

SIX STEPS TO BETTER LEARNING

1. READINESS

- Relate your subjects to your world where and when possible. Keep in mind the advantages that good school work has for you. Interest yourself in the subject. Motivate yourself.
- Experience. Build on your experience. Review previous exercises, labs, readings, etc. Ask yourself what you already know about the subject.
- Aim high. Set goals for yourself and listen for the teacher's aims and objectives for each unit of study.
- Familiarize yourself with the broad concepts that your teacher wishes you to develop. Get background material when needed. Go to the library and other resources on your own.
- Make the vocabulary and concepts your own.
 - ✓ Look for helpful word lists in the text and in other material.
 - ✓ Ask yourself as you read, "What does the word mean as used in this context?"
 - ✓ As you prepare, mark difficult vocabulary lightly in your book. Check the glossary or dictionary for meanings that you cannot gather from the context.
 - ✓ It may help if you break words into syllables, or find roots for them.

2. P.Q.R.S.T.

- **P**repare. Skim through the chapter checking diagrams, checking notations, reading the headings, the sub-headings, the introduction, the conclusion, and those questions at the end of the chapter.
- **Q**uestion. Form the habit of asking questions about your work. Write down on paper the principle questions you should be able to answer, such as:
 - ✓ What is the subject of the whole chapter? How does it fit into the book as a whole
 - ✓ What main ideas does the author present? What points does he make?
 - ✓ What details, experiments, and/or exercises does the author give to support his points?
 - ✓ What is the significance of the chapter? What does the author expect me to remember, know, or do?

- **Read.** Read the chapter carefully, but quickly, with reference to your questions, but also adding new questions that are relevant.
- **Study.**
 - ✓ Answer questions which you prepared (mentally, not in writing).
 - ✓ **Build.** Put the chapter in context. Where does it fit historically, geographically, scientifically, as the case may be. What are the principle items of knowledge you should remember? What are the ideas or concepts suggested? Think of these in relation to what you knew before. Build on what you know.
 - ✓ **Compare.** Relate what you have read to class notes, laboratory work, problems and exercises. Compare what you have received from this author to other things that you have read on the subject. Ask yourself what conclusions can be drawn from all the courses you have studied.
 - ✓ Do it again. Repeat as many steps as necessary to aid recall.
- **Try.** See how much you can recall. Close your book and recall the answers to the questions you have asked. Then check back in the chapter if you have forgotten any important segment. Talk to others and try out what you have learned. Teach the material if you can.

3. DISCUSSION

- Take advantage of classroom discussions to ask clarifying questions.
 - ✓ "Can you give me some examples of that?"
 - ✓ "Can you define . . .?"
 - ✓ "Can you rephrase that . . .?"
 - ✓ "Do you mean that . . .?"

4. PURPOSEFUL RE-READING

- Ask questions such as:
 - ✓ "What part of the chapter shows . . .?"
 - ✓ "How do I know what operation to use?"
 - ✓ "How does the author let me know . . .?"
- Find the answers to questions in the book.
- Avoid placing the responsibility for furnishing the information on the teacher. Take the responsibility for learning yourself.

5. ENRICHMENT

- Do skill exercises.
- Work on problems; use workbook-type material.
- Do projects.
- Do further laboratory work.
- Do research.
- Discuss difficult points with your teacher.

6. REINFORCE

- Review to build permanency of understanding.
- Test yourself or have other students test you.
- Take advantage of tests to see what you know and to find out what you need help with.
- Talk about what you have learned with someone.
- Teach a friend or a younger student when you can.

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