

## SIX STEPS TO BETTER LEARNING

### READINESS

- Relate your subjects to your world whenever possible. Keep in mind the advantages that good school work has given you. Immerse yourself in the subject. Motivate yourself.
- Experience. Build on your experience. Review previous exercises, labs, readings, etc. What do I already know?
- 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 use 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 when used in this context?"
  - As you prepare, mark difficult vocabulary in your book. Check the glossary or dictionary for meanings you cannot gather from context.
  - It may help if you break words into syllables, or look closely at their roots.

### P.Q.R.S.T.

- **Prepare** - Skim through the chapter, reading the chapter headings, sub-headings, introduction, also checking diagrams, notations, the conclusion, and questions at the end of the chapter.
- **Question** - Form the habit of asking questions about your work. Write down the principle questions you should be able to answer:
  - 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 or her 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, adding any new questions you deem 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 the things 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 learned from this author to other things 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 a specific chapter if you have forgotten any important segment. Talk to others and "test" what you have learned. Teach it if you can.

# SIX STEPS TO BETTER LEARNING C'ONT

## **DISCUSSION**

Take advantage of classroom discussions to ask clarifying questions.

- "Can you give me some example of that?"
- "Can you define ...?"
- "Can you rephrase that?"
- "Do you mean that ...?"

## **PURPOSEFUL RE-READING**

Ask questions such as:

- "What part of the chapter shows ...?"
- "How do I know which operation to use?"
- "How does the author let me know ...?"

Find the answer to questions in the book.

Avoid placing the responsibility for supplementing information on the instructor. Take the responsibility for learning yourself.

## **ENRICHMENT**

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

## **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 whenever you can.