



California Cadet Corps Curriculum on Study Skills



“Preparing to Learn”



Preparing to Learn Agenda

- A1. Study Skills Assessment
- A2. Learning Styles
- A3. 7 Habits of Highly Successful Students
- A4. Improving Reading Comprehension
- A5. The Cornell System for Taking Notes
- A6. Improving Your Memory
- A7. Using Effective Time Management to Optimize Your Studying
- A8. Coping with Test Anxiety
- A9. Finding a Good Study Location



STUDY SKILLS ASSESSMENT

A1. Assess their own study habits by taking a Study Skills Assessment to determine in what study skill area(s) improvement is needed



Study Skills Assessment

- We all learn differently
- We each have our own style of studying
- Important to understand what works for you and what doesn't
- Complete the study skills self-assessment



Study Skills Assessment

- The purpose of this checklist is to:
 - Provide you with a basic self-assessment of your study habits and attitudes
 - Help you identify study skills areas where improvement may be needed
- Read each statement
 - Determine if it applies to you
 - If it does, mark “Y”
 - If it doesn't, mark “N”

** You don't need to share your answers with anyone else **



Study Skills Assessment Checklist

1. Y ___ N ___ I often cram for hours the night before a test.
2. Y ___ N ___ I can't balance studying and my social life. If I spend as much time as I'd like doing one, the other suffers.
3. Y ___ N ___ I spend a lot of time studying but I'm not learning as much as I should.
4. Y ___ N ___ When I'm in class, I spend a lot of my time daydreaming, doodling, or falling asleep.
5. Y ___ N ___ I become distracted or tired when I study for a long time.
6. Y ___ N ___ I usually study with the TV or radio turned on, or listening to music.
7. Y ___ N ___ When I take notes in class, I often find they are hard to understand when I review them later.



Study Skills Assessment Checklist (cont'd)

8. Y ___ N ___ I don't often review my class notes during the semester when preparing for exams.
9. Y ___ N ___ I have a hard time putting the important information from a class lecture into my notes.
10. Y ___ N ___ I often can't keep up with reading assignments, and try to cram before a test.
11. Y ___ N ___ I struggle to figure out what is important when reading a textbook.
12. Y ___ N ___ When I read a chapter in a textbook, I often can't remember what I've just got done reading.
13. Y ___ N ___ I don't do well on essay tests even when I feel well prepared and I know the material.
14. Y ___ N ___ I often study in a disorganized way only motivated by the threat of the next test.



Study Skills Assessment Checklist (cont'd)

15. Y ___ N ___ I study a lot for each test, but when the test starts my mind goes blank.
16. Y ___ N ___ I wish I was able to read faster.
17. Y ___ N ___ I have trouble identifying main ideas and key concepts when I read, and get lost in the details.
18. Y ___ N ___ I don't usually change my reading speed when the information is harder to grasp or
when I'm familiar with the material.
19. Y ___ N ___ When I'm assigned papers and projects I often feel so overwhelmed that I struggle to get started on them.
20. Y ___ N ___ I'm not very good at organizing my thoughts into a logical paper that makes sense.
21. Y ___ N ___ I often write my papers the night before they're due.



Study Skills Assessment

Using the checklist numbers and their corresponding category below, add up your “Y” answers in each category

- 1, 2, & 3: Time Management Skills
- 4, 5, & 6: Concentration Skills
- 7, 8, & 9: Listening & Note Taking Skills
- 10, 11, & 12: Reading Skills
- 13, 14, & 15: Test Taking
- 16, 17, & 18: Reading Skills
- 19, 20, & 21: Writing Skills



Study Skills Assessment

- If you answered YES to more than one question in a category, this is an area you should work on to improve
- If you just have one YES in a category, you're probably proficient enough that you don't need to focus on it.



LEARNING STYLES

A2. Identify the different learning styles and their own learning style



Learning Styles

- People learn in different ways
- What works best for one person may not work for someone else
- It's good to:
 - know how you learn best
 - seek information presented in ways that work best for you

Learning Styles



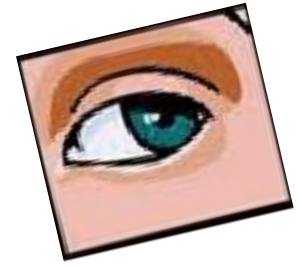


Learning Styles

- Visual
- Aural
- Verbal
- Physical or Kinesthetic
- Logical or Mathematical
- Social
- Solitary



Visual Learning



- Learns through visual means and imagery
- Understand something better if you SEE it explained via pictures, videos, graphs, and books
- Pictures, diagrams, and storyboards help understand and retain information



Aural Learning



- Learns through listening, sound, and music
- Understand something better if you HEAR it or if sound involved
- Prefer to receive info via lecture or audio presentation
- Putting info into song lyrics helps you remember information when you study



Verbal Learning



- Learns through speech and writing
- Understand something better if you HEAR or READ it
- Good at expressing yourself verbally and in writing
- Probably like rhyming, limericks, and tongue-twisters
- Reading aloud and putting info in acronym mnemonics helps you remember when you study



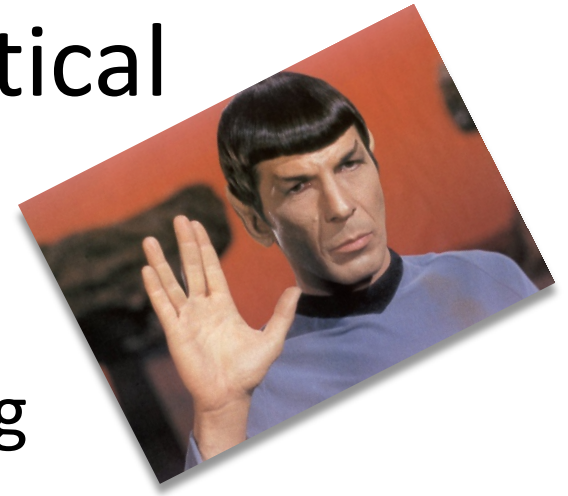
Physical or Kinesthetic Learning



- Learns through hands-on or tactile interaction
- Understand something better if you DO it or experience it
- Seek out ways you can experience the information or task (this works better with some situational learning experiences than others)



Logical or Mathematical Learning



- Learns through logic, reasoning and systems
- Understands something better if **explained** in equations and scientific explanation
- You see patterns and are able to link related information and are good at math
- Seek to understand the meaning and reasoning behind the subject you're studying



Social Learning

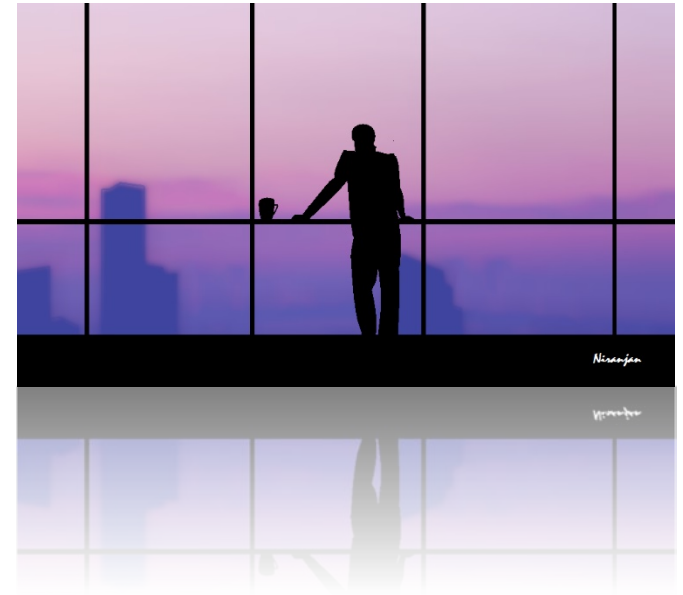


- Prefers learning in groups or working with others
- Usually good communicators
- Like bouncing ideas off others and working through issues as a group
- If your class doesn't already have group study, make up a group of your own



Solitary Learning

- Prefers learning alone via self-study
- Be careful not to waste time trying to work out something complex by yourself
 - Know when to seek help





Hemispheric Dominance

- Brains have two hemispheres, or sides
- Two sides work separately and together
- Your dominant side affects your learning style(s)
- If new, difficult, or unfamiliar → we automatically go to dominant side



