Study Strategies
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While teachers have a responsibility to teach, students have a responsibility to learn. Students have to take charge of their own learning. Take charge of your learning by using the three strategies below – SQ5R, Notetaking, and Concept Mapping:

The SQ5R Study Method

SQ5R is a modification of the SQ3R study method developed by Francis Robinson at Ohio State University for use by college students.

SQ5R:
S = Survey
Q = Question
5R's = Read
Record
Recite
Reflect
Review

Survey:
- Read the title
- Read the introduction of the chapter
- Read key vocabulary words
- Read visual aids (ex. Maps, charts, diagrams, illustrations, graphs, cartoons, tables, etc.), Read major and minor headings
- Read the summary
- Read the first and last sentence of the first paragraph under major and minor headings.

Question:
Convert major and minor headings into questions, such as:
- Who?
- What?
- When?
- Where?
- Why?
- How?
- How much?
- How many?

If the text does not answer all the questions you ask, then ask the instructor for the answer.

Do the following steps (5 R's) for EACH major and minor heading, one section at a time:

Record:

- Write down what you read.
- Find important information and paraphrase it (put the information in your own words).

Recite:

- Say it out loud without looking at what you record.

Reflect:

Ask yourself the following questions:

- How important are these facts I read?
- Where have I read or experienced these ideals before?
- Based on what I have read and experienced, how can I apply or use this information in another setting?

Review:

- Reread what you wrote down and remember the information.

Note taking

This section will show you how to set up your pages for note taking from lectures and from your reading of the text. It will also illustrate how to identify important concepts in the material.

Page 1:

Recall	Record
←2 ½"→ Keyword Keyword	← 6" → Chapter ___ (Main Heading) _____ _____ _____ (Subheading) _____ _____ _____
Summary: _____ _____ _____ _____	

Page 2+:

Keyword Keyword	(Subheading) _____ _____ _____ _____ (Subheading) _____ _____ _____ _____
Summary: _____ _____ _____ _____	

Last Page:

Summary

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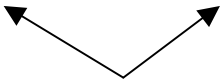
Comparing Lecture Notes with Notes from the Text

←2½"→ Cue words, phrases, and listings	← 3" → Notes from textbook	← 3" → Notes from lecture

Summary of notes from text	Summary of notes from lecture



Compare and reconcile any differences by asking questions.
Ask yourself questions first and then ask your instructor.

Concept Mapping

Concept mapping helps to organize ideas, fit ideas together, and provide a visual representation of thought processes.

3 terms to know for concept mapping:

1. Event
2. Object
3. Concept

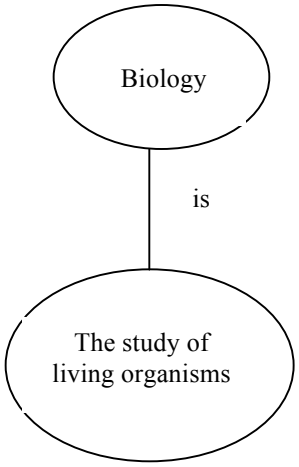
Event: Anything that happens, can be made to happen, or is within the realm of possibilities to happen. Events can be made to occur by humans or they can be natural events. Events are units of experience; they have a beginning, middle, and end.

Object: Anything that exists and can be observed. An object can be naturally occurring or made to occur by humans.

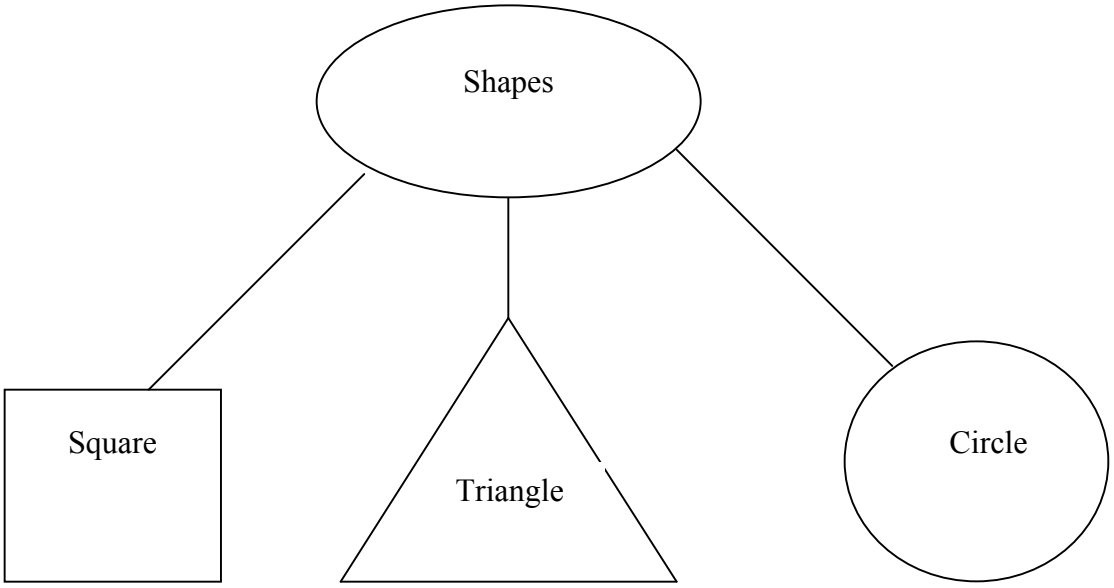
Concept: A sign or symbol that points to a regularity in events or objects. For example, + means "add," Σx means the "sum of x," H_2O means "water."

