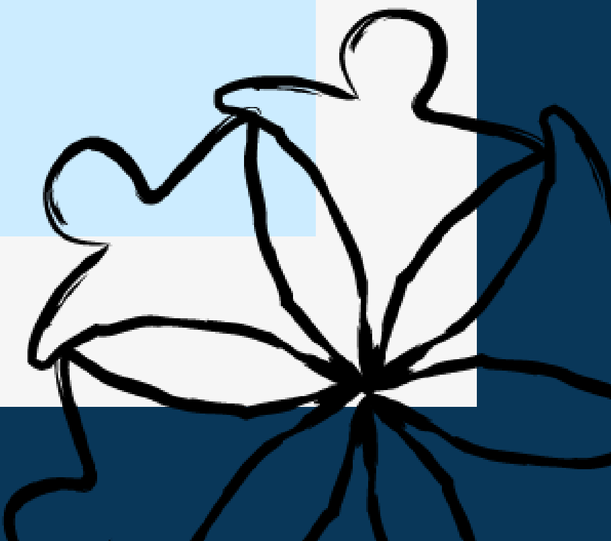
Study skills teaching material



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Content:

1. What are study skills?
2. Metacognitive skills
3. Planning studies and time management
4. Social skills
5. Reading strategies
6. Writing strategies
7. Perception
8. Problem-solving skills
9. Information processing and critical thinking
10. Concentration
11. Emotional skills
12. Motivation
13. Artificial intelligence
14. Note-taking techniques and exam preparation

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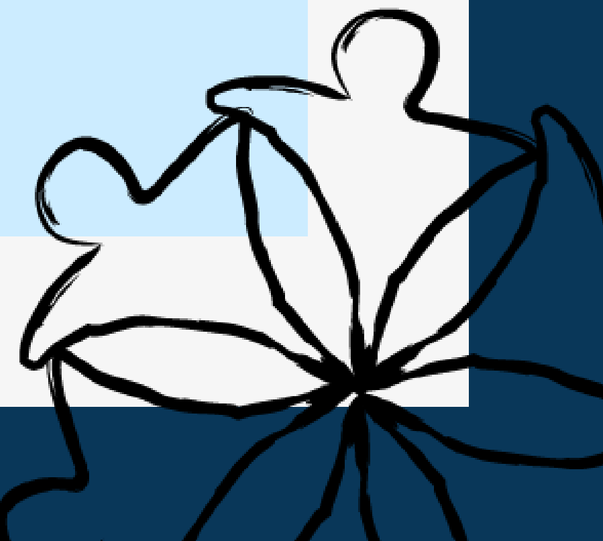
What are study skills?



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Study skills

- Higher education studies requires students to be self-directed and to manage their own learning. Strong study skills support these abilities.
- Study skills encompass the knowledge and competencies that enable students to plan, implement, evaluate, and develop their own learning, while also helping them progress through their studies.

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Study skills

- Study skills are a key component of students' capacity to study, supporting learning, academic progress, well-being, and graduation.
- Study skills include skills such as time management, effective learning strategies, concentration, and emotional regulation.
- Deficits in these skills can delay academic progress, increase students' workload and stress, and negatively affect their well-being.

Luckily study skills can be learned and strengthened.

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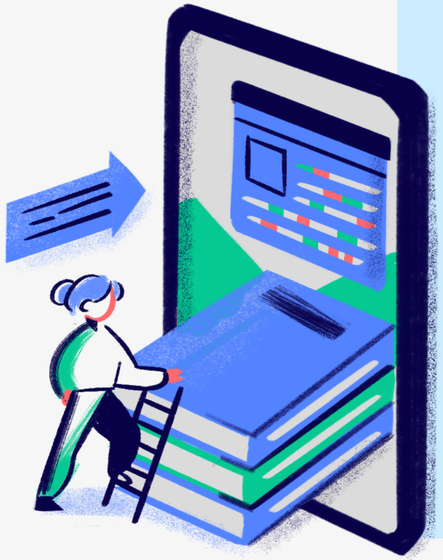
Where do you need study skills?



- To make studying easier.
- Good study skills help you make effective use of your study time and support your everyday learning.
- Good time management, note-taking and concentration in studies improve your memory and understanding.
- Strong study skills help you manage deadlines, avoid last-minute stress, and reduce pressure.
- The skills you develop as a student are valuable in the workplace.

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What can cause stress during your studies?

- When needs, goals and abilities are in conflict
- There is not enough knowledge and skills
- Expectations have been set too high
- The pursuit of perfection

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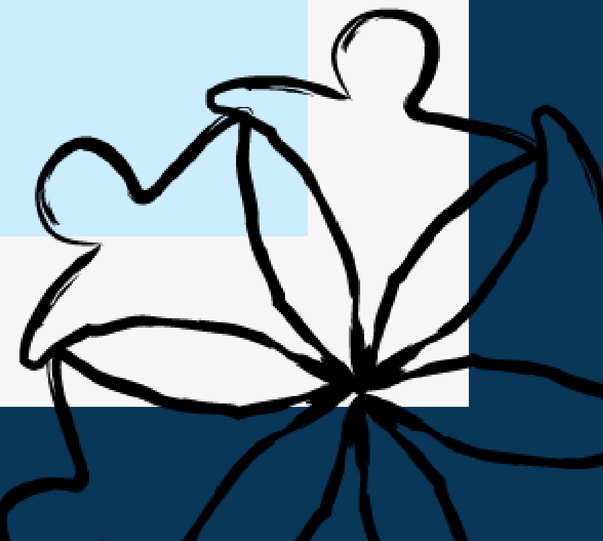
Metacognitive skills

Metacognitive skills can help you boost your studies



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Metakognitiiviset taidot

- It is important to understand the difference between cognitive and metacognitive levels.
- **Cognitive skills**: The student knows different learning strategies and thinking processes and is able to use them in problem-solving, working, and completing tasks.
- **Metacognitive skills**: The student is able to verbalize their thinking process, draw conclusions and generalizations, and describe when, how, and why they use different strategies.
    - Metacognitive skills go deeper into learning by focusing on why and how something is done.

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Metacognitive skills

- Metacognitive skills help us organize and evaluate our thinking in learning and problem-solving.
- With metacognitive skills:
  - we are aware of what we know and do not know
  - we store learned information about specific topics
- Metacognitive skills are important because they help us understand our own learning process and recognize how we learn best.

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Metacognitive skills

- Metacognitive skills:
  - support creative problem-solving
  - support effective decision-making, goal setting and self-reflection
  - enhance critical thinking skills
  - help with task orientation and planning
- Metacognitive skills refer to an individual´s ability to manage and regulate their own cognitive processes, such as learning and thinking.

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Metacognitive skills

Metacognitive skills are present in 1. planning, 2. monitoring and 3. evaluating the learning process.

1. Planning

Reflect:

- what do I want to learn?
- what existing knowledge can I use?
- where do i need to pay attention to in order to learn?
- what timeframe do I need to achieve understanding within?

2. Monitoring

Reflect:

- how well am I internalizing the knowledge I have learned?
- do I need to slow down or speed up my study pace?
- do I need to ask for support with studying and learning?

3. Evaluating

Reflect:

- can the learned knowledge be applied in other areas?
- what are the weak points in what I have learned, and do they require further study?
- what could have been done differently (reflection)?

All these are cognitive skills!

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How to strengthen metacognitive skills?

- Before starting studying, go through **how** you plan to approach and study the chosen topic. After that, reflect on **what** benefits or added value this approach brings to your learning.
- Example: Instead of immediately starting to read a course book, first review its structure (table of contents, headings), summaries, and key terms.
  - The latter approach provides a deeper understanding and a clearer overall picture of the topic being studied.

Examples on **how**:

- Do you first skim the structure of the article or the table of contents of the book?
- Do you break the assignment into smaller pieces?
- Do you study in cycles (e.g. 30 minutes studying and 10 minutes break)?
- Is this study session lighter or more in-depth?

Examples on **what**:

- Is the goal to gain a deeper understanding or just a surface-level overview of the topic?
- Does breaking the task into smaller parts help you to understand the steps in the process?
- Does any study technique reduce the amount of cognitive load?
- Does any technique improve understanding of the topic?

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How to strengthen metacognitive skills?

1. Identify your learning style

- Make use of the study methods and learning environments that suit you best.
- Reflect on how you learn best. Also consider possible distractions.

The right learning style supports understanding and summarizing information.

2. Seek deeper understanding

- Take notes while reading texts (books, articles).
- Focus on the main ideas of the material and their meanings.

Deeper understanding helps you analyze and think more broadly.

3. Connect to the bigger picture

- Reflect on the purpose of the assignment and its connection to the course objectives.
- Reflect what skills or knowledge the task develops as part of the whole assignment/course.

The bigger picture becomes clearer when its parts are understood.

4. Prioritize and plan your work

- Prioritize tasks and break them into smaller parts.
- Plan before starting studying.

With a plan, time management and work become more concrete.

5. Reflect on learning

- Evaluate what went well and what could be improved.
- Reflect on how your study techniques could be further developed.

Reflecting on your work helps develop your thinking.

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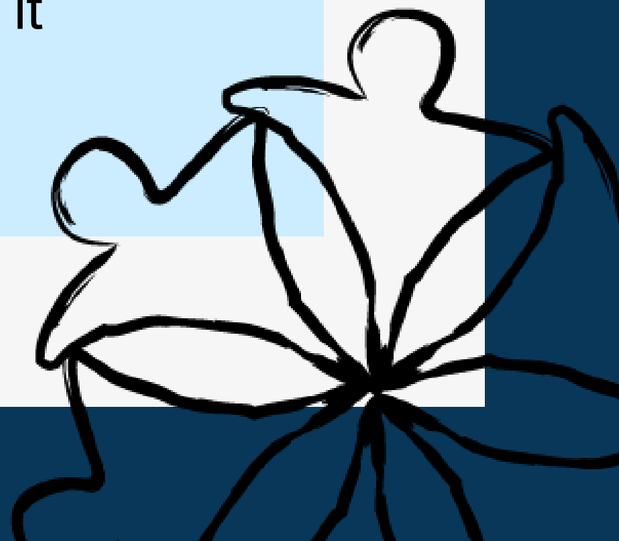
Planning studies and time management

Time management and planning skills are key to making it through in your studies



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Planning and time management in studies

- In higher education, planning and time management are emphasized. These are key factors in making progress in studies.
- The everyday life of higher education student is shaped not only by studying but also by hobbies, friends, and possibly work and family responsibilities.
- Studies consist of many different components. They are structured around **contact teaching** and **online learning**. In addition, there is a significant amount of **independent work**, which is why effective time management skills are essential.