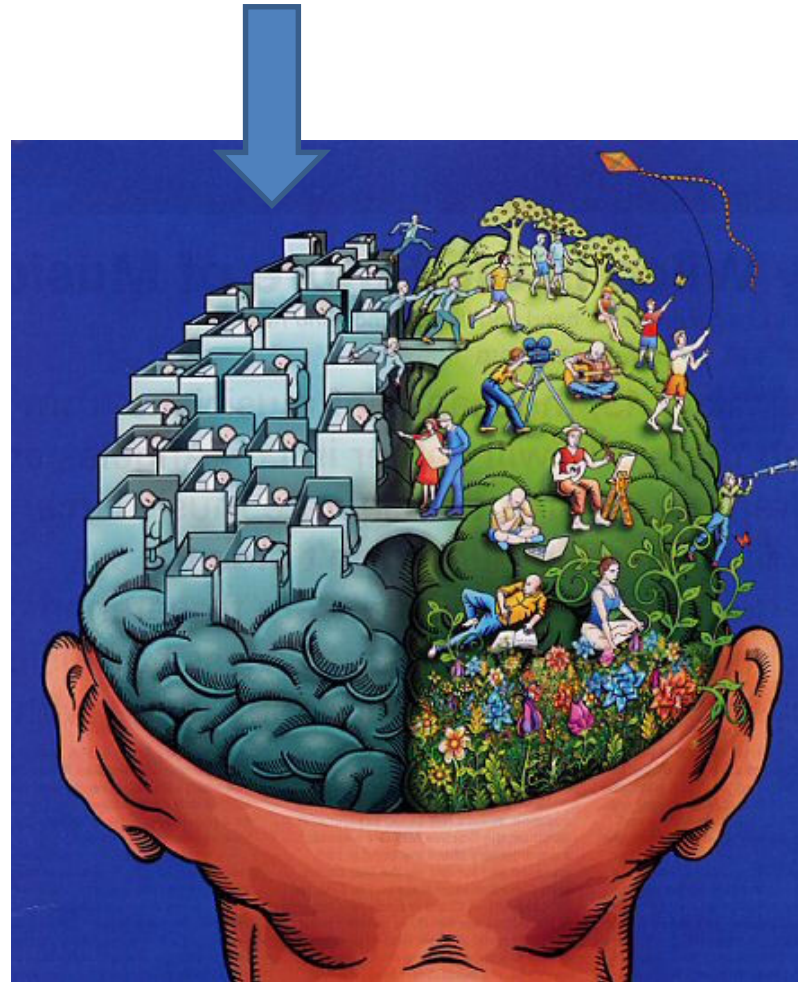
Hemispheric Dominance

- Most people have a dominant side
 - But process info in different ways
- No one totally left or totally right brain dominant
- Can and must develop both sides
- Most academic info geared to left side

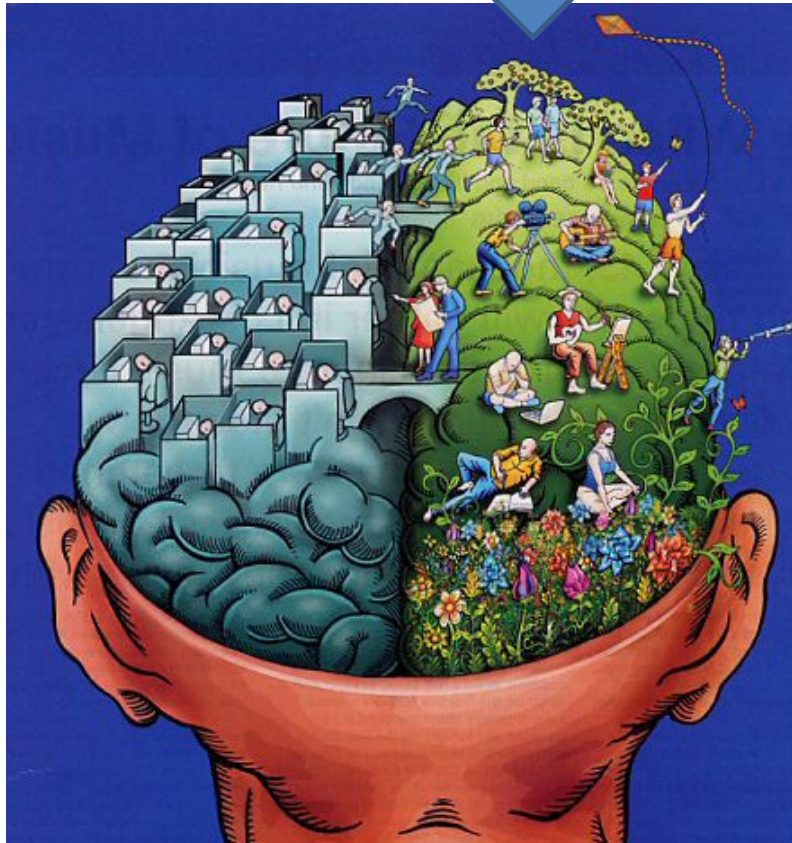
Hemispheric Dominance

LEFT:

- Symbols
 - Reading
 - Phonics
 - Handwriting
 - Locating Details/Facts
 - Talking/Reciting
 - Listening
 - Following Directions
-
- Linear
 - Symbolic
 - Sequential
 - Logical
 - Verbal
 - Reality Based
 - Temporal



Hemispheric Dominance



RIGHT:

- Singing & Music
 - Creativity
 - Perception
 - Spatial Relationships
 - Shapes & Patterns
 - Visualization
 - Color Sensitivity
 - Feeling & Emotion
-
- Holistic
 - Concrete
 - Random
 - Intuitive
 - Nonverbal
 - Fantasy Oriented
 - Non-temporal



Check on Learning

1. If you learn better doing a hands on science experiment rather than a hearing a lecture, what kind of learner are you?

2. Perception is from which side of the brain? _____
3. T/F: If you understand something better if you hear it, you're a visual learner.
4. What is YOUR learning style?



7 HABITS OF HIGHLY SUCCESSFUL STUDENTS

A3. Identify the 7 Habits of highly successful students



Habit #1 – Have a Study Plan

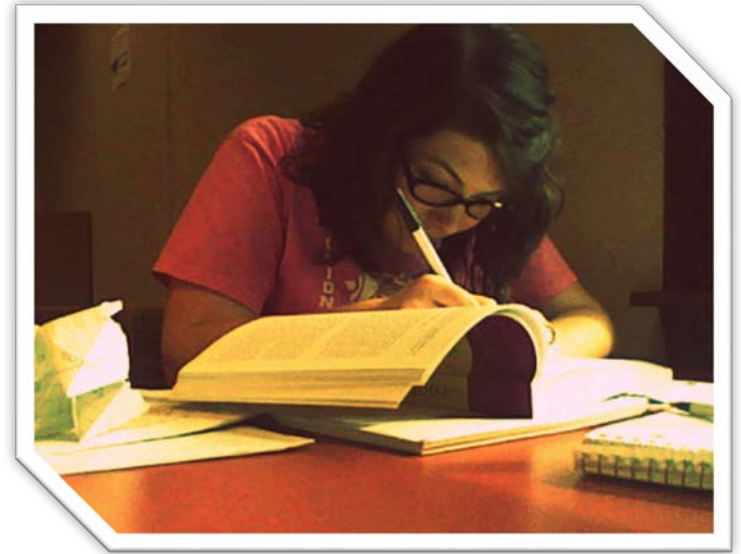
- Have designated study times
- Devote time to study almost every day
- Review your class notes
- Prepare for exams as you go – not just the day or two before the test
- Don't procrastinate!





Habit #2 – Don't Cram

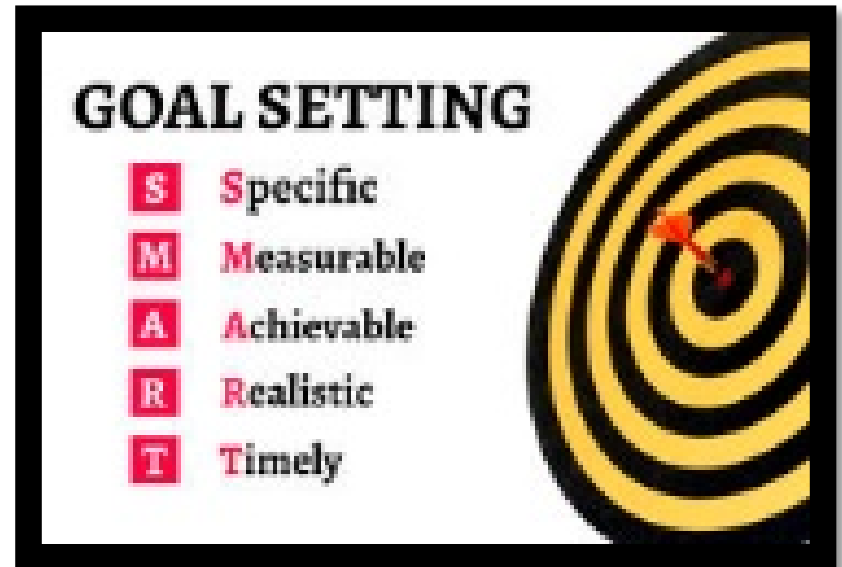
- Spread your work out over a reasonable period
 - You actually learn and retain more
- If a big test coming up, start reviewing material several days in advance
- Before mid-terms and finals, start studying a week or two in advance





