

Studying at any time is hard work. It is even harder when you have to attend to a partner, children, family responsibilities, work, and a social life as well. You will have to be creative in order to complete your degree. You are going to have to do things and make sacrifices that you never thought possible. But if you explore the options, plan ahead, and ask questions of other students with children and with responsibilities outside the classroom, you can and will succeed.

STUDYING IN A CRUNCH

TOMORROW? What Do You Mean the Test Is Tomorrow?

Let's be straight up front. No study skills textbook will ever advise you to cram. It is simply a dangerous and often futile exercise in desperation. You will *never read the words*, "Don't waste your time studying, just **cram** the night before so you can party harder and longer!" Cramming is just the opposite of what this whole chapter is about—knowing versus memorizing. Cramming will not help you own the material; it may only help you memorize a few things for storage in short-term memory. You may spend several hours cramming, and shortly after the test, the information is gone, evaporated, vanished!

But, let's be straight about something else. We know that you may have obligations that take enormous hours from your week. This is simply a fact of life in the twenty-first century. So, there may be times when time runs out and the only option is to cram. If you find yourself in this spot, consider the following tips and suggestions for cramming. These probably won't get you an A, but they may help you with a few questions.

Depressurize. Just tell yourself up front what you are doing. Don't pretend that cramming is going to save you. Let yourself realize that you are memorizing material for short-term gain and that you won't be able to keep it all. With this admission, your stress will diminish.

Ditch the blame game. You know you're at fault, so accept that and move on. Sitting around bemoaning your fate will not help; it just takes up more of your valuable time. Just tell yourself, "I messed up this time; I won't let it happen again."

Know the score. When cramming, it is important to know what you're cramming for. If you're cramming for a multiple-choice test, you'll need different types of information than for an essay test. Know the type of test for which you are studying.

Read it quick. Think about H2 FLIB. This is a mnemonic for: read the headings, highlight the important words, read the first sentence of every paragraph, read the last sentence of every paragraph, read the indented and boxed material. This can help you get through the chapter when pinched for time.

Make connections. As you are reading, quickly determine if any of the information has a connection with something else you know. Is there a comparison or contrast? Is there a relationship of any kind? Is there a cause and effect in motion? Can you pinpoint an example to clarify the information? Is there a mnemonic that can help you with this information? These questions can help you with retention and long-term memory commitment.

Use your syllabus or study guide. If your instructor lists questions that you should know (mastery questions) in the syllabus, or if he/she gave you a study sheet, this is the place to start. Answer those questions. If you don't have either, look to see if the text gives study questions at the end of the chapter. Try to answer the questions using the text *and* your lecture notes.

DID YOU Know?



MICHAEL JORDAN was born in Brooklyn, NY, in 1963. During his sophomore year in high school, Michael

tried out for his varsity basketball team.

However, because he was only 5'11" he was considered too short to play and he was cut from the team. He was devastated, but this experience only increased his determination to make the team and excel.

The following summer, he grew 4 inches, and with this growth spurt and intense training, he not only made the team but averaged over 25 points per game during his last two years in high school.

Jordan then attended the University of North Carolina, where he was named ACC Freshman of the Year. In 1984, he was drafted into the NBA by the Chicago Bulls. He led the NBA in scoring for 10 seasons, he holds the top career and playoff scoring averages, and today he is considered by many to be the most accomplished basketball player ever to hit the court.

See it. Visualizing the information through mapping, diagrams, photos, drawings, and outlines can help you commit the information to short-term memory.

Check your notes. Did the professor indicate that certain things were important for the test?

Repeat! Repeat! Repeat! Repetition is the key to committing information to memory. After you read information from the text or lecture notes, repeat it time and time again. When you think you've got it, write it down, then repeat it again.

Choose wisely. If you're cramming, you can't do it all. Make wise choices about which material you plan to study. This can be driven by your study sheet, your lecture notes, or questions in your syllabus (if they are listed).

Information is going to leave you when you cram. Don't rely on it for the next test or the final. You will need to go back and re-learn (truly understand) the information you "crammed" to commit it to long-term memory. See Figure 10.3 for some specific tips for studying math and science.

