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## **EFFECTIVE STUDY HABITS FOR LEARNERS**



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**KEY TERMS: Effective, study habits, learners**

### **INTRODUCTION:**

The student nurse has to learn many new things during her training. She has to learn correct facts about diseases, treatment and medicine. She has to read books, to consult reference materials, to make notes while reading and to take notes while listening to lectures. In order that her learning may be efficient and effective, she should be acquainted with principles and techniques of effective study.

Effective learning implies the use of intelligence, interest in meanings, an understanding of relationships. A properly organised programme of study will help a student to learn effectively what she wants to.

The basis of effective study-techniques should be the psychology of learning. There are three characteristics of the learning process

- (i) Real learning is a self-active process;
- (ii) Intelligent learning is goal directed; and

- (iii) Intelligent learning implies an understanding of meanings and a recognition of relationships between the various aspects of the total learning situation.

The most important principles and techniques of **effective study** are

- (a) Clarity of purpose and a problem-solving attitude
- (b) Planning the learning periods
- (c) Getting started promptly
- (d) Good health conditions of the learner and cultivation of good reading habits
- (e) Surveying the assignment as a whole
- (f) Search for and concentration on the essentials in an assignment
- (g) Seeking and discovering relationship between one course and the other
- (h) The habit of taking meaningful notes and outlines. Students should cultivate the habit of outlining study materials and of making and reading lecture notes.
- (i) Making Frequent Summaries. Summaries contain the most essential information. They emphasise the general principles and ignore the non-essentials such as illustrations, anecdotes and examples.

### **The Learning Process:**

Effective learning depends on intelligence, intense and deep motivation, good physical health, stable home influences, fruitful guidance and instructions, emotional health of the learner, meaningful drills and repetition, concentration of effort, learning the whole, the meaningfulness of the situation and its contact with the life of the learner.

### **Factors of Effective Learning:**

Factors within or outside the individual which influence the rate and the efficiency of their learning process. Learning is efficient when what is learned is retained and easily

recalled. Experience and experiments have brought out the important of the following factors:

**1. Motivation.** The stronger and clearer the motive in learning anything, the greater is the effort and interest shown by the learner in learning it. The result is greater and more permanent learning. Strong motives make us enthusiastic learners.

**2. Intelligence.** Intelligence enables us to understand things, to see the relationships between things, to reason and judge correctly and critically. Learning cannot take place effectively without intelligence.

**3. Maturation.** We learn things when we are mature to learn them. A child cannot learn slant writing or cursive handwriting unless he has developed the neuromuscular coordination for learning .

**4. Physical Condition of the Learner.** Physical health of the learner is an important factor. Tonsils and adenoids, sensory defects, particularly of the eyes or the ears, malnutrition, toxic conditions of the body, loss of sleep and fatigue are some of the physical handicaps that hinder effective learning. Without health one lacks energy: hence the need for sound health for the learner.

**5. Good Working Conditions.** Such as fresh air, light, comfortable surroundings, equable temperature, absence of distractions like noise are a great aid in learning efficiently.

**6. Mental Health of the Learner.** Experiments have shown that worries, fears, persistent daydreams, feelings of loneliness and inferiority militate against learning. If the learner has no self-confidence, self-reliance or self-respect due to the attitudes of teachers or others, it is very difficult for her to learn well. Hence, it is necessary to build the learner's self-confidence, self-respect, self-reliance through praise and approbation for work well done or well attempted.

**7. Learning is helped by Associating Things as part of a Total Situation.** All related material which has been learned previously in class and in ward experience, should be associated with new learning and not left as isolated facts. This means that

different **aspects** of the **learning** situation should be connected. While learning a nursing procedure, a student nurse could see its connections with anatomy, physiology, microbiology and psychology.

**8. Length of the Working Period.** The periods of work should neither be too short nor too long. After the learner has worked for a fairly long time, fatigue sets in and reduces the effectiveness of learning.

## **LAWS OF EFFECTIVE LEARNING**

These laws are general principles which are usually followed when people learn. They give us an idea of what generally happens when we are learning and how we are learning. Thorndike studied the process and factors of effective learning and summed them up. According to him there are three **major laws** of learning:

(i) The law of readiness : Learning takes place best when a person is ready to learn. If a person is ready to act, acting gives him satisfaction. If he is not ready to act, it is annoying for him to act. Some sort of preparatory attitude or mindset is necessary.

(ii) The law of exercise or practice : We learn what we practice, we do not learn what we do not practice. Whenever tiny activity is repeated, it becomes easy and definite. Learning takes place through exercise and repetition.