Habit #3 – Set Goals

- Make it specific (i.e., learn 10 Spanish vocabulary words every day)
- What needs to be accomplished?
- What's the deadline?
- Know what you need to accomplish going into a study session





Habit #4 – Study the Difficult Things First

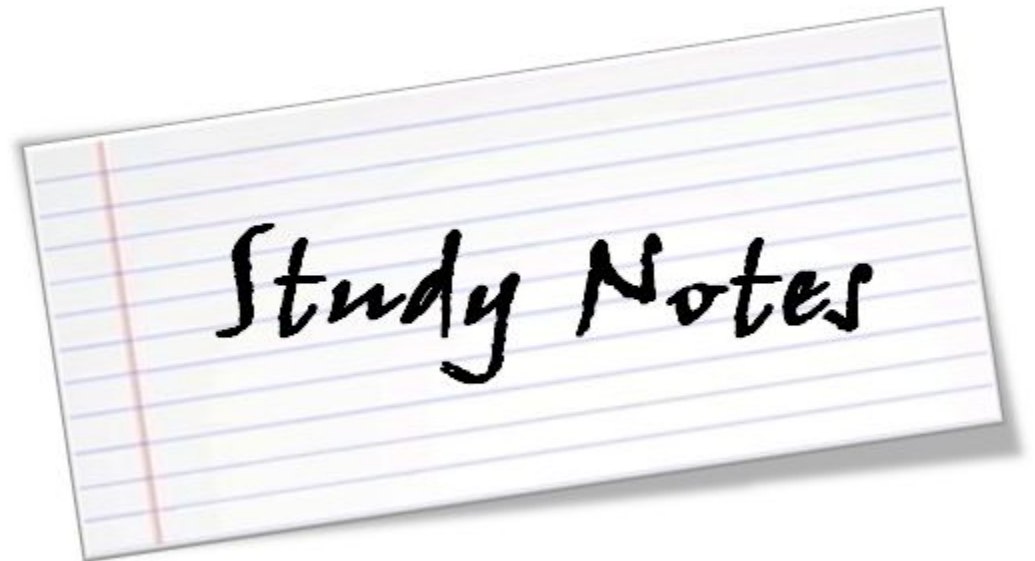
- Challenging material takes most mental energy
- Attack it when
 - your fresh
 - mental energy is at its highest levels





Habit #5 – Review Your Notes

- Review notes before next class
- Go through all current 'working' notes 1x or 2x a week
- Use Cornell System for note-taking





Habit #6 – Don't Get Distracted

- Have a study location free of distractions
- Don't combine socializing, social media, etc, with study time
- Stay focused
- Take breaks, then get back to work





Habit #7 – Use Study Groups Effectively

- Help each other learn and memorize
- Quiz each other
- Don't just copy each other's work
- Set up rules & guidelines to keep on track





Check on Learning

The 7 Habits of Successful Students are:

1. Have a _____ plan
2. Don't _____
3. Set _____
4. Study the _____ first
5. Review your _____
6. Don't get _____
7. Use _____ effectively



IMPROVING READING COMPREHENSION

A4. Identify how to improve reading comprehension



Improving Reading Comprehension

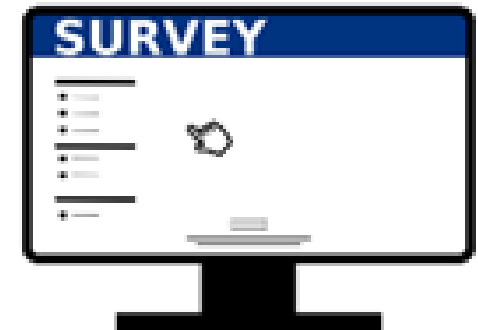
- **Complete a Pre-Reading Survey**
 - Before reading a text, survey it
 - Get an idea what it's about and how it's organized:
 - Review the introduction
 - Review the table of contents
 - Go through chapter & section headings
 - Check out highlighted or bold text
 - Focus on general info, not specifics





Improving Reading Comprehension

- **Complete a Pre-Reading Survey (cont'd)**
 - Look at:
 - Chapter title and subtitles
 - Focus questions at start of each chapter, if present
 - Chapter introductions and first paragraphs
 - Bold subheadings
 - First sentence of each paragraph – get an idea of what the paragraph is about
 - Lists, pictures, diagrams, maps, etc.
 - Chapter summary or last paragraph
 - End of Chapter material, if present





Improving Reading Comprehension



- Define your Purpose
 - Know what you want to get out of the reading
- Read the Text
 - Read out loud, if possible
- Take Notes & Highlight Important Concepts
- Do a Post-Reading Review
 - Summarize material
 - Important points & concepts?
 - Questions for the teacher or study group?





Check on Learning

1. T/F: Reviewing the introduction, table of contents, and chapter headings are part of completing a pre-reading survey
2. What are four more ways to improve reading comprehension?



THE CORNELL SYSTEM FOR TAKING NOTES

A5. Use the Cornell Note-Taking System to take notes in class



Cornell Notes

- Developed by Dr. Walter Pauk, reading & study director at Cornell University
- A note-taking method proven to help students increase & retain knowledge
- Purpose:
 - To record notes of class lectures, PowerPoint slides, readings, and videos/movies
 - For review and retention
 - To study for quizzes and tests



Step #1: Prepare

Step #1: Prepare	
Recall Column --2-1/2 Inches-- Reduce ideas after class into a few key points, important people, important dates, questions	Note-taking Column --6 Inches-- Record the lectures as fully as possible
Summary Column --2 Inches-- Summarize the main points of your lecture notes	



Step #1: Prepare

- Start with a blank piece of paper
- Write your name, course name and date on upper right corner
- Draw a vertical line 2 inches from left side of paper
 - Notetaking Column on the right
 - Recall Column on the left
- Draw a horizontal line 2-½ inches from the bottom of the paper
 - Summary Column on the bottom of the page



Name
Course Name
Date

Recall

Note-taking

Summary

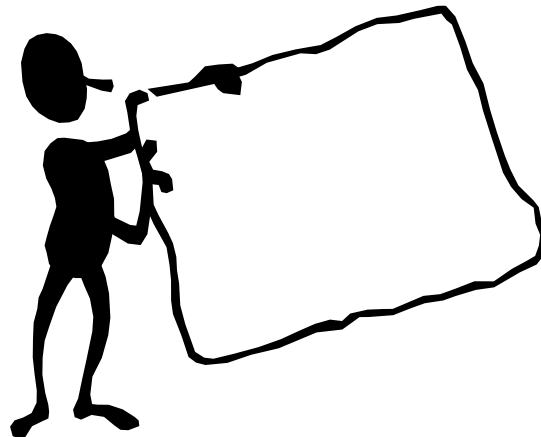


Step #2: Note-taking

Take Notes in Class

During lecture, write as many facts as you can

- Shorten ideas into bullets to get the full idea
- Leave spaces between ideas so you can fill in more later





Step #3: Recall

From your Note-taking column, write **questions, key points,** and **important names and dates** in the Recall column

- Write your questions as close as possible to the beginning of the section in your notes
- Write a question for each new idea presented in your notes

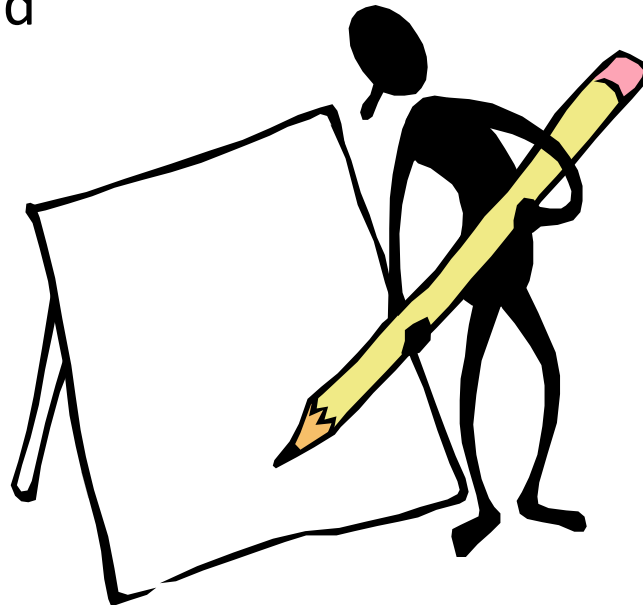




Step #4: Recall (cont'd)

