

Addendum to Chapter 4: Study Strategies for all Learning Situations

GENERAL EXPECTATIONS OF THE COURSE	MOST COMMONLY USED STRATEGIES	STRATEGIES WITH GREAT POTENTIAL BUT CAN NEED PRACTICE/TRAINING	HIGH UTILITY STUDY STRATEGIES
Note taking –visual	Highlighting	Visual representations Mental imagery	
Note taking –verbal	Outlining chapters	Keyword mnemonics Songs/jingles	Summarization
Reading	Rereading notes and textbook	Creating study guides Writing test questions Writing flashcards	Practice testing Using flashcards
Listening to lectures	Rehearsal	Asking questions in class Peer study groups	Distributed practice
General goal to do well in the course	Setting study goals <ul style="list-style-type: none"> • Specific • Measurable • Action-oriented • Realistic • Timely 	Self monitoring	Self testing

Student example:

Jaime is a freshman and wants to enter the nursing program. She recently bought her own car and works 30 hours a week to cover expenses. Jaime sometimes works evenings so her best times for studying are early in the morning and late in the afternoon.

Sometimes, Jaime uses the library computers for writing assignments because she does not have a computer of her own. But often, because of her work schedule, she finds it difficult to get to the library during free times. Consequently, she attempts to do her writing at her boyfriend's house despite the fact that she finds it challenging to get her work done in that setting.

Right now, Jaime is struggling in philosophy. Jaime doesn't want her philosophy instructor to think she is not capable, so she tends to do her work without asking for assistance. When

she studies for exams, she rereads her textbook and notes, even though she admits that sometimes she doesn't understand the notes she takes. Jaime finds it very difficult to take notes in her class and often complains that her instructor speaks too fast.

Identify Jaime's current study strategies:

Can you suggest several changes this student can make that will move her study strategies from common to high utility (as described in the chapter and represented on the study strategies table)?

What can this student do to regulate her learning environment?