

Study Tracker

Use this form to figure out what study techniques work for you. Traditional methods might include reading the chapters, reading over class notes, making vocabulary flashcards, quizzing a friend, etc. There are suggestions for creative ways to study after the chart. I suggest you keep this with your study materials, fill it out as you study for a test and then review it when you get your test back. Try to notice as you are taking a test how you learned the material that you have successfully learned.

Method	Time spent at this method	When (how many days before test?)	Did it help on the test?	Should you do more of this?	Should you try something different?

Now that the test is over, the first consideration is whether or not you spent enough time at anything. If you did not but KNOW that due to work, class load, etc., you are unlikely to spend more time next time, you can still try to figure out which actions were most successful, use them more, and check out the list of alternatives below for new techniques to try.

If you are spending a lot of time but your methods do not seem to be working, here are some new techniques to try. Remember that being engaged in what you are doing, i.e. asking questions about what you are reading, linking what you are reading/studying to things you are interested in, noticing similarities and differences between facts, ideas and processes within this class, and between this class and other classes or realms of life, will help you appreciate the topic, enjoy the topic, and remember and be able to utilize the topic in your wonderfully unique and engaged life!

Different results may require different methods. If you are not satisfied with your current results, TRY SOMETHING DIFFERENT!!

Creative Study Techniques:

TOUCH AND TELL: Touch body in appropriate place when learning name of something or to follow a pathway through the body. Saying the name or pathway out loud when you touch helps.

GROUP CARDS: Group flashcards by similarities or systems

BODY OUTLINE: Make a large outline of a body with tape or string on the floor and place flashcards within the body in appropriate places

QUESTION what you READ: Ask yourself a question about what you just read after reading a subsection of the text.

TEACH it DOWN: Describe what you just read as if trying to explain it to a 10 year old. If you can't, you don't understand it very well and should probably read it again or ask questions about the topic in class.

REFER BACK: Refer back to earlier material or look up when you come across something you don't remember or don't know.

MORE THAN WORDS: Make the shape of an organ, bone, cell, organelle.... Whatever it may be, with your body or your hands while you say it out loud.

SHOW ME: Act out a process with your body or your hands.... Good examples are try are the movement of blood through the heart – utilize direction of flow, movement of valves and chambers, sounds that accompany them, to **SHOW** someone what that is like. Commentary is good!!

RELATE IT: How is this body part or process used in an activity you enjoy? How would you be better or worse at something you enjoy if this part or process was different?

ROHRSCACH (the old ink blot – association game): What does it look like? What does it remind you of? What does a heartbeat remind you of? What does a kneecap make you think of that's not a body part? What kind of candy would muscles be if they could be candy?

TAKE ME TO YOUR LEADER: What is in charge of this function? What controls it? What reins it in or gets it going?

TELL ME WHY: Pretend you are a 5 year old kid who is asking someone like you questions about what you are learning. There will be lots of whys! Just knowing the name of something will not answer what it does, when it does it, and why it does it. Ask yourself lots of questions and find the answers to the questions!