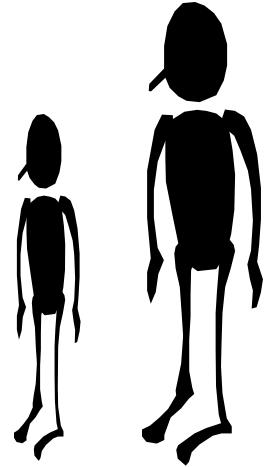
The questions you write in the Recall column will:

- Help you clarify the meaning of the topic
- Reveal relationships between ideas
- Become your best method for checking what you have learned





Step #4: Summarize



Reduce after class

Summarize the ideas and facts in as *few* words as possible in the Summary Column

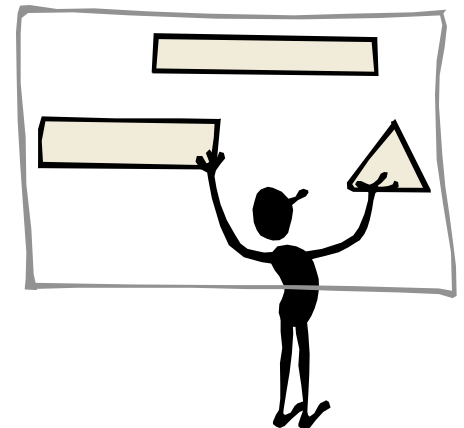
- Helps show relationships between points
- Strengthens memory
- Prepares you for exams gradually & ahead of time



Step #5: Recite

Recite from the Recall Column

- Cover the Note-taking Column
- Using only the words in the Recall Column, restate the key points as fully as you can *in your own words*!
- Then, uncover your notes and check what you have said against the facts
 - Helps transfer ideas to your long-term memory

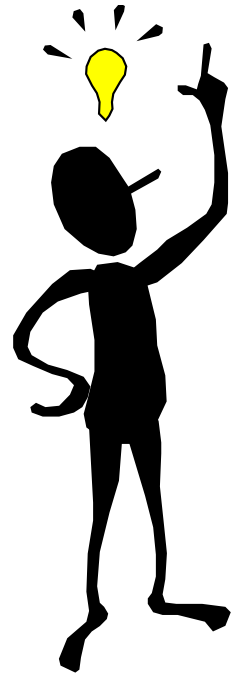




Step #6: Reflect

Reflect on possible test questions and mark unclear points

- Helps in making sense of your notes by finding relationships and order in the material
- Try to put ideas in categories & tie old material to the new
- Think about which points will appear on tests & highlight any unclear points so you can ask questions about them *before* the next lecture





Step #7: Review

Review to improve your memory

If you spend ten (10) minutes every week or so in a quick review of these old notes, you will:

- Retain most of what you have learned
- Relate the facts and ideas to present lectures or readings





Step #7: Review

Step #7: Review

Recall	Note-taking
S T U D Y	Re-read for examples
Focus on understanding the key ideas	
	Summary Re-read



Notetaking Tips

- Keep a separate section of your notebook or binder for each course
- Notes for each lecture should begin on a new page
- Date your lecture notes and number all pages
- Never use a sentence when you can use a phrase, or a phrase when you can use a word



Notetaking Tips, Cont.

- Use indentations to distinguish between major and minor points
- Put most notes in your own words. However, the following should be noted exactly:
 - **Formulas , Definitions, and Specific facts**
- Use abbreviations and symbols wherever possible. Note unfamiliar vocabulary and unclear areas
- If you miss something completely, leave a blank space and get it later. Note something was missed. Missing?



Notetaking Tips, Cont.

- Develop a code system of note-marking to indicate questions, comments, important points, due dates of assignments, etc.

Examples: → Δ < ? *

- Make sure you understand what you have written and if needed, make corrections
- Clear up misunderstandings or fill in missing information by consulting the lecturer, TA, classmates, the texts, or additional readings



Suggestion for Instructor

- After the lecture, give cadets time to come up with any questions:
 - For a 10-minute lecture, give them two minutes
 - For a 20-minute lecture, give them four minutes



- Have the cadet do the Summary 24 hours later/the next day



EXAMPLES



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Sample Cornell Notes

<p><u>Class Notes</u> If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</p> <p>Topic: <u>Literary Elements</u></p>	<p>Name: <u>Student A</u></p> <p>Class: <u>English 8</u></p> <p>Period: <u>3</u></p> <p>Date: <u>1/10/03</u></p>
<p>Questions/Main Ideas:</p>	<p>Notes:</p>
<p><u>Define irony.</u></p>	<p>Irony is a contradiction between what is expected and reality.</p>
<p><u>What is characterization?</u></p>	<p>Characterization is the way an author describes a character.</p>
<p><u>Some ways to understand a character</u></p>	<ul style="list-style-type: none"> • physical description • dialogue • actions / behavior • opinions of other characters • thoughts
<p><u>What is conflict?</u></p>	<p>The problem of the story or book</p>
<p><u>Types of conflict</u></p>	<p>man vs. man man vs. machine man vs. society man vs. self man vs. nature man vs. unknown</p>
<p><u>Two categories of conflict</u></p>	<p>1) internal (inside character) 2) external (character vs. anything other than himself)</p>
<p><u>Summary:</u> Authors use many different elements to create a story or write a book. Some elements include irony and characterization. Authors also focus their stories around a problem or conflict. There are internal and external conflicts.</p>	



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LEARNING CYCLE

Prof Jones
9/03
Page 1

*Chart from
Powerpoint

NTS: What brain
foods should
I include in my diet?

What is the difference
between hearing
and listening?

How does Jones signal
something is important?

4 Steps of Learning Cycle

I Preparing

II Absorbing

III Capturing

IV Reviewing and Applying

I Preparing

Mental: Do Assignments

Review syllabus

Set learning goals

Physical: Get sleep

Eat right

Operational: Supplies on hand

Sit in the right part of
the class

II Absorbing: Listening and Reading

1 Listening - Hearing w/ the obj of
UNDERSTANDING.

Focus on what is being said - give the
speaker your undivided attention. Don't
prejudge. Find ways of confirming what you
just heard is what they intended. Eliminate
distractions.

Look for Signals: Each instructor uses
different ways to let you know what is
important: Writing on the board, repetition,
change of inflection.



There are 4 steps to effective learning: Preparing, absorbing, capturing and reviewing. Each of these steps must be used continually to be a successful student.

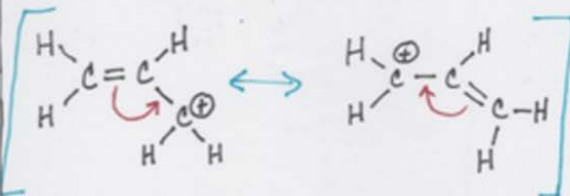


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What is the difference between resonance structures & true structures?

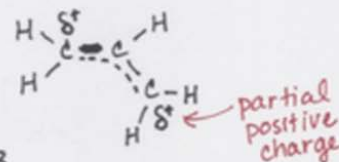
Why does charge delocalization stabilize a molecule?

Resonance Hybrid: True structure of molecule represented by a set of resonance structures

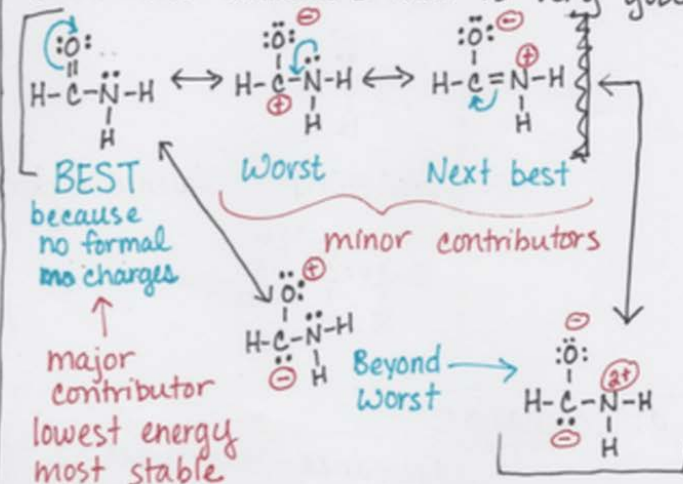


"True structure"

Positive charge is delocalized over carbon 1 & 3




Some sets of resonance structures have one structure that is very good.



Resonance structures are used to represent true structure of molecule. The more resonance structures you can draw, the more stable the molecule due to delocalization of e^- .



