# SELECT STRATEGIES

## Instructions:

Choose which of the following strategies discussed today (*or outlined in the Study Skills Booklet – available in pdf form on the Tutoring Center (TC) website*) you would like to implement in your course study plan. You can indicate whether you:

**1** – Already do this well, **2** – Need more resources or information to do this,

**3** – Would like to start or improve this, **4** – Are not interested in this strategy at this time.

* Review the study skills booklet on the TC website.
* Attend a TC study group for my course or start my own study group.
* Make a study skills appointment at the TC.
* Complete QUARTERLY and WEEKLY CALENDARS, allotting ample time (2 hours per 1 hour in class) for studying.
* Find a study environment that is most productive for me. (e.g. eliminate distractions, turn phone off, use white noise or music, study with classmates.)
* Employ active learning strategies (outlined in the Study Skills Booklet. e.g. sit in the “T-zone”, do readings before lecture, listen for “big ideas,” listen for changes in tone, turn off my phone).
* Go to my professor’s office hours.
* Go to the TC during the drop-in hours for my class (listed on the TC website).
* Review note-taking styles to determine the best style for my class (outlined in the Study Skills Booklet).
* Use the SQ5 strategies: Survey, Question, Read, Respond, Record, Recite, and Review.
* Connect with the material I am learning using DEEP processing questions that **D**ifferentiate, **E**laborate, **E**xemplify, and **P**ersonalize the concepts.
* Review lecture notes within 24 hours, and for 30 minutes weekly with help me retain 80% of the material.
* Use Mind Maps, Detail Trees, Flashcards, Mnemonic Devices, or the Cornell System to organize information.
* Incorporate study strategies by test type and test-taking strategies for my next exam (outlined in the Study Skills Booklet, e.g. predict test questions, create a review sheet, use power poses, do a “mind dump” before the exam, read the instructions thoroughly).
* Make a 50-minute appointment with trained peer advisor to review more study skills strategies or do an exam-wrapper (a post-exam review of study strategies).
* Start a journal or list identifying the most surprising or confusing ideas from lectures and readings so I can review them later.
* Create visual representations of ideas I find complex or confusing.
* Look into volunteer or internship opportunities related to the course.
* Review these strategies after a few weeks so I can determine if I need to change my study plan.
* Other:
* Other:
* Other:
* Other:
* Other:
* Other:

# SET GOALS

Name:

Date:

## Instructions [This section has several parts. Make sure you complete them all before moving on]:

Use this space to jot down any notes about: time management, active learning, reading for meaning, test-taking, and/or math study skills that you want to remember*.*

SET GOALS: What long term goals do you have?

**Long term goal:**

Short term goals -What do you need to do now in order to achieve these goals? What have you learned in this meeting that you want to implement in your studies? (Refer back to the strategies you selected and the notes you took.)

**Set 1-3 short-term goals that will help you to reach your long-term goal.** (see page 4 of study skills book).

**Goal 1: To be accomplished by (date)**:

**Goal 1: To be accomplished by (date)**:

**Goal 1: To be accomplished by (date)**:

List the contact information for any resources you’d like to make use of:

Follow-up Appointment: Date/Time:

# SELECT STRATEGIES

*--Optional – after your study skills appointment--*

## Instructions:

Use this space to outline your personal study plan. Include when and where you plan to study, what resources you will need, and what strategies or study methods you will use. Be honest with yourself about your strengths and weaknesses. Each course is different, so you may need multiple plans.