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Concrete Examples

In order to help with understanding and recalling information, concrete examples can be paired with term definitions. First, create a declarative definition (a short one or two sentence explanation of a concept). Then, write down an example of the definition. Pairing a concrete example with an abstract concept allows students to understand concepts better. See format below:

**Term:** Classical Conditioning - first studied by Ivan Pavlov, classical conditioning is a learning process that occurs when two stimuli are repeatedly paired: a response which is at first elicited by the second stimulus is eventually elicited by the first stimulus alone.

**Concrete Example:** Dog salivating to Bell
Memorization and Recall Study Strategies

Active Recall Techniques

Active Recall Techniques encourage the brain to move information from short-term memory into long-term memory. This allows students to have better recall of information when taking exams or participating in class discussions. The following are common active recall techniques:

1. Flashcards
2. Write Questions While Taking Notes
3. Complete Study or Reading Questions
4. Practice Tests
5. Visual Aids
6. “Teach a Friend”
Elaboration (the Feynman Technique)

An easy technique to pinpoint gaps in knowledge. Students a

1. **Select a topic**
2. **Practice recall** - write down everything you know about a topic. Then in simple language, practice teaching the content to someone else or out loud to yourself.
3. **Identify gaps in understanding** - review what you remembered and identify gaps in material and understanding. Return to the textbook or lecture notes to clarify and fill in these gaps. Write down any corrections or elaborations.
4. **Simplify language** - make sure that all your language is simplified for ease of recall during future repetitions
5. **Repeat process as needed**
Interleaving

While studying a chosen subject, students alternate the types of practice problems and questions they solve or answer. Interleaving allows students to attend more to the individual concepts and decrease fatigue. Additionally, interleaving helps students build retention of understanding and promotes mastery of content long-term.

Studying the same concept for an extended period, or massed practice, can lead to mental blocks in memory once you switch to a new topic. Interleaving reduces the likelihood of “blocking” and, instead, allows students to remember concepts better.

The differences between Interleaving and Massed Practice is illustrated below.
Leitner System - Studying with Flashcards

The Leitner System is a study technique that allows students to space out their learning in order to boost memory and performance. Students who use the Leitner System create flashcards for each individual concept in a course they want to study; in addition, students label 3-5 small boxes that flashcards will be placed into based on level of knowledge.

As flashcards are answered correctly, the student can move them forward in the sequence of boxes. Flashcards that are further along in the box sequence can be reviewed less often, while flashcards closer to the beginning of the box sequence should be reviewed daily. At any point, if a flashcard is answered incorrectly, it should be moved backward into the previous box so that it can be reviewed more often.

The images to the left and below depict the Leitner System.
Spaced Recall

Research shows that spacing out the learning process has positive effects on transfer of learning and recall. Using Spaced Recall allows students to improve their mastery of content by increasing the amount of review time while maintaining space between study sessions to build retrieval skills.

Key Points: (information from Kang 2016)

- The timing or arrangement of review/practice affects learning.
- Practice is more effective when spaced out over time, instead of massed or grouped together (equating total practice time)
- Spaced practice enhances memory, problem solving, and transfer of learning to new contexts.
- Spaced practice offers great potential for improving students’ educational outcomes.
Note-Taking and Note-Reviewing Strategies

Charting Technique

The Charting Technique allows students to keep track of important events, dates, key figures, and event significance. If your lecture will follow a chronological format, you can prepare a chart, labeling categories and dates, in advance. This technique can also be used to quiz yourself and organize important events when studying for exams.

How to Use the Charting Method:

<table>
<thead>
<tr>
<th>Country</th>
<th>Capital</th>
<th>Population</th>
<th>Facts</th>
<th>National Flag</th>
</tr>
</thead>
</table>
| Japan     | Tokyo     | 126 million| - negative population growth  
- aging population  
- composed of 4 main islands | 🇯🇵           |
| New Zealand| Wellington| 4.471 million| - oriental name: Aotearoa  
- the first modern country to give women the right to vote | 🇳🇿           |
| Canada    | Ottawa    | 36 million | - the most educated country in the world  
- has the world’s largest coastline | 🇨🇦           |
| United States | Washington DC | 324 million | - has the world’s largest coral reserves  
- has 50 states | 🇺🇸           |
| Australia | Canberra  | 28 million | - the 6th largest country in terms of land  
- the Great Barrier Reef is the world’s largest reef system | 🇦🇺           |

*Think of the created chart as a quick fact sheet for your future reference.*
Concept Mapping

Students often use concept mapping to study the relationships between ideas. Through diagraming, students can connect concepts together and learn how these connections may be impactful.

