



Study Skills & Time Management

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Structural Comparison Chart

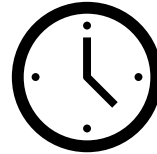
High School

7 to 8

10 to 12

1 chapter

Information Acquirer
(more dependent)
80/20 View



Class Hours Per Day



Tests Per Course



Chapters on Tests



Responsibility for Regulating Learning

College

3 to 4

2 to 4

5 to 7 chapters

Knowledge Producer
(more independent)
20/80 View

Information Acquirer vs Knowledge Producer



80/20 View Information Acquirer

- ✓ Sees the teacher as *the source* of information
- ✓ Believes gathering information is the only force that is needed
- ✓ Considers studying their class notes the bulk of studying activity
- ✓ Considers reading as studying



20/80 View Knowledge Producer

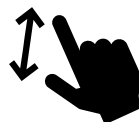
- ✓ Seeks other sources to expand and further develop content beyond the classroom
- ✓ Believes they are responsible for further developing information
- ✓ Considers studying their class notes as the foundation of their studying activity
- ✓ Separates reading from studying

Micro & Macro: both are needed!



Micro

- ✓ Attending class
- ✓ Taking notes
- ✓ Organizing notes
- ✓ Studying notes
- ✓ Reading course material



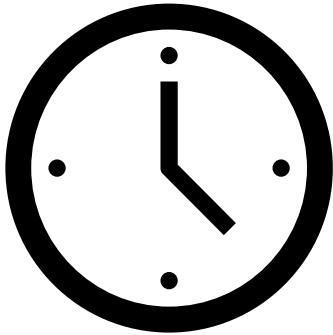
Macro

- ✓ Connecting concepts across courses
- ✓ Consolidating ideas
- ✓ Synthesizing knowledge

- ☐ Describe the specific tasks or activities you have been focusing on in your coursework. How do these tasks contribute to your overall learning goals for the course?
- ☐ Can you explain the broader purpose or objective behind the work you have been doing in your assignments? How does it relate to the larger concepts or skills you are expected to develop?
- ☐ Reflect on your study habits and preparation for exams. Do you primarily focus on memorizing individual facts and details, or do you engage in deeper understanding and synthesis of concepts?
- ☐ How do you approach the organization and planning of your coursework? Do you break it down into smaller, manageable tasks? Do you also consider the larger picture and connect different components?
- ☐ Consider your learning experiences outside of class, such as participating in discussions, engaging in study groups, or reading scholastic resources. How do these activities contribute to your overall learning and growth as a student?

Feeling like you know it...but then you don't

**More time studying is not always the answer.
It matters how you spend the time!**



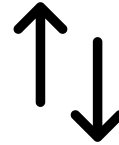
- ☐ Have you ever prepared for a test by rereading your notes?
- ☐ Did you feel like you knew the material really well?
- ☐ And then on the test everything went sideways?

**Some strategies that feel productive in the moment
(like rereading and massed practice) don't help you
build learning into long-term memory.**

Study Strategies that Build Learning



Quiz yourself and spend more time practicing what you miss.



Mix up the order and topics during study sessions



Only reread when you do not understand something yet.



Silence is not always golden. Noise during studying can be okay. Pay attention to how you focus.



Ask your instructor questions when you don't understand.



Find your focus length, and create conditions without distractions.



Tell someone about what you are learning. Use as many details as you can.

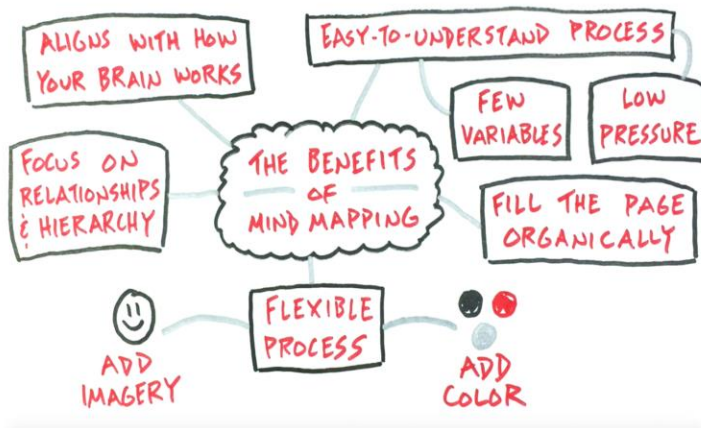
We can toggle our attention, and use different types of attention, but multitasking is a myth.

