

Chapter 1 : 2 Important Strategies for Effective Studying

The diverse topics students might study include social behavior, personality, research methods, therapeutic techniques, and much more. As psychology consists of such a broad range of topics, it is important to develop ways of studying and mastering new theories and concepts.

Each book will support the student throughout their course: A free careers website is also available, at www.nxgvision.com. For people just embarking on a course of study they include being able to deal with all the intellectual, emotional and social challenges that are part of the day-to-day demands of being a student. Beyond the skills involved in coping are those that enable students to do well in their chosen disciplines. Some people would even suggest that the main contribution of a university degree is to provide a person with the skills for studying. It is these skills that will help the person through the rest of their career. Studying is a skill that can be mastered like many others, by first understanding the process then by developing appropriate habits through active involvement. Yet whilst there are some aspects of the process that are common to all forms of study there are often important facets of any particular area of study that demand special skills. Further, even when the skills may be relevant across a number of different disciplines it is usually easier to understand what is required by embedding consideration of them within the specific topic. This series of books is therefore being published with guidance on how to be an effective student within each of a series of specific domains. By dealing with study skills in relation to the area of study it is possible to ensure that the examples are directly pertinent to the student of that area, rather than being general exhortations. The books thus complement the many other publications available on such general topics as essay writing or taking examinations. The focus on particular areas of study also enables the authors to follow the particular educational trajectory from the early entry into college or university right through to becoming a recognised professional in the chosen discipline. It allows the authors to draw on examples that speak directly to students about issues in their own lives. It also enables the books to identify particular topics that are of special significance for any given discipline. This is both its great strength and its great challenge. The evidence on which it draws ranges from the qualitative and descriptive approaches of some of the social sciences to the laboratory based and highly technical. As a student, you will have to come to terms with this fascinating but often challenging spectrum of methodologies and techniques. It is a stimulating, sometimes daunting, but always rewarding task, which will leave you with a wide range of knowledge and skills offered by no other degree. Over the years, many psychology graduates have confided to us, having walked across the stage to receive their degrees, that it was only since they had really got down to work for their final exams that they had realized what a fascinating subject psychology is, and how many applications it has in everyday life. The object of this book is to bring this revelation forward so that you can make the most of our insights and advice, both to enjoy studying for your degree and to achieve more successful outcomes. Psychology is one of the most popular undergraduate degree choices and is taught in a wide variety of universities and colleges. This handbook provides an introduction, guide and reference book for you to use at all stages in your study of psychology. We then give you a brief starter guide to the conventions and structures of higher education. Chapter 1 also provides an indication of the resources likely to be available to you at your university or college, and how to use them to best effect to make a success of your time there. In the end, what you learn is up to you. We aim to give you a toolkit for tackling both the knowledge and skills which make up the components of a degree in psychology that you can expect to encounter, and references to further sources of information and advice. In Chapter 2, we provide support for handling the many different kinds of input you will receive during your degree; both from reading books, journals and websites, and from formal teaching such as lectures, seminars and tutorials. We discuss learning in groups, learning through experience in a whole range of work situations, and how to make good use of personal development profiling. We also offer advice on how to stay on top of your rapidly accumulating store of knowledge. Information technology plays a vital part in working for a psychology degree and we therefore devote the whole of Chapter 3 to making the most of the help it can provide. During your course you will acquire a wide range of knowledge and useful skills, and

you will be required to demonstrate them in many different kinds of assessment task. In Chapter 4 we give you our advice, based on many years of teaching students in a variety of contexts, on how to cope with essays, practical reports, presentations, posters, seminar contributions and, last but not least, examinations. Most psychology courses have an individual research-based dissertation or project in the final year, which carries a considerable proportion of final degree marks. We devote the whole of Chapter 5 to this task, which can seem rather daunting, but, if it goes well, will form one of the most rewarding parts of the course and give you the chance to explore something of particular interest to you in considerable depth. Chapter 6 considers eventual careers. Thoughts about postgraduate courses in psychology, practising as an applied psychologist in the UK or abroad and getting your first post, whether as a psychologist or not, are shared. Detailed appendices provide important guides to referencing, psychological acronyms, and glossaries of common psychological and statistical terms, which you can refer to quickly while you are working. As you read through the book, the first reference in each chapter to terms that are explained in the main glossary Appendix 4 is in bold. Look them up if you are not sure exactly what they mean. Appendix 4 also contains details of some of the main terms that, while they are not mentioned in this book, are likely to crop up during your psychology studies.