Figure 10.3 A Quick Reference Guide to Studying Math and Science

Before Class

- **Never** take a math or science course (or any course for that matter) for which you are not prepared. If you think you need, or test into, a basic, remedial, or transitional class, *take it!* Look at it as a chance to start over with new hope and knowledge.
- **Understand** that most math and science classes build on previous knowledge. If you begin the class with a weak background, you must work very hard to learn missed information.
- **Avoid** taking math or science classes during "short" terms if possible. The more time you spend with the material, the better, especially if math and/or science are not your strong suits.
- **Know** your own learning style. If you're visual, use colors, charts, and photos. If you're auditory, practice your listening skills. If you're tactile, work to create situations where you can "act out" or touch the material.
- **Prepare** yourself *before class* by reading the chapter. Even if you don't understand all of it, read through the material and write down questions about material you did not understand.
- **Scan** all of the introductory and summation materials provided in the text or study guides.
- **Join** a study group. If there is not one, start one. Cooperative learning teams can be lifesavers.
- **Seek** tutorial assistance on campus from the first day. Go visit the tutoring center and get familiar with how it operates. Get to know the people who work there. Don't wait until you get behind to seek assistance.

During Class

- **Come to every** class, study group, or lab.
- **Control** your own anger and frustration. The past is the past and you can't change any part of it—but you can change your future. Learn to make your negative self-talk "be quiet!"
- **Ask questions.** **Ask questions.** **Ask questions.** **Ask questions...**and be specific in your questioning. Don't just say, "I don't understand that." Ask detailed and specific questions, such as, "*I don't understand why $f(x + h)$ doesn't equal $f(x) + f(h)$.*" Or, "*I don't understand the difference between 'algia' and 'dynia.' Why are two different words used for pain?*"
- **Slow down** and read the material carefully.
- **Find** the formulas and write them down on notecards.
- **Write** down the explanatory remarks made by the instructor, such as:
 - How you get from one step to the next
 - How this problem differs from other problems
 - Why you need to use formula "x" instead of formula "y"
 - Were any steps combined—why or why not

- **Try** to learn from a *general to specific* end. That is, try to get a feeling of the overall goal of the material before you hone in on smaller problems.
- **Write** down any theorem, formula, or technique that the instructor puts on the board, overhead, or PowerPoint.
- **Leave** a space in your notes for any material you missed or did not understand. This will help you keep your notes organized when you go back after class and add the explanation.
- **Bring** Post-it notes, strips of paper, or bookmarks to class with you so that you can "tag" pages with important information and concepts. Use the tabs included with your text to help you mark important information.

After Class

- **Visit** your instructor's office (make an appointment to visit during office hours).
- **Fill** in the missing information in your notes by reviewing the text, going to your study group, or getting clarification from your instructor.
- **Practice** the problems in your text or study guide, and then practice them again, and again, and again until they become second nature. Much of math and science is learned by *doing ... so do ...* and then *do* again.
- **Apply** what you learned in class or lab. Find a way to make it "speak" to your life in a practical way.
- **Continually** review all of the theorems, formulas, concepts, and terms from each chapter so they become second nature to you.
- When taking practice tests, **pretend** that you are in an actual test and adhere to the timelines, rules, and policies of your instructor. This helps replicate the actual testing situation.

Before the Test

- **Ask** questions that will reduce your anxiety, such as:
 - What is the point value of each question?
 - How many questions will be on the test?
 - Will the questions be multiple choice, fill-in-the-blank, etc.?
 - What materials do I need to bring to class?
 - Will I be allowed to use a calculator or any other technology?
 - Is there a time limit on the test?
 - What is the overall grade value of the test?
- **Make** every effort to attend any study or review sessions offered by the instructor or peers.