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Planning and time management in studies

- Time management and planning refer to organizing your time so that there is also enough time left for other things beside studying.
- The most important aspect of time management is not efficiency, but ensuring that there is also time for things that matter to you.

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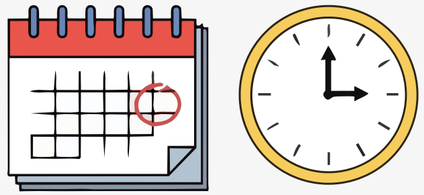

Planning and time management

- The first step in managing your time is understanding how you use your time.
- Plan a course load per semester that is realistic and achievable for you.
- Start with the big picture and move toward smaller tasks and details.

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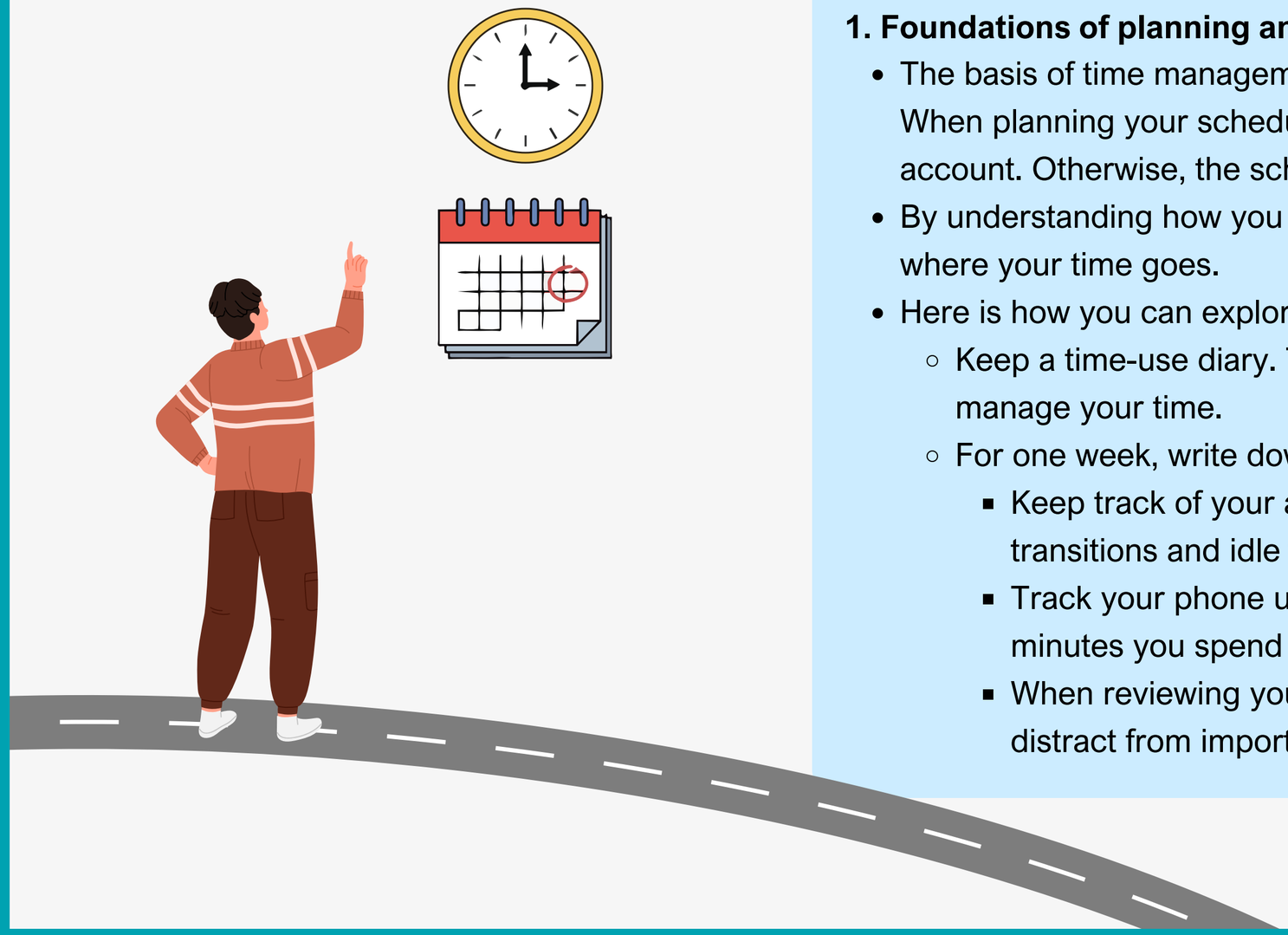

Planning and time management in studies

1. Foundations of planning and time management

- The basis of time management is understanding how you use your time. When planning your schedule, you must take your own needs into account. Otherwise, the schedule will not work.
- By understanding how you use your time, you become more aware of where your time goes.
- Here is how you can explore your time use:
  - Keep a time-use diary. This is a concrete way to understand and manage your time.
  - For one week, write down everything you do in the diary.
    - Keep track of your activities and the time spent on them, including transitions and idle time.
    - Track your phone usage. This shows how many hours and minutes you spend on your phone each day.
    - When reviewing your time use, watch for “time thieves” that distract from important tasks.

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Planning and time management in studies

2. Planning and managing your time

- In planning time use and tasks, it is helpful to start with the big picture and then break it down into smaller parts.

Step 1. The big picture and semester plan

- Plan your studies by semester or academic year.
- The aim is to get an overview of the available time and workload.
- What studies do you have ahead? Mark your current courses and upcoming assignments in your semester plan.

Step 2. Planning on a monthly basis

- Mark the following in your calendar:
  - assignment deadlines
  - study days and independent study time
  - the duration of your study sessions
  - free time and hobbies
- Be realistic, especially about the time you allocate for independent study.

Step 3. Planning on a weekly basis

- Mark in your weekly view:
  - things that bring joy
  - essential obligations / necessary expenses
  - study time and independent study
- Reserve a two-day buffer for assignments to keep your schedule flexible if unexpected events occur.
- Make a concrete list of tasks. Prioritize them and start with the most important ones.

Step 4. Study rhythm and breaks

- Structure your task work so that you work for one hour and then take a short break. You need breaks in your work to maintain your energy and focus.
- You can use the Pomodoro technique: choose a task, work for 25 minutes, and then take a 5-minute break.

Step 5. Self-assessment and rewards

- Evaluate how well you have succeeded with your plan.
- Note down what you still need to review or complete.
- If your scheduling did not work, reflect on what you need to do differently.
- Reward yourself for the goals you have achieved..

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Kanban

Kanban helps you track the progress of your work visually.

- Write each task on a separate Post-it note and move it from one column to another as you progress.
- **To do**: upcoming and pending tasks
- **Working on/In progress**: tasks you are currently working on
- **Ready**: tasks you have completed. Reward yourself for completed tasks.

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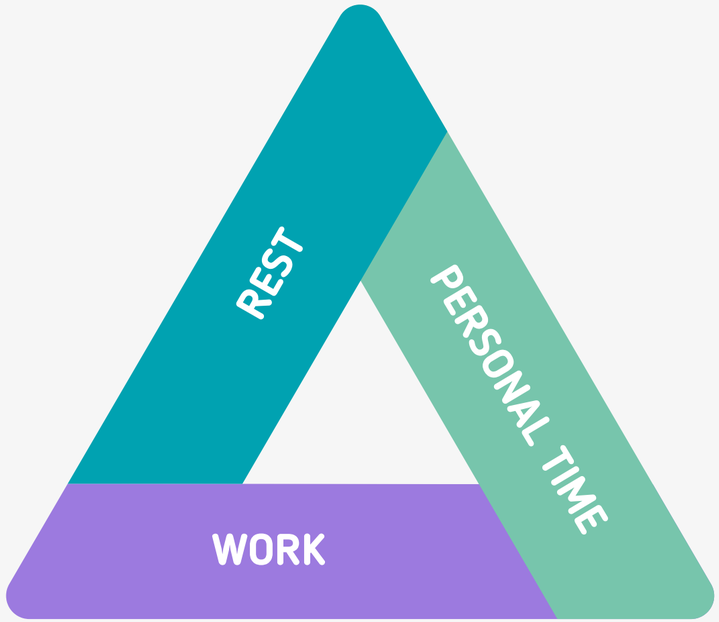

The triangle of well-being

Planning and time management

A balanced daily routine includes time for work or study, rest, and personal time. On average, a day is often divided into 8 hours for work or study, 8 hours for personal time, and 8 hours for sleep. However, individual needs vary.

Does your calendar include enough time for study or work, rest, and personal time?

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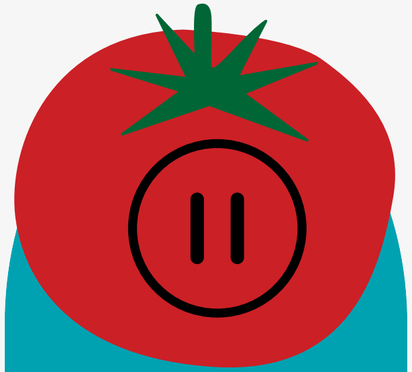
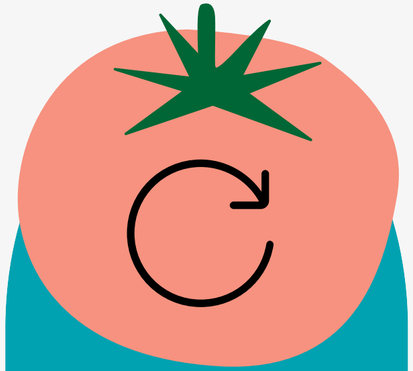
Pomodoro -technique

Choose a task

Set 25 minutes on the timer and study



Take a 5 minute break



Repeat until the task is done or you´ve completed Pomodoro - cycles 4 times

Take a 30 minute break and start over if needed

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Tips to stop procrastinating

Write down your goal and the time by which the task should be completed.

Study in the same environment whenever possible.

Plan your schedule around your natural rhythm.

Start with small tasks.

Create a study routine.

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Time planning and self-directed learning

Time planning and following through

- Set a realistic goal and break it into smaller milestones.
- Track your progress and check whether you are staying on schedule and if your plan is realistic.

Prioritization and self-direction

- Prioritize tasks according to urgency.
- Trust your ability to prioritize and make adjustments to your schedule when needed.

Time tracking (scheduling)

- You are able to follow your schedule over a longer period and understand the bigger picture. kokonaisuuden.
- Remember to update your calendar.