How to use this book 1 Read the book from cover to cover, ideally before you embark upon your degree. It will give you a very good idea of what the experience of a psychology degree is like, and the different challenges you will encounter. Each chapter is divided into carefully labelled sections to help you locate advice on specific matters. We have used the American Psychological Association APA conventions throughout as this is the most widely used system in psychology and you will be using it, or something very similar, in your coursework. Try to become familiar with these formats and use the book as a presentation guide for your own work. The book also includes: TOMtips are a particular feature of the book. They are there to encourage you to use your theory of mind and here is an example of the convention throughout the book that things in bold indicate that they are in the Glossary in Appendix 4. The subject of investigation by psychologists from a variety of theoretical persuasions, theory of mind is a powerful tool for flourishing in all those situations “such as presentations, exams and interviews” where we are trying to impress other people. Considering what your audience is thinking and feeling makes it easier to achieve the outcomes you desire. In conclusion No book of this kind can guarantee success: You are now starting on a new journey in psychology, and this book should help you to both enjoy it and make a success of it. We hope the advice we offer here will enable you to do well, but remember that the purpose is not simply to get a degree but to enjoy learning about psychology and acquiring new skills. As Henry Miller put it: One important and useful thing to think about for starters: The state of our knowledge progresses through observations, which give rise to theories, which lead to predictions. We then attempt to test these predictions through experiments or further systematic observations, which may confirm the predictions or lead us to revise the theory. This, in very simple terms, is the scientific model see Figure 1. Experiments either confirm or contradict the theory, and lead us to modify it to accommodate our new information, which leads to more experiments. We end then upon a note of doubt, with no certainty about the beliefs which future psychologists will hold. This is as it should be. The confident dogmatism about human nature which fall so readily from pulpits, newspaper editorials, and school prize-givings are not for us. Rather, we must be prepared to live with an incomplete knowledge of behaviour but with confidence in the power of objective methods to give us that knowledge some day. Why do we dream? Freud thought that dreams were a product of the brain working through the events and emotions of the previous day, and trying to absorb and come to terms with them. There is even some evidence that sleep helps recently learnt material become consolidated into memory Maquet et al. This could appear to reinforce either theory or indeed neither, as people woken constantly during the night are likely to become very irritable so further experiments are called for, and so the research goes on. Of course it gets more complicated than this. Different groups of psychologists come at behaviour from their own theoretical standpoints, just like the people trying to explore the reason for dreaming. Different approaches to psychology The idea of psychology as an evolving science can be illustrated, in very broad terms, by summarizing some of the main approaches that have been adopted during its historical development. Behaviorists note the American spelling argue, and have demonstrated to some extent, that humans operate on a very simple conditioning model, and that