During Tests

- **Read** the directions carefully.
- **Quickly** glance over the test to determine the number of questions and the degree of difficulty as related to the time you have to complete the test.
- **Work** by the clock. If you have 60 minutes to take a test that has 120 questions, this means you have about 30 seconds per question.
- **Begin** by solving the problems that are easiest or most familiar to you.
- **Read** the questions on the test carefully and *more than once*, and don't jump to conclusions.
- **Determine** which formulas you will need to use.
- **Decide** how you want to solve the problem.
- **Check** your work by using multiple solving techniques. (If the problem is division, can it be re-checked with multiplication? This is called "opposite operations.")
- **Draw** pictures if you encounter word problems. Visualization is very important.
- **Show** all of your work, even if it is not required. This will help the instructor (and you) see what you did correctly and/or incorrectly.
- **Re-check** every answer if you have time.
- **Work** backward if at all possible. This may help answer the question and catch mistakes.

(continued)

Figure 10.3 A Quick Reference Guide to Studying Math and Science (Continued)

During Tests (Continued)

- After you've completed the answer, **re-read** the question to determine if you did everything the question asked you to do.
- **Never** erase your margin work or mistakes. This wastes time and you may erase something that you need (or worse, something that was correct).

After Tests

- **Immediately** after the test, try to determine if the majority of test questions came from classroom notes, your textbook, your study guide, or your homework. This will help you prepare for the next test.
- **Think** about the way you studied for this test and how you could improve your techniques for the next time. Consider the amount of time spent studying for this test.
- Once the test is graded, **determine** what caused you to lose the most points: Simple errors? Applying incorrect formulas or theorems? Misunderstanding the questions asked? Intensified test anxiety? Poor study habits in general?

© Robert M. Sherfield, Ph.D.

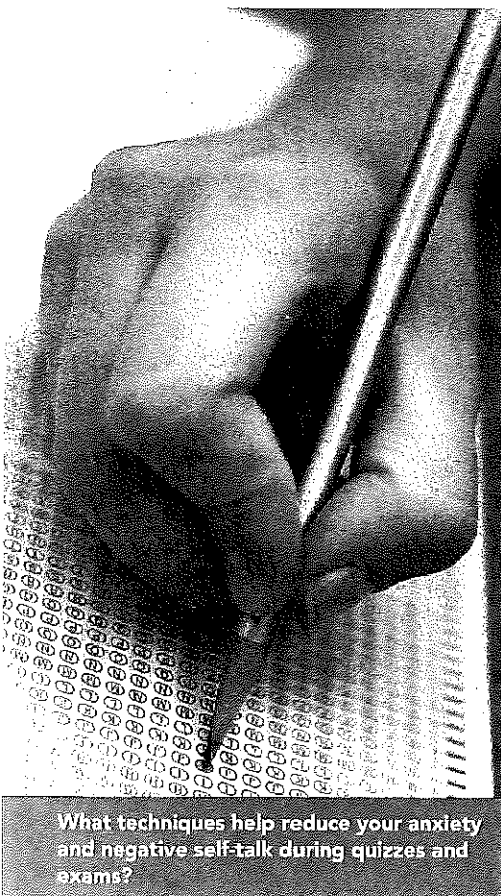
USING STUDY GROUPS

How Can Working with Peers Enhance Learning?

There may be situations where you will need or want to study in a group. You may find a study group at your institution or you may establish a study group online through your learning management system discussion board, Skype, WebEx, Go to Meeting, or other electronic meeting site. Study groups can be extremely helpful because they give you the opportunity to listen to others, ask questions, share information, cover more ground, solve problems, brainstorm ideas, and develop a support system.

The following tips will help you when you establish or join a study group:

- Limit the number of participants to 3–5 people and spend some time getting acquainted. Exchange contact information if you're comfortable doing so.
- Each member should make a personal commitment to bring their best to the group each time you meet.
- Members of the group should be able to get along with each other, take and give constructive criticism, and make a valued contribution.
- Limit the group to those people who can meet at the specified times, dates, and locations.
- Set rules so that all members know the objectives and goals of the study period.
- Limit the study time to 2–3 hours—longer periods tend to be less productive.
- All members of the group should be prepared to share and participate.
- The study group should have a goal for each session.
- Assignments should be made for the next study session so that everyone comes prepared and you can cover the material that needs to be learned.



What techniques help reduce your anxiety and negative self-talk during quizzes and exams?

- Select a leader so that you reach your goals during the meeting.
- Use the study group as a supplement to, not a replacement for, the class.

