General Study Skills

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Learning Objectives

- **Understand** what we mean by general study skills and why they are important

- **Recognize** the difference between Meaningful Learning Strategies and Rote Learning Strategies

- **Describe** different approaches for learning different types of material

What are general study skills and why do they matter?

General study skills are the skills needed as a college student to help you succeed in all of your classes.

Learning different strategies for different types of course material is necessary because different classes will require different approaches so the ability to adjust is key.

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Meaningful and Rote Learning Strategies

Rote Learning Strategies: repetition without gaining a deep understanding of the material (Seli & Dembo, 2020)

- Re-reading notes
- Cramming the night before

Meaningful Learning Strategies: make sense of the material and connect to prior knowledge

- **Elaboration**
  - Adding detail, summarizing, creating examples and analogies
  - "Who, what, when, where, where and how"
- **Organization**
  - Creating structure for the material by forming relationships and connections

Summarization

- An elaboration strategy that takes a section of reading and condenses to a short summary (Seli & Dembo, 2020)

- Example:

  - Paragraph to read: *Learning how to use and incorporate different learning strategies can be difficult. Especially, when we don't know how to use new learning strategies, we can become lost and stuck on how to use them. However, we can break down different learning strategies. There are Rote and meaningful learning strategies. We want to incorporate as many meaningful learning strategies as we can to be able to put new information in long-term memory and retain the information better. The different meaningful learning strategies are elaboration and organizational learning strategies.*

  - Summary Sentence: *There are rote and meaningful learning strategies. It is better to use meaningful learning, which is an elaboration and organizational learning strategies, to be able to remember the information.*

Outlining

- Organize the material by identifying the relationship between main ideas and supporting details (Seli & Dembo, 2020)

Example:
1. Major Topic
    1. First Main Idea
        1. First Important detail
        2. Second Important detail
        3. Third Important detail
    2. Second Main Idea
        1. First Important detail
        2. Second Important detail
        3. Third Important detail

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Practice Testing

- Attempting problems that will reflect material on future quizzes or tests (Seli & Dembo, 2020)
    - Completing practice problems or questions at the end of the chapter
   - Completing practice test provided by a professor

Flashcards

- Self-testing strategy to rehearse recalling important information (Seli & Dembo, 2020)

- Can include lower level answering Who, What, Where, Where

- Can include higher level questions on solving problems, analyzing information, creating a solution

- Can be made on index cards, paper or online (i.e. Quizlet)

| Front of Card	Back of Card
What were the causes of {...}	The causes were 1. 2. 3.
What are the differences between ——— and ———?	The differences are 1. 2. 3.
Convert .742 kg to grams	.742 kg × 1000g/1kg = 742g
Learning strategies	Techniques or methods students use to acquire information. Rehearsal (e.g. underlining) Elaboration (e.g., analogy) Organizational (e.g., outline and map) Certain learning strategies are more effective in moving information to LTM.

Mind Mapping (Davies, 2011)

- Aim of mind maps is to find visual associations between ideas
- To create:
  - first place image or topic in the center
  - Then main concepts surrounding the center, keep placing all ideas on page
  - Then begin connecting topics
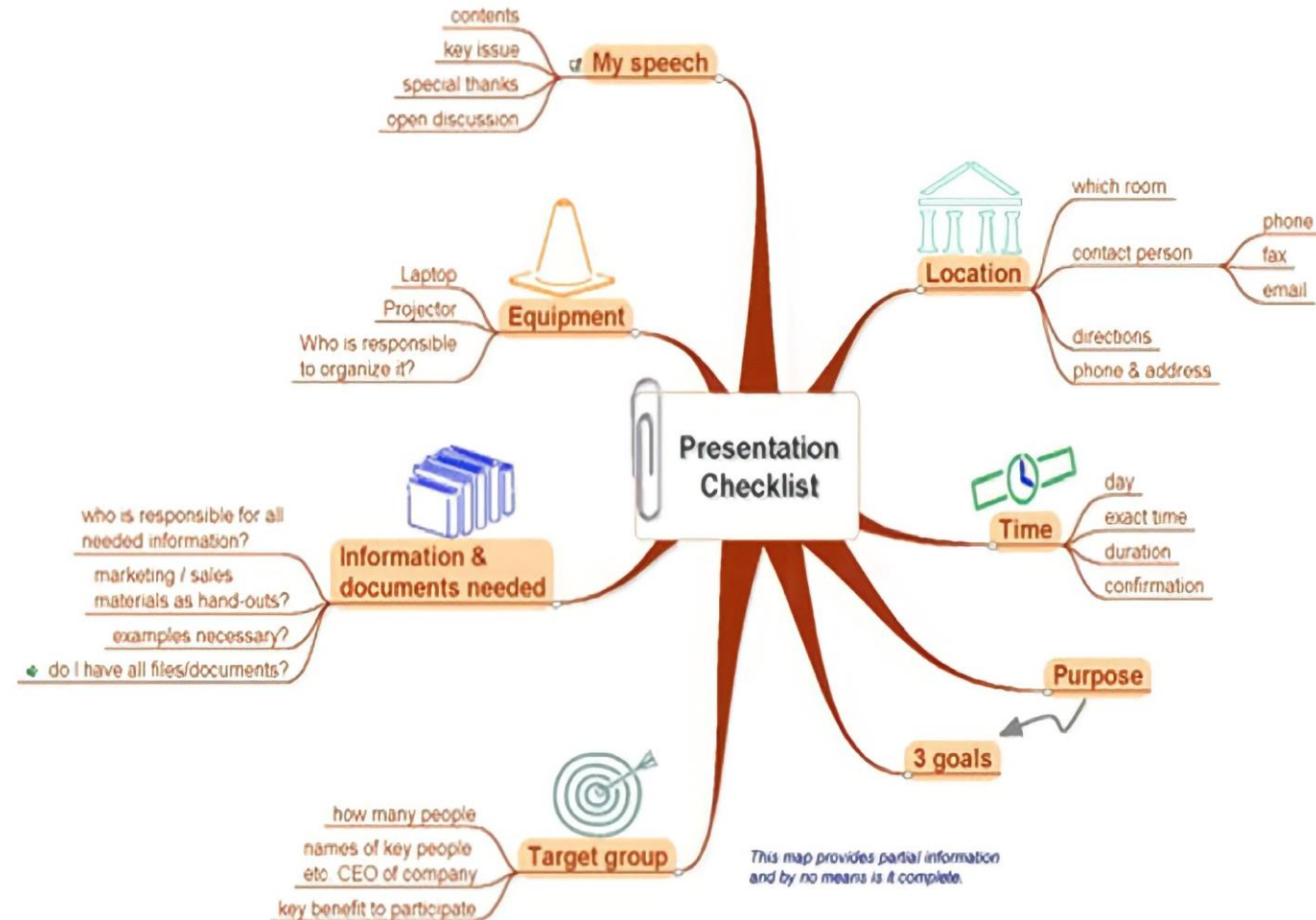
Concept maps (Davies, 2011)

