



Presented by
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The stuff I had to figure out in order to pass college courses

WHAT SUCCESSFUL STUDENTS DO

Have your GT student complete the Study Behavior Inventory and return it to Mr. Pilkington in the Academy Office for help in developing these skills in your child.

THEY...

Parents: Think about how you can help your child develop these traits...

- ✘ Show up on time ready to learn.
- ✘ If sick or miss a class, they **communicate** why and make sure they get any missed assignments.
- ✘ Seek out challenge.
- ✘ Go out of their way to effectively **communicate** with teachers.
- ✘ Edit their work to improve its quality, but its OK if its not perfect.

SUCCESS COMES IN CANS

- ✘ After you have the best teacher you've ever had, you shouldn't need them any more.
- ✘ As a student you must become your own best teacher.
- ✘ Surround yourself with positives.
- ✘ Share your dreams and goals with others.

GOAL SETTING

- ✘ Look at goals like a road map.
- ✘ Think about the future.
- ✘ What are your goals for the day, the week, the month, this year, 3 years, 5 years, 10 years?
- ✘ Continuously Refine your plan.
- ✘ Plan-Do-Act

SUSTAINABLE STUDYING

- ✘ Have a routine for studying.
- ✘ Make sure you understand an assignment BEFORE leaving class.
- ✘ Reward yourself with something you like AFTER studying. (i.e. video game, favorite TV show, book, or hobby.)
- ✘ Adopt a reading strategy. (SQ4R)

WE RETAIN

- ✘ 10% of what we read
- ✘ 20% of what you hear
- ✘ 30% of what we see
- ✘ 50% of what we see and hear
- ✘ 70% of what we talk about with others
- ✘ 80% of what we experience personally
- ✘ 95% of what we teach to others

MATURITY AND TIME MANAGEMENT

- ✘ Take a Study Behavior Inventory.
- ✘ Make a conscious effort to change behavior(s) that may be sabotaging you.
- ✘ Getting organized involves work, but in the long run will reduce stress.

LIKE PLANNING A TRIP

- ✘ Having your time and life organized is similar to organizing for a trip. Remember two people can take different roads and arrive at the same destination at approximately the same time. The differences between the two trips are the scenery's, the road conditions, and how fast they each had to drive to reach the same conclusion. Personally I prefer to take a well paved, smooth road, admiring fantastic scenery, and have planned well enough in advance to take a leisurely trip. What kind of road are you traveling?

BEING A GOOD LISTENER

- ✘ Pay attention to content, not the lecturer's appearance or distracting habits. Judge the material, not the delivery.
- ✘ Put aside emotional concerns. If you disagree with what is being said, hold your judgment or fire until after class, then see the instructor.
- ✘ Find areas of interest; listen for ideas, not just facts, and words; put new ideas to work during the lecture by using your imagination.

BEING A GOOD NOTE TAKER

- ✘ Don't write down everything you read or hear. Be alert and attentive to the main points. Concentrate on the "meat" of the subject and forget the trimmings.
- ✘ Notes should consist of key words or very short sentences. If a speaker gets sidetracked, it is often possible to go back and add further information.
- ✘ Have a system for punctuation and abbreviation that will make sense to you. Use a skeleton **outline** that shows importance by indenting. Leave lots of white space for later additions.

CONCEPT MAPS



OUTLINING

× Example:

× Extrasensory perception

+ definition: means of perceiving without use of sense organs.

× three kinds

★ telepathy: sending messages

★ clairvoyance: forecasting the future

★ psychokinesis: perceiving events external to situation

× current status

★ no current research to support or refute

★ few psychologists say impossible

★ door open to future

SQ4R

- ✘ Step 1: Survey
- ✘ Step 2: Question
- ✘ Step 3: Read
- ✘ Step 4: Record
- ✘ Step 5: Recite
- ✘ Step 6: Reflect

SURVEY

- ✘ **Rationale:**
- ✘ *To become familiar with the material before you read, and to activate any prior knowledge you have of the subject.*
- ✘ Make the book your friend; look at the cover; review the Table of Contents, Introduction, and Index, and back cover to become familiar with the format and the material.
- ✘ Survey the assigned chapter. Look at the chapter title and topic headings. See how the chapter is organized and how many pages are in the chapter.

QUESTION

✘ Rationale:

- ✘ *To make the reading process a critical thinking exercise and to focus your attention on what information you need to get from the reading.*
- ✘ Reading with a purpose (to answer questions) increases concentration, comprehension, retention, and interest in the subject matter.
- ✘ Questions to have in mind to answer as you read may come from:
 - + your instructor;
 - + worksheets, take home tests, quizzes;
 - + questions throughout and at the end of the chapter;

READ

- ✘ **Rationale:**
- ✘ *The information is necessary in order to master the course material.*
- ✘ Read one section at a time to understand the material and answer your questions. Do not read to memorize the information. On paper write down chapter headings and titles to use as outline notes later in this process.

RECORD

- ✘ **Rationale:**
- ✘ *By incorporating the motor activity of writing information down, you will have review notes and you will better establish the information into your long-term memory.*
- ✘ Write brief study notes under your chapter headings and titles, which will help encode the information in your long-term memory for easier retrieval and recall.

RECITE

- ✘ **Rationale:**
- ✘ *Activating long-term memory storage is aided tremendously by hearing and verbalizing the material. If you can explain the concepts to another, you have mastered the material.*
- ✘ Recite out loud the information you have read. Tell yourself the major concepts of the section using your own words. Ask yourself questions on your reading and answer those questions out loud.
- ✘ Study with a friend or in a group to discuss and reinforce the material. Studies show that students who recite forget only 20% of learned material within a two-week period. Those who do not recite or discuss the material forget 80% of the information in the same time period.

REFLECT

- × **Rationale:**
- × *This is a metacognitive activity to make you a more self-aware learner. It also enhances long-term memory storage for successful retrieval at a later date.*
- × Reflection weaves new ideas into old, by comparing the new ideas with ones you already know. By asking yourself, "Upon what evidence are these new ideas and information based?" and "How can I use this new material?" you should increase your creativity, your knowledge, and critical thinking skills.

MNEMONIC DEVICES

- ✘ **Rhyme.** A rhyme is a poem or verse that uses words that end with the same sound. Example: Thirty days has September, April, June, and November. All the rest have thirty-one except February which has twenty-eight.
- ✘ **Acronym.** An acronym is a word that can be pronounced that is made by using the first letter of other words. Example: The names of the five Great Lakes in the U.S. form the acronym HOMES (Huron, Ontario, Michigan, Erie, Superior).
- ✘ **Abbreviation.** An abbreviation is a group of letters made from the first letter of each word to be remembered. Example: FBI is an abbreviation for the Federal Bureau of Investigation.
- ✘ **Acrostic.** An acrostic sentence or phrase is formed by words beginning with the first letter of each word to be remembered. Example: The phrase very active cat might be used to recall the three types of blood vessels in the human body: veins, arteries, capillaries.
- ✘ **Pegwords.** A pegword is a word that helps you remember something by forming a picture in your mind. Pegwords are used to remember lists of things. Each pegword helps you remember one thing. If you memorize 10 pegwords, then you can use them to remember 10 things. If you memorize 20 pegwords, you can remember 20 things.