PREPARING FOR THE TEST

What Do You Need To Know Before the Test Begins?

Several classes before the test is scheduled, quiz **your instructor** about the specifics of the test. This information can help you study more effectively and eliminate the anxiety that comes with uncertainty. If you don't know if the test is going to be true-false, or essay, or both, it is much more difficult to study for. Some questions you need to ask are:

1. What types of questions will be on the test?
2. How many questions will be on the test?
3. Is there a time limit on the test?
4. Will there be any special instructions, such as use pen only or use a #2 pencil?
5. Is there a study sheet?
6. Will there be a review session?
7. What is the grade value of the test?
8. What chapters or sections will the test cover?

Asking these simple questions will help you know what type of test will be administered, how you should prepare for it, and what supplies you will need.

TEST-TAKING STRATEGIES AND HINTS FOR SUCCESS

What Do You Do When You Can't Remember the Answer?

Almost every test question will elicit one of three types of responses from you as the test taker:

- **Quick-time response**
- **Lag-time response**
- **No Response**

Your response is a **quick-time response** when you read a question and know the answer immediately. You may need to read only one key word in the test question to know the correct response. However, even if you have a quick-time response, always read the entire question before answering. The question may be worded in such a way that the correct response is not what you originally expected. By reading the entire question before answering, you can avoid losing points to a careless error.

You have a **lag-time response** when you read a question and the answer does not come to you immediately. You may have to read the question several times, or even move on to another question, before you think of the correct response. Information in another question will sometimes trigger the response you need. Don't get nervous if you have a lag-time response. Once you've begun to answer other questions, you usually begin to remember more, and the response may come to you. You do not have to answer questions in order on most tests.

No response is the least desirable situation when you are taking a test. You may read a question two or three times and still have no response. At this point, you should move on to

Successful Decisions

AN ACTIVITY FOR CRITICAL REFLECTION



After the second week of classes, Jose was devastated over his first test score. The instructor put the range of grades on the board and he was even more shocked to see that many people passed the test, and that his score was in the bottom 10 percent.

He began asking classmates if they did well or not and found some that had made A's, and others who had made D's. When he spoke with one classmate, Letty, she told him that he should just chill and take a "cheat sheet" to class. "The instructor never looks, man, and she left the classroom twice. She'll never know. That's how I got my A."

"Cheat," Jose thought, "I don't think I can do that." He knew that others had made better grades than he had over the years, but he also knew that he had never once cheated on an exam. Ever.

Jose went to the Tutoring Center and worked with a tutor on content and on how to take a test more effectively. On the next test, Jose scored a C. "It may not be the best grade in the class," he thought, "but it is all mine. I did it myself."

In your own words, what two suggestions would you give Jose to improve his grades without cheating:

1. _____
2. _____

another question to try to find some related information. When this happens, you have some options:

1. Leave this question until the very end of the test.
2. Make an intelligent guess.
3. Try to eliminate all unreasonable answers by association.
4. Watch for modifiers within the question.

Remember these important tips about the three types of responses:

1. Don't be overly anxious if your *response is quick*; read the entire question and be careful so that you don't make a mistake.
2. Don't get nervous if you have a *lag-time response*; the answer may come to you later, so just relax and move on.
3. Don't put down just anything if you have *no response*; take the remaining time and use intelligent guessing.

What Are Some Tips for Test Taking

Before you read about the strategies for answering these different types of questions, think about this: ***There is no substitute for studying!*** You can know all the tips, ways to reduce anxiety, mnemonics, and strategies on earth, but if you have not studied, they will be of little help to you.

Strategies for Matching Questions

Matching questions frequently involve knowledge of people, dates, places, or vocabulary. When answering matching questions, you should:

- Read the directions carefully.
- Read each column before you answer.

from ORDINARY to

Extraordinary



Matthew L. Kaves, Motivational Speaker/Team Leader, Weight Watchers International

"Fatso!" The word still rings in my ears 40 years after she yelled it. When I was four years old and in preschool, I rode a bus to school and I was the second person to be picked up. One student was already on the bus. When I climbed the steps and took my seat that first day, she yelled that word, "Fatso," and thus began the years of verbal and emotional abuse.