- Like mind mapping, concept maps is another diagram but more structured.
- Concept Maps is a visual hierarchal "tree" structure that organizes and connects important concepts to one main topic at the top.
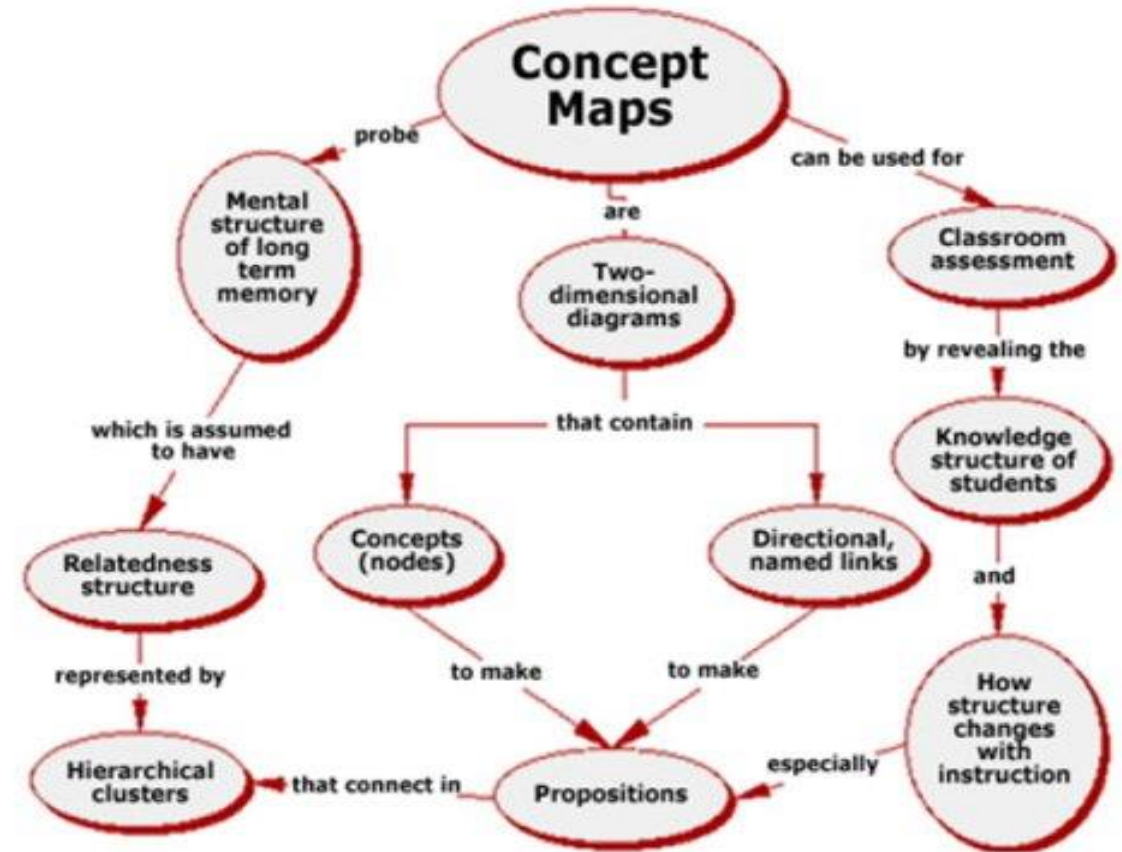
References

Seli, H. & Dembo, M. H. (2020). Motivation and learning strategies for college success: A focus on self- regulated learning (6th ed.). New York: Routledge.

Davies, M. (2011). Concept mapping, mind mapping and argument mapping: what are the differences and do they matter? *Higher Education, 62*(3), 279–301. https://doi.org/10.1007/s10734-010-9387-6