(iii) The law of effect: This law brings out the importance of feeling in the process of learning. 'Activities which are accompanied by a feeling of pleasure or satisfaction are more readily and effectively learnt than activities which are unpleasant or annoying' (HR Bhatia). Repetition or practice without satisfaction is of no use. We may do a thing again and again but we will not 'learn' it if it does not yield satisfaction or pleasure

The **minor laws** are:

(i) The law of maturation;

(ii) The law of purpose;

- (iii) The law of selection;
- (iv) The law of association;
- (v) The law of recency; and
- (vi) The law of multiple learning.

#### EFFECTIVE STUDY HABITS/ STRATEGIES FOR LEARNERS:

##### For Effective Study needs :

- **Meaningful learning**—must take responsibility for their learning
- **Practice** – should often review their learning experiences
- **Concentration** - can be increased by developing their study habits, using time efficiently, & become involved with the learning task quickly
- **Making sense** – should relate learning to real world or to own experiences
- **Critical thinking** – should question, summarize, & redefine new concepts and ideas

**Studying involves :** reading textbooks taking notes listening

**Taking Notes :** Make notes brief Put notes in your own words ,outlines help organize major and minor thoughts Use the Cornell Note taking method

**Listening:** Be ready for the message Listen for the main ideas  
Listen for new ideas Understand what you're hearing Repeat mentally Ask questions Listen to the whole message Respect all ideas Decide what is important and what is not Sort, organize, and categorize

##### Elements of effective learning:

- By Early review, Intermediate review and Final review

- **Concentration and Memory**

Have a routine study environment Study as early in the day as possible Deal with distracters and interferences Set time goals Take breaks

- **Motivation :Set study goals Learn actively Plan out your study time**

Work with study groups or with one other person

**Styles of Reading:**

- **Reading:** It is used when the material is difficult and is of higher level of comprehension. It is essential to read word by word to have more understanding and to have better clarity.

- **Browsing** Looking the structure of the text, proportion of diagrams and the locating the summery and conclusion part.

- **Skimming** It is used when it is enough to get an overall idea about the topic. This includes only the major information in each paragraph and leaves the other supportive and explanatory part.

- **Scanning** It is used when it is required to locate a piece of information that you already knew from the text. The information can be a number or a word or any specific fact.

MARK & Use marker to highlight the major information leaving the supporting information' Underline the unknown vocabulary or new phrases that you have come across' Underline or highlight the main topic related to your study' Number the important ideas in margin'

Then recall the information that have already gathered about the title. Read the title of the topic, make sure whether have heard of the topic and are familiar about it.

**KWL CHART :**

1. . K- What you already KNOW about the topic

2. W- What you WANT to know about the topic
3. L- What you learned about the topic

It is used while reading any text. This chart consists of three columns.

Before reading the text(know)	(WANT)	What you have learnt After reading the text
What already know about the topic?	What want to know about the topic?	What learned from the text?

**Note taking :** Note taking is a practice of recording the information gathered from any source. It is when you write whatever hear or read. This is done when the subject is new to you and hard to follow and understand. It can be an oral an oral lecture, visuals, presentations , books and written manuals.

#### **How to improve as a visual learner:**

Visualize what you are studying ,use color in your notes , draw pictures and diagrams, use mind maps in your notes learn from videos use pictures to reinforce learning

#### **How to improve as an auditory learner:**

Listen to tapes of recorded content ,record your own textbook ,read out loud, talk over content topics with other students ,participate in class discussions

#### **How to improve as a hands on learner:**

Stand up and move around while you are studying, take frequent breaks from studying make use of your hands and write things down as you study ,use the computer to reinforce learning, be physically active, memorize or drill while walking or exercising

#### **Myths about Studying:**



- Studying more/longer results in good grades.  
There's one study system everyone can use.
- Knowing the course material is enough.
- Cramming the night before will keep material fresh.
- Writing has very little impact on learning.

### **Five Rules to Improve your Grades:**

Learners want to achieve better grades by knowing resources, online resources,, e-learning center, Tutoring services ,Internet Library

- (i) They should identify their strengths and weaknesses.
- (ii) Studying requires a daily commitment
- (iii) Should get help early when need it.
- (iv) Set reasonable and achievable goals.

### **Five tips for effective learning:**

- Study in small chunks instead of one long period.
- Review guide sheets and assignments from which test questions will be taken from.
- Develop a system that works for you.
- Learn what the professor/teacher expects.
- Maintain a healthy brain (through physical exercise, mental exercise, good nutrition, and stress management).

