Listening

Listening problem: -

1. Pseudo listening. / Fake listening / Going on vacation / not present in the class.

2. Selective listening / Distracted by surroundings.

3. Critical Listening.  Criticizes / Bothered.

Solutions: -

1. Awareness, awareness of the problems.

2. Be physically and mentally prepared to listen. Put away all physical and mental problems.

3. Set a Goal. 100% interest and concentration.

4. Sit in front and center.

5. Practice. Practice listening and remembering.

6. Pretend to be fascinated if we have to. Try to concentrate.

***How to take Better Notes. Lecture Notes.***

1. Prepare for lecture, preview the text books. Review the previous notes.

2. When in doubt, write it down. It is better to write more than not to write important things.

3. Point out the doubts and review and get them corrected.

4. Try to shrink the lecture words and sentences and then write.

5. Learn to use abbreviation and use them. But must not get confused. If possible, make lists of abbreviation available for each lecture or notes.

6. Leave out repetitive, unimportant, very very common words. Use short words or letters for common repetitive words and list them on the page.

7. Know about the instructor, understand the lecture style, notes depend on the lecture and instructor.

8. Show the notes to the teacher at an early time.  Then follow his instructions.

9. Review the notes interactively.

10.  Test own self during reading and before tests.

11.  Type or rewrite the notes.

12. Keep the notes in an organized manner and always try to remember or write down where is what material well ahead of test date,

Cornell note taking methods.

Overall subject.

a. Main idea/ subject.

....... Details

.. . details

b. Main idea/ subject

..... Details

......details

Write down below the notes, bottom side of the page - Summery for everything.

Add very short side notes after the lecture with only very important information.

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**Study Skill Workshop #5: Taking Better Lecture Notes**

1. PREPARE FOR LECTURES

-----

-----

2. WHEN IN DOUBT …

3. GO ON A DIET!

-----

-----

4. KNOW YOUR INSTRUCTOR

-----

-----

5. USE A GOOD NOTEAKING METHOD

6. REVIEW YOUR NOTES INTERACTIVELY

7. TYPE OR REWRITE YOUR NOTES

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THE CORNELL NOTETAKING SYSTEM

Have you ever asked to borrow someone’s notes and found them impossible to figure out? Some students seem to have little control over lecture information and no planned means for recording notes that could become an invaluable source for studying. This handout presents a system that was developed at Cornell University several years ago. It incorporates the principles of learning by using the left brain functions while recording and reducing. The right brain functions are engaged while reviewing and reflecting. Spaced learning and over-learning are also part of the review step.

Before a lecture begins, prepare several pages in your notebook to look like the sample on the next page. Please look at the next page now and observe the general organization of the sheet.

Step #1: RECORD

During the lecture, record as many meaningful facts and ideas as concisely as you can. Do this on the right side of the page.

Step #2: REDUCE

As soon as you possibly can after the lecture is over, reduce the facts to key words or phrases that will later help you remember what was presented in class. It is most important that this be done while the lecture is still fresh in your mind. Perhaps the best plan is to fill in the “*reduce*” column while still in the classroom (as the rest of the class is leaving!). The key words or phrases should be written clearly in the second column on the left side of your paper.

Step #3: RECITE

Once you have the key words in the REDUCE column, use them as a guide to recall in your own words what you have recorded. This should be done as soon as possible after recording and reducing your notes, and you can then continue this procedure while studying for the upcoming test on that material.

Step #4: REFLECT

Think about the information you have recorded and recited. Try to organize the information so that it will be meaningful to you later. One way to do this is to write a short summary of the important facts, ***your own words***. This should also be done soon after completing the first three steps.

Step #5: REVIEW

Spend a short period of time every other day or so in a quick review of the material. Using short periods of review will help you retain more than trying to cram just before a test.