I had always been big for my age. I had to have a larger than "normal" desk from kindergarten onward. By my eighth birthday, I weighed about 120 pounds and stood 5'9" tall. By the time I was in the sixth grade, I was 6'2" tall and even heavier. So there I was, tall, overweight, shy, and introverted. In junior high school, we had to weigh in for gym class, and my classmates would run over to see how much I weighed. The scale read 225 pounds. In the ninth grade, my weight had soared to 280 pounds and I wore a size 48 pants. This is when my mother took me to Overeaters Anonymous (OA).

In the time period between the ninth and tenth grades, I lost 100 pounds by going on a very restricted diet called "The Gray Sheet" from OA. By the time I began the tenth grade, I was thin, people noticed me for something other than my weight, and I looked good for the first time that I could remember. I was happy—or so I thought. My happiness was short-lived, as my weight soon began rising again.

For the next eight years, I began to gain massive amounts of weight, and the depression that followed was just as massive. My parents moved 3000 miles away, college was not going well for me, and I was lonely, fat, depressed, and, to be truthful, suicidal. Food became my only friend, my best friend. In 10 years, I gained over 250 pounds, reaching nearly 500 pounds and wearing size 62 pants. I developed sleep apnea, heart problems, and limb numbness.

I had to try something drastic, so I applied to become one of the first candidates for weight-loss surgery. I had the

surgery, but was given very inadequate warnings about the side-effects: throwing up, gas, withdrawal, and, that it was not a miracle cure. However, over three years, I lost 300 pounds and had two reconstructive surgeries. Things were good. Again, this was short-lived.

The problem with weight-loss surgery is that it is not a miracle cure and you can still gain weight. I started gaining weight again, and before I knew it, I was up almost 100 pounds. I was in horrible despair. Hopelessness was all I felt. My mother suggested that I join Weight Watchers. I told her that I had tried that before, and then she said the words that changed my life forever.

"Matt," she stated. "You have not tried Weight Watchers. You tried their program your way. You did not try their program *their way*." I decided to re-

join. I remember eating three Hostess Fruit Pies on the way to the Weight Watchers meeting.

This time, I surrendered. I gave in to *their* program. I did the mental and the physical work. Soon, I was losing weight again in a healthy and lasting fashion. I dropped down to 190 pounds. By learning to eat properly, exercise, and think about everything that I put into my mouth, I have kept my weight steady for eight years, and now I have my "dream job" as a motivational leader for Weight Watchers. It has not been easy, and I fight every day, but I write this to say that if I can do this, you can, too. There is no bigger food addict than me, but I learned that there is hope. Motivation and mental preparation can take you further than you ever imagined.

EXTRAORDINARY REFLECTION

Matthew decided that he had to take a drastic measure (surgery in his case) to make a positive change in his life. What drastic changes might you have to make in your life to bring about positive change in the areas of health and wellness?

I remember eating three Hostess Fruit Pies on the way to the Weight Watchers meeting.

- Determine whether there are an equal number of items in each column.
- Match what you know first.
- Cross off information that is already used.
- Use the process of elimination for answers you might not know.
- Look for logical clues.
- Use the longer statement as a question; use the shorter statement as an answer.

Strategies for True-False Questions

True-false tests ask if a statement is true or not. True-false questions can be some of the trickiest questions ever developed. Some students like them; some hate them. There is a 50/50 chance of answering correctly, but you can use the following strategies to increase your odds on true-false tests:

- Read each statement carefully.
- Watch for key words in each statement, for example, negatives.
- Read each statement for double negatives, such as “not untruthful.”
- Pay attention to words that may indicate that a statement is true, such as “some,” “few,” “many,” and “often.”
- Pay attention to words that may indicate that a statement is false, such as “never,” “all,” “every,” and “only.”
- Remember that if any part of a statement is false, the entire statement is false.
- Answer every question unless there is a penalty for guessing.