### **GPA of Success :**

**Goal** – reflects your wants and needs

**Plan** – route you plan to take to reach your goal. It should be effective and specific.

**Action** – brings your plan to life. Requires self-discipline & power over procrastination

**Stratergies Of Study Plans :** A.S.P.I.R.E. SQ3R Mind-mapping 4Rs Mnemonics

3Rs,M.U.R.D.E.R.Flash Cards ,P.O.R.P.E., Outlines Dialogue w/ textbook Study Groups

### **I )A.S.P.I.R.E.**

- **Approach** – positive attitude, avoiding distractions, & making time for study
- **Select** – studying in reasonable chunks of time, selecting key materials to review  
Piece together - summarize material you're studying
- **Investigate** – find alternative sources for information you don't understand
- **Reflect** – apply the concepts your learning to make them more interesting & easier to remember
- **Evaluate** – examining your performance

**II) Mind-mapping** Mind maps are created around a central word, idea, or theme Create branches to other major concepts related to the central word  
From there continue to create branches from every word or concept you add to the map

**III) Mnemonics Techniques that help you remember things Memory hooks**  
Simply gimmicks Come in handy when you have masses of information to memorize They help to remember information, but they do not help to understand it. Use Memory Tricks  
Mnemonic devices or memory tricks help you remember factual information like names, dates, formulas, or other information that requires rote memorization. mnemonic devices are Rhymes: Creative Sentences: "My very eager mother just served us nine potatoes." (the planets in order from the sun)

Acronyms: NASA (National Aeronautics and Space Administration) ROY G BIV (the colors of the rainbow: red, orange, yellow, green, blue, indigo, and violet)

**IV) Using Mnemonics Read out loud. Write it down. Create acronyms.**  
Create acrostics. Use rhythms, rhymes, and jingles. Make associations. Create mental and key word images.

**V) M.U.R.D.E.R.**

**Mood** – right attitude & environment

**Understanding** – marking what you don't understand so you can go back to it later

**Recall** – bring to mind key information

**Digest** – going back to the material you did not understand, & try to comprehend it

**Expand** - apply the concepts you're learning to make them more interesting and easier to remember

**Review** – going over material until you are confident that you know it

**VI) P.O.R.P.E.:**

**Predict** – determine the most important concepts & formulate questions to deepen your understanding of the material

**Organize** – summarizing key information and outline answers to your predicted questions

**Rehearse** – reciting aloud key information & quizzing your memory of the material

**Practice** – answering predicted questions from memory

**Evaluate** – assessing answers to make sure they contain critical information and concrete examples

**Dialogue With the Author:**

Create a dialogue with the author, even though the author doesn't talk back Take an active role in your reading of the text .Question the author's reasoning and information .May get answers to your questions several pages later Makes learning interesting .Gets you thinking and keeps you focused

## **VII) SQ3R**

**Survey-** – gathering, skimming, and reviewing the information

**Question** – raising issues as you are surveying

**Read** – rereading material & looking for answers to the questions you raised previously

**Recite** – Rereading material & putting concepts into your own words

**Review** – going over material until you know it

### **4Rs System :**

**Reducing** – organizing all course information & condensing it into small chunks

**Reciting** – speaking aloud about reduced material without looking at it – talking through ideas in your own words

**Reflecting** – thinking about what you learned and connecting it with what your prior knowledge

**Reviewing** – going through your notes, several more times, concentrating on areas of weakness, until you understand all the material

### **VIII) 3Rs System :**

- **Read** – read the material once
- **Recite** – as much as you can remember
- **Review** – read & skim material again to get key concepts and major details

### **Flash Cards :**

Helpful for remembering material .Real strength of flash cards is testing yourself on the concepts .An alternative to words on one side and definitions on the other is questions on one side and answers on the other Use them to quiz yourself.

### **Study Groups Benefits to see the material from different perspectives**

Stay motivated because the group needs you .Commit more time to studying Group discussions help you learn the material .Share class notes and other material .Pick up new study tips & habits ,review Sessions ,Participate in discussions.

**Time Management :** Avoid over-commitment,use a planner/calendar  
Account for the unknown ,Keep track of your time ,Stick to the plan, Weekly schedules/daily study times Realistic to-do lists Know important dates.

### **Update Calendar Each Morning:**

Record all your to-dos & deadlines on your calendar. Jot down new tasks & assignments on your list during the day. Next morning transfer these new items from your list onto your calendar. Then take a couple of minutes to plan your day.

### **Develop your own study plan:**

Action - What it Entails

**CONCLUSION:** Effective learning depends on intelligence, intense and deep motivation, good physical health, stable home influences, fruitful guidance and instructions, emotional health of the learner, meaningful drills and repetition, concentration of effort, learning the whole, the meaningfulness of the situation and its contact with the life of the learner

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