behaviour can be modified by rewarding or punishing particular behaviours to increase or eliminate them. Behaviorism is based on the idea that we can only meaningfully study externally visible behaviour and that all else is valueless speculation. It was developed by John B. Watson, E. Thorndike, B. Skinner and others in America. Watson demonstrated empirical evidence for classical conditioning in the case of a boy called Little Albert, whom he trained to be afraid of a white rat by associating its appearance with an unpleasant stimulus. While no longer supported in its purist form, it has nevertheless proved a valuable tool in studying animal behaviour in laboratory situations and describing human behaviour in simple situations. This technique has been extensively exploited in advertising for example, where the repeated association of an arbitrary positive stimulus, such as a beautiful woman, with an emotionally neutral object, such as a car, results in the latter coming to elicit the warm feelings associated with the former. This approach concentrates on studying the activity of the nervous system, especially the brain, the action of hormones and other chemicals, and genetics, on the assumption that behaviour is largely shaped by biological processes. This approach analyses how biology shapes mental processes and behaviour for example, how the brain controls movement, receives information from the senses or processes language. It models internal mental processes such as perception, attention, memory, language and problem solving, and had its foundations in Gestalt psychology. Cognitive psychologists are interested in how people understand, diagnose and solve problems, i. Wilhelm Wundt, who, together with William James, is seen as the father of psychology, sought to investigate the immediate experiences of consciousness including feelings, emotions, volitions and ideas mainly explored through introspection i. Hermann von Helmholtz, another early psychologist with a background in the experimental sciences, is known for his theories of visual perception, colour vision, the sensation of tone and perception of sound. Modern cognitive psychology has led to developments in human factor research in design and engineering for example, the creation of computer keyboards, flight simulators and control panels and to cognitive behavioural therapy CBT, now a major treatment in clinical psychology. Cognitive neuroscience This is a recent development bringing together cognitive psychology which traditionally did not worry too much about underlying neural processes with neuropsychology, which examines the link between the brain and behaviour, using evidence from the effects of brain damage on cognitive processes. Cognitive science exploits the exciting recent developments in brain imaging techniques, such as functional Magnetic Resonance Imaging fMRI, trans-cranial magnetic stimulation TMS and other electrical recording procedures. Important recent examples include the discovery of mirror neurons, which mimic the behaviour of the person being observed, and the neural evidence for a distinction between perception for recognizing people and things, and perception for manipulating things and moving around in the world. Developmental Developmental psychologists chart the changes in behaviour and mental processes that occur over the entire human life span, and try to understand the causes and effects. Evolutionary This approach stems from the work of Charles Darwin and views the behaviour of animals and humans as the result of evolution through natural selection. It is particularly concerned with the origins of aspects of social behaviour, such as the selection of a mate and friendship patterns Robin Dunbar, and in the adaptive behaviour that enabled our early ancestors to survive Richard Dawkins. Abraham Maslow developed his widely quoted concept of a hierarchy of needs underlying motivation Figure 1. His ideas, and those of his followers such as Alfred Adler and Carl Jung, were very influential in the development of psychoanalysis. More recently, Melanie Klein extended these ideas in working therapeutically with children, and Hans Eysenck attempted to put extraversion and introversion on a more scientific footing by developing tests such as the Maudsley Personality Inventory to measure this aspect of personality more systematically. Psychometrics The science of psychological assessment has its origins in Ancient China and is based on the recognition that future behaviour could be predicted from a few indicative measures. Francis Galton, often seen as the father of psychometrics, and Karl Pearson, Charles E. Spearman and Raymond Cattell developed the statistical techniques behind modern psychometrics.

Chapter 2 : How Should Students Study? Tips, Advice, and Pitfalls – Association for Psychological Science

'Study Skills for Psychology Students' is a light-hearted yet comprehensive guide to studying psychology at university. Covering topics such as using the library and.