Hierarchical concept maps feature the most inclusive topic on the top and become less inclusive as you go down.

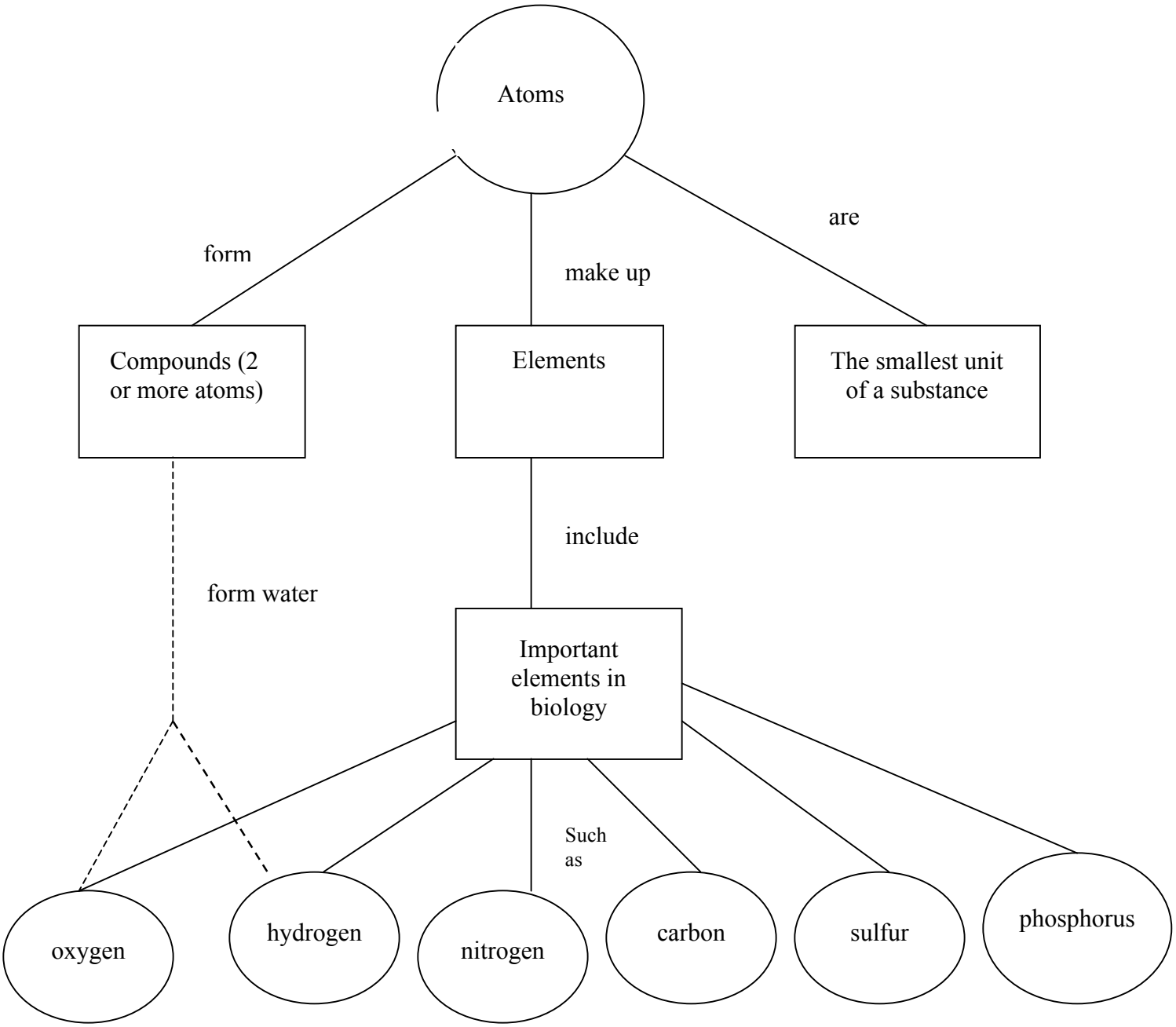
The simplest concept map features two words linked by a word or phrase. For example:



You can create maps using shapes to illustrate what words inside mean:



Example of a concept map from Section 1 – Biochemistry:



Summary of Concept Mapping:

- Concept maps relate terms in a more efficient manner.
- Concept maps can be used for comparison/contrast.
- You can relate different areas of a concept map by using cross links (dashed lines).
- Concept maps are a good way to identify faulty ideas and linkages and correct them.

*** If you do ALL of this, then you WILL LEARN the material. Pardon the double negative, but you can't NOT learn it! ***