

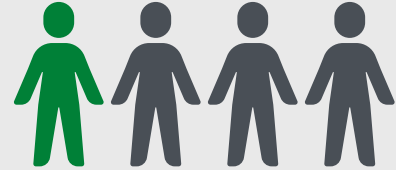
# HOW TO LEARN

You can be transformed from memorizer and regurgitator to a student who begins to think critically and take responsibility for their own learning.

## WE ARE NOT TAUGHT HOW TO LEARN!

58.6% of incoming freshmen at a broad range of institutions reported spending fewer than six hours per week doing homework in 12th grade.

Many students did not need to learn in order to make A's in high school. That changes significantly in college!



Less than 50% of all students entering college are academically prepared for college-level work.

So, what's the difference between studying and learning?



## WHAT IS METACOGNITION?

Thinking about your own thinking.  
Being consciously aware of oneself as a problem solver.  
Monitoring, planning, and controlling one's mental processing.  
Accurately judging one's level of learning.  
Having learning goals instead of GPA goals.

## BLOOM'S TAXONOMY: LEVELS OF LEARNING

From left to right, at what level do you operate and how can you improve?

**1**

### REMEMBER

Remember previously learned info.

#### EXAMPLE

List the item used by Goldilocks while in the Bear's house.

**2**

### UNDERSTAND

Grasp meaning, explain, compare, summarize.

#### EXAMPLE

Explain why Goldilocks liked Baby Bear's chair best.

**3**

### APPLY

Use info in a new situation.

#### EXAMPLE

Demonstrate what Goldilocks would use if she came to your house.

**4**

### ANALYZE

Take apart info; identify causes and connections.

#### EXAMPLE

Compare this story to reality. What events could not really happen?

**5**

### EVALUATE

Check, critique, make judgments.

#### EXAMPLE

Judge whether Goldilocks was good or bad. Defend your opinion.

**6**

### CREATE

Use info to create something new.

#### EXAMPLE

Write a story about Goldilocks and the three fish. How would it be different?

# THE STUDY CYCLE

Adapted by UVU Academic Standards from Teach Students How to Learn by Dr. Sandra McGuire, Louisiana State University



## PREVIEW

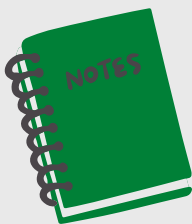
Before class, skim the chapter, identify headings and bolded words, review summaries and chapter objectives, and come up with questions you'd like the lecture to answer.



## ATTEND

GO TO CLASS!

Answer and ask questions and take meaningful notes.



## REVIEW

As soon after class as possible, read your notes, fill in the gaps, and make note of any questions you still have.



## STUDY

Repetition is the key. Ask why, how, and what if. Hold 3-5 short intense study sessions per day (maximum of 1.5 hours each). Use the weekends to read notes and material from the week to make connections.



## ASSESS

Periodically perform reality checks of your learning. Am I using effective study methods? Do I understand the material enough that I'd be confident in teaching it to others?

## PREVIEW

Previewing lays the foundation and prepares you for learning. Go to class ten minutes early and preview.

If you have some idea of or context for what you are about to read and learn, your brain can recognize and process much more information than if you just dive headlong into the reading or attend the lecture without preparing.



Look for bold or distinct fonts & headers in the reading and important terms in the lecture. How do they connect? Why?

Follow the THIEVVES acronym:

- Titles
- Headings
- Introduction
- Every first sentence
- Visuals
- Vocabulary
- Every author's end questions
- Summary

## ATTEND

Attendance helps improve academic performance. Go to at least 80% of class sessions, whether in person or livestreamed.

Research shows that class attendance is positively related to higher exam and course grades.

If you are in an online class, set aside time to watch lectures or videos and complete work as if you were attending the class.

Take notes by hand if you are able. This forces you to paraphrase and results in more learning.



## REVIEW

Reviewing is like watching a movie a second time – your brain will see things it didn't see before. Review for five to ten minutes immediately after class.

If you can't stay after class, try to review sometime later that day.

Reviewing will help reinforce and transfer the information from short-term to long-term memory to make it easier to recall in the future.

Rework notes if you need to, summarize key ideas, and figure out what you might still not understand.



## STUDY

Again, repetition is the key! Do not try to cram for an exam!

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Piece together a practice exam using homework, quizzes, lecture notes, the syllabus, etc. This is a powerful tool to deepen and lengthen learning.

1

Where do you study? What is your study environment like? Do you focus better at home, in the library, or on campus somewhere?

2

Intense Study Session:

- Set a goal.
- Focus, engage with material.
- Take a break, reward self!
- Review what you studied.

7

Work in pairs or groups in addition to working alone. This gives you the opportunity to accurately judge your own learning.

3

Use the textbook, not just lecture notes! Otherwise, you may be missing key components not covered in lecture.



6

Teach your material to a friend, family member, partner, pet, empty chair, etc.! Explaining concepts to others helps with your understanding.

5

Practice activities like highlighting, taking notes, jotting down questions, and creating flashcards, chapter maps, and outlines.

4

Read one paragraph at a time. Stop. Put the information into your own words. Keep going, paragraph by paragraph.

## ASSESS

Actively pay attention to how you are learning. What works? What doesn't? What can you improve?



Monitor self-talk and mindset. If the majority of self-talk is negative and destructive, it will negatively influence your learning efforts. Be compassionate and encouraging with yourself. The most powerful influence on your success and grades is your behavior, not your innate intelligence or talent.

Know your learning style and modality preferences. You may find it is a trial-and-error process. Try recommendations for all learning style preferences before settling on what works best for you. You can discover your preferences and corresponding strategies here: [www.how-to-study.com/learning-style-assessment/](http://www.how-to-study.com/learning-style-assessment/)