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Chapter/Subject Covered: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Page: \_\_\_\_\_\_

|  |  |
| --- | --- |
| |  | | --- | | Topic Title.  Key words.  Key words.  Key words.  Topic Title.  Key words.  Key words.  Key words.  Key words.  Topic Title.  Key words.  Key words. | |
| Topic Title.  Key words.  Key words.  Key words.  Topic Title.  Key words.  Key words.  Key words.  Key words.  Topic Title.  Key words.  Key words. |
| Topic Title.  Key words.  Key words.  Key words.  Topic Title.  Key words.  Key words.  Key words.  Key words.  Topic Title.  Key words.  Key words. |

Date:\_\_\_\_\_\_\_\_

Main Idea

Supporting Details

-

-

-

-

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Main Idea

Supporting Details

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Main Idea

Supporting Details

-

-

-

-

-

Main Idea

Supporting Details

-

-

-

-

-

Summary:

Note-taking Sample 1

***Memory Tricks: -***

1. ACRONYMS =

2. THEY ARE WORDS MADE UP OF FIRST LETTERS OF OTHER WORDS. WRITE THEM VERTICALLY AND UNDERLINE OR BOX THEM. Ordered or unordered.

3. Acrostics words/ sentences = Beginning First letter/ sentence/ words / different that the original  words. Ordered or not ordered.

4. PEMDAS / math order of operation .

5. MENTAL PICTURES : -

.. ......  5 qualities of a good mental picture : -

SPACE

a. Stupid

b. Play on words. Rhyme. Synonym.

c. Action. Movement.

d. Clear. Vivid / Visual / Sharp / Bright/ Alive

 / HD tv / not confusing.

 e. Easy to see.

6. Remember names. Remember with made up / visualised stupid playful names.

7. Mental pictures. Like a stupid picture or wonderful videos.

8. Definition. (Vocabulary)

 Similar sound - make related similar sounding word or words.

, cue Technique.  Make a sentence with that or similar sounding words related to the definition.

10.  Exact locations :-  Mental maps, mental stories, mental pictures.

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**Study Skill Workshop #12: More Memory Tricks**

Using the Similar-Sound Cue Technique

One way to memorize a series of definitions is to create what could be called “similar-sound cues” for those terms. This involves creating a memory cue sentence as is illustrated below:

TERM DEFINITION MEMORY CUE SENTENCE

(Acro)

Acrophobia fear of heights Acrobats fear high jumps.

(Anthro)

Anthrophobia fear of people Aunt threw the people out.

(Aero)

Aerophobia fear of flying Arrows fly …people shouldn’t.

(Keraun)

Keraunophobia fear of lightning Karen is afraid of lightening.

(Claus)

Claustrophobia fear of closed places Santa Claus hates small chimneys.

(Ergo)

Ergophobia fear of work Her go home; she no like work!

(Belone)

Belonephobia fear of needles Baloney, the shot WILL hurt!!!!

(Vest)

Vestiphobia fear of clothing Vests and other clothes scare me.

(latro)

Jatrophobia fear of doctors I atrophy when I see doctors.

(Poly)

Polyphobia fear of many things Poly is afraid of almost everything.

\*Adapted from: *Memorizing Made Easy* by Mort Herold (Chicago: Contemporary Books, Inc. 1982: 3-5.)

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From *Our Country’s History*, Steck-Vaughn Social Studies Series, 1991: 10.

***Habits of successful students.***

1. Good Students Act in professional manner ways. Treat school seriously as a very high paying job. Shown by day to day actions and habits. They show education is avery high priority in life.

2. Take care of themselves physically and emotionally / mentally. Sleep, food, exercises. Fitness and health and control stress.

3. Push to be present to every event or class. Dont be absent from any lecture except for very big emergency of illness or fear of accidents. Compensate for being absent and talk with the instructor before and after the absence. Pick up the missed class study materials or assignment papers. Take note from others notes.

4. Go to class prepared with books, pen/ pencils, paper, syllabuses. Etc. Prepare for everything in detail before going anywhere,  use foresight.

5. Go to class early or on time. Important personal habit for everything everywhere.

6. Respect instructor and classmates at all times. Pay attention to everything the instructor is saying or doing. Maintain eye contact.  Don’t distract others. No side talking except for emergency.

7. Do home works and focus on studies and review and on the job. Even if there are others interesting things or absence of will except for emergency.

8. Work very hard. Follow all rules but not afraid to ask questions whenever needed or to clarify during or after class, read written instructions and double check work. Don’t be afraid of teacher but be respective.

9. Turn in assignment or reports early or on time. Don’t procrastinate.

10. Learn from poor grade and mistakes and are motivated to improve performance. Get motivation from low grades and don’t give up or get discouraged.  Talk to the superiors or instructors.