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Cornell Notes	Topic/Objective:	Name:
 ADVANCE VIDEOTAPING INDEPENDENT DEVELOPMENT	Identify significant literary devices that define a writer's style and use to interpret work	Class/Period: Lang. Arts Date: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		
Questions:	Notes:	
① What is the significance of the speaker in the poem?	① <u>Speaker</u> - * <u>voice that communicates a poem's ideas, actions, descriptions, & feelings</u> - similar to <u>narrator</u> - can be <u>unknown</u> or <u>specific</u> (like character)	
② How does a poet's choice of speaker affect the mood/meaning of a poem?	② <u>Impt.</u> - Poet's <u>choice of speaker</u> - <u>contributes</u> to the poem's <u>mood/meaning</u> - who speaks is as <u>impt.</u> as what is said - <u>different points of view regarding same event</u> (ie. parent, child, elderly person) - *the person telling the story gives point of view and <u>affects the message told</u> ← P.O.V.*	
③ How does Hughes use vocabulary to contribute to and convey his message?	③ <u>Writer's/poet's style</u> <u>Vocab</u> - helps to understand meaning " <u>crystal stair</u> " = luxuries (<u>metaphor</u>) ^{compares 2 things} ie. "Life for me ain't been no crystal stair" "reachin'" - <u>replace letter at end of word</u> (<u>dialect</u>) "cause" = <u>because</u> → <u>slang</u> ^{var. lang. used by group speech act.}	
Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."		



Check on Learning Practicum

- Set up a piece of paper to take notes for the next section, ***A6. Improving Your Memory***, using the Cornell Notes method
- Take notes during the lecture for the next section
- Ask any questions after the lecture
- Complete the Summary Column after class
- Bring the paper to the next class session



Check on Learning

The following will be reviewed:

- Was the Cornell Notes method set up correctly?
- Is your name, course name, and the date in the upper right corner?
- Do you seem to understand the process?
- Is the information you recorded in the columns the correct type for the column? For example:
 - Does the Recall Column have the ideas reduced to key points and questions that correlate with the Note-taking Column?
 - Did you summarize the ideas and facts in the Summary Column?



IMPROVING YOUR MEMORY

A6. Describe techniques to memorize data and improve memory overall.



What is Memory?



Memory... is the diary that we all carry about with us.

- Oscar Wilde

It's simply the way the mind stores and remembers information



Memory Techniques

- Organize
- Chunk pieces
- Visualize
- Actively Study
- Connections/Association
- Frequent Review
- Stories
- Verbalize
- Repetition
- Mnemonics
- Acronyms
- Rhymes
- Flashcards
- T-Charts



Organize the information

- Easier to remember when similar things listed together

Examples:

- in foreign language vocabulary, learn words that are related together
- in drilling, learn all the stationary drill movements together
- Harder to associate and remember when things are random



“Chunk” Pieces of Information

- Don't try to remember long numbers or paragraphs all at once
- Break down to smaller pieces
 - Once familiar with each piece, put them together.



“Chunk” Pieces of Information

Example

GENERAL ORDERS

*1. I will guard everything within the limits of my post, and quit my post only when properly relieved.

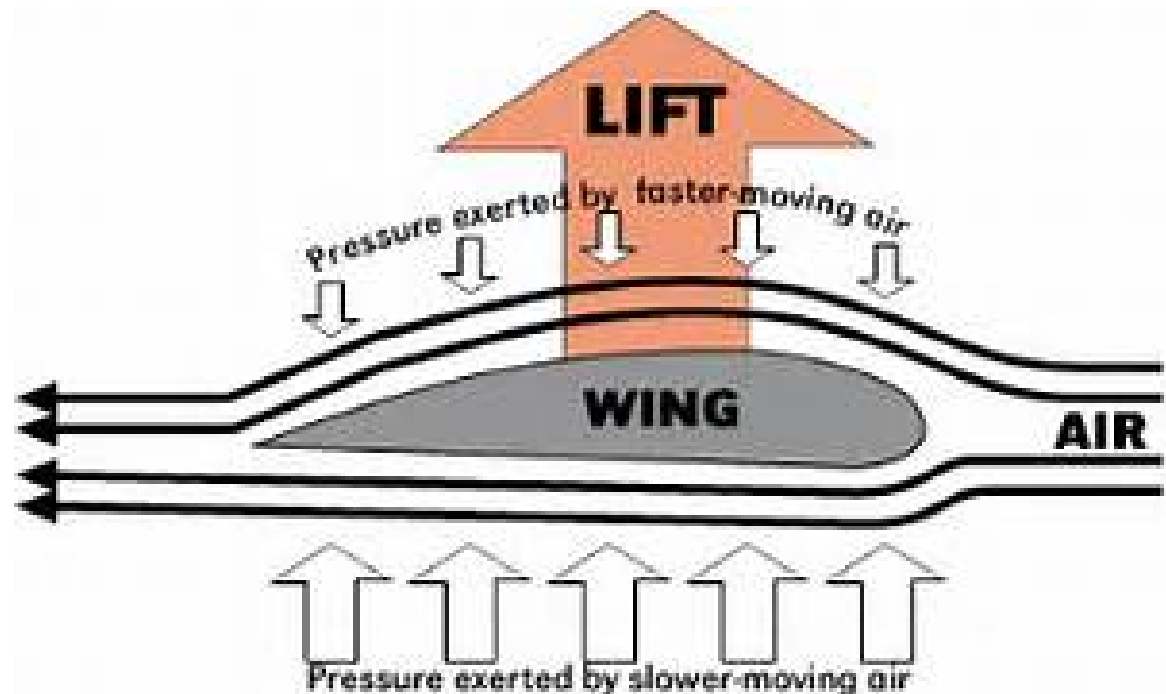
*2. I will obey my special orders, and perform all my duties in a military manner.

*3. I will report violations of my special orders, emergencies, and anything not covered in my instructions to the Commander of the Relief.



Visualize the Information

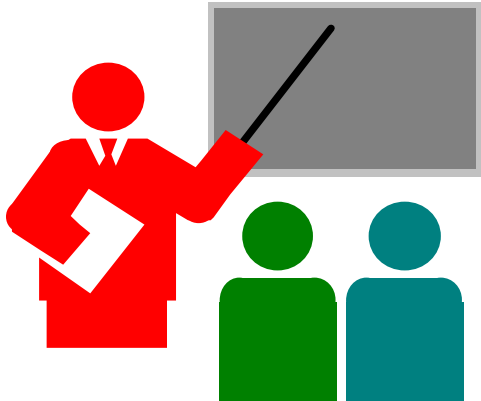
- Works well to remember cycles or processes
- Visualize how the process works
 - Don't just try to remember the steps in the cycle





Actively study information

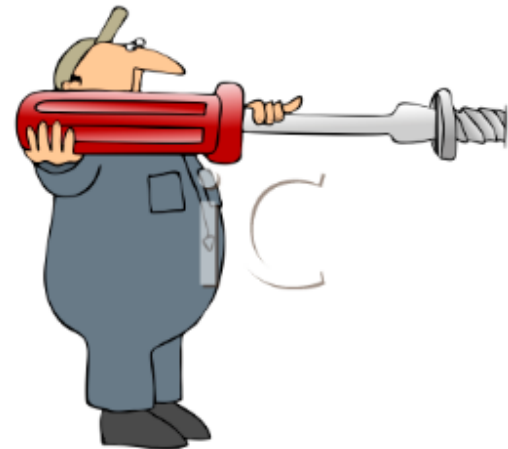
- Explain the information to someone else
 - Your study group
 - Friend or family member
- Critically analyze material
 - Ask questions
 - Apply it





Make Connections

- Connect with a person, place, feeling, or situation
 - Associate new ideas with familiar ideas
 - Vocabulary words:
 - Make up a sentence to use word to help remember the meaning
 - “Tighty Righty, Loosy Lefty”
 - “Spring Forward, Fall Back!”





Frequently Review

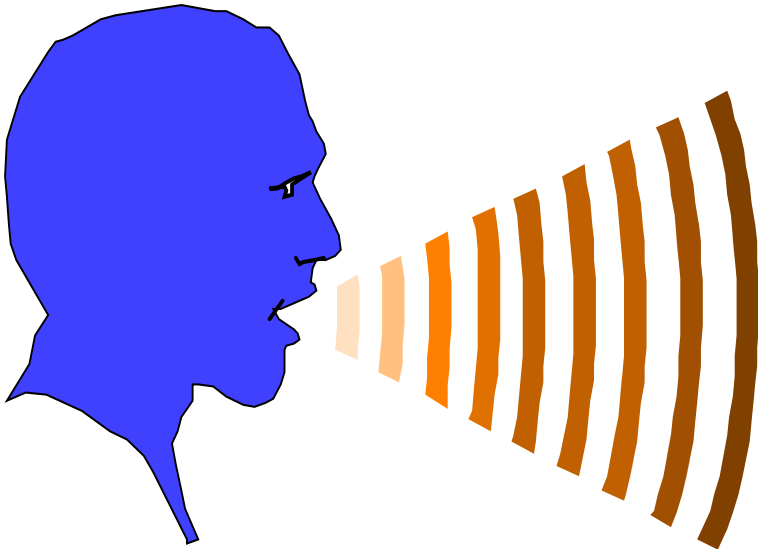
- Several times a week
- At different times during the day
- Go over it in your head
- Make up stories that include info to remember