Nancy Fenton, MA September 28, Teachers are exposed to a constant barrage of methodologies that promise to improve both instructional strategies and student learning through institute days, team meetings, seminars and the media. While some of this information is helpful, some of the suggestions have little or no empirical data to support their effectiveness. The principles are organized into five areas of psychological functioning: Each of the individual principles listed in the document includes an explanation of the concept, its relevance for instruction, specific tips for teachers and a comprehensive list of related references. Although the Top 20 principles are designed to apply psychological science broadly to pre-K to 12 teaching, they can also be utilized specifically to enhance the curriculum of introduction to psychology courses and help students develop skills that will help them learn more effectively in all of their classes. Below is a review of the principles and potential applications for their use in teaching high school psychology. How do students think and learn? A great deal of research from cognitive and educational psychology has discovered how thinking and learning can be improved in the classroom. The first eight principles highlight some of the most important findings on teacher practices that impact student growth. Research shows that learners who hold the growth mindset that intelligence is malleable, and success is related to effort level are more likely to remain focused on goals and persist despite setbacks. A great way to start off the year in a psychology class is with a discussion of growth versus fixed mindsets because it helps students understand how their beliefs about intelligence can influence their own academic success. For more information about fixed and growth mindsets and how they impact student performance, see the TED talk by psychologist Carol Dweck. A TED talk by Angela Lee Duckworth discusses how student learning can be examined in the context of motivation and illustrates how the personality trait of grit, which is correlated with success, can be developed through teaching of a growth mindset. Prior knowledge What students already know affects their learning. Research shows that prior knowledge influences both conceptual growth and conceptual change in students. With conceptual growth, students add to their existing knowledge, and with conceptual change, students correct misconceptions or errors in existing knowledge. Facilitating conceptual growth or change requires first obtaining a baseline level of student knowledge prior to the start of each unit through formative assessment. The results of this discussion can guide the selection of assignments and activities that will be appropriate for facilitating either conceptual growth or conceptual change. Prior knowledge can be used to help students incorporate background knowledge and draw connections between units during the course. Research indicates that cognitive development and learning are not limited by general stages of development. Instructors can use this research to facilitate learning by designing instruction that utilizes scaffolding, differentiation and mixed ability grouping. It is also critical that the most advanced students have the opportunity to work with others who will challenge them, including other students or the instructor. Facilitating context Learning is based on context, so generalizing learning to new contexts is not spontaneous, but rather needs to be facilitated. Student growth and deeper learning are developed when instructors help students transfer learning from one context to another. Students will also be better able to generalize learning to new contexts if instructors invest time in focusing on deeper learning. One method of developing this skill is to have students use their understanding of a particular unit to generate potential solutions for real-world problems. Practice Acquiring long-term knowledge and skill is largely dependent on practice. This principle details empirically based strategies that will help students more effectively encode learned materials into long-term memory. In addition to those in the memory unit, examples from this principle can help inform instruction throughout the course. By issuing formative assessment frequently through practice problems, activities and sample tests, instructors can help students increase their knowledge, skills and confidence. Additionally, instructors conducting practice activities at spaced intervals distributed practice will help students achieve greater increases in long-term retrieval ability. Practice tests should include open-ended questions that require both the retrieval of existing

knowledge and the challenge of applying that information to new situations or contexts, thus also incorporating principle four. See also the APA teaching module on practice for knowledge acquisition. Feedback Clear, explanatory and timely feedback to students is important for learning. This principle highlights the importance of instructor responses and indicates the best manner in which to deliver feedback to students in order to maintain or increase motivation to learn. Providing students with clear, explanatory and timely feedback is important for learning. Self-regulation skills, including attention, organization, self-control, planning and memory strategies, improve learning and engagement and can be taught through direct instruction, modeling and classroom organization. Teachers can model organizational methods and assist students by highlighting learning targets at the start and conclusion of lessons, using classroom calendars, highlighting difficult concepts that will require more practice, breaking large projects into manageable components, using well designed rubrics and allowing sufficient processing time through questioning, summarizing and practice. Psychology students can apply this research to their own study habits such as learning to practice self-control by limiting the distractions presented by cell phones and social media. Students can also be encouraged to design experiments related to the limits of attention and discuss the practical implications of their results. Creativity Student creativity can be fostered. Creativity is considered a critical skill for the technology driven world of the 21st century and because it is not a stable trait, it can be taught, nurtured and increased. This principle describes specific methods of structuring assignments to increase creativity and ideas for how to model creative problem solving. Creativity in the psychology classroom can include opportunities for student-designed research projects, video projects, demonstrations and model building. Students who are motivated and interested in learning are more successful. CPSE has outlined the most important ways to help increase student motivation and engagement. Intrinsic motivation Students tend to enjoy learning and to do better when they are more intrinsically rather than extrinsically motivated to achieve. This principle is directed at how instructors can increase intrinsic motivation through classroom practices and activities that support the fundamental need of students to feel autonomous. It is important to note that not everything of importance is intrinsically motivating to all students and that there is a place for extrinsic motivation in education. During the unit on motivation, when intrinsic and extrinsic motivations are typically discussed, students can examine their personal motivations and how they influence their success. Lastly, students can examine the research related to the overjustification effect, also discussed in this principle. For more information about motivation and the over-justification effect and how they impact student performance, see the TED talk by psychologist Dan Pink. Mastery goals Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals. Students who form mastery goals are focused on attaining new skills or increasing existing ability, but students who develop performance goals typically are focused simply on showing adequate ability. When students set performance goals, they have a tendency to avoid tasks that might expose weaknesses and end up missing opportunities that would foster the development of new skills. Those with mastery goals are more likely to be motivated to learn new skills and achieve higher levels of competence. Principle 10 provides specific methods for organizing instruction that can be used to help students choose mastery over performance goals although under certain circumstances such as competitions, performance goals may be more appropriate. Psychological research has uncovered ways for teachers to communicate high expectations for all students and avoid creating negative self-fulfilling prophecies. When discussing self-fulfilling prophecies and the Rosenthal and Jacobson study during the social psychology unit, Principle 11 can be used by teachers to show students how they can prevent negative self-fulfilling prophecies. Goal setting Setting goals that are short term proximal , specific and moderately challenging enhances motivation more than establishing goals that are long term distal , general and overly challenging. This principle explains how students can use short-term proximal , specific and moderately challenging goals to increase self-efficacy and build toward larger goals. Students should maintain a record of progress toward their goals which is monitored by both the student and the instructor. After students experience success with moderately challenging proximal goals, they will be more likely to become intermediate risk takers, which is one of the most significant attributes present in achievement-oriented individuals. As a result, they will be capable of achieving larger distal goals. Tips based