Note Taking Styles

Outline Method

	Packing a Healthy Lunch
I.	A balanced meal is key to health.
A.	Some pay attention primarily to macronutrients.
1.	Fats (focus on monounsaturated)
2.	Carbohydrates (complex vs simple)
3.	Protein
B.	The US government recommends the MyPlate system.
1.	Vegetables (2-3 C/day)
2.	Fruits (1-2 C/day)
3.	Grains (6-8 oz/day)
4.	Proteins (5-6 oz/day)
5.	Dairy products or equivalent (3 C/day)
6.	Oils (limit to 5-6 tsp/day)
II.	Special Diets
A.	Some dietary codes come from a religious tradition.
1.	Halal (Islam)
2.	Kosher (Judaism, from Kashrut)

Mind-Mapping Method



Cornell Method

CUES	NAME, DATE, TOPIC, CLASS
	NOTES
WRITTEN SOON AFTER CLASS	TAKEN DURING CLASS
ANTICIPATED EXAM QUESTIONS	• MAIN POINTS • BULLET POINTS • DIAGRAMS / CHARTS • ABBREVIATE • PARAPHRASE • OUTLINES • LEAVE SPACE BETWEEN TOPICS
MAIN IDEAS OR PEOPLE	
VOCABULARY WORDS	
USED FOR REVIEW & STUDY	CORNELL NOTE-TAKING METHOD
2 1/2"	6"
2"	SUMMARY
	WRITTEN AFTER CLASS. BRIEF SUMMARY HIGHLIGHTING THE MAIN POINTS IN THE NOTES ON THIS PAGE. USED TO FIND INFO LATER.

What goes in the notes?



Think about how you will use the notes.

- ☐ Preparing to have a conversation?
- ☐ Preparing to write a paper?
- ☐ Preparing to take a test?
- ☐ Preparing to complete a project or activity?
- ☐ Creating a reference resource for the future?

Use systems you like.

- ☐ Handwriting?
- ☐ Typing?
- ☐ Speech to text?

Balance the kinds of thinking skills you are using.

- ☐ Page 9 of the [Appendix.pdf](#)

Getting Organized Activities

When your courses drop, have a term launch party!

✓ Create a Term Blueprint (handout & slide 17)