Verbalize

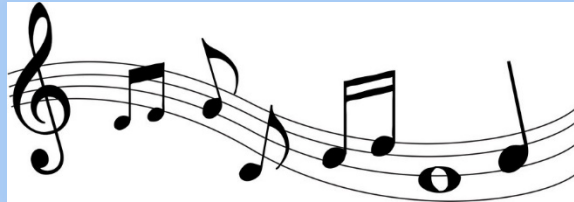
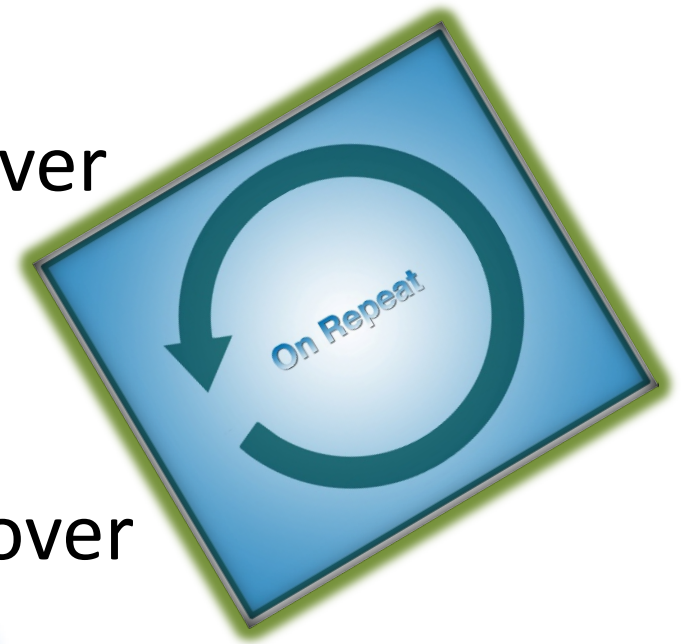
- Use info you're memorizing to:
 - Talk to someone else
 - Explain it out loud to yourself





Repeat

- Say it over and over and over
- Sing it over and over and over





Mnemonic Devices

- Patterns of letters, ideas, or associations

Example:

The Cadet Code - a list of values that spells out LEADERSHIP: **L**oyalty, **E**ducation, **A**mbition, **D**uty, **E**nthusiasm, **R**espect, **S**ervice, **H**ealthy, **I**ntegrity, **P**ersonal courage.

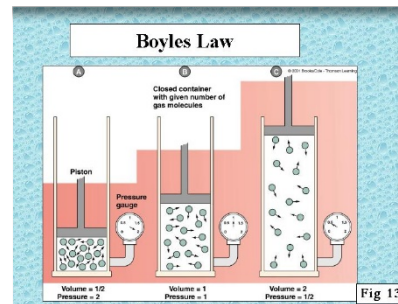
("Courage" is "personal courage" in order to fit the acronym, and making it easier to remember.)



Mnemonic Devices

Expression Mnemonics describe what you need to know:

Example:



Boyles' Law: At constant temperature, pressure is inversely proportional to volume.

“Boyle's law is best of all because it presses gasses awfully small.”



Mnemonic Devices

Expression Mnemonics examples (continued)

Can you name the planets in our solar system?

“Millionaires Vacation Every May, Just So Uber Never Profits”

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto.

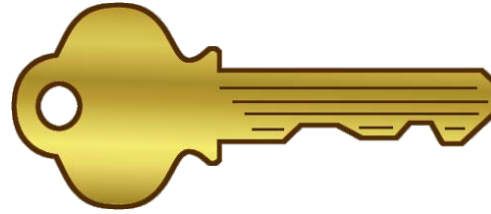




Mnemonic Devices

Mnemonics don't always make sense

- Acronym doesn't need to make sense
- Easy to memorize
- Key to real info



Example:

LCPABH = the six CACC objectives: **L**eadership, **C**itizenship, **P**atriotism, **A**cademic **E**xcellence, **B**asic Military Knowledge, and **H**ealth/Fitness/Wellness



Mnemonic Devices

- Rhyme

Examples:

- “30 days hath September, April, June, and November.
All the rest have 31
Except February my dear son.
It has 28 and that is fine
But in Leap Year it has 29.”
- “In 1492, Columbus sailed the ocean blue.”
(How else would you remember the year?)
- “I before e except after c, or when sounding like a, as
in neighbor and weigh.”



Flashcards

- Use:
 - Vocabulary
 - Specific concepts
- Method:
 - Place in different stacks
 - Mix them up
 - Review daily wherever you are
 - Quiz yourself and/or study group





T-Chart

Use T Chart for vocabulary lists

- Vocab word on left
- Definition on right

Vocabulary Words <i>mnemonics</i>	Definition <i>patterns of letters, ideas, or associations that assist in remembering something</i>



Check on Learning

1. Use a **mnemonic device** to remember the California Cadet Corps Honor Code: *“A cadet will not lie, cheat, steal, or tolerate those who do.”*
2. If we say “righty tighty, lefty loosy” to remember which way a screw tightens, what memory device are we using?
3. What are two good tools for memorizing vocabulary words?



USING EFFECTIVE TIME MANAGEMENT TO OPTIMIZE STUDY TIME

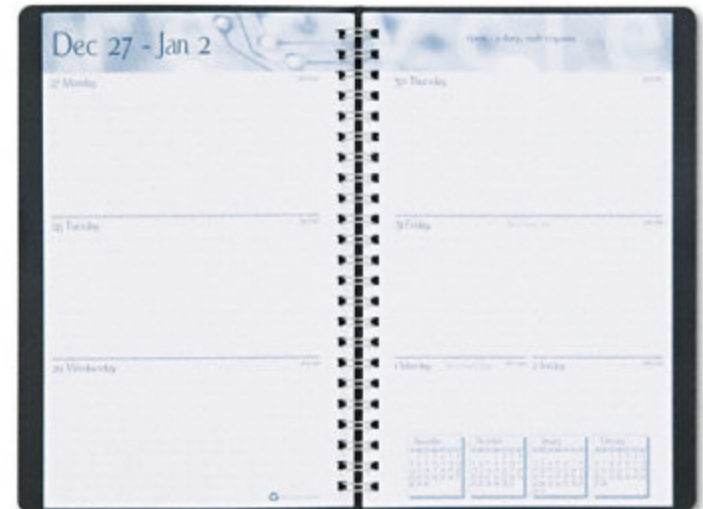
A7. Create a weekly calendar to optimize study time



Time Management

Make a Semester (or Term) Calendar:

- Tests
- Midterms/Finals
- Assignment/Project Due Dates
- CACC Events
- Team Events
- Social Events
- Family Events

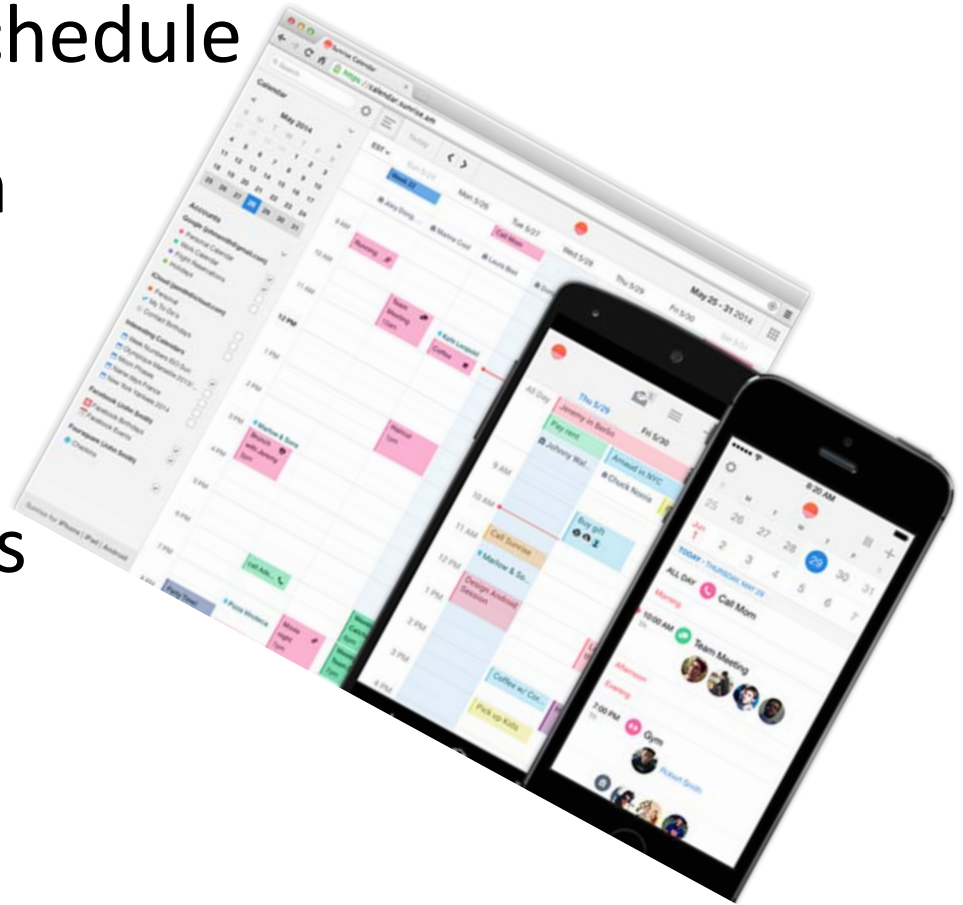




Time Management

Make a Weekly Schedule

- Everything from your Semester Calendar
- Study Time Slots





- Classes
- Studying
- Test Prep
- Practice (instrument, sports, etc.)
- Workout Session
- Meals
- Clubs
- TV

[illegible]



Check on Learning

Each Cadet creates his/her own schedule/calendar (electronically or on paper) for the upcoming week. Since study time is the primary focus, ensure that time is allotted.

