

STUDY FOR SUCCESS

Report Card

| | |
|--------------------|----|
| Advanced English | A+ |
| Advanced Biology | A+ |
| Algebra II | A+ |
| Advanced Geography | A+ |
| Chemistry III | A+ |

Have you ever studied for a test and still failed it? If so, you probably studied “wrongly.” You may not have studied the wrong thing; you may have studied the wrong way! Here are some tips that will help you study for success.

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TIP ONE: Why are you studying?

This is an interesting question. Many students ask this question assuming that they already know the answer; but they probably don't. There are actually three possible answers that *can* be correct. Knowing which is correct for you (and perhaps the test you're studying for) is essential for your success. It's as easy as **ABC**.

Reason "A"

I need to UNDERSTAND so that I can EXPLAIN!

Understanding is possible only in some defined context. Context is the overall idea or subject that's being studied or discussed. Without understanding the context, knowing facts is of little use! Consider these questions and answers:

3 QUESTIONS

"Please, speak English."

1Q. Do you need to study because you aren't sure what the teacher has been talking about?

"That's Greek to me."

2Q. Do you need to study because you don't understand the words in the book? Does the title make sense to you?

"Where does this piece go?"

3Q. Do you need to study because you can't figure out how all of the pieces fit together? Can you clearly see the whole picture?

3 ANSWERS

"Questions suggest intelligence."

1A. Ask your teachers questions! If you have really good teachers, they love questions. Don't allow classmates to discourage you from asking your questions. They probably don't understand either! Your teachers are your greatest resources. Use them!

"Look it up."

2A. Use the glossary of your text. Don't just skip over unfamiliar words.

And, don't just guess at the meaning of unfamiliar words. Remember, pocket dictionaries are essential equipment for aborning intellectuals.

“Put your socks in the sock drawer.”

- 3A. Real understanding comes from real work! Practice putting things where they belong. Outlining a confusing chapter is a way of putting things in their proper place. Below is a simple outlining example for understanding nouns:

| | |
|-----------------------|------------------------|
| Book Title..... | English Grammar |
| I. Chapter Title..... | Parts of Speech |
| A. Major Topic | Nouns |
| 1. Minor Topic..... | Proper Nouns |
| a. Point One..... | All are names |
| b. Point Two..... | All are capitalized |
| 2. Minor Topic..... | Common Nouns |
| a. Point One..... | All subjects are nouns |
| b. Point Two..... | All objects are nouns |
| 3. Minor Topic..... | Abstract Nouns |
| a. Point One..... | All are non-physical |

Reason “B”

I need to RECOGNIZE so that I can MATCH!

Most tests are multiple-choice. If you recognize the right answer, you win! Sounds simple? It is. The reason multiple-choice tests are considered valid is because the questions and the answers are component parts of a whole body of information. If you know the body, you will recognize the body parts! Repetition. Repetition. Repetition. Yes, read each topic several times!

“The sum of its parts”

Read the following and fill in the blank with one of the answer choices below.

1. The toe bone is connected to the foot bone.
2. The foot bone is connected to the anklebone.
3. The anklebone is connected to the _____ bone.

(If you can fill in the blank, you know your body.)

- a. foot
- b. arm
- c. leg
- d. back
- e. none

QUIZ ** Did you choose answer “a”? Why or why not?
Did you choose answer “c”? Why or why not?

“Connect the dots.”

The key to easy recognition is knowing the connection. When studying ANYTHING, link what you’re trying to learn to something you already know. Learning new things with this strategy causes the learning to be permanent.

“Bottoms up”

Start at the bottom with the foot. That’s the first step! Consider starting at the bottom of multiple-choice questions; that is, read the choices first! Then, read the question or statement. If you do this, you won’t even consider the wrong answers.

Reason “C”

I need to MEMORIZE so that I can REPEAT!

“A horseshoe and a rabbit’s foot”

Boy, are you lucky, if all you need to do is remember! Why call you lucky? You are lucky for the following reasons:

“Picture this and say cheese.”