Whether used for brainstorming purposes or for linking terms, concept mapping is an easy way for students to organize course content.

*Want a bigger surface? Try using a giant white board to create a concept map.*
The Cornell Note-Taking Method

Students use the Cornell Method to take, organize, and review class notes. To practice this method, divide your pages into three main sections: notes, cues, and summary. See the below image for guidance on how to format the sections.

During class, take notes in the section for note taking. Try to be concise and focus on writing down key points, definitions, and other important concepts the professor shares.

After class, write down important cues, comments, or questions in the cues section.

Finally, use the summary section to summarize the content on the page or add additional notes for the textbook that you want to have as a supplement.

*The picture on the left is an example of how a page would be structured.*
Outline Method

The Outline Method is a note-taking technique that allows students to quickly record key points and course content in an organized way.

Important Things to Remember about the Outlining Method (according to the University of Tennessee Chattanooga):

1. The information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
2. The relationships between the different parts are carried out through indenting.
3. No numbers, letters, or Roman numerals are needed because you can use a bullet point system; however, if you prefer to use numbers, letters, or Roman numerals, then by all means do so.

*This note-taking method can be very helpful to use for lecture style classes; however, some students leave a little extra space between points in case they want to go back and add additional thoughts or questions later.*
Resources for Reading

General Reading Tips

“Adjust your speed and style of reading to their reading objectives and the type of materials to be read... Some reading materials can be scanned, skinned through, and read lightly, while others must [be] read closely and critically” (Kaminske, 2023).

1. If your professors provide reading questions or aids, look over those before starting to read in order to have an idea of what sorts of answers and content understanding your professor is looking for.

2. Read chapter subheaders and summaries prior to reading the text to get an idea of what concepts are generally important in the chapter.

3. Skim or lightly-read the assigned chapter or article and write down key points.

4. Try highlighting key points and noting connections in the margins of your readings and textbooks if possible.

5. Write down any questions you have while reading so you can remember to ask your professor about them during class or office hours.

Reading Apps

**The College of William & Mary does not directly sponsor any of these apps; however, these apps have been found to be very helpful by many students who use them.**

1. **Bookly** is an app designed to help students track their reading progress and keep short annotations and notes of the things you’ve read. For more information about Bookly, please click HERE.

2. **Dolphin EasyReader** is a free accessible reading app. This app allows students to enlarge the font of their readings, as well as have the readings read out loud if needed. For more information about Dolphin EasyReader, please click HERE.

3. **SwiftRead** is a reading comprehension app that allows students to learn how to read faster and more efficiently while maintaining high levels of reading comprehension. For more information about SwiftRead, please click HERE.
The “SQ3R” Method

According to the Marbella International University Centre, using the SQ3R method while reading allows “the readers to increase their understanding of the text by engaging in the reading process, both before, during, and after, intentionally’.

Steps of SQ3R:

1. **Survey** - a preliminary skim of the text, acknowledging notable headers and charts.
2. **Question** - write down a list of questions based on the survey of content. This may include turning the headers into questions themselves.
3. **Read** - read the text, keeping in mind your previously formed questions.
4. **Recall/Recite** - either orally or in writing, answer your questions based on your understanding of the reading. Try to use your own words as much as possible.
5. **Review** - look back over your answers and general content notes. Make a note of any additional questions or key points you want to remember.
**Additional SQ3R Strategies**