on this principle can easily be used to create engaging class assignments for the motivation unit in the introduction to psychology curriculum. Social and emotional dimensions: Why are social context, interpersonal relationships and emotional well-being important to student learning? These principles reflect the importance of relationships, culture, community and well-being on learning. They focus on how instructors can help students by fostering healthy relationships with them and an interest in their lives outside the classroom. Social contexts Learning is situated within multiple social contexts. Principle 13 emphasizes how the various communities students belong to e. This principle is related specifically to many concepts from social psychology e. Introductory psychology classes can incorporate opportunities for students to engage with the larger community through service-learning projects, guest speakers and psychology clubs. Interpersonal relationships Interpersonal relationships and communication are critical to both the teaching-learning process and the social development of students. This principle provides detailed and specific guidelines for improving both teacher-student and student-peer relationships in the classroom. Well-being Emotional well-being influences educational performance, learning, and development. Various components of emotional well-being can be included across many psychology units, such as self-concept and self-esteem social psychology , self-efficacy and locus of control motivation and personality and happiness and coping skills emotion and stress. How can the classroom best be managed? The two principles related to classroom management emphasize how to develop a classroom climate that enhances learning. Classroom conduct Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction. Numerous research-based ideas are presented for both correcting inappropriate student behaviors and for establishing appropriate replacement behaviors at both the classroom and school-wide levels. Expectations and support Effective classroom management is based on a setting and communicating high expectations, b consistently nurturing positive relationships, and c providing a high level of student support. This principle highlights practical techniques to create a culture of high academic achievement and positive classroom behavior at both the classroom and school levels. The Top 20 document references information about restorative practices and social and emotional learning that includes a variety of specific and practical strategies for building teacher-student relationships. How is student progress assessed? The three principles devoted to the process of student evaluation discuss methods for creating and implementing valid and fair assessments that contribute to student learning. Formative and summative assessment Formative and summative assessments are both important and useful, but they require different approaches and interpretations. Formative assessments are typically used as a part of everyday practice and are given either prior to or during instruction. Such tools are designed to collect evidence regarding the progress of student learning in order to provide effective guidance. Summative assessments, on the other hand, result in an overall evaluation of student learning or program effectiveness and are typically utilized at the end of a unit or course thus having more limited impact on current instruction. Frequent use of formative assessment accompanied by immediate and specific instruction helps students achieve learning goals and assume a greater responsibility of their own learning process. The analysis of data collected through formative assessment allows the instructor to differentiate instruction and provide appropriate individualized support. See also the APA teaching module on formative assessment. Assessment development Student skill, knowledge, and ability are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness. Formative and summative assessments need to be evaluated for both reliability and validity. The Top 20 document provides instructors with four essential questions that can be used to evaluate the overall validity of a particular assessment for measuring student learning and tips for measuring reliability. Instructors can improve the reliability and validity of formative and summative assessments by aligning them to learning targets, utilizing item analysis, discussing the results with other educators, and monitoring outcomes for discrepancies across groups or subgroups of students. During the unit on intelligence and individual differences, it can be helpful to demonstrate to students how the exams they are taking can be evaluated for content validity by illustrating how the assessments are aligned with learning targets or the National Standards for High School Psychology Curricula. Assessment evaluation Making sense of assessment data depends on clear, appropriate and fair interpretation.