Other items to be calendared will be things such as:

- *school classes*
- *CACC drill practice*
- *sports practice*
- *band practice*
- *other activities that fill their time*



COPING WITH TEST ANXIETY

A8. Identify methods to cope with test anxiety



What is Test Anxiety?

- My head feels like it's in a clamp.
- My stomach hurts.
- I'm sweating.
- I studied this stuff yesterday, why can't I remember?
- I can't think!
- As soon as I leave the test, I remember everything!



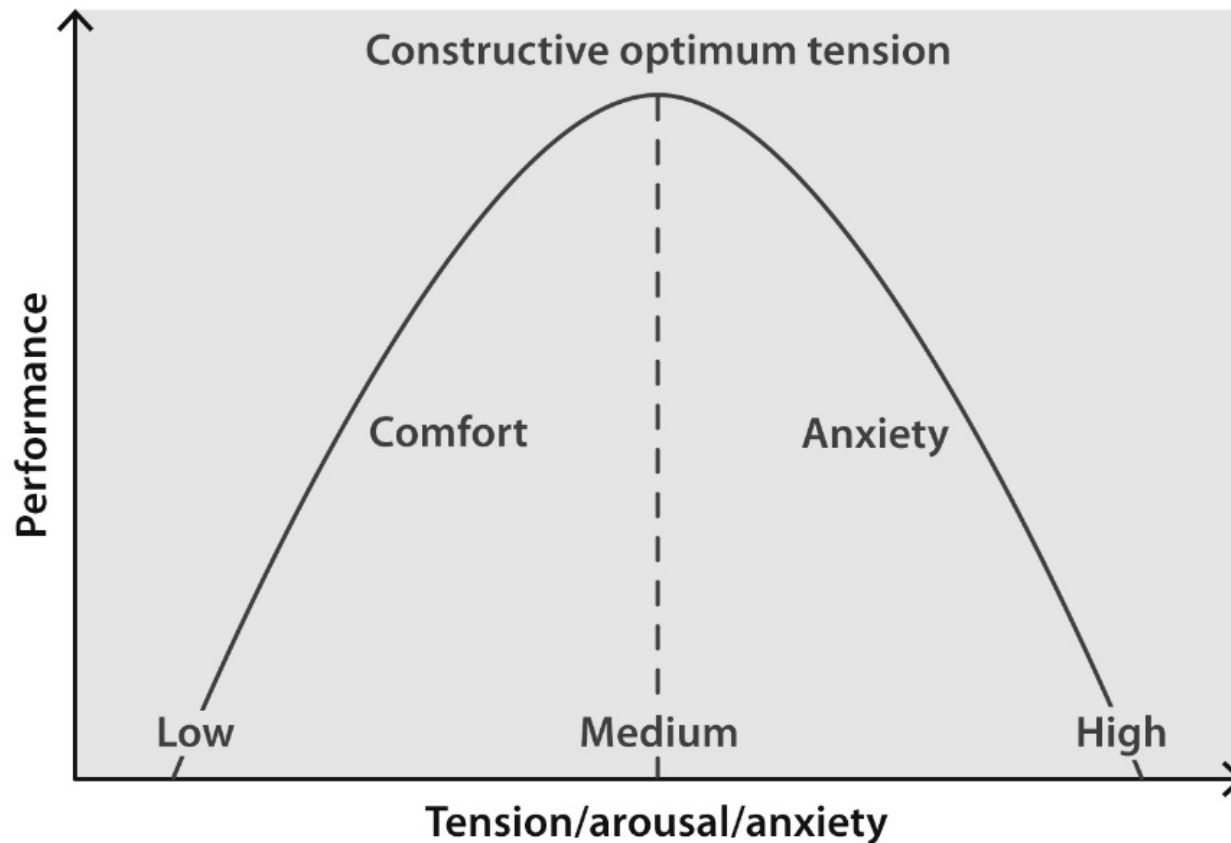


Where does Text Anxiety come from?

- It's natural
- Learned reaction tests
- You can learn to NOT react with anxiety



Some Anxiety is good for you

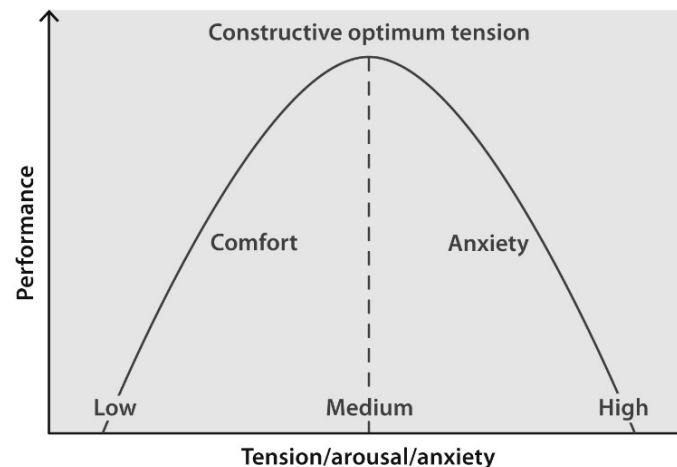


This is the Yerkes-Dodson Law



What does it mean?

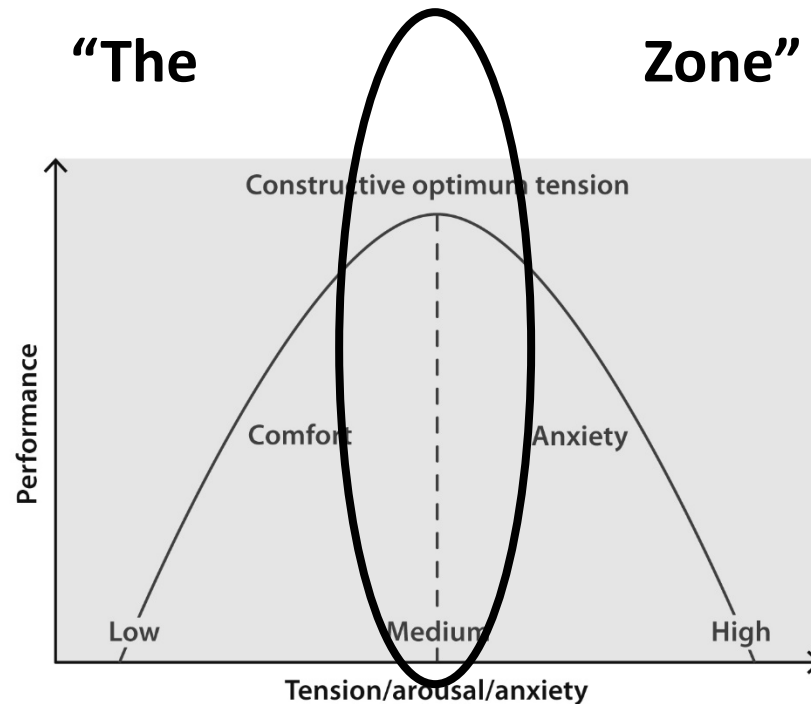
- Some stress needed for peak performance.
- At beginning, performance increases with stress
- If stress keeps increasing, there's a point where performance drops
- That's what happens with test anxiety





The Zone

- The middle = Best place to be for optimal performance
- Athletes call it “the zone”





“Take me to the Zone”

Factors that can increase performance:

- 1) Physical Factors – relaxation, rest, etc.
- 2) Rehearsal – practice, practice, practice
- 3) Thought – what you think is what you get



Physical Factor #1

- Basic health is key for optimal performance
 - Eat right, sleep right, & exercising
 - help body be prepared to work
 - Don't abuse your body
 - alcohol & drugs (incl. caffeine) that alter natural state detracts from ability to function





