Managing Time

Choose and Use a time system
21 Ways to Get the Most Out of Study Time
Time Wasters
Strategies
- Setting Limits (the ability to say NO and mean it – saying No to self and to others)
- Avoiding Situations
- Filling Dead Time (What is ‘dead time’? … riding the bus, doing the laundry, ironing clothes, preparing meals, time between classes, etc.)
  a. Filling Dead Time
     books on tape, lectures on tape, dry erase boards in the kitchen/bathroom, index cards, index cards, index cards, etc.
  b. Creating Dead Time (When you become ‘stuck’ or ‘blocked’ – consider doing dead time activities such as laundry, cleaning the room/apt., ironing your clothes, paying your bills, going for coffee, etc.)

Study Skills

Doing something is better than doing nothing
Sometimes getting started is all that is needed to getting alot accomplished

Find the right SETTING (… be creative, be savvy about your choice(s))
Set aside TIME (… know your own style – for example: are you a night owl or a lark?)
BALANCE group and individual study time (… both have advantages / limitations)
Strive for BALANCE in your personal life (… eat, sleep, exercise, have some fun)
REWARD yourself (… remember that the rule is to reward yourself after completing a goal)
Set realistic GOALS (… set do-able goals for studying - avoid playing catch-up or being too ambitious)
CONCENTRATION (… the first thing you do - go to the right place in your brain)
(… skim chapters, syllabi, previous notes before class)
UNDERSTAND what you’re reading/working on:

Notetaking (the skill of practicing self-reflection vs. ‘getting it all down on paper’) (the Double Column approach) (… never too late to start)
Translate (… material into your own words)
Convert (… words into diagrams, pictures, graphs, etc.)
Associations (… create linkages between new material and something familiar to you and to your life or lifestyle)
Preview (What exactly is it that I’m about to read vs. I have to read 5 chapters)
Review, Review, Review (… challenge yourself, the HEADLINE challenge)
(this approach takes time but it will save you time)

REMEMBER what you’ve read/worked on:

Mneumonics
Acronyms
Allow Yourself to be Creative

Tests and Tips for Taking Them

Essay
before reading the questions, jot down some notes (broad, random, the last thing you studied … whatever)

before writing, jot down your thoughts (… create an outline if possible).

* stress prevents us from “holding” or “juggling” information in our heads.
Become concrete – write it down.

True/False

Step 1: Go through and answer all of the items that you feel reasonably sure of.
Step 2: Re-read remaining items to see if you can take an ‘educated guess’
Step 3: Consider the following guidelines:
- items are more generally biased toward TRUE as an answer
- assume the answer is TRUE unless some or all of the item seems False
- items with Qualifiers (sometimes, frequently, some, many) tend to be TRUE
- items with Non-Qualifiers (always, all, none, never) tend to be FALSE
Multiple Choice (… think POE)

Step 1: Same as above
Step 2: For any one item, try to eliminate as many responses as possible that you know are incorrect. (this increases the probability of choosing a correct response and eliminates clutter)
* if you can get an item down to 2 choices, use the same strategies used for True/False items

Step 3: Consider the following guidelines:
- “All the above” only requires 2 correct statements – or – or only 1 statement that is obviously incorrect to narrow down the correct response.

* If tests are scored by Scan-tron sheets (and you can write on the test form) … answer 10 items at a time, placing responses in the margin, and transfer 10 answers at a time to the answer sheet.
  * The goal of these strategies is to hopefully increase your sense of control over test items – this will lower anxiety and improve your chances of accessing needed information.

Strategies

Remember that sometimes Investing Time Will Save You Time (such as meeting with others, taking a nap, getting exercise, going to a review session, writing an outline, making index cards, etc.)

Know your professor
- What were earlier exams like?
- Was he/she consistent (or not)?
- What do students from other years say about your professor (what can you expect of his/her final – easier or harder than earlier exams?
- How much time will professor have to grade these exams? (… is exam at beginning or end of the Finals period?)

Prepare for Social Distractions / Goodbyes
Eat, Sleep, and Exercise
Avoid the Reward First, Work Second trap
Get a “Cueing Object”
Use All of Your Senses when you study (… sight, sound, touch, etc.)

… Good Luck!