Chapter 3 : Study Skills for Psychology Students - Jennifer Latto, Richard Latto - Google Books

Get this from a library! Study skills for psychology students. [Jennifer Latto; Richard Latto] -- This intelligent, well informed and, above all, practical book will guide you successfully through a degree course in psychology.

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Chapter 4 : Department of Psychology - NC State

A Study Skills Guide 3 A Study Skills Guide for Psychology Students Note-taking, Learning and Writing Examinations (Revised Version, June).

Teaching Tips It has happened to all of us in some form or another. What should I do? Is this the time to reveal all those secret, super-successful study techniques that you have kept carefully hidden from your students all these years? Well, most of us have no collection of such hidden gems, so we recite the litany of things we have heard work well. Even textbooks provide general prescriptions on how to study, and there are also a number of student study guides e. But what really works best and, as important, what does not work well even though you think it should? We will try to answer these questions and more, providing a brief review of resources on studying techniques with recommendations you can pass on to students. A large body of research has attempted to classify study techniques and to identify the techniques that are optimal e. The bad news is that it is hard to pinpoint which specific strategy is the best. Such behaviors include time management; goal setting; selecting what, how, and where to study; taking good notes; reading; and self-testing. Researchers have divided the many specific study behaviors into four main categories: The style and empirical basis of the available material varies greatly. Many of the guides include discussions of topics such as multiple intelligences, learning styles, and time management, while providing step-by-step strategies on how to read better, take good notes, and remember and test better. Whereas some guides include some empirical evidence to support recommendations e. For example, Newport features tips based on interviews with students who achieved high grades in college. Many guides are targeted at the high school or first year college student Fry, Unfortunately, many of these scales are long, extremely general, and furthermore do not afford clear prescriptions on how to advise students to study. That said, the breadth of research provides some key suggestions that faculty can use to help students improve their study techniques. Did you read the assigned chapters before the test? Did you read them before you came to class, after, or just before the exam? How much time did you devote to studying for the test? Did you read these chapters once, or more than once? This question provides a chance to review the old Law of Frequency, and to describe how repetition influences memory formation and recall. Check Attendance and Note Taking Practices. Assuming that the student attends class regularly, you might ask the following: Do you take good notes? Do you review your notes after class to correct obvious errors? Do you compare your notes with those of other students? Where do you sit in the classroom? Ask how much sleep the student gets, how much they got the night before the exam, and if they are getting any exercise and eating properly. This might provide an opportunity to review the effects of sleep on memory formation. If tutors are available, encourage their use. If not, ask if the student has tried studying with other students. Discuss Recognition Versus Knowing. One easy strategy is to give your students access to an established and free study behavior measure e. The ASSIST provides a profile of scores on strategies and alerts students to possible problems in their existing ways of studying available at [Page 8](http://Hattie synthesized research from over meta-analyses relating to educational achievement. He then derived the effect sizes for different interventions. Intervening to improve study behaviors was a significant factor with an effect size of. This meta-analysis and other works on study techniques Gurung, , show that the following specific strategies are empirically proven to work and hence useful to pass on to students: Schedule daily studying and homework time Make lists of things to accomplish during studying Put off pleasurable events until work is completed Read the textbook!! Advise Students on what NOT to do. Sadly, such detours could represent behaviors used by academically weaker students. Whereas the academically stronger students may not take time on behaviors such as going over chapters right after a lecture in lieu of doing so right before an exam, the weaker students may go over the chapters at both times. In support of this point, Landrum, Turrisi, and Brandel found that A and B students tended to increase their frequency of studying as the semester progressed, but they decreased the actual time spent studying per study event p. Another testimony to the benefits of distributed vs. Students who are doing poorly may try to improve by doing more of the unsuccessful types of studying they have been doing, rather than trying other techniques. Key behaviors students should avoid are:</p></div><div data-bbox=)