Support and guidance

- You are able to maintain your own schedule and, when needed, ask others for help.

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Time management and prioritizing

- By focusing on the most important tasks and eliminating unnecessary ones, you can get more done and use your time more effectively.
- In the **50% list**, all unnecessary tasks are removed. This includes questioning your own actions.

1. Start by writing a list of what your typical week consists of.
2. Rewrite the list, this time in order of importance. Begin with the most important item, then the second most important, and so on.
3. After that, draw a line halfway through the list. Examine the items below the line. What happens if you leave them undone?

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How to support your time management?

Understand your time use

Setting a time limit
- Set yourself time limits and goals.

You
- Take individual needs and well-being into account.

Prioritize

Realism
- Reflect on how much you can realistically achieve and in what timeframe.

Urgency
- Consider the priority order of tasks and what needs to be completed first.

Flexibility and routines

Buffer time (extra time)
- Make sure you plan extra time for completing tasks. A two-day buffer is recommended.

Workload
- Don’t take on too much at once.

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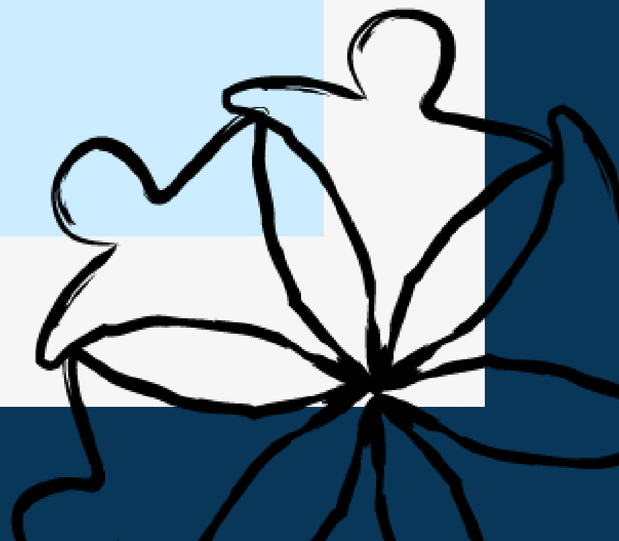
Social skills

Social skills support communication in study-related interactions



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Social skills

- Social skills primarily refer to the ability to interact with others. These skills do not develop automatically, but they can be learned and practiced.
- Social skills become visible, for example, in new situations and when making decisions.
- In group work situations, the ability to make compromises and show respect for oneself and others, is needed.

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Social skills develop through:

- Feedback we receive (e.g. from group work and fellow students)
- Observing how others act
- Recognizing how people behave in different situations

Social skills can be divided into:

- **Basic skills**, which form the foundation of interaction
- **Advanced skills**, which are build on basic skills
- **Social skills** enable understanding of one’s own and others’ emotions, as well as empathy and the ability to interact with others.

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Social skills

Social skills are divided into basic skills and advanced skills.

Basic skills include:

- introducing yourself and others
- listening
- starting and maintaining a conversation
- asking questions, advice and help
- informal chatting with others
- giving and receiving compliments

Advanced skills include:

- joining a group and working in a group
- giving instructions
- following instruction/teaching
- apologizing
- influencing others and showing assertiveness
- forming friendships and teamwork skills

These skills are important when working in group projects!

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Social skills

In addition to basic and advanced skills, social skills also include social emotional skills.

Social emotional skills include:

- recognizing and naming one’s own emotions
- empathy skills, i.e. the ability to put oneself in another person’s position and understand their emotions and their meaning
- expressing affection
- expressing all emotions, including difficult ones
- encountering and dealing with other people’s emotions, including difficult ones

These skills are important when working in group projects!

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Stages of group work

1. **Group formation and starting work**
- Get to know your group members.
- Explore each other's working styles.
- Define and write down the goals and limits of the group work.

2. Goals and implementation of group work
- Agree on a shared schedule, goal, and a deadline for when the work will be completed.
- Agree on the length of the work, the scope of the content, and the target grade.
- Check the required format and presentation style of the work.

3. Dividing responsibilities
- Decide on responsibilities and document them.
- Try different group roles. Group work often fails due to poor planning and unclear division of roles. Examples of roles include a leader, a secretary, an organizer, and an information seeker.

4 Setting deadlines
- Agree on a shared deadline for the assignment.
- Set shared milestones that all members commit to.
- Arrange progress reviews to assess the current status of the work together.

5. Communication during group work
- Build a shared folder for materials, where everyone adds materials they find so others can use them.
- Make sure all members know the current progress of others.
- Agree on a communication channel for reaching group members, e.g. a Teams or WhatsApp group.

6. Tracking group progress
- Agree on how often you will report progress to each other. This helps the group stay up to date.
- Inform the group about any scheduling difficulties and suggest adjustments.
- The leader's role is to encourage participation and check on members who fall behind.
- Assist teammates when they encounter difficulties by providing support and guidance.

7. Giving feedback
- Share the working document and use comment fields for feedback.
- You can also comment on progress in a shared discussion platform.
- Constructive commenting involves presenting observations in a clear and respectful way, along with possible solutions.

8. Finalizing the group work
- Select one or more group members to edit the text into its final form. This ensures a consistent and unified style.
- All participants then review the final product and comment on whether the set goals have been achieved.

9. Preparing for presentation
- If your assignment includes presenting, build a slide presentation to support your speech.
- Agree on presentation roles and responsibilities.
- Be aware of yourself as a speaker. For example, are you nervous when presenting? Which role suits you best if you are a nervous speaker?
- Communicate your needs as a presenter.
- Rehearse the presentation together once.

10. Evaluating group work

After the assignment has been assessed:
- As a group, write a brief summary of your team feedback. Reflect on how the work process went, what went well, and what could be improved.
- Go through the teacher's feedback or grade together as a group.
- Give positive feedback and thank each other for the teamwork.

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Working in a group

- A group may include individuals with different views on how group work should be carried out.
  - It is important to establish common rules for working in a group.
- Group work is effective when:
  - there is an understanding of interaction that supports the group’s functioning.
  - there is a shared goal to work towards.

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Working in a group

For interaction to work in a group, the following are needed:

Attitude and motivation

Your own attitude and motivation affect how the group functions. Therefore, it is important to recognize your attitude towards group work and consider what you can do about it.

Knowledge and understan-ding

Interaction is not only important for completing tasks. Understanding group dynamics and being aware of the factors that influence how a group functions are also important.

Awareness

Reflect on your role in group situations and whether you listen to others. Recognizing your behavior in a group helps you understand yourself as a group member.

Feedback and assessment

Reflect on possible improvements in the work process. Feedback supports both individual and group learning, so it is important to evaluate how the group worked.

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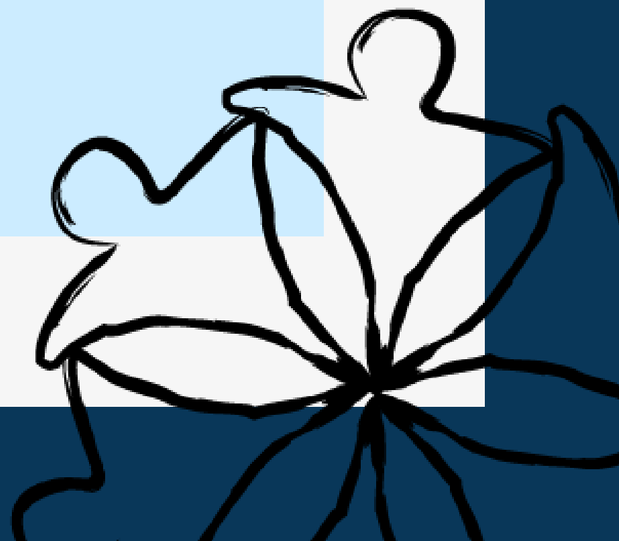
Reading strategies

Reading strategies are key to effective studying



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Reading

- Academic reading involves both the mechanical act of reading and the ability to understand, apply, and evaluate information.
- In higher education, the amount of reading increases and the texts become more academic in nature. Therefore, it is important to find a reading strategy that works for you.
- It is possible that a previously familiar reading strategy may no longer be effective. In that case, it is necessary to explore and try other techniques.

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Reading

There are many types of texts. The depth of understanding depends on the text and the purpose of reading. Consider the following before you start reading a text:

What kind of reader are you?

- What motivates and inspires you to read?
- What helps you concentrate?
- Learning skills and techniques: Do you need to review any skills or learn a new technique?
- Possible learning difficulties: If you experience challenges in studying and reading, could there be an underlying learning difficulty?

What kind of text are you reading?

- Textbook
- Novel
- Website
- News article
- Each of the above types of texts is read in different ways and using different techniques.

Why are you reading?

- To get an overall picture and understand the whole
- To answer questions
- For personal enjoyment, relaxation, or entertainment
- It is important to consider why you are reading. When the purpose is clear, you can approach the text in a suitable way.

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When choosing a reading strategy, consider the following:

- **When** and **where** do you read?
  - Before choosing a reading strategy, make sure your environment and level of alertness are suitable for reading.
  - Plan reading sessions of about 30 minutes and use a timer if needed.
- Set concrete goals for your reading, such as number of pages, topic area, time, and number of sources.
- **How** do you read?
  - Before reading, think about what you already know about the topic, then skim the text.
  - Read actively. Take notes and highlight key points.
  - Read aloud and test yourself while reading. Review the material regularly as well.

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Reading scientific texts becomes easier when you…

anticipate

- Think about what you already know about the topic.
- Can you infer the meaning of new words from the context?

find information

- Reflect on what question you are finding information for.
- Are you aiming to get an overall picture of the text?
- Do graphs and visuals support the text?

read critically

- Reflect on whether you can draw conclusions and distinguish facts from opinions.
- Can you compare scientific texts with each other?

evaluate yourself

- Reflect on whether you can take notes on key points and important details.
- How well do you combine and summarize information?

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SA-RRT

Active Reading Process

Skim

Skim the text to get an overview by checking the table of contents, headings, subheadings, and visuals.

Ask

Think about what might be interesting in the text, what questions it answers, or what you want to learn from it. Write down a few questions that you expect the text to answer.

Read

Read the text and highlight or note key points using methods such as underlining, keywords, summaries, diagrams, or headings.

Revise

Go through the text again by skimming the same parts as at the beginning. Read your highlights and other notes.

Test

Use your earlier questions and write answers to them. If needed, create a few additional questions.

