



ACADEMIC SUCCESS PROGRAMS



STUDY TIPS - PART 1

● There is No Multi-Tasking -

You can't divide your attention without your performance suffering; more-accurately you are Task-Switching (rapidly alternating tasks); Task-switching makes you less effective¹ (even if you don't think so²); different tasks require different resources and have a different history of events related to each task, so your brain must re-adjust each time you switch back.³

● Go to Class -

Class attendance is highly correlated with success in class.⁴

● Ask Questions, Answer Questions, Ask More Questions -

Questions force you to think about the material and remember answers from memory rather than simply recognizing them; remembering strengthens the connections in your brain making the information easier to recall in the future; like creating a path through a field, the more you walk it, the easier it is to find and walk down again.⁵

● Catch Some Z's -

Sleep allows your brain to combine new knowledge and incorporate new information into existing memory networks⁶; studies have shown a direct relationship between lack of sleep and a decrease in alertness and mental performance even though you don't feel like it.⁷

● Obtain Slides Before Class -

Research shows that providing slides to students before class *does not decrease* attendance⁸; student learning is increased likely because you are able to focus on what the professor is saying and write down important questions, rather than trying to copy slides.⁹

● Write Notes Rather Than Typing Them -

Typing is faster than writing which allows you to take down more notes; however, the quality of the notes is worse because of the speed-comprehension trade-off¹⁰; writing out notes (or better yet questions) forces you to spend more time thinking about what you want to write and to be more selective about what exactly you write.¹¹

● Leave the Laptop at Home -

Using a laptop in class makes you easily prone to distractions such as Facebook or funny cat videos; not only is it distracting for you, but also for those around you; as use of social technology in class goes up, GPA goes down.¹²

1 (Anderson & Fuller, 2010; Craik, Govoni, Naveh-Benjamin, & Anderson, 1996) **2** (Willingham, 2010) **3** (Willingham, 2010) **4** (Credé, Roch, & Kieszczyńska, 2010) **5** (Carpenter & Pashler, 2007; Marsh, Roediger, Bjork, & Bjork, 2007; McDaniel, Roediger, & McDermott, 2007; Roediger & Karpicke, 2006) **6** (Diekelmann & Born, 2010) **7** (Belenky et al., 2003; Van Dongen, Maislin, Mullington, & Dinges, 2003) **8** (Worthington & Levasseur, 2015) **9** (Marsh & Sink, 2009) **10** (Rayner, Schotter, Masson, Potter, & Treiman, 2016) **11** (Mueller & Oppenheimer, 2014) **12** (Junco, 2012)

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