✓ Complete the Time Management Module



✓ Set up a digital calendar like Outlook

✓ Explore AI organization tools such as <https://goblin.tools/>



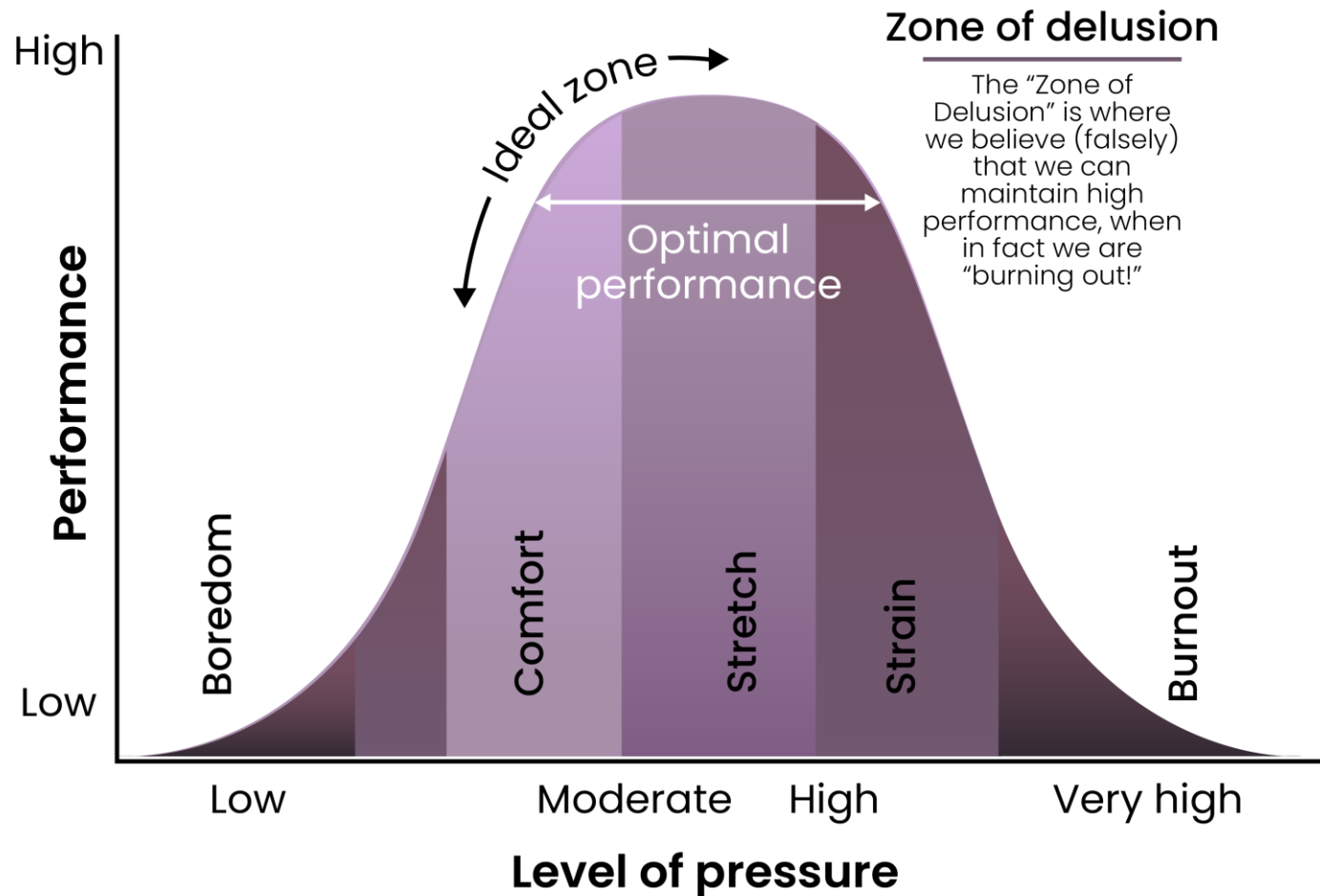
Time Management Strategies

- ✓ **Set realistic goals and identify your priorities**
 - ☐ Know your why
 - ☐ Say no to some activities and events – you cannot do everything

- ✓ **Plan *at least* 2 study hours a week for each credit**
 - ☐ 9 credits = ***at least*** 18 study hours + class time
 - ☐ Spend your study time on strategies that build learning

- ✓ **Use a planner (paper or electronic) to organize your time**
 - ☐ Plan activities for waiting time (flashcard app in a checkout line)
 - ☐ Plan buffer times to reset, refresh, and take care of yourself
 - ☐ Long-Term Planning: projects, exams, papers, etc.
 - ☐ Weekly Planning: class sessions, pomodoro study sessions, etc.
 - ☐ Daily Planning: Prioritize your daily task list.

Getting started can be hard!



Strategies to Get Started

Pomodoro Technique

- ☐ 25-minute work session
- ☐ 5-minute break
- ☐ Repeat



[Video link and additional study resources](#)