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SQ3R

SQ3R is the oldest known reading and study strategy for improve learning. The acronym stands for:

Survey

Skimming the text quickly
Silmäile materiaali läpi. Katso otsikot, kuvat ja tärkeimmät kohdat, jossa saat kokonaiskuvan aiheesta.

Question

Kysymysten muotoilu
Skim through the material. Look at the headings, images, and key points to get an overall picture of the topic.

Read

Reading to find answers
Read the text carefully. Look for answers to your questions and underline key points.

Recite

Testing yourself
Test yourself. Explain what you have learned in your own words, either by speaking aloud or using your notes.

Review

Repetition over time
Finally, review the material. Make sure you remember the key points.

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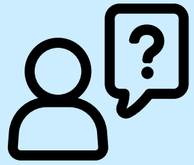
Self-questioning -strategy



1

Read one section at a time

Read the text section by section or chapter by chapter, focusing on one part at a time.

2

Reflect and write a question

After reading each section, think about what question the text answered. Formulate to a question and write it down.

3

Proceed systematically

Repeat this process until you have gone through the entire text in the same way.

4

Answer the questions

When finished, set the text aside and answer your own questions verbally or in writing.

5

Check if necessary

If you realize you have forgotten something or need clarification, return to the text and find the answers to your questions.

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SKIMMING & SKANNING

Skimming or scanning is used when there is a lot of material and you are looking for relevant information, without reading the entire text.

Skimming

Skimming is used to quickly get an overview of a text. It involves going through headings, subheadings, images, introductions, conclusions, and summaries. The goal is to identify the main idea of the text.

Skanning

Scanning focuses on finding specific facts, details, and keywords in a text. First skim the text, then scan it.

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Table of contents -technique

In this technique, the table of contents serves as a guide for reading.

1. Read the front and back covers of the book.
2. Reflect on what you already know about the topic.
3. Read through the table of contents of the book.
4. Write down the table of contents on a separate sheet of paper and add any information you already know about the topic next to it.
5. Use the table of contents to create questions for yourself.
6. Choose a chapter to read. First read its headings, summary, and highlighted words.
7. Take notes of the topic in the table of contents.
8. Read the entire text in depth.
9. Add to your notes in the table of contents. Try to get an overall picture of the topic using the other topics in the table of contents.

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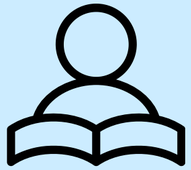
ARAS

Anticipate, read, ask ja summarize



Anticipate

Reflect on whether the title and images are familiar or if the topic is completely new to you.

1

Read

Skim the text before reading it in detail. Note any new concepts and find out what they mean. Then you can start reading.

2

Ask

Ask yourself questions about the text. What was new, interesting, or difficult?

3

Summarize

What is the main message of the text? Write it down, think about it, or reflect on it aloud.

4

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Audiobook reading - strategy

- Ask questions in before hand about the audiobook or chapter.
- Start listening to the text one chapter at a time.
- Summarize each chapter you listen to.
- Build an outline of what you hear. What information is in each part?
- Review the information based on the outline. To strengthen memory, you can also revise by reading.
- Connect the information to lectures, texts, and your prior knowledge.
- Create an overall understanding of what you heard and link it to your existing knowledge.

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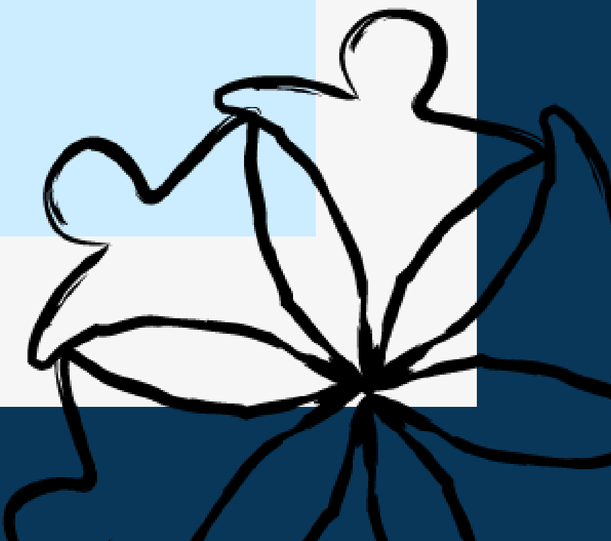
Writing strategies

Writing is a skill that develops through practice



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Writing

- In higher education, the amount of written text increases, and the quality becomes more academic.
- Scientific writing is practiced by reading texts from your own field, writing assignments related to your studies, and discussing with teachers and fellow students.
- Writing helps you **structure** your thoughts and demonstrate your knowledge and understanding.
- Writing serves both as a tool for learning and as a way to produce new knowledge.

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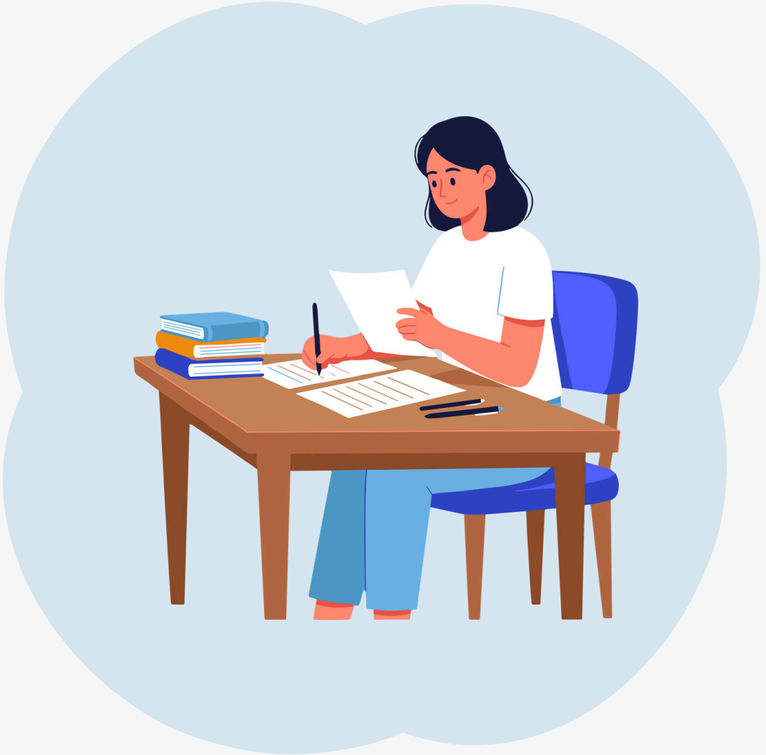
Writing

- In higher education, students need to be able to write coherently. In addition, they must be able to construct arguments, summarize information, and present both existing and new knowledge.
- Writing a longer text is a multi-stage process that is best approached by breaking it down into smaller, manageable tasks.
- Different writing assignments require different strategies.



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How to get started?

- Try the speech-to-text feature in Microsoft Word.
- Write freely for five minutes about whatever comes to mind.
- List keywords related to your topic.

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Elements of a Text

Find your institution's report template, save a copy for yourself, and fill in the information related to your assignment. Start by adding the headings. If you are completing a course assignment, you can copy the instructor's assignment instructions into the report template.

1. Heading
2. Opening paragraph
3. Body paragraph
4. Concluding paragraph
5. References

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Typical challenges in the writing process and practical tips for dealing with them:

Perfectionism and overly high expectations

- The first draft of a text does not need to be complete and can include mistakes.
- If you get stuck on one part while writing, continue with another section.
- Break the assignment into smaller parts and create a realistic timeline.
- Set a clear time limit for your writing.

Difficulty getting started and procrastination

- Create a realistic schedule with clear milestones.
- Write regularly. At first, 10 minutes a day is enough.
- Start writing with the easiest part.
- You can plan your writing using a mind map, bullet points, or drawings.

Uncertainty and comparing yourself to others

- Writing develops through practice.
- Ask for feedback on your writing, and consider what aspects you want feedback on.
- Focus on your own learning process. Everyone has their own development path.

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Typical challenges in the writing process and practical tips for dealing with them:

Challenges in structuring a text

- Plan your writing before you begin. You can map out the paragraphs in a concept map to help you organize your ideas.
- Define the purpose of the text and the key elements that must be included.
- If you get stuck, move on to another section.
- Find inspiration from other texts on the same topic.

Uncertainty about using sources

- Make sure you understand the assignment.
- Define the purpose and perspective of the text before searching for sources.
- Write your own ideas first, then use sources to support them.
- Start by finding 1–3 sources and work with them.
- Make short notes from the sources and evaluate whether they are relevant to your topic.

Uncertainty about using AI

- Confirm with your teacher whether and how AI use is permitted in the assignment.
- AI can be used for brainstorming, structuring the text, and breaking the task into smaller parts.
- Document how you have used AI.
- Consider when you actually need AI. It is important to practice producing text yourself.

The demands of writing

- Set aside a specific time and place for writing.
- Minimize distractions by silencing your phone and keeping your environment free from interruptions.
- Take regular breaks.
- Good sleep, nutrition, and recovery support your writing process.

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PROCESS WRITING

Write step by step

The steps of process writing are:

Step 1.
Preparation

Step 2.
Brainstorming

Step 3.
Structuring

Step 4.
Writing

Step 5.
Editing and
proofreading

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Step 1.
Preparation

Ways to prepare

1. Choose a topic, narrow it down, and define your approach to it. Break down the assignment brief.

- What am I expected to write about? What is the perspective of the text?
- Think about your reader. What would they want to know about the topic?
- What is the purpose of my writing? What goals does my text have?
- What type of text am I writing? Am I writing an essay, a learning journal, or a report? Different text types have different perspectives.

2. Create a schedule and include breaks.

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Step 2.
Brainstorming

Ways to generate ideas

- **Write keywords**

Write down the most important words related to your text that you will actively use in your writing.

- **Reading**

Reading helps generate new ideas and perspectives for writing. Other people’s texts can stimulate your own thinking.

- **Freewriting**

Write for 10–15 minutes without stopping or correcting yourself. Then read your text and pick the best ideas.

- **Speech-to-text feature**

Try the speech-to-text feature in Microsoft Word.

- **Mind map or idea list**

Write or draw the main idea, word, or concept of the assignment. Then build related ideas around the central concept.