11. Make a specific plan and action sets to follow and then follow them.

12. Don’t write down any general work or task plan, be specific and SMART on plans.

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**Study Skill Workshop #1: Habits of Successful College Students**

One main characteristic of successful college students is that they act in a “professional” way. In other words, **they treat school as seriously as they would a high-paying career job**. This is demonstrated in their attitude and day-to-day actions/habits. Everything they do shows that school is a **very** high priority in their lives. Some examples:

\_\_\_\_\_ 1. They take care of themselves physically and emotionally (eating a well-balanced diet,

exercising, getting appropriate amounts of sleep, dealing with stresses/difficulties in

positive, healthy ways, etc.) so they can have the concentration needed to make it through

each class session and the stamina needed to make it through the ups and downs of a long

semester successfully.

\_\_\_\_\_ 2. They’re never absent from a class meeting unless a true emergency arises. Even on

those days when they don’t “feel” like showing up or it’s not convenient to do so, they

push themselves and attend anyway. “True emergency” absences might include personal

illness (being contiguous, under doctor’s orders to stay home etc.), family emergencies

(serious illness, funeral, etc.), legal requirements (jury duty, court appearances, etc.), or

unexpected transportation issues (car won’t start or “dies” on the way to school, etc.).

\_\_\_\_\_ 3. If they have to be absent, they do three things designed to help them not fall too far behind **and** improve their chances of doing well on upcoming tests and assignments: 1) They call or email the instructor as soon as they know they’ll miss class in order to find out what will be done during that class meeting and anything they will need to do to before the next session; 2) They arrange to pick up copies of any important class papers (handouts, study guides, assignments, etc.) from the instructor. They pick up the material at the instructor’s office, right before the next class meeting, or in some other manner; and 3) they make sure to arrive **at least ten minutes early** for the next class meeting so they can find and copy someone else’s notes completely **BEFORE** that class begins; and

\_\_\_\_\_ 4. They always come to class prepared. This means consistently having the course syllabus, the textbook ( if required by the instructor), a notebook containing past handouts, past notes, paper for new notes, pens, pencils, scantrons on test days, etc.

\_\_\_\_\_ 5. They are consistently on time or even a little early so they can be prepared for the class. Being on time pretty much without fail is a sigh of respect for the instructor and class, it’s a demonstration that school is important to them, and it’s an important personal habit to apply to all like situations.

\_\_\_\_\_ 6. They are **respectful** to the instructor and to classmates at **all** times. This means that they pay attention during lectures regardless of whether or not the topic being discussed is “interesting” (by staying awake, sitting up, working hard to listen, maintaining at least fairly frequent eye contact, etc.). In addition, they avoid doing **anything** that will be distracting to others in the room. This includes having running conversations with classmates, having their cell phone ring, text messaging, or doing **anything** else unrelated to what’s going on in class at that time.

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\_\_\_\_\_ 7. They realize that most college classes require several hours per week for homework, review, and other types of studying. With that in mind, they schedule time to study and most often choose to study even when other “more attractive” activities come up. They do this regardless of how they feel at any given time because doing well in school is very important to them.

\_\_\_\_\_ 8.They work hard to follow all college and course rules and directions, written and verbal. This includes **NOT** being afraid to ask the teacher to repeat/clarify instructions during or after class, reading all written directions carefully, double-checking work for accuracy, etc.

\_\_\_\_\_ 9. They make a major effort to turn in ALL homework assignments on time or early, realizing the problems that can be caused by turning work in late (lost points, lower grade, increased stress, etc.).

\_\_\_\_\_ 10. They seek to learn from their mistakes and treat disappointments (i.e. low grades) as motivation for doing better on future tests and assignments rather than giving up or getting discouraged easily. They talk to their instructors in such cases so they can improve their performance as the semester goes on.

Which **TWO** of the ten areas do you feel you need to improve in the most this semester? What **SPECIFICALLY** will you do so improvement will happen?

# \_\_\_\_\_ To improve in that area this semester, I will.

# \_\_\_\_\_ To improve in that area this semester, I will.

***Organise Study time:***

***Per day:-***

Sleep 6/ 7 hr

Eat 1.5/2 hr

Travel 1.5/2 hr

Hygiene 1.5/2 hr

Misc/ Errands -  2 hr

Total = 12.5/15 hours.

Job is 8 hour × 7 days = 56 hr per week.

Job is 8 hour × 6 days = 48 hr per week.

Job is 8 hour × 5 days = 40 hr per week.