Strategies for Multiple-Choice Questions

Many college instructors give multiple-choice tests because they are easy to grade and provide quick, precise responses. A multiple-choice question usually asks you to choose from among two to five answers to complete a sentence. Some strategies for increasing your success in answering multiple-choice questions are the following:

- Read the question and try to answer it before you read the answers provided.
- Look for similar answers; one of them is usually the correct response.
- Recognize that answers containing extreme modifiers, such as *always*, *every*, and *never*, are usually wrong.
- Cross out answers that you know are incorrect.
- Read all the options before selecting your answer. Even if you believe that A is the correct response, read them all.
- Recognize that when the answers are all numbers, the highest and lowest numbers are usually incorrect.
- Recognize that a joke is usually wrong.
- Understand that the most inclusive answer is often correct.
- Understand that the longest answer is often correct.
- If you cannot answer a question, move on to the next one and continue through the test; another question may trigger the answer you missed.
- Make an educated guess if you must.
- Answer every question unless there is a penalty for guessing.

Strategies for Short-Answer Questions

Short-answer questions, also called fill-in-the-blanks, ask you to supply the answer yourself, not to select it from a list. Although “short answer” sounds easy, these questions are often very

difficult. Short-answer questions require you to draw from your long-term memory. The following hints can help you answer this type of question successfully:

- Read each question and be sure that you know what is being asked.
- Be brief in your response.
- Give the same number of answers as there are blanks; for example, _____ and _____ would require two answers.
- Never assume that the length of the blank has anything to do with the length of the answer.
- Remember that your initial response is usually correct.
- Pay close attention to the word immediately preceding the blank; if the word is "an," give a response that begins with a vowel (a, e, i, o, u).
- Look for key words in the sentence that may trigger a response.

Strategies for Essay Questions

Most students look at essay questions with dismay because they take more time. Yet essay tests can be one of the easiest tests to take because they give you a chance to show what you really know. An essay question requires you to supply the information. If you have studied, you will find that once you begin to answer an essay question, your answer will flow more easily. Some tips for answering essay questions are the following:

- More is not always better; sometimes more is just more. Try to be as concise and informative as possible. An instructor would rather see one page of excellent material than five pages of fluff.
- Pay close attention to the action word used in the question and respond with the appropriate type of answer. Key words used in questions include the following:

discuss	illustrate	enumerate	describe
compare	define	relate	list
contrast	summarize	analyze	explain
trace	evaluate	critique	interpret
diagram	argue	justify	prove

- Write a thesis statement for each answer.
- Outline your thoughts before you begin to write.
- Watch your spelling, grammar, and punctuation.
- Use details, such as times, dates, places, and proper names, where appropriate.
- Be sure to answer all parts of the question; some discussion questions have more than one part.
- Summarize your main ideas toward the end of your answer.
- Write neatly.
- Proofread your answer.

Learning how to take a test and learning how to reduce your anxiety are two of the most important gifts you can give yourself as a student. Although tips and hints may help you, don't forget that there is no substitute for studying and knowing the material.

Strategies for Taking Online Exams

Many of the techniques used for taking online exams are the same as those that you will use to take a traditional exam. As with traditional exams, the same is true for online exams: *There is no substitute for studying.*



Depending on your learning management system and instructor, the rules for an online exam may vary. You may have a time requirement, and it may be that some instructors have set the exam so that after a limited time period, the question is gone and you cannot come back to it. You will need to find out their rules before the exam.

Some instructors allow you to use your text and notes for an online exam, but the questions are usually more complex and higher on Bloom's Taxonomy scale. You will have to understand the material in much more depth than for an in-class exam.

The following tips will assist you in taking an online exam:

- If at all possible, find out what the exam will cover. Is it comprehensive or on a specific chapter?
- Read the directions carefully.
- Read the questions carefully.
- Ask about the time limit for each question and whether you will be able to come back to the question. Manage your time well for an online exam.
- Find out if you have to answer the questions in sequence.
- Find out if you can change an answer once you have clicked on or entered your response.
- Make sure that you have a strong network connection wherever you are taking the exam so that you are not disconnected in the middle of the exam.
- Understand the method of submission, whether through the learning management system, e-mail, or some other means.
- If at all possible, practice using the testing feature in the learning management system before you actually have to take an exam.
- Once you begin your exam, do not close the window for any reason.
- If allowed, write down all formula, dates, definitions, and rules that you may need for the exam. Have all materials with you before you log onto the computer to begin the exam.
- If possible, save a copy of your exam before you send it, then click "save" and "send."