Physical Factor #1

Example:

- Mary decided to cram for an exam. She started drinking energy drinks packed with caffeine. By 10:00 pm she had consumed several of them.
- At 11:00 pm Mary noticed that her hands were shaking, her heart was racing, her head was pounding, and her breathing was fast.
- Her diagnosis: “I must be so anxious because I waited so long that I can’t concentrate anymore.” She spent the rest of the night alternately trying to sleep and study, neither of which she managed very well. She went to the test exhausted and with a large sense of dread.
- ***The other diagnosis: caffeine overdose***



Physical Factor #2

- Learn a relaxation technique
 - allows you to better control anxiety
 - teaches how to slow down body's pace for better performance





Physical Factor #2

Example Relaxation Technique (Practicum):

1. Get comfortable
2. Close eyes & take a deep breath
3. Hold breath for split second, then breathe out slowly
4. Repeat a couple more times
5. Breathe normally but slowly for a couple of minutes



Physical Factor #2

- Generally, just slowing down feels better
- More practice = body learns you want it to relax
- By getting comfortable → begin to feel yourself slowing down

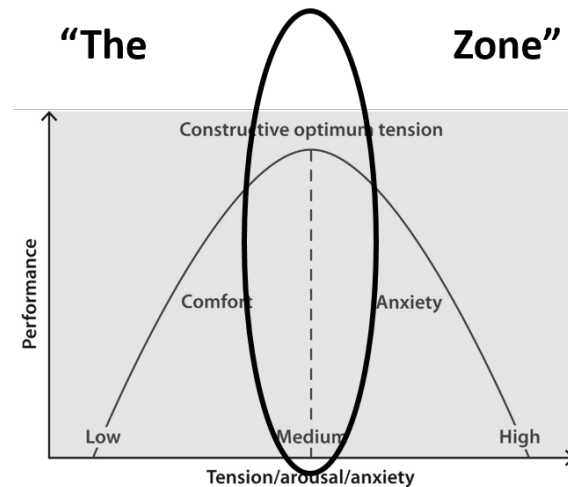




Physical Factor #2

Why slow down?

- Assume your stress is too high, rather than too low
- Slowing down body contributes to ability to control yourself for better performance





Practice, Practice, Practice #1

- See if this is true for you:
 - The more experience you have doing something, the better you tend to be at it
 - The less experience you have doing something, the more difficult and overwhelming it may seem
- Most people report that new things are more difficult and stressful than familiar things



Rehearsal

Basic rule:

The more you practice something just the way you will have to perform it, the easier it will become to perform it.

- No adequate practice = Anxiety



Test Types

- Three basic kinds of tests:

- 1) Multiple Choice

- 2) Essay

- 3) Concept Learning (story problems)



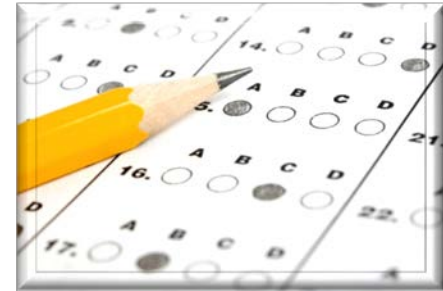
- Each test requires different kinds of practice



Objective Tests



- Multiple choice, true-false, short answer, and matching
- Ask how discrete bits of information are connected



Example:

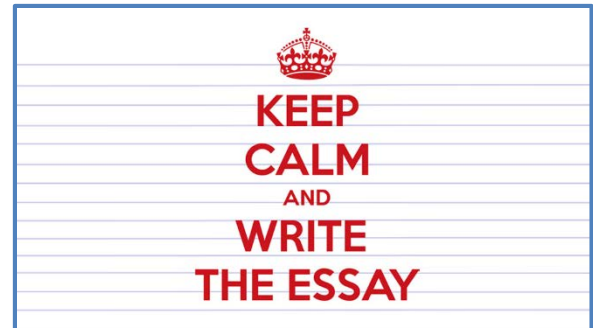
A) 1492 connects to b) Columbus landed in the Americas

- Best to practice by some method similar to flash cards



Essay Tests

- Ask you to explain how things are related or not related to each other, OR
- Ask you to show you know content
 - Compare/Contrast
 - Describe/Discuss
- Outlining & understanding main points & how connected works best



Concept Learning



- Asks to show you know concept by using it
 - Math story problems
 - Using a concept in a different way than was discussed
- Best to study concepts from different angles & views
 - see connection to each other



Rehearsal

- Study it
- Know it
- Practice it
 - Ask yourself same types of questions as test type (multiple choice, essay, concept learning)
 - Time yourself
- Find your weak points
 - Study more & practice again





Rehearsal

Unsure if you've studied everything you need to know?

- Get appointment with instructor a few days before exam
 - Take list of things you know
 - Ask if list is complete
 - Do not ask, "What's on the test?"



Thought



Part 3 of reducing test anxiety
→ entirely within you:

It's what you're thinking about how you
you going to perform

***What you think will happen has a dramatic
and often direct effect on how you behave***



How Thinking Makes You Anxious

Example:

Waited until day before exam because you said to yourself,

- “I can only study when I feel energized and now I feel really energized. But since I’ve waited so long, I’m not sure I can do very well because I may not have enough time to study everything.”



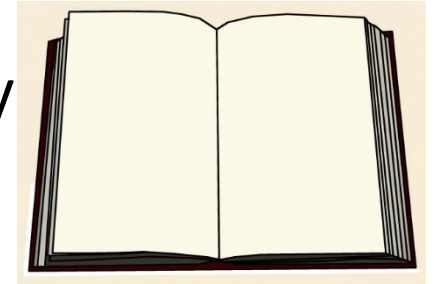
How Thinking Makes You Anxious

- “And since I may not have enough time to study everything, it might be that what I study won’t be on the test and what I don’t study may be on the test.”
- “What if I get to the test and I can’t recognize any of the questions?”
- “What if I really bomb the exam?”
- “What if I just freeze?”



How Thinking Makes You Anxious

- Instead of studying
 - envision going to exam full of dread, knowing you don't know
 - see yourself blanking out completely
 - rehearse this over & over again
- Go to class next day, full of dread
 - when test hits your desk, you look at it & blank out



If you practice how awful you will perform, it is likely that that is how you will act



Thinking for Positive Results

“Formulate and stamp indelibly on your mind a mental picture of yourself as succeeding. Hold this picture tenaciously. Never permit it to fade. Your mind will seek to develop the picture... Do not build up obstacles in your imagination.”

— Norman Vincent Peale, The Power of Positive Thinking

- Reduce and/or eliminate negative messages and images
- Replace with positive thoughts and images.



Thinking for Positive Results



Examples: (assumes you have taken adequate time to prepare)

- “I may not answer all the questions, but I can start with the ones I really know and move to the harder ones and do the best I can.”
- “Even if I feel a little shaky, I can still perform to the best of my ability and let the anxiety energize me.”



Thinking for Positive Results

- “I have studied this material to the best of my ability and will answer the questions as best I can.”
- “Expecting myself to get all the questions correct is not a good strategy. It is likely I may get several questions wrong. But that will not deter me from doing my best.”
- “I can allow myself to relax enough so that I can perform at my peak level.”



Seeing is Believing

- Imagine yourself doing a good job on the test:
 - Close eyes
 - Watch yourself feeling confident about your test performance
 - Feel sense of anticipation to show what you know
 - Envision working through the test & feeling good about your performance
 - Imagine skipping a hard question for now & coming back to it later
 - Leave the test excited

I can and I will.
Watch me!



Reduce Test Stress Summary

1. Good basic health
2. Study in advance
3. Practice testing
4. Learn & use a stress management technique
5. Think positively
6. Practice performance positivity





Check on Learning

1. What are the three factors that can increase test performance?

- 1) P _____
- 2) R _____
- 3) T _____

2. Name some ways to reduce test anxiety

- 1)
- 2)
- 3)
- 4)



FINDING A STUDY LOCATION

A9. Assess and find a good study location



Study Location

- Know your study preferences
 - Quiet/noise, privacy/people, solitude/study group
 - Distractions?
 - Anticipate distractions & eliminate them before start
- Develop a routine → Study in same place & at same times
- Ensure you're comfortable
 - Are study location ergonomics okay?
 - Have what you need?
 - Adequate lighting?





Check on Learning

Determine your best study location(s):

- *Use your learning style assessment from section A2 to help you with this exercise.*
- *You may want to review your weekly calendar to identify where you'll be physically before and after your study times. (For instance, if one of your designated study times is a 1-hour slot between your last class and sports practice at school, leaving campus to study may not be ideal.)*
- *Write down your study location(s) on the calendar you created in section A7.*