1. Don't be too busy. Don’t take too many difficult works all at once. Take the easy tasks.

2. Know how to set and reach goals.

3. GOALS SHOULD BE

4.  SMART

S= SPECIFIC ( HAS A PROPER NAME BUT NOT VAGUE IDEA ONLY) (WHAT)

M= MEASURABLE (ATTACHED TO SOMETHIMG MEASURABLE)

A= ACTION ORIENTED, (HOW, WHAT TO DO)

R= REALISTIC (CAN BE DONE EASILY)

T= TIME BASED (WHEN, BEGINNING AND END)

5. Know ahead what is going to happen.  Try to Plan ahead with date and calendar. Date planner note books. Put up,  highlight important dates on a big calendar which is visually striking. Try to have foresight over everything.  (Written)

6. Setup a Successful daily schedule (written) :-  a. Start with Religious and Fun activities. b. Everything else of life needed to be done.

7. Last thing c. Study times.

8. Study at the best time most energetic confident cheering attentive free time of the day.

9. Review and preview during break time. Try to get breaks for if possible.

10. Avoiding getting away of Procrastination: -

A. Make sure to include deadlines.

  a. Take some cheap or free rewards and or punishment according to performance.

B. Divide the job into small pieces.

  b. And make a dated or time schedule with that.

C. Be accountable to someone.

11. ABC priority method of To do list: -

a. Write down all the needed / wanted / required activities / everything for 1 or 2 or 3 days.

b. Put down (A) beside the most most important things or matters.

c. Put down (B) beside all the medium important works/ jobs.

d. Put (C) beside the least important or optional things.

e. Make Timed Schedule for the (A) types. And type (B) if possible.

d. Unfinished things are added to the next schedule and rated up as Importance.

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**Study Skill Workshop #2: Organizing Your Study Time Workshop – Part 1**

How can I reach my goals?

**BE S.M.A.R.T!**

In order to complete tasks and reach goals on time, remember the acronym SMART. Your goals must be…

**S**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**M**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**R**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**T**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **LOOKING AT THIS SEMESTER’S CLASSES CLASS** | **GRADE GOAL** | **TO ACHIEVE THAT GRADE?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Obtain a copy of the current semester calendar from the department.**

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**Study Skill Workshop #3: Organizing Your Study Time Workshop – Part 2**

**Sample Completed Time Management Schedule: *Calendar.***

**Time Management Schedule: *To do list.***

*Text Book Reading, How to remember for tests: -*

1. Shorten the length of reading in one sitting or without a break. Min 30 mins then take a 5 min break, stretch, look away, don’t eat and or go to tv, and then continue max 50/ 60 mins then 5/10 mins break of eat, drink, restroom, stretch. Then continue again from start.

2. Remember the things in order if necessary.

3. Review after every 25/30 mins before breaks.

4. Review after 50/60 mins again

5. Review after the finish of the study session or study day.

 TARIFF - A system of duties on imports and exports.

 6. Know the meaning of each word in the definition.  Only learning things Word for word memorizing is not good idea.

 7. Have to explain it.

 8. Restate the definition in own words.

 9. Learn some examples.

 10. Teach it to others. Use it or lose it.

 11. Use it. Use it more, review and apply.

 12. Practice, practice it.

 13. Practices makes a man perfect.

 13. Don’t have negative self concepts.

 14.  Have positive confidence.

 15.  Try to memories them Write to remember.

 16. Understand to remember. Then try to memories.

 17. Study or review before sleep, except math or unsolved problems.

***Great ways to study***

1. Text books are not for speed reading. Speed read the optional books.

2. Use spaces repetition, practicing,  remembering within 1/3 days then after 7 days then after 15 days then after 29/30 days then after 3 months and before the test or needed days. Review every important thing at least once a year.

3. Use your own flash card.

4. Summaries: - Rewrite summaries. Read and practice memories and try to remember understand and solve the summaries and quizzes at the end or through the every book chapters.

5. Test yourself, Take self quizzes.

6. Reading in layers: - Reading and memorizing and then testing own memorization.

7.Read the first and last paragraph of a chapter and a page. Read the first and last lines of paragraphs.  Then read the all-important things at least three times.

8. Read all the sentences with bold letters print. Also, the previous and the next sentence also.

9. Outlining (like pppt outline view) :- Start to learn the basic facts then test, then learn the next sets of facts, test, then learn the next facts. Test. Continue.........