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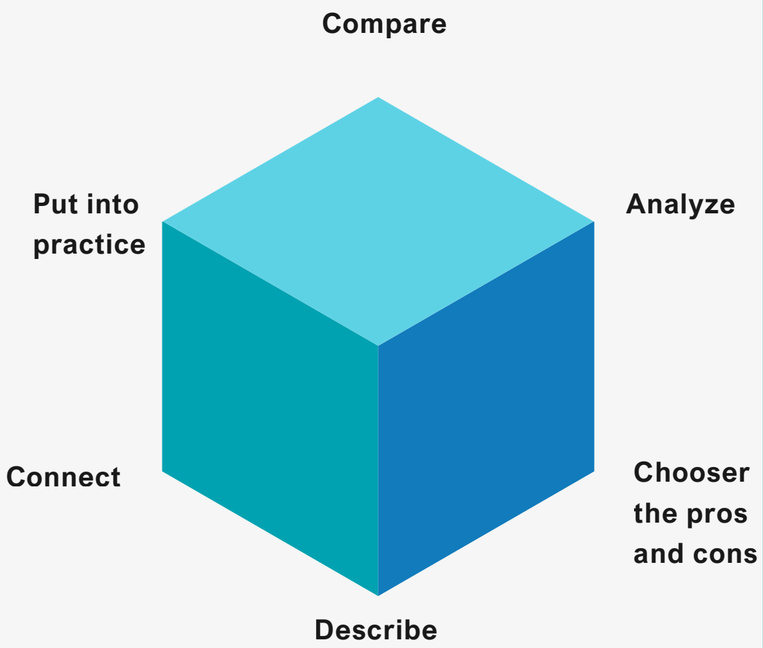
Step 2.
Brainstorming

Ways to generate ideas

Writing from different perspectives

- If you struggle to produce enough text, try writing from different perspectives. You can structure these perspectives using a cube model.
- Good texts typically include description, comparison, application, analysis, synthesis, and evaluation of strengths and weaknesses.
- In the cube exercise, you write for about five minutes from each perspective. This quickly helps you build a text that explores the topic from multiple angles.



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Step 3.
Structuring

Ways to structure a text

- Review the material you have gathered and select ideas for your text.
- Organize selected ideas into a logical order and draft a paragraph structure and table of contents.

Tip!
Sort all your ideas into three categories:

1. Main ideas relevant to the assignment
2. Supporting ideas and minor details
3. Irrelevant ideas

Choose material from categories 1 and 2 for your text and prioritize them. This helps you recognize what is essential for your writing.

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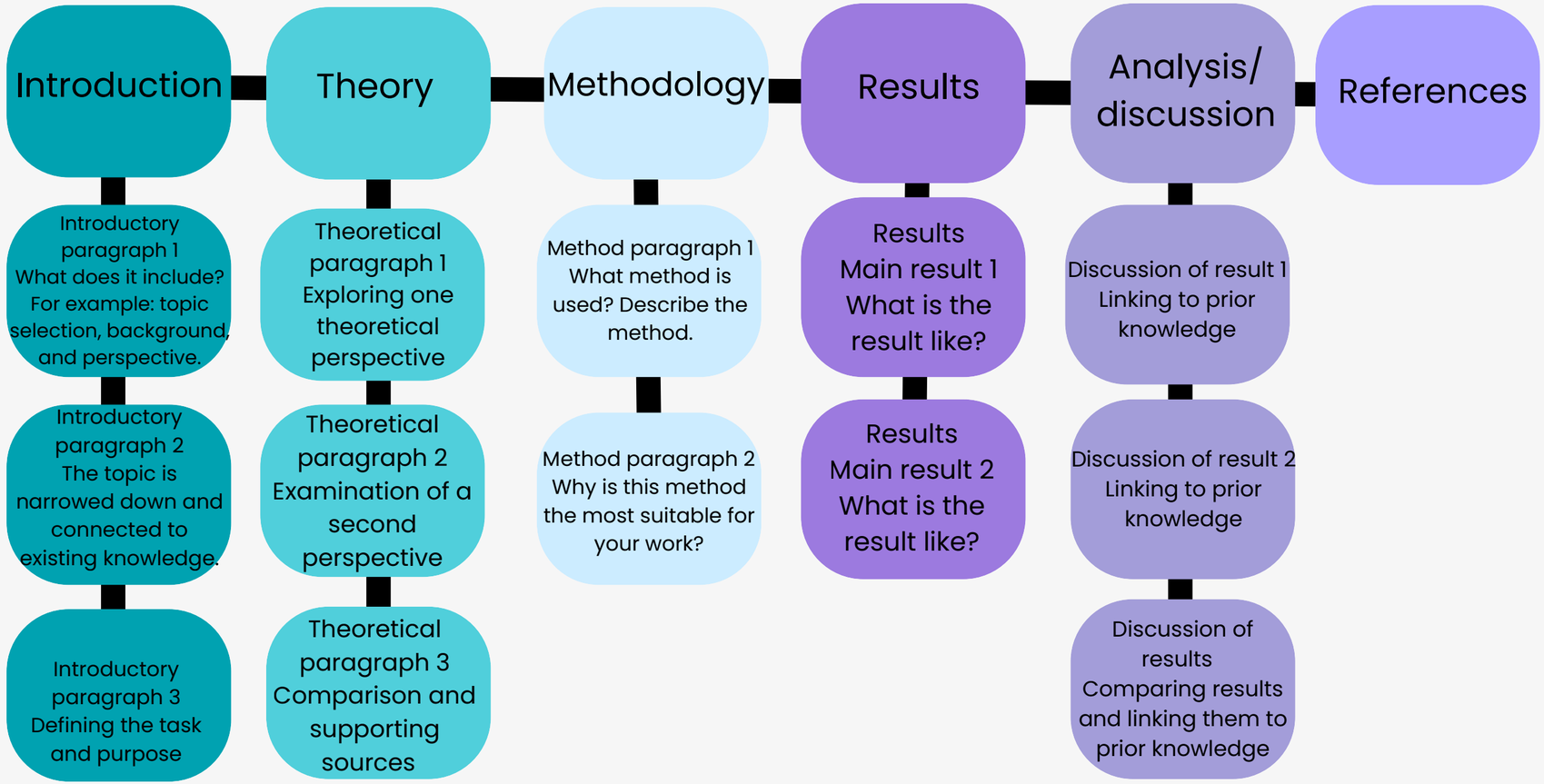
Step 3.
Structuring

Ways to structure a text

Skeleton

Draw and outline the structure of your text and the order of ideas as a “skeleton,” which helps you see the overall structure and plan the framework of your text. Below is an example of a skeleton outline..



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Step 4.
Writing

Ways to support writing

- Plan your writing process and include milestones in your schedule.
- Write according to your planned structure. The text does not need to be completed at once; it should be developed over time. Write extensively. If you cannot find a word, leave a blank space or draw a mark and return to it later.
- Write regularly as part of a routine. Try to write in the same place and at roughly the same time each day.
- Keep a writing journal and briefly reflect each day on how well you met your goal.
- Ask questions about your text and check if it answers them. Edit and improve your work. Think about structure and clarity.

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Step 4.
Writing

Ways to support writing

Snowflake

The snowflake method is a writing technique where a small initial idea gradually expands through different stages, branching out like a snowflake.

- Write the topic in one sentence.
- Write five main points of the assignment in five sentences.
- Take a break.
- Expand each sentence into a full paragraph.
- Take a break.
- Add a second paragraph to each existing paragraph.
- Edit the text: decide what to add or remove.

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Step 5.
Editing and proofreading

Ways to edit and proofread

- Take distance from your text and review it with fresh eyes. Print it out on paper, as changing the font can also help with proofreading.
- When checking your text, focus on one thing at a time. For example, look only for compound word errors or punctuation mistakes.
- Check at least the following separately: spelling, capital and lowercase usage, punctuation, paragraphing, consistency of verb tenses, and overall logical flow.
- When assessing your assignment, consider whether all essential content is included, whether the main ideas are clearly presented, whether key findings are sufficiently covered, and whether the reader has been taken into account.

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Essay structure

It may be easiest to come up with the title last!

Opening

Introduction

- **Start** creatively and in a way that captures the reader's interest, for example with *a description, a question, a statement, a contrast, a personal experience, a definition, or by getting straight to the point.*
- **Briefly** introduce the main points of the essay. Useful sentence starters include: *"In this essay, I will present / compare / describe…", "The topic of this essay is…", "First / Initially… Secondly… Finally…"*
- You can explain in the introduction why you chose the topic and why it is relevant or timely, and provide background information on the subject.
- The introduction does not need to be written first!

Main body

Body paragraphs

- Discuss **one topic in one paragraph**: at least three sentences. Each paragraph should include presenting and explaining the idea in a clear way, examples, and your own reflection.
- **Organize** the paragraphs in a logical order, for example chronological order, comparative order (past–present, young–old), or order of importance.
- **Link** the text together: paragraphs, sentences, and ideas should be connected to each other. You can use linking words such as: *because, although, on the other hand, especially, as well as, in addition, for example.*
- You do not need to write the paragraphs in order. Start with the easiest one if you want.

Conclusion

Summary / Discussion

- **Link** the conclusion to the rest of the text.
- **Summarize** the main points of the essay and add something new, for example reflections on the future.
- You can **evaluate** the topic and draw **conclusions**.
- You can include a quotation, a question, or a strong statement in the conclusion.
- **Return** to the themes discussed in the introduction to tie the text together.
- Useful phrases include: "*In conclusion, we have seen that…", "This essay has shown that…", "It could be that…", "As a result / In the future / Going forward…"*

What is an essay?

- A short academic text
- The topic is discussed using several sources.
- It is not a summary.
- Its style is freer than a scientific article.

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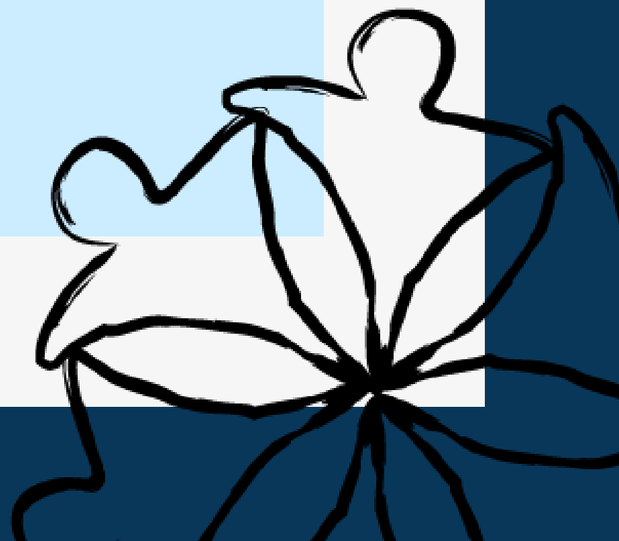
Perception

Outlining supports perception and clarifies instructions



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Perception

- In academic studies, perception is used to understand whole structures, for example when working on assignments.
- Extracting key information from a text or task description is part of perceptual ability.
- Perception involves forming mental images, recognizing patterns, and understanding spatial and distance relationships. It can also be based on auditory and tactile input.
- Difficulties in perception may include challenges in processing or mentally manipulating visual and spatial information.

