, and 212 happens to be the first three digits of your best friend's phone number. Link these two by imagining throwing your phone into a boiling ocean. It's a crazy link, but it can help that fact to stick.
- ❖ **Sleep on it.** Studies show that your brain processes and stores information while you sleep. Try to review information just before you go to sleep—even if it's only for a few minutes—and see if it helps embed the information in your memory.
- ❖ **Self-test.** Quiz yourself every so often by actively recalling the information you are trying to study. Make sure to actively quiz yourself—do not simply reread notes or a textbook. Often, students think they remember material just because it is familiar to them when they reread it. Instead, ask yourself questions and force yourself to remember it without looking at the answer or material. This will enable you to identify areas that you are struggling with; you can then go back to one of the memory tricks to help yourself memorize it. Also, avoid quizzing yourself immediately after trying to memorize something. Wait a few hours, or even a day or two, to see if it has really stuck in your memory.

- ❖ **Use distributed practice.** For a concept to move from your temporary working memory to your long-term memory, two things need to happen: the concept should be memorable and it should be repeated. Use repetition to firmly lodge information in your memory. Repetition techniques can involve things like flash cards, using the simple tips in this section, and self-testing. Space out your studying and repetition over several days, and start to increase the time in between each study session. Spacing it out and gradually extending the times in between can help us become more certain of mastery and lock the concepts into place
- ❖ **Write it out.** Writing appears to help us more deeply encode information that we're trying to learn because there is a direct connection between our hand and our brain. Try writing your notes by hand during a lecture or rewriting and reorganizing notes or information by hand after a lecture. While you are writing out a concept you want to remember, try to say the information out loud and visualize the concept as well.
- ❖ **Create meaningful groups.** A good strategy for memorizing is to create meaningful groups that simplify the material. For example, let's say you wanted to remember the names of four plants—garlic, rose, hawthorn, and mustard. The first letters abbreviate to GRHM, so you can connect that with the image of a GRAHAM cracker. Now all you need to do is remember to picture a graham cracker, and the names of the plants will be easier to recall.
- ❖ **Use mnemonics.** Mnemonics are systems and tricks that make information for memorable. One common type is when the first letter of each word in a sentence is also the first letter of each word in a list that needs to be memorized. For example, many children learned the order of operations in math by using the sentence Please Excuse My Dear Aunt Sally (parentheses, exponents, multiply, divide, add, subtract)
- ❖ **Talk to yourself.** It may seem strange at first, but talking to yourself about the material you are trying to memorize can be an effective memory tool. Try speaking aloud instead of simply highlighting or rereading information.
- ❖ **Exercise!** Seriously! Studies show that exercise can improve our memory and learning capabilities because it helps create neurons in areas that relate to memory. Cardio and resistance training (weights) both have powerful effects, so do what works best for you.

- ❖ **Practice interleaving.** Interleaving is the idea of mixing or alternating skills or concepts that you want to memorize. For example, spend some time memorizing vocabulary words for your science class and then immediately switch to studying historical dates and names for your history class. Follow that up with practicing a few math problems, and then jump back to the science definitions. This method may seem confusing at first, but yields better results in the end than simply spending long periods of time on the same concept. Check out this video for more explanation on interleaving and other similar strategies

Conclusion

In summary, experiment with different memorization techniques to find what works for you. Focus on methods that make information tangible and relatable to what you already know. As you refine your strategies, develop a personalized study plan that incorporates timed goals and spaced repetition. With consistency, you can treat memorization as a skill that improves with practice. Over time, your techniques and habits will enable you to retain more information for deep, lasting understanding.

Activity One:

Identify and explain five memory techniques discussed in the lecture. For each technique, provide an example of how you could apply it to material from one of your own courses.

Activity Two:

Choose three memory techniques that you think would work best for you personally. Then:

- Write down specific course material you intend to use each technique for
- Outline how you will implement each technique when studying that material, including any tools or steps involved
- Decide on a timeframe for when you will begin using the techniques and how often you will practice them

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