10. "3, 2, 1, 0”: - Read, understand, remember and take test on yourself on explaining by looking away. Scores= 3 perfect, 2 good, 1 poor, 0 very bad. Test again and again before getting a 3.

11. Reducing: - Rewrite or retype the definition or information, explanation in own words after understanding, write important words on the left side of the note book. Rewrite with care. Use this for definitions mostly.

12. Highlighting: - Highlight important things, to make sense of the idea in shorter info.  This helps to find important things regularly easily and in less time. Read out loud the highlighted sentences / words.

13. Don’t highlight only too little or too much and don’t highlight only key words.

14. Highlight words to chain words together to form new continuous meaningful information.

15. Don't highlight entire sentences.

16. Don't highlight during reading the first time. Only highlight after understanding the whole information of only one to two pages. Not more than that.

17. Correct highlighting need practice. So, start easy with less highlighting at first.

18. Flash cards: - Give (+) or (--) scores.

19. (+) = Right immediately.  And (--) = Wrong or Right but hesitated.

20. Study until getting three + + + in a row while spaced repetition study 1/3/7/15/30 days spaced.

21. See the other flash card note.



**Highlighting/Underlining**

Adapted from *McGraw-Hill Basic Skills System: Systems for Study* by Alton L. Raygor and David M. Wark, (New York: McGraw-Hill Book Company 1970: 51-52).

1. RODS AND CONES (Too little)

Since the retina is the sensitive organ for seeing, it deserves closer attention than the other structures of the eye. If we examine it with a microscope, we can see that it is made up of extremely tiny cells of two basic types-rods and cones. The rods are cylindrical in shape, but he cones are rather tapered. Our best estimate is that the eye contains between 111,000,000 and 125,000,000 rods, and between 6,300,000 and does 6,800,000 cones. This tremendous number of rods and cones, however, does not spread uniformly over the entire retina. Rather the cones are most numerous in a highly specialized region of the retina known as the fovea, and the rods occur most frequently about 20 degrees away from the fovea. The fovea is a slightly depressed area of the retina.

2. RODS AND CONES (Too much)

Since the retina is the sensitive organ for seeing, it deserves closer attention than the other structures of the eye. If we examine it with a microscope, we can see that it is made up of extremely tiny cells of two basic types-rods and cones. The rods are cylindrical in shape, but he cones are rather tapered. Our best estimate is that the eye contains between 111,000,000 and 125,000,000 rods, and between 6,300,000 and does 6,800,000 cones. This tremendous number of rods and cones, however, does not spread uniformly over the entire retina. Rather the cones are most numerous in a highly specialized region of the retina known as the fovea, and the rods occur most frequently about 20 degrees away from the fovea. The fovea is a slightly depressed area of the retina.

3. RODS AND CONES (Good compared to others.)

Since the retina is the sensitive organ for seeing, it deserves closer attention than the other structures of the eye. If we examine it with a microscope, we can see that it is made up of extremely tiny cells of two basic types-rods and cones. The rods are cylindrical in shape, but he cones are rather tapered. Our best estimate is that the eye contains between 111,000,000 and 125,000,000 rods, and between 6,300,000 and does 6,800,000 cones. This tremendous number of rods and cones, however, does not spread uniformly over the entire retina. Rather the cones are most numerous in a highly specialized region of the retina known as the fovea, and the rods occur most frequently about 20 degrees away from the fovea. The fovea is a slightly depressed area of the retina.

***Mind mapping***

1. Draw a map with the information.

2. Connect the information in the map as they are connected to each other.

3. Draw with hand. Key ideas are important.

4. It should have a main subject. Then connect the main important subjects.

5. Use short forms of big sentences.

6. Use strange pictures. Transform words into pictures.

7. Use it in combination of other tools to test he memorization skills  and remembering.

***Flash cards***

1. Make your own flash cards.

2. Use and mix up words and pictures.

3. Use Mnemonics. ROYGBIV.

4. Use very strange pictures and words with actual words.

5. Use only one idea or one subject or single important information in one flash card.

6. Break complex concepts into simple concepts.

7. Say out loud when studying.

8. Study from both sides, connect both directions.

9. This is just one tool, also use other methods.

10. Learn properly before reviewing.

11. Use spaces repetition. Study, review, rewrite, revise, practice, explain, use those materials within a week, month and year for several times before test dates.