Take Care of Yourself

Stress Processing

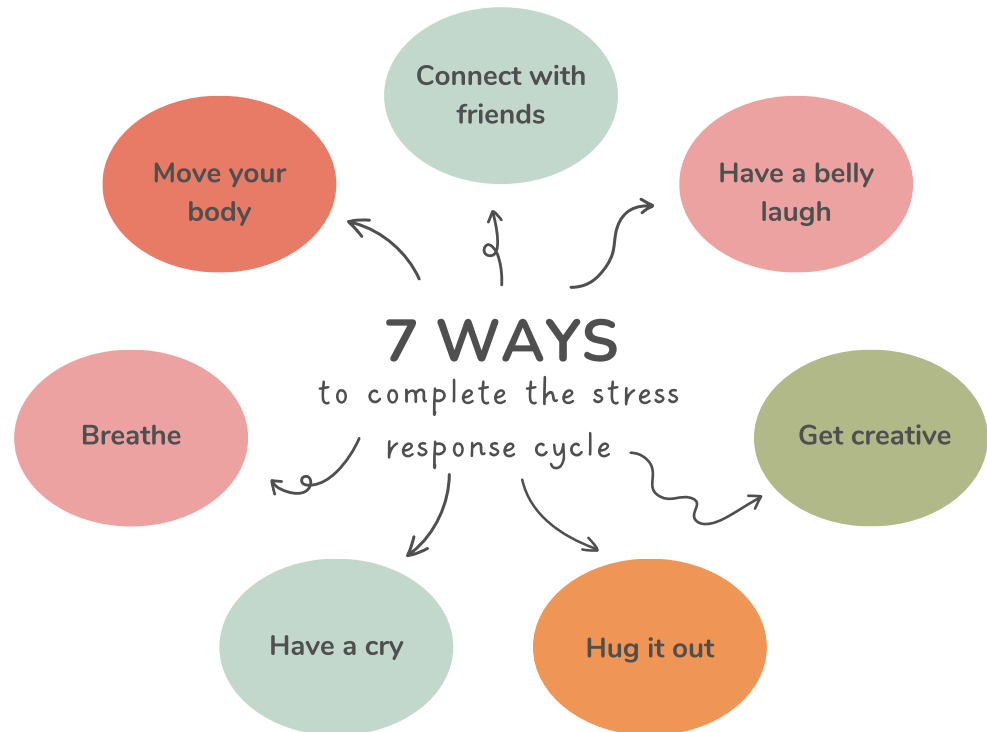
Stressors versus Stress

Your stressors are the things that activate the stress response. The stress itself is what happens in your body.

Removing the stressors does not mean the stress cycle is complete.

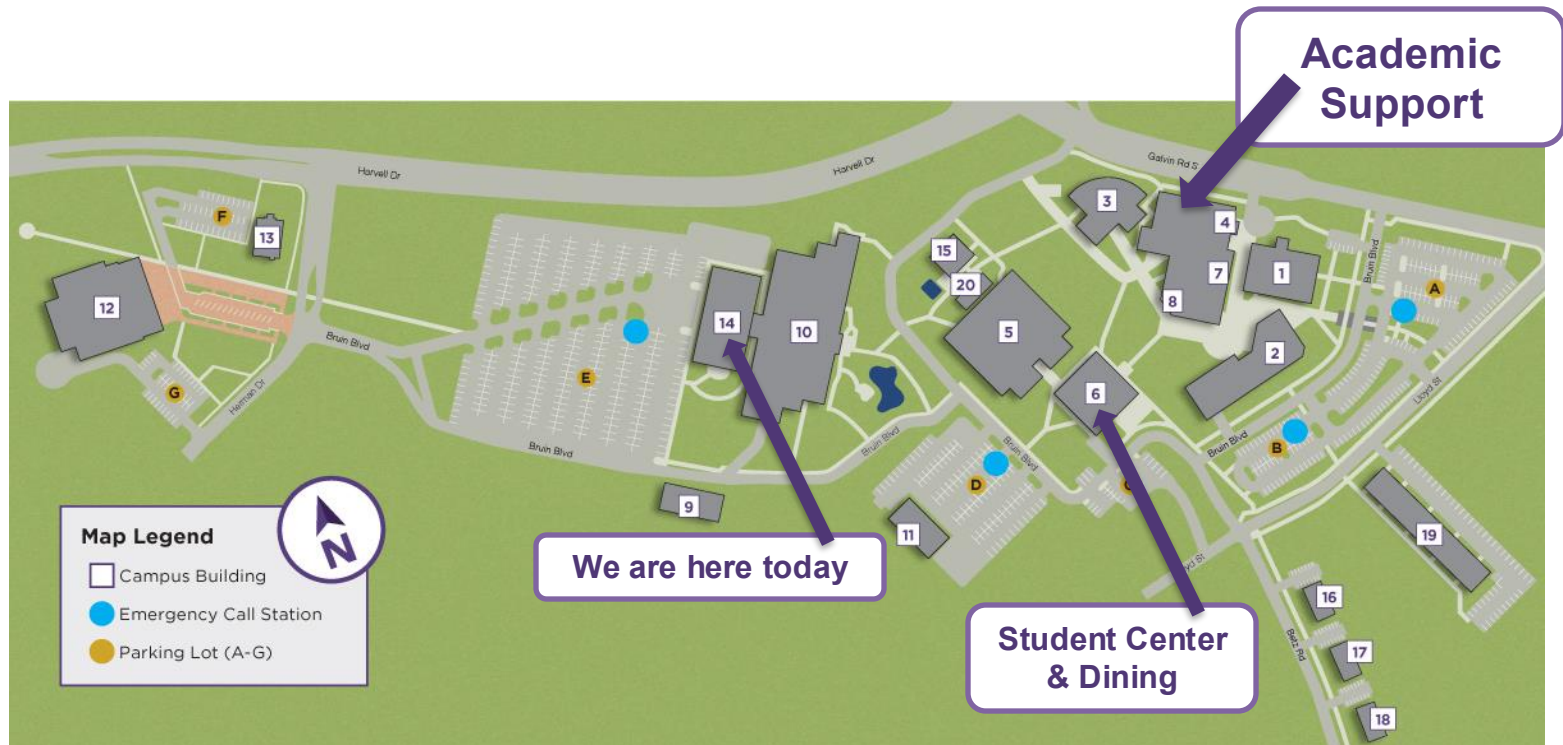
If a stressor goes away, you still have to process the stress itself.