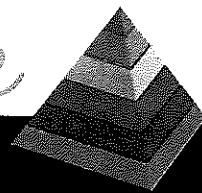
REFLECTIONS ON NOTE TAKING AND TESTING

Just as reading is a learned skill, so are memory development, studying, and learning how to take tests. You can improve your memory, but it will take practice, patience, and persistence. You can improve your study skills, but it will take time and work. And, you can increase your ability to do well on tests but it will take a commitment on your part to study smarter and put in the time and dedication required. By making the decision "I can do this!" you've won the battle; for when you make that decision, your studying and learning becomes easier.

Your challenge is to focus on developing excellent memory techniques, study patterns, and test-taking abilities while earning the best grades you can. When you have done this, you can look in the mirror and be proud of the person you see without having to be ashamed of your character or having to worry about being caught cheating or wondering if you really did your best.

Knowledge

in Bloom



REDUCING TEST ANXIETY

Utilizes Level 6 of the Taxonomy (See Bloom's Taxonomy at the front of this text)

Explanation: Now that you have read and studied this chapter and, no doubt taken a few tests this semester, you have a better understanding of what happens to you physically and mentally during an exam. Below, you will find listed six of the common physical or mental symptoms of anxiety reported by students while testing.

Process: Beside each symptom, **create a list** of at least three concrete, doable, realistic strategies to overcome this physical or emotional anxiety symptom before or during a testing situation.

Symptom	How to Reduce It
Fatigue	<ol style="list-style-type: none"> 1. 2. 3. <p>Choose one of the above and write a SMART goal statement to personally address this symptom.</p>
Frustration	<ol style="list-style-type: none"> 1. 2. 3. <p>Choose one of the above and write a SMART goal statement to personally address this symptom.</p>
Fear	<ol style="list-style-type: none"> 1. 2. 3. <p>Choose one of the above and write a SMART goal statement to personally address this symptom.</p>
Anger	<ol style="list-style-type: none"> 1. 2. 3. <p>Choose one of the above and write a SMART goal statement to personally address this symptom.</p>
Nervousness/ nausea	<ol style="list-style-type: none"> 1. 2. 3. <p>Choose one of the above and write a SMART goal statement to personally address this symptom.</p>
Uncertainty/ doubt	<ol style="list-style-type: none"> 1. 2. 3. <p>Choose one of the above and write a SMART goal statement to personally address this symptom.</p>

SQ3R MASTERY STUDY SHEET

EXAMPLE QUESTION (FROM PAGE 233)

Why are mnemonics important?

ANSWER:**EXAMPLE QUESTION (FROM PAGE 238)**

Discuss three strategies for studying math.

ANSWER:**AUTHOR QUESTION (FROM PAGE 228)**

What is the difference between short-term and long-term memory?

ANSWER:**AUTHOR QUESTION (FROM PAGE 229)**

Discuss the five steps in VCR3.

ANSWER:**AUTHOR QUESTION (FROM PAGE 237)**

What is H2 FLIB and how can it help you?

ANSWER:**AUTHOR QUESTION (FROM PAGE 240)**

Discuss the steps in establishing a study group.

ANSWER:**AUTHOR QUESTION (FROM PAGE 246)**

Discuss one strategy for each type of testing situation.

ANSWER:**YOUR QUESTION (FROM PAGE ____)****ANSWER:****YOUR QUESTION (FROM PAGE ____)****ANSWER:****YOUR QUESTION (FROM PAGE ____)****ANSWER:****YOUR QUESTION (FROM PAGE ____)****ANSWER:****YOUR QUESTION (FROM PAGE ____)****ANSWER:**

Finally, after answering these questions, recite this chapter's major points in your mind. Consider the following general questions to help you master this material.

- What is it about?
- What does it mean?
- What is the most important thing you learned? Why?
- What are the key points to remember?