1. 10% of all people are born with photographic memories! Through ages 8 or 9, they can remember all that they sense or imagine. According to research by Dr. Pam Robbins, this fantastic ability is probably diminished (not lost) because the student learns to read and ceases to rely wholly on memory.

“Easy as pie”

2. Organize to memorize; slice then serve! This is excellent advice at the dinner table or at a student’s work and study station. You probably already know your alphabets. That’s why this is so easy. First, you examine the body of information. Decide whether it is a list of things, a group of facts and details, or page after page of really confusing stuff.

“In order to remember”

- A. If it’s a list of things:
1. Put the items in alphabetical order.
 2. Group them in 7 or fewer items (Try to get 3 items per group).
i.e. Turn list “a” into list “b”:

List “a”: John, Hal, Andy, Karen, Bob, Zac, and Cindy.

List “b”: (Andy, Bob, Cindy) (Hal, John, Karen) and Zac.

“Keep no secrets.”

- B. If it’s a group of facts and details:
1. Make sure the facts and details are understood. * Never memorize non-sense.
 2. Group the facts and details according to subject.
 3. If possible, create *acronyms* for each of your groups. An acronym is a word spelled with the first letters of other words.
i.e. **S**elf **C**ontained **U**nderwater **B**reathing **A**pparatus = **S.C.U.B.A.**
 4. Tell each fact and detail to someone else. Remembering what you say is easier than remembering what you hear!
 5. Use *alliteration* to characterize: i.e. Kite **F**lying **F**ranklin
Apple **N**oggin **N**ewton
Mountain **M**an **M**oses

“Mastering the most messages”

- C. If it is page after page of really confusing stuff:
1. Paraphrase each paragraph.
 2. Summarize each section.
- Note: If you can’t say it in **YOUR OWN WORDS**, read it again!

TIP TWO: HOW SHOULD YOU STUDY?

How you choose to study should depend on *how* you learn best! Every student should know his or her personal learning style(s). A good question for every learner to ask is this: *What kind of learner am I?*

“The beat of a different drummer”

- A. Have a friend ask you a real question about something in one of your textbooks:
1. As you begin to think, if your head or eyes go upward, you’re a **VISUAL** learner.

2. As you begin to think, if your head or eyes go sideways, you're an AUDITORY learner.
3. As you begin to think, if your head or eyes go downward, you're a CEREBRAL learner.
4. As you begin to think, if your hands get fidgety, you're a MANIPULATIVE or KINESTHETIC learner.

Learning Tips Based on Learning Styles:

“Seeing is believing.”

B. If you are a visual learner:

1. Draw diagrams, pictures, and illustrations.
2. Block information in your notes.
3. Take notes using multicolored pens and pencils. Change colors each time you change subjects or major points.

“Sounds good to me”

C. If you are an auditory learner:

1. Read *aloud*, or *at least whisper read* at every opportunity; it's important that you hear yourself.
2. Invest in a tape recorder. Read once – Listen many times!

“Now, that makes sense.”

D. If you are a cerebral learner:

1. Look for the logic in the material.
2. Create a time line for events.
3. Study cause and effect relationships. If you can understand “WHY” things happened, you won't forget “THAT” things happened.

“I've got the touch.”

E. If you are a manipulative or kinesthetic learner:

1. You learn by *doing*; so, get busy!
2. Experience your assignments; volunteer to go to the board as often as possible.
3. Volunteer to read in class.
4. *Perform* the experiment; don't just read about it.
5. *Draw* stick figure pictures to represent what you want to remember!

TIP THREE: WHERE & WHEN SHOULD I STUDY?

“Same time same station”

If you can block out the world, you can probably study anywhere and everywhere. However, if you are like most people, you need your special space.

- A. Find a comfortable, quiet, well-lit place. If possible, do **ALL** of your study there.
- B. Don't mix your study efforts with TV, TELEPHONE, RADIO, or CD's.
- C. If you're trying to figure something out, study just before bedtime. Your brain will continue to work on the problem even after you've drifted off to sleep. You might wake up with the answer.
- D. Normally, though, study when you're physically and mentally fresh.

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