And you can process stress, even if a stressor hasn't gone away.



Stop by Academic Support

We're here to help you get organized and stay motivated!



Study Skills & Time Management Session QR Codes

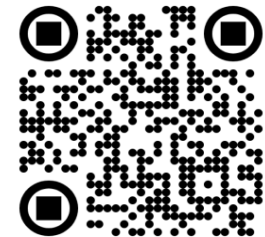
Page 9
(thinking skills)



Time Management
Module



Goblin Tools



Student Support
Overview



Pomodoro Video
& Slide Deck



Student Support Overview





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Student Support Overview



Dedicated support from application to graduation.

Whether you're considering going back to school or you've already started your higher education journey, college can be exciting and challenging. Our goal is to help you navigate challenges and make the most of your educational experience. At Bellevue University, you can access dedicated one-on-one support, success coaching, career resources, and a wide range of other services to support you in reaching your goals.

Support for Current Students

Our comprehensive student support network is here to empower you throughout your academic journey. If you need help and aren't sure where to start, reach out to BRUINSupportServices@bellevue.edu or consult your student coach. In addition, check out this video to learn how to access the Student Success Hub and Pathways to Success.



[Student Services](#) [Student Information](#) [Campus Information](#)



Student Services

We're here for you on campus and online, during the week and on weekends.

- [Academic Advising](#) +
- [Accommodations Resource Center](#) +
- [Bellwether](#) +
- [Bookstore](#) +
- [BRUIN Support](#) +

- [Institutional Review Board](#) +
- [International Student Services](#) +
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Create a Term Blueprint

A term blueprint is a list that combines the due dates and important info from all of your classes. Creating a term blueprint will help you prioritize the order to complete assignments across multiple classes. Taking the time near the beginning of the semester to gather all of your materials and create this document will save you so much planning time and headaches in the future.

Gather Materials

Once you have all your syllabi, flip to the page with due dates in each one. In addition to your syllabi you will also need your laptop with a spreadsheet or word processor open, such as Microsoft Excel, Microsoft Word, Google Sheets, or Google Docs. You could also create your term blueprint using paper and writing/drawing utensils. However, the remainder of this guide will use Microsoft Excel.

Create Columns

Once you have Excel (or whatever platform you're using) open, go to the top of the spreadsheet. In the first row, we'll put our column labels. The labels can be whatever you want, but here are some suggestions:

- Due Date
- Class
- Assignment
- Assignment Type (i.e. reading, quiz, lab report, grading, etc.)
- Points Available
- Complete (Leave an open section for a checkbox, if desired)

Enter & Format Information

- For each syllabus, enter the information across the columns. To avoid errors, enter one syllabus at a time and order the dates later. Take the time to double-check your work. You don't want to miss anything!
- Once you have entered every item, if you are using a spreadsheet, you can sort the column to automatically order the dates. You can also order the list yourself by copying and pasting or moving the information.
- Use formatting that works for you. For example, you could bold column headers and make each month a different color.

Use the Term Blueprint

Print the document or save it digitally in a place that you will interact with it and use it. Cross off items as you finish and celebrate your progress through the term!



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