



Academic Resources

SQ3R At A Glance

Survey

Before reading. Skim over **HEADINGS**, **bold print**, *italics*, 1st and last sentences of paragraphs, charts, graphs, and end of the chapter questions to see the main points to be developed. Also, read the **CHAPTER SUMMARY**, if there is one. Surveying should not take more than 1 or 2 minutes and will reveal the core ideas to which you can connect the relevant, clarifying, and explanatory details. Surveying also helps organize notes and increases understanding as you read.

Question

Turn main ideas into questions. This increases concentration and understanding and reduces forgetting of what was just read. Questions bring to mind information already known about the subject that speeds learning of new ideas. Questions make main ideas easier to spot and more clearly separate them from explanatory detail. Make questions from all main ideas in the chapter and write them down.

Read

Read to answer each question. Reading this way avoids passively plodding along each line of text. It involves the reader in actively searching for information for answers. This also helps avoid the **Blank Mind Syndrome**: the inability to remember what you just read.

Recite

Recite answer aloud from memory. When you finish a chapter, read a question you've made and try to answer it without looking at your notes or the text. Use the answers in your notes or the text as a check for learning. If you can recite and answer accurately, without looking, you know that you have learned the material. If you cannot, read over the answers in your notes again. Another way to recite is to write an answer, as if taking an exam, and then check your notes for accuracy. Reciting reveals what has and hasn't been learned before a test is taken when something can still be done about it.

Review

Review notes every 2-3 days as a check of memory when finished making notes from lectures and textbooks. This will help prevent forgetting. Study groups or reviewing with classmates is a good way to see if you “really” know it or if you simply “believe you know it. Knowing earns you higher grades, “believing” often doesn’t.

Adapted with permission of Dennis Cong, Certified Supplemental Instruction Trainer, University of Central Florida