**Strategies to Use to Prepare for Reading, Engage in Reading, and Review Reading**

<table>
<thead>
<tr>
<th>HOW TO SURVEY</th>
<th>HOW TO QUESTION</th>
<th>HOW TO READ</th>
<th>HOW TO RECITE</th>
<th>HOW TO REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look over the material: title, preview, headings, visuals, bolded words, summary</td>
<td>Turn headings into questions</td>
<td>Look for answers to your questions</td>
<td>Say it out loud in your own words</td>
<td>Look over your reading notes and quiz yourself on the information</td>
</tr>
<tr>
<td>Read the summary if possible</td>
<td>Ask what? Who? Why? And How?</td>
<td>Write in the margins</td>
<td>Write a summary of the paragraph or section</td>
<td>Make connections between readings and notes from class</td>
</tr>
<tr>
<td>Think about background knowledge or information</td>
<td></td>
<td>Underline or highlight important concepts</td>
<td>Write notes or notecards for information</td>
<td>Revise it weekly and test yourself on new and old material each week</td>
</tr>
</tbody>
</table>

**SQ3R Chart**

<table>
<thead>
<tr>
<th>Survey</th>
<th>Question</th>
<th>Read</th>
<th>Recite</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record titles and subtitles from selected reading</td>
<td>Write the Questions: “Who, What, Where, When, Why and How?” from the main topic of the reading</td>
<td>Answer the above questions as you read.</td>
<td>Record the fact and phrases that will help you remember the information for the questions.</td>
<td>Summarize the information in a paragraph for each question.</td>
</tr>
</tbody>
</table>

*Try creating a chart with each prompt that you can fill in as you read through a chapter or article.*
Quick Study Tips

Academic Wellbeing presents . . .

STUDY TIPS

Take brain breaks! Studies show that taking 15 minutes “brain breaks” periodically while studying increases focus and productivity.

Set a fun realistic study plan and execute it consistently.

Work with friends or classmates.

Designate specific times to work on certain assignments

Create a list of priorities. Ask yourself, “what is urgent? Or what can I wait to work on?”
Resource Links

**Active Recall**
https://www.goodnotes.com/blog/active-recall-studying

https://www.windsor.edu/active-recall-how-to-use-this-effective-study-technique-to-score-a-good-gpa/#:~:text=Active%20recall%20is%20a%20key,and%20improve%20your%20test%20performance.

**Charting Technique**
https://www.utc.edu/enrollment-management-and-student-affairs/center-for-academic-support-and-advisement/tips-for-academic-success/note-taking#charting

https://sheridancollege.libguides.com/takingnotesmodule/taking-notes-in-class/charting-method

**Concept Mapping**

https://www.verywellmind.com/classical-conditioning-2794859

**Concrete Examples**

**The Cornell Note-Taking Method**
https://thinkinsights.net/consulting/cornell-method-great-notes/

https://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/

**Elaboration (The Feynman Technique)**
https://www.bucknell.edu/sites/default/files/teaching_learning_center/feynmantechnique.pdf

https://www.colorado.edu/artssciences-advising/resource-library/life-skills/the-feynman-technique-in-academic-coaching

**Interleaving**
https://www.google.com/url?q=https://blog.alexanderfyoung.com/interleaving/&sa=D&source=docs&ust=1702051296701775&usg=AOvVaw07M2OT6I7H1gZOwh6jYO0
Outline Method
https://www.utc.edu/enrollment-management-and-student-affairs/center-for-academic-support-and-advisement/tips-for-academic-success/note-taking#outlining


Leitner System - Studying with Flashcards
https://mindedge.com/learning-science/the-leitner-system-how-does-it-work/#:~:text=Rather%20than%20cramming%20information%20into,learner's%20own%20needs%20or%20preferences.

https://examstudyexpert.com/leitner-system/

Spaced Recall
https://examstudyexpert.com/spaced-learning/

https://wm.primo.exlibrisgroup.com/discovery/fulldisplay?context=PC&vid=01COWM_INST:01COWM_WM_NEWUI&search_scope=WMCWF&tab=Everything&docid=cdi_scopus_primary_62494511

https://www.youtube.com/watch?v=cVf38y07cfk&t=2s

The “SQ3R” Method & Reading Strategies

https://miuc.org/sq3r-study-method/

https://www.learningscientists.org/blog/2021/8/19-1