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Perception

- Difficulties related to perception may appear as challenges in moving around the study environment and finding classrooms. There may also be difficulties in recognizing objects or in understanding spatial relationships and patterns.
- In studies, perceptual difficulties may appear as challenges in:
  - making accurate observations, recognizing objects, and distinguishing relevant information
  - estimating size, distance, and movement
  - interpreting calendars and tables
  - estimating the duration of doings and events
  - interpreting other students’ gestures and facial expressions

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How do you support your perception?

Form an overall picture first

- Familiarize yourself with the course objectives, schedule, and content before focusing on details.

Break large tasks into smaller steps

- Write down each step separately and proceed one step at a time.

Use visual tools

- Concept maps, mind maps, diagrams, colour coding, and timelines can help understand information.

Take notes in your own way

- For example, make summaries, keyword lists, or drawings that help you remember the overall structure.

Connect new knowledge to what you already know

- Reflect on how new information relates to previous courses or your own experiences.

Do one thing at a time

- Avoid multitasking.
- Start with the most important task.

Use a calendar and to-do lists

- Mark deadlines, milestones, and study time clearly.

Ask for clarification when needed

- If something in the material or assignment is unclear, ask your teacher or a fellow student.

Study together with others

- Discussion helps you notice connections and deepen understanding.

Schedule time for review

- Regular revision helps you understand how different topics are connected.

Use digital tools

- For example, note-taking apps, task management tools, and mind map applications can help organize information.

Prioritize recovery

- Getting enough sleep, taking breaks, and resting support concentration and information processing.

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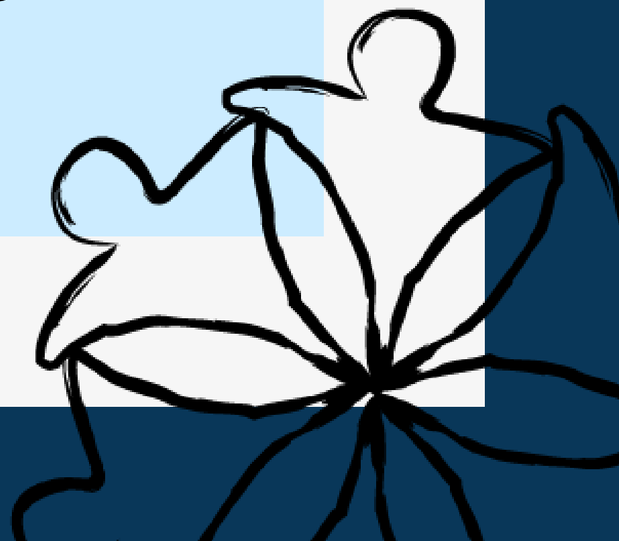
Problem-solving skills

Problem-solving helps you see the problem in its true light



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Problem-solving skills

- Problem-solving is a process in which you learn different ways to approach and resolve problems in a way that suits you best.
- Dealing with challenges and finding solutions becomes easier when you are aware of strategies that work for you.
- Problem-solving includes:
  - confronting the problem
  - identifying the type of problem
  - defining the desired outcome (goal)

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Problem-solving skills

- When a problem occurs, the first reaction is often to avoid it. However, instead of avoidance that causes stress, it is better to break the problem down into smaller parts and think about possible solutions.
  - Try splitting the problem into parts and start with the first one.
- When solving problems, it is often easiest to begin with what you can solve immediately.

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Problem-solving consists of different stages and can be seen as a process

It can be examined, for instance, through a challenging study task or procrastination

1. Preparation phase

- The problem is identified.
- The problem is explored and goals are set.
- It is helpful to reflect on what outcome you want to achieve.

2. Thinking phase

- Working on the topic for too long at once is not effective.
- The topic is left to rest, for example overnight, so you can think about it more clearly later.

3. Solution phase

- The solution often appears as a sudden insight.
- Sometimes the idea develops gradually.
- It is useful to ask a friend for their opinion on the problem.

4. Implementation phase

- The solution is tested and then either accepted or rejected.
- The problem may be solved in one attempt or after further tries.

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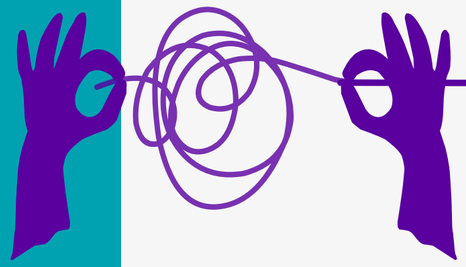
How to solve a problem?

A possible challenge or problem can be solved in time as long as it is recognized. Negative emotions are often a sign that something is not right.



1. Define the problem and the goal

- Think about what the problem is and write it down.
- What solution and result would you like? Write them down.

2. List possible solutions

- Write down all the ways you can solve the problem or task.

3. Choosing the best option

- Take a few good methods from the list in the previous section.
- From the remaining options, choose the best one.

4. Plan the implementation

- Plan when, where, and how you will study.
- In this step, consider how you will use the method you selected in the previous section.

5. Evaluate the implementation

- After completing the task, evaluate how effective the chosen approach was.
- If you are not satisfied, try a different method from the list.

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Information processing and critical thinking

Information processing and critical thinking are important future skills, i.e. in working life

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Information processing and critical thinking

- Critical thinking is an essential skill for thinking and learning.
- Critical thinking is a conscious process, and the related skills can be developed.
- Alongside deliberate effort, sufficient knowledge is also required. A well-rounded understanding cannot be formed without enough knowledge of the topic.

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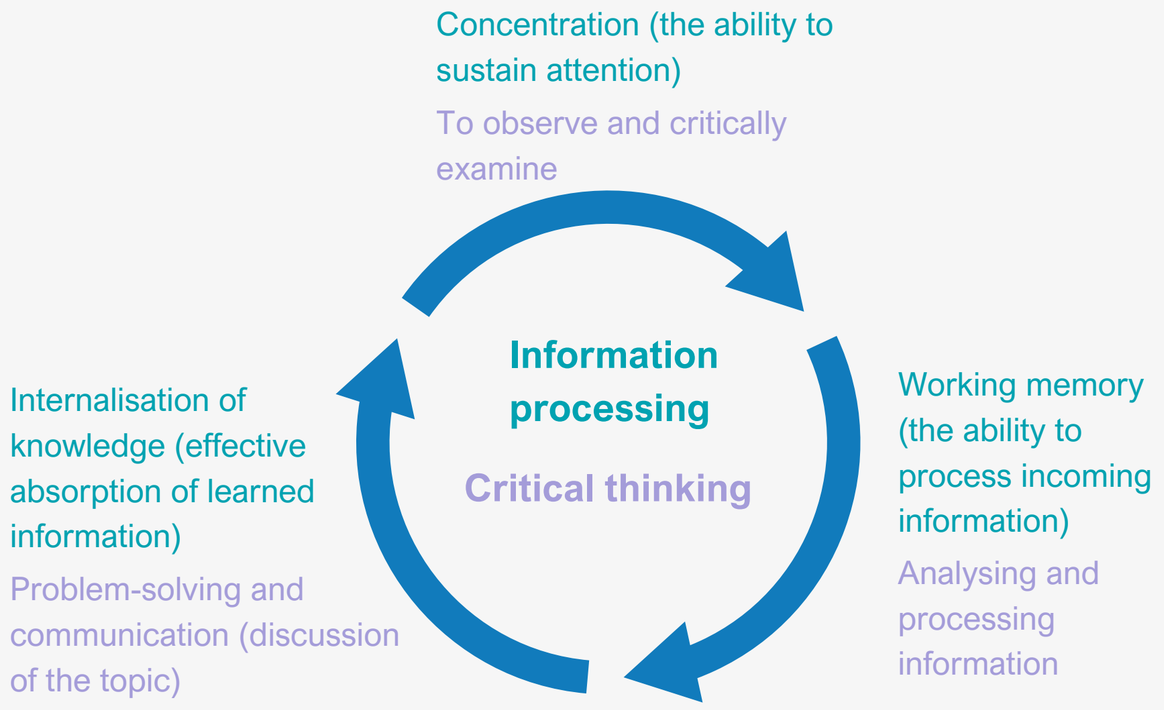
Information processing and critical thinking

- Information processing and critical thinking are closely connected; one cannot function without the other.
- Information processing involves three interacting areas: attention, working memory, and the speed of learning new information.
  - Together, these cognitive skills form the foundation of a student's learning.
- Critical thinking is a conscious process that supports information processing and deepens it further.



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Information processing

- Information processing refers to higher-level cognitive processes in which new and existing knowledge are linked together, information is stored in memory, and retrieved when needed.
  - Information needs to be transferred from short-term memory to long-term memory in order to be processed effectively.
- During information processing, the brain selectively filters information, focusing on what is important.
- For example, when studying with friends, the brain is often able to filter out background noise and focus on what is relevant.

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Information processing

- Information processing in studies includes the following skills:
  - **Information retrieval skills**: searching for information and using different sources (e.g., sources for an essay)
  - **Understanding the nature of information**: how information is constructed and where it comes from (e.g., reasoning), and examining the nature of information (e.g., informational texts)
  - **Information use and production skills**: evaluating, adapting, producing, and sharing information, as well as constructing new knowledge
- Information processing involves finding key information, gaining new knowledge, and assessing reliability, which are key academic skills.

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Critical thinking

- Critical thinking involves the continuous evaluation of information.
- A key aspect is considering whether what is read or heard is true, and what factors may influence its reliability. These skills are essential, for example, in essay and report writing.
- Critical thinking is a conscious process that can be developed through practice. It includes:
  - problem-solving skills
  - reasoning skills
  - communication skills
  - information-seeking skills

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Critical thinking

- Critical thinking is best developed in real-life situations, i.e. during studies.
- An evaluative approach to reading, writing, listening, and discussing topics helps develop critical thinking skills.
- Since critical thinking should not rely on assumptions, emotions, or single sources, it is important to explore different perspectives in several ways:
  - ask questions about the lecture content
  - use a wide range of sources in essays and assignments
  - justify your own ideas

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When information is reliable?

