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 effective (even if you don’t think so); 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.

Go to Class -
Class attendance is highly correlated with success in class.

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.

Catch Some Z’s -
Sleep allows your brain to combine new knowledge and incorporate new information into existing memory networks; 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.

Obtain Slides Before Class -
Research shows that providing slides to students before class does not decrease attendance; 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.

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-off; 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.

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.

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References


