The Study Cycle

**Set a Goal** (1-2 min) Decide what you want to accomplish in your study session

**Study with Focus** (30-50 min) **Interact with material**—organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.

**Reward Yourself** (10-15 min) **Take a break**—walk around, get a snack, relax

**Review** (5 min) **Go over, summarize, and wrap-up what you studied**

*Intense Study Sessions*

**Preview before class** — Skim the chapter, note headings and boldface words, review summaries and chapter objectives, and note questions you would like answered in class.

**Attend class** — **GO TO CLASS!** Ask questions and take meaningful notes.

**Review after class** — Within 24 hours, read notes, fill in gaps and note any questions.

**Study** — Repetition is the key. Ask questions such as ‘why’, ‘how’, and ‘what if’.
- Intense Study Sessions* - 3-5 short study sessions per day
- Weekend Review — Read notes and material from the week to make connections

**Assess your Learning** — Periodically perform reality checks
- Am I using study methods that are effective?
- Do I understand the material enough to teach it to others?

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<th>Learning Levels</th>
<th>Key Ideas</th>
<th>Learning Styles</th>
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<td><strong>Remembering</strong></td>
<td>- What, Remember, List, Label, State, Define, Choose, Find, Select, Match</td>
<td>Memory, rote learning, meaningful learning</td>
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<td><strong>Understanding</strong></td>
<td>- Why, How, Explain, Paraphrase, Describe, Illustrate, Compare, Contrast, Interpret, Outline, Map, Rephrase</td>
<td>Identifying components - determining arrangement, logic, and semantics to identify organizational structure, breaking defensible meanings or organizing and analyzing through defining, classifying, labeling, or elaborating.</td>
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<td><strong>Applying</strong></td>
<td>- Use, Compute, Solve, Demonstrate, Apply, Construct, Build, Experiment</td>
<td>Making decisions and supporting views - understanding abstract or theoretical ideas to practical situations, identifying and proposing solutions to problems, and transferring abstract or theoretical ideas to practical situations, identifying and proposing solutions to problems.</td>
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<td><strong>Analyzing</strong></td>
<td>- Analyze, Categorize, Separate, Dissect, Simplify, Deduce, Infer</td>
<td>Evaluating information to support different decisions and supporting views - understanding abstract or theoretical ideas to practical situations, identifying and proposing solutions to problems, and transferring abstract or theoretical ideas to practical situations, identifying and proposing solutions to problems.</td>
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<td><strong>Evaluating</strong></td>
<td>- Judge, Critique, Justify, Recommend, Criticize, Assess, Disprove, Rate, Resolve</td>
<td>Creating information to form a unique thesis, concept, or product - requiring creativity and originality.</td>
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<td><strong>Creating</strong></td>
<td>- Design, Hypoththesize, Invert, Develop, Compose, Estimate, Theorize, Elaborate, Test, Improve, Original</td>
<td>Making decisions and supporting views - understanding abstract or theoretical ideas to practical situations, identifying and proposing solutions to problems, and transferring abstract or theoretical ideas to practical situations, identifying and proposing solutions to problems.</td>
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