When you are searching for new and reliable information on a topic, pay attention to the following:

- Timeliness: Is the source recent enough?
- Author expertise: Who created the information, and what is their level of expertise? From what perspective is the topic presented?
- Accuracy and precision: Does the information seem logical, well-reasoned, and free of errors?
- Sources: What evidence does the information rely on, and are trustworthy references used?
- Author’s purpose: What is the goal of the text? Is it meant to inform, persuade, sell, or influence the reader’s opinion?

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Critical thinking and me

When you are searching for new and reliable information on a topic, pay attention to the following:

- What assumptions do I already have?
- How do I justify my own point of view?
- How do my emotions influence my views?

Considering different perspectives is important in critical thinking. Academic thinking is not based on:

- personal biases
- emotions
- single sources

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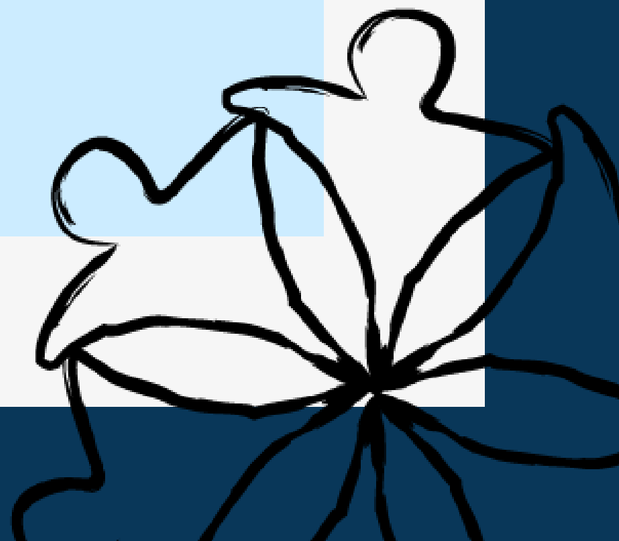
Concentration

Concentration is an essential part of our executive function



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Concentration

- The skills of concentration and attention are located in the frontal lobes of the brain.
- Concentration is the ability to direct and focus attention on a specific task and to maintain that focus.
- In difficulties with concentration, the issue is not a lack of ability to concentrate, but rather a challenge in directing attention to a specific target. This becomes more difficult if the task is perceived as irrelevant.
- Concentration difficulties may include, for example, losing focus due to surrounding sounds, phone notifications, or one’s own thoughts.

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Concentration

- Concentration difficulties can be caused by stress, fatigue, or a difficult life situation. Difficulties with attention (e.g. ADHD) can also make it hard to concentrate.
- Difficulties with concentration may also be caused by learning difficulties, lack of motivation, or time pressure.
- Environmental factors, such as phone notifications or background noise, can also affect concentration.
- Difficulties with concentration may also appear as forgetfulness, restlessness, or doing too many things at the same time.

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Concentration

The content on the right creates good conditions for concentration.

State of alertness and sleep
The right level of alertness helps concentration. Remember to recover during the day and get enough sleep. It is hard to concentrate when you are tired.

Food
Make sure you eat regularly and sufficiently. Also consider how eating affects your level of alertness and whether it should be taken into account in your work.

Movement
Any form of movement supports concentration. Try to move both before tasks that require focus and during breaks.

Anticipate and adapt your environment
Plan your schedule by deciding when you will work and set a time limit. Write down the tasks you are going to complete. Ensure your working environment is tidy and clear. Silence your smart devices and keep them out of sight while working.

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Concentration

The content on the right creates good conditions for concentration.

Prioritizing

Prioritize your tasks and focus on one thing at a time. When you begin working, concentrate on the first task. If something else comes to mind, write it down and continue working. You can return to it later.

Support for working

Build a working routine by beginning and ending your study sessions in a consistent way. You can also try different aids to support concentration, such as noise-cancelling headphones or fidget tools.

Concentration is also supported by

Being aware of the reasons behind your concentration difficulties helps you access appropriate support. Concentration can also be improved through various study strategies.

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Try supporting your concentration with the following:

Planning

- Make sure you allocate enough time.
- Schedule your life and studies flexibly in your calendar.
- Try to anticipate and eliminate possible distractions around you.

Taking breaks

- Remember to take breaks, this supports your concentration.
- You can try the Pomodoro technique, for example (20–40 minutes of work and a 15-minute break).

Awareness

- Notice when your concentration is drifting.
- Actively returning your attention to the task helps strengthen your concentration.

Slow down

- Do things slowly, with enough time and focus. This helps avoid a sense of rush.
- Try cooling down the room. A cooler environment can have a calming effect and help with concentration.

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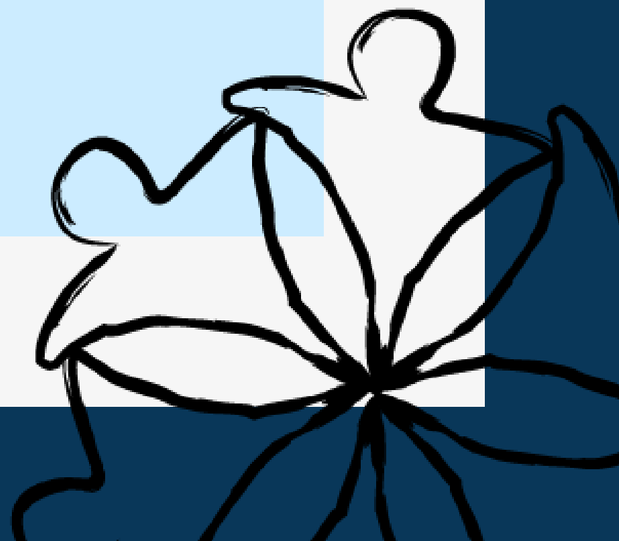
Emotional skills

Because emotions affect learning, managing them is important



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Emotional skills

- Emotional skills are practiced throughout life.
- The foundation of emotional skills is built in childhood, when individuals learn to express, recognize, and regulate their emotions.
- Difficulties in emotional skills can affect adulthood, for example how a person copes with difficult times and how well they understand themselves.
- Emotional skills are an important resource in studies, especially for regulating one’s own well-being and coping. Therefore, it is important to invest in and strengthen them.

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Emotional skills

- Emotions primarily signal a person’s needs and whether those needs are satisfied.
- A feeling of despair indicates that the need for security is not being fulfilled.
- A feeling of restlessness indicates that the need for calmness is not being met.
- Feelings of fear, anxiety, panic, or distress indicate that the need for safety is not being fulfilled.
- By becoming aware of emotions and the needs behind them, individuals can direct their attention toward appropriate actions and reduce stress in their studies.

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Emotional skills

Emotions influence cognitive processes in learning.

- Learning does not only take place through cognitive processes; the negative and positive emotions also affect learning.
- Decision-making, attention regulation, and memory are examples of cognitive processes.

A schema mode (emotional lock) can be activated in a student.

- When a schema mode is triggered, it activates emotions in the individual.
- This is seen as the unconscious use of learned coping strategies.
  - For example, procrastination, avoidance of starting tasks, or getting stuck in studies.
- This can be harmful to the person and others, and it may affect their studies.

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Emotional skills

Emotionally charged experiences affect the learning process.

- Emotions guide the learning process.
- A person’s expectations about their performance influence, for example, how much effort they put into their studies and how challenging tasks they choose.
- Goal setting is based on previous experiences and beliefs.
- Performance expectations are formed from these.

A schema mode leads to distorted statements and beliefs.

- In a schema mode, the difficulty is that the person believes the schema’s message is true.
- Negative learning experiences remain stored in emotional memory.
- Thus, belief in the schema can strongly affect learning unless new corrective experiences occur.
    - E.g., the belief that one is a bad learner remains unless a corrective experience happens.

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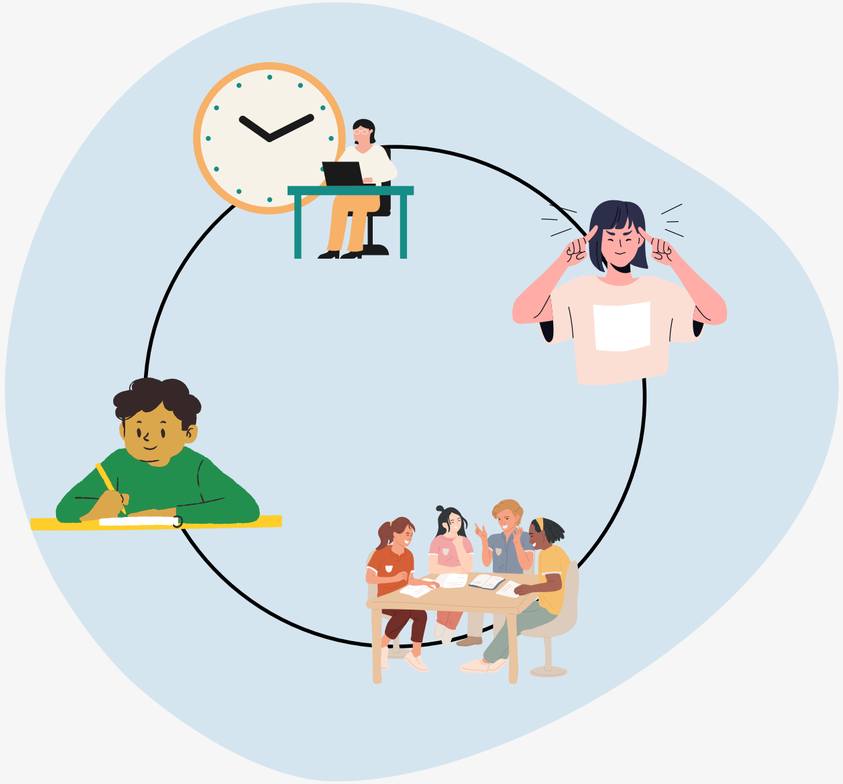

Emotional skills

- Identifying the origin of an emotion makes it easier to regulate it. You can practice recognizing emotions by listening to your body and your thoughts.
  - What happens during different emotional states?
  - When feeling overwhelmed, take a timeout.
  - Consciously create space for your nervous system to calm down and avoid engaging in tasks that increase stress during this time.
- Instead of negative thoughts, focus on something positive or enjoyable.