Spending too much time on key terms or summaries to the extent of paying less attention to other pedagogical aids e. Correlate the behaviors with exam scores and identify what behaviors are associated with better scores. Share this with the students to help them modify their study behavior. For example the first author created a item Study Behavior Checklist based on previous research and student interviews Gurung et al. Higher exam scores were associated with: Do not expect a silver bullet. It is important to bear in mind that there are no strategies that work all of the time, for all students, in all classes. Different exams call for different strategies. It is possible that introductory psychology multiple choice exams require only basic study behaviors, whereas an upper-level essay exam will need different behaviors. In general, instructors need to be cognizant of how much of the advice they give to students is empirically proven to work in an actual classroom rather than a controlled cognitive psychology laboratory study. Asking students to complete a study skill inventory after the first exam may provide instructors with a starting point to discussing study behaviors with students. Taking some class time to discuss the variety of study techniques, and then detailing what exactly is involved in each method, may be critical to helping students do better. We hope these suggestions prove helpful when the next student asks you how to study for your exams and that their performance improves as a result of your advice.

A study-attitudes questionnaire for predicting academic success. *Journal of Educational Psychology*, 46, 75

Study habits, skills, and attitudes: The third pillar supporting collegiate academic performance. *Perspectives on Psychological Science*, 3,

Teaching for understanding at university: Deep approaches and distinctive ways of thinking. The conceptual bases of study strategy inventories. *Educational Psychology Review*, 16,

How to study 6th ed. Contributions of study techniques to academic competence. *School Psychology Review*, 31,

Learning enhancers or dangerous detours? *Teaching of Psychology*, 31,

How do students really study and does it matter? *Teaching of Psychology*, 32,

Optimizing teaching and learning: Pedagogical research in practice. A closer look at how students study and if it matters. *Journal of the Scholarship of Teaching and Learning*, 10, A synthesis of over meta-analyses relating to achievement. *Psychological Reports*, 98,

The Student Skills Inventory: A study habits test. *Journal of Applied Psychology*, 24,

How to become a straight-A student: The unconventional strategies real college students use to score high while studying less. *How to study in college* 9th ed. The revised Learning and Study Strategies Inventory: An evaluation of competing models. *Educational and Psychological Measurement*, 66,

The smart study guide: Psychological techniques for student success.

Chapter 5 : Study Skills for Psychology Students – Birkbeck, University of London

'Study Skills for Psychology Students' is a light-hearted yet comprehensive guide to studying psychology at university. Covering topics such as using the library and other resources, making effective notes in lectures and successful revision skills, the authors provide a practical guide to help the new student get the most out of their.

