

Study Skills Workshop

- Study skills and learning styles index:
 - Memory work
 - Learning styles
 - Pre-reading
 - Self-assessment worksheet
 - Note taking (what works for you)
- Three basic learning styles:
 - Visual (reading from a book)
 - Auditory (listening to lecture)
 - Kinesthetic/tactile (workshop or lab)
- Study environment – important factors:
 - What's your up time? What time of the day do you have the most energy and feel the most ambitious?
 - Do you like study groups or hate them?
 - Can you study in noise or can you not tolerate it?
 - Does temperature or lighting effect you?
- Instructional styles:
 - Independent
 - Student is totally responsible for learning independently.
 - Places emphasis on each student's own individual efforts.
 - This type of learning usually happens in classes with high enrollments (for example, NMU classes that meet in JXJ 102).
 - Student centered
 - Less formal than independent.
 - Class discussions are used along with lectures.
 - Instructor asks students questions designed to inspire thought.
 - Student comments are encouraged as well as answers to instructor questions.
 - Instructor will call on people if there are no volunteers.
 - Cooperative learning
 - Makes overt effort to involve students in group dynamics.
 - Students are required to perform presentations, lab work, and demonstrations, and also participate in group problem solving.
 - Instructor is a facilitator and resource while students are a part of a team.
- Activity:
 - Analyze a course you are currently doing well in.
 - Take out a separate pieces of paper and write several sentences why the instructional style, activities or subject matter of the class play to your strengths.
 - Be prepared to share your conclusions with the class.
- Other important study skills:
 - SQ3R

- S = Survey
 - Q = Question
 - R(1) = Read
 - R(2) = Recite (repetition)
 - R(3) = Review
 - Study partners and study groups
 - Designate a regular time and place to meet.
 - When deciding where and when to meet, take into consideration everyone's peak energy times and study needs.
 - If necessary, divide work ahead of time.
 - Utilize the unique strengths and weaknesses of each person's learning styles.
 - [Edgar L. Harden Learning Resource Center](#)
 - Go in, look around and see what it has to offer besides books, most of which are on the top floor.
 - Use the [online library catalog](#) and the [online databases](#).
 - When you get a research assignment, begin your research as soon as possible.
 - Pre-reading (the EC Method)
 - For each chapter:
 - Read the introduction completely.
 - Read all headers, sub-headers, topic sentences of paragraphs, sentences with words in bold or italics, and all picture captions.
 - Read the conclusion, assuming one is provided, completely.
- Note taking:
 - Styles:
 - Cornell System
 - Note-taking area: Record lecture as fully and as meaningfully as possible.
 - Cue Column: As you're taking notes, keep cue column empty. Soon after the lecture, reduce your notes to concise jottings as clues for reciting, reviewing and reflecting.
 - Optional summaries: Sum up each page of your notes in a sentence or two.
 - Mind-mapping
 - The informal outline
 - United States aircraft carriers:
 - Nimitz Class
 - United States aircraft carriers:
 - USS Nimitz
 - USS Abraham Lincoln
 - USS Theodore Roosevelt
 - Deciding what to make note of:
 - Verbal signals

- Definitions: see the definition of definition
- Enumerations: i.e. “a list”
- Transitional words: words instead of numbers
- Direct announcement: “take note of this”
- Repetitions: The point is repeated
- Examples: This list
- Non-verbal signals
 - Visually presented information: information provided in handouts, overhead projections or written on the chalk board.
 - Instructor mannerisms: Before providing new or important information, instructors will often pause and look at their notes.