Effective Studying
A course for students

Student Service Centre
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Effective Studying - Course Facts
Course Facts

› Target population: all students voluntarily

› Location: Student Service Centre
› Duration: 2 hours per week for 6 weeks
› Group size: 8 - 10
› Participation fee: E 40,-

› The course has been given 17x in the academic year 2010-2011.
Test

VSP/DLV Questionnaire

F1. I can't stop thinking about my work, even when I try to relax.

F2. When I start working on some task, I think that I won't be able to manage it.

F3. At times I feel struck by panic while studying.

F4. I often can't get to sleep because I have to think about my work.

F5. I feel guilty when I'm not working.

F6. I often feel too depressed to concentrate adequately on my work.

F7. I am afraid to be overwhelmed by panic during examinations.

F8. I often have the impression that other people know more than I do.

F9. I often have the impression that all my weak points will show up at examinations.

F10. I am afraid of having to cope with my work.

F11. In order to smoke a cigarette, have coffee,
Two main components:

› Studying texts

› Planning & Time-Management
How does your memory work?

Atkinson & Shiffrin (1968)

<table>
<thead>
<tr>
<th>Perception</th>
<th>Understanding</th>
<th>Remembering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory memory</td>
<td>Working memory</td>
<td>Long term memory</td>
</tr>
<tr>
<td>Information</td>
<td>Memorizing</td>
<td></td>
</tr>
<tr>
<td>exact copy of information</td>
<td>very limited capacity</td>
<td>capacity unknown</td>
</tr>
<tr>
<td>information retained for 1-2 seconds</td>
<td>information retained for approx. 30 seconds</td>
<td>hierarchical organization of information</td>
</tr>
</tbody>
</table>

Atkinson & Shiffrin (1968)
bicycle
Groningen
wardrobe
elephant
poster
armchair
appointment
doggy bag
strategy
restaurant
telephone

strawberry
marathon
survival
tumbleweed
cd-player
floppy disc drive
mailbox
procrastination
perfectionism
schedule
asphalt
If the balloons would explode, the sound wouldn’t travel far enough. Things would be too far from the right floor. A closed window would also block the sound. Most buildings are well isolated these days. The entire activity depends on a constant flow of electricity. So, a broken wire would give serious problems. Of course the boy could shout and scream, but the human voice isn’t loud enough to cover such a distance. The possibility of a snapping string is an additional problem: the message could not be accompanied. It’s clear that things would be easier when the distance is small. He would run much less risks. A face-to-face contact would solve most difficulties.
› Preview a Book:

Title? Author? Back flap?
Contents? Introduction? Summary?

› Explore Chapter:

Title? Headings? Introduction?
Conclusion?

› Read Chapter Globally:

Bold and italic words? First/last sentence of a section?
PREVIEWING

EXPLORING

READING GLOBALLY

READING IN DETAIL

REPEATING

INTEGRATING

Global TC diagram

Detailed TC diagram
TC diagram

Main Topic

Topic

Subtopic

comment

comment

Subtopic

Topic

Topic

Topic

comment

comment

comment

subcomment

subcomment

comment

comment

subcomment

subcomment

comment

comment

comment
Two main components:

› Studying texts

› Planning & Time-Management
Making a planning

Why?

› Overview
› Timely alarm bells
› Less stress
› REAL SPARE TIME
Imagine...

Underneath we give you 4 situations. For every you would be if you were in this situation. The 100 (I couldn’t be more content!).

Situation 1
After the exams you take a look at the hard, so you think you deserve a?
Making a planning

Why?

› Overview
› Timely alarm bells
› Less stress
› REAL SPARE TIME
› ...

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Making a planning

**Why?**

› Overview
› Timely alarm bells
› Less stress
› **REAL SPARE TIME**
› People are still animals (to some degree)
Calculation

A week  
7 x 24 = 168 hours

Sleeping  
7 x 8 = 56 hours

Studying  
5 x 8 = 40 hours

leaves you... 72 hours!

Studying for 5 days per week? 8 hours a day off + the entire weekend
Studying for 7 days per week? 10 hours a day for other activities!
“Where does my time go?”

| Day:  | 08.00 | 08.15 | 08.30 | 08.45 | 09.00 | 09.15 | 10.00 | 10.15 | 11.00 | 11.15 | 12.00 | 12.15 | 13.00 | 13.15 | 14.00 | 14.15 | 14.30 | 14.45 | 15.00 | 15.15 | 15.30 | 15.45 | 16.00 | 16.15 | 16.30 | 16.45 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
Getting an overview and taking control again

Small weakly behavioral experiments
S.M.A.R.T. Planning

S  pecific
M  easurable
A  chievable
R  ealistic
T  ime-bound
Thank you for your attention