The following information is intended to provide a general overview of the summer Study Skills program. For more information, please check out our Study Skills FAQ page or contact the Psychoeducational Clinic and we will be happy to assist you further. The Clinic serves both as a resource for the community by offering quality assessment and intervention services for learners of all ages and as a training facility for doctoral students in the School Psychology program. During each Camp, Study Skills teachers will focus on multiple areas, including organization, reading comprehension, test-taking skills, and –for our high school sessions- note-taking and self-advocacy. Topics covered within the Organizational component include organization of notebooks and school materials notes, hand-outs, tests, parent-teacher correspondence, etc. Topics covered within the Test-Taking component include how to prepare for tests, how to take tests, and a relaxation technique. The strategies taught are considered "best practice" in the field. The Clinic currently runs Study Skills camps for two age groups: Middle School students rising 6th, 7th, and 8th grade students and High School students rising 9th and 10th grade only. Students are grouped in classes by grade to the extent possible. The High School curriculum also includes a stronger emphasis on note-taking and long-term planning. Each class typically includes 14 children and two teachers. All classes are taught using hands-on and experiential techniques. Every effort is made to engage each student in activities so that strategies are practiced repeatedly. All techniques and strategies taught in the class are reinforced multiple times throughout the week. Finally, parent information nights will be held periodically throughout the summer dates below. During these sessions, parents will have the opportunity to ask questions about the specific strategies being taught during Study Skills. Our camps are filling up fast!! Monday, June 18th at 5: Directions and parking information will be provided the week before camp begins. To register for a camp, complete and print the registration form. Once these materials are received, you will be sent a confirmation email of enrollment or notification of waiting list status. Additional information and directions will be sent via email one week before camp begins. If you are put on the waiting list and never enrolled in the camp, your deposit will be refunded to you please refer to the FAQ section for further information about our refund policy. Should you have any further questions, please visit our FAQ page , e-mail us at theclinic.ncsu. If no one is available to take your call, please leave your name and number so that we can contact you.

Chapter 6 : Study Skills for Psychology Students

We will address topics including reading, note-taking skills and general study habits. Essay writing is covered in our course Essay Writing for Psychology Students. The course is open to anyone enrolled on modules from the Certificates of Higher Education in Psychology and Applied Psychology.

I used re-reading, lots of summarizing, note-taking and outlining, and taking the little tests you would often find at the end of a chapter to help me remember the material I just read. Nobody taught me how to study this way. It was just something I did through trial and error in trying and discarding multiple techniques. For instance, I tried highlighting, but it did little for me. Of course, psychologists and other scientists have been testing effective study techniques now for decades. Just last month, another group of researchers decided to take a look at all of that research, and boil down what we know about the most effective methods for studying. Researchers led by John Dunlosky et al. The study methods examined were: So unbeknownst to me at the time, I was engaging in a combination of the above learning techniques while in school – summarization, rereading, and practice testing. I also tried to distribute my studying over time, and not try and cram right before a test although I probably was only marginally successful in adhering to that desire. The other technique that received across-the-board high grades was distributed practice. In contrast, five of the techniques received a low rating from the researchers. Interestingly, these techniques are some of the most common learning strategies used by students. Such ineffective strategies include: You might as well just sniff the highlighter for all the good highlighting does in helping you study. Other techniques that got mixed but generally positive reviews include interleaved practice, self-explanation and elaborative interrogation. So there you have it – focus on practice testing and studying evenly over the course of the entire semester. Those techniques are going to be the most time-effective and the best use of your brain cells. Read the full article: What Study Strategies Make the Grade? Psychological Science in the Public Interest, 14, Then the publisher publishes this fleshed-out text. Then students digest it by breaking all that text down back into an outline – probably not so dissimilar from the one the author originally used before he wrote the book! He is an author, researcher and expert in mental health online, and has been writing about online behavior, mental health and psychology issues -- as well as the intersection of technology and human behavior -- since Grohol sits on the editorial board of the journal Computers in Human Behavior and is a founding board member and treasurer of the Society for Participatory Medicine. You can learn more about Dr.

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Welcome to the psychology study skills section of the website. This page is designed to help anybody currently studying or thinking about studying psychology get the most out of their course, program or degree. The following psychology study skills resources come courtesy of OpenLearn. OpenLearn is.

Chapter 8 : Study Skills Guide: Study Tips, Strategies & Lessons for Students

This practical handbook is an essential companion for psychology students. From day one of your degree, it will make all the difference. Based on the authors' extensive knowledge of psychology, it includes.

Chapter 9 : Study skills | The Open University

Every college student and high school student believes he or she has honed a set of highly effective, useful study skills. I used re-reading, lots of summarizing, note-taking (and outlining), and.