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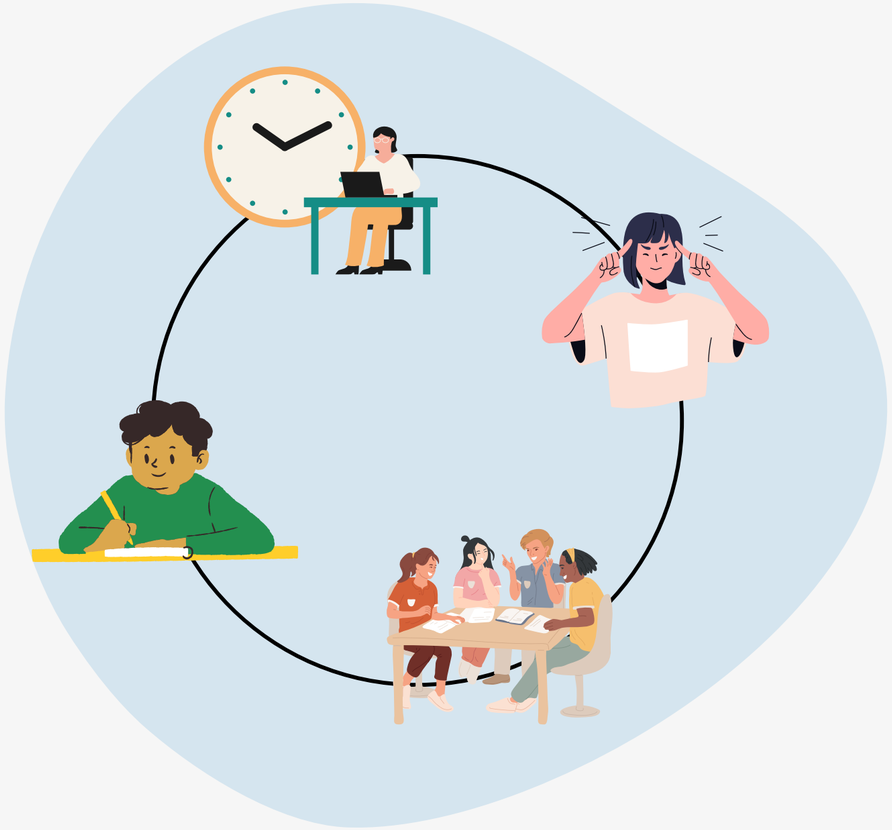
Emotional skills

- Physical activity releases endorphins that can improve mood and reduce stress. In emotion regulation, exercise can help a person move through difficult emotional states and return to tasks.
- Focusing on positive thoughts can enhance mood and increase positive emotions.
    - This helps deal with negative emotions and makes it easier to continue studying.



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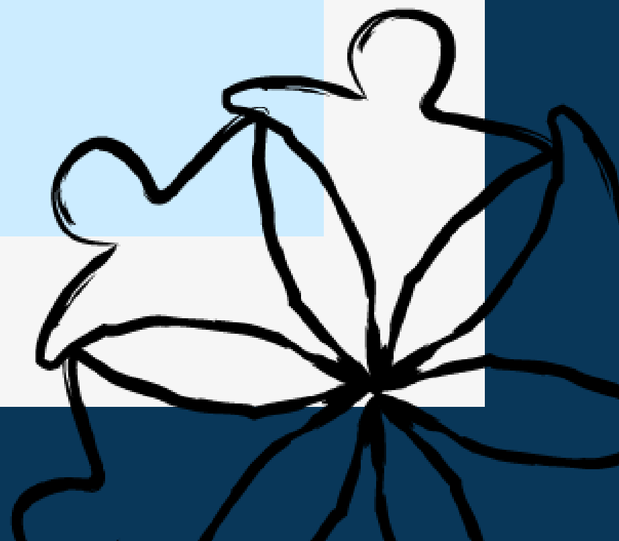
Motivation

Motivation is the driving force behind our actions



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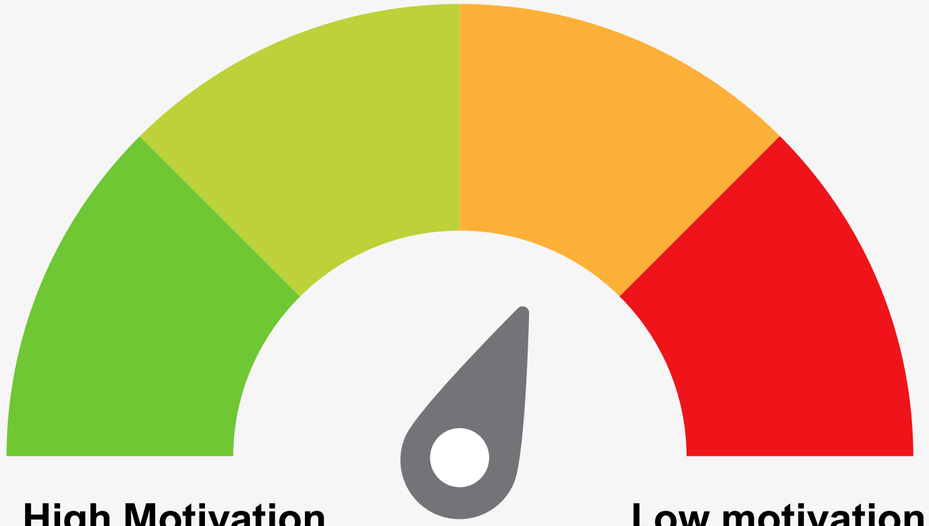
Motivation is driven by motives

- Motivation is an internal process that activates, directs, and sustains goal-oriented behavior.
- Motivaatio on toimintaa ohjaava voima, joka ohjaa kohti päämäärää.
- Motivation is a force that guides actions toward a desired goal.
- Motivation is seen in behavior: when you are motivated, you are interested and excited. When motivation is low, you feel no interest and lack energy or desire to act.



High Motivation
Goal-oriented, enthusiastic, interested, and active

Low motivation
Interest lies elsewhere, with no motivation or energy

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Study motivation

Motivation is linked to your time management and study strategies. When you have suitable study strategies and a realistic schedule, your motivation increases

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Study motivation

- Good study motivation is shown through responsibility in studying.
- Learning always requires effort and can sometimes feel uncomfortable. The more motivated you are, the less the challenging moments of studying affect you.
- Successful higher education studies require continuously building, balancing, and maintaining motivation.
- Building motivation means the willingness to influence and take responsibility for the factors that affect study motivation.

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What factors influence motivation?

General motivation and situational motivation

- A person’s temperament and personality influence motivation. General motivation refers to a relatively stable pattern of behavior that can be described as an attitude.
- Situational motivation is temporary and depends on the situation, although it is also shaped by general motivation.

Self-efficacy

A person’s belief in their own abilities and potential influences motivation. Past experiences shape self-efficacy and the sense of whether goals are worth pursuing.

Environment

The environment strongly influences motivation. Does it support learning and are there people around who inspire and motivate you?

Self-direction and goal orientation

Motivation is based on self-direction and the ability to set goals. Setting and achieving goals increases an individual’s motivation and commitment. A person’s ability to influence their own actions, belief in their capability, and support from others all strengthen motivation.

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Searching for study motivation

A motivated student experiences enthusiasm for studying, which makes learning feel engaging. However, study motivation is a changing and dynamic feeling that needs to be adapted to. It is normal for motivation to vary over both short and long periods. If a subject consistently feels unmotivating, it is important to reflect on the reasons behind it.

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Internal or external motivation

Do I want to do this, or do I have to do this? The question indicates whether the motivation is internal or external.

External motivation

- External motivation comes from rewards and from avoiding punishment.
- In studying, external motivators include deadlines, grades, and social expectations. External motivation is usually not long-lasting and does not strongly support sustained effort. However, it can become internalized, meaning that students may learn to reward or discipline themselves in order to achieve their goals.

Internal motivation

- Internal motivation arises from internal rewards rather than external ones.
- It is linked to the need for self-development and the desire to learn new things.
- Internal motivation is connected to a sense of meaning and purpose, and it significantly improves concentration.
- The opportunity to make one’s own choices strengthens internal motivation.

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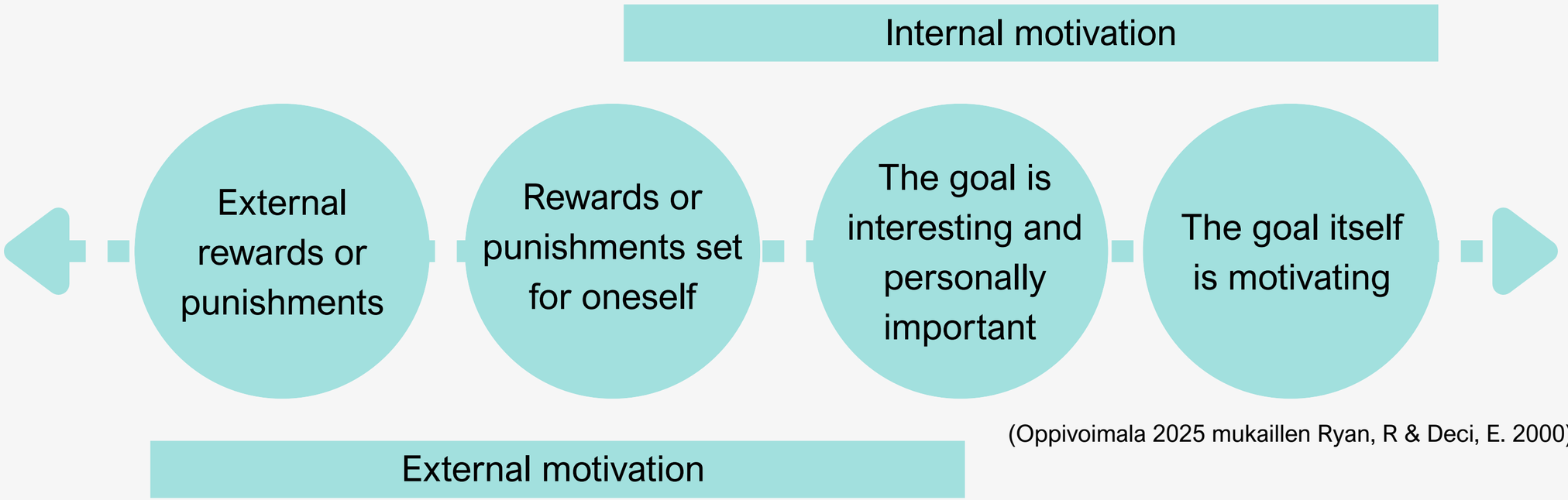

(Oppivoimala 2025 mukaillen Ryan, R & Deci, E. 2000)

- Motivation is not simply internal or external, but can be understood as a continuum that moves between the two.
- When studying a subject area, it is normal that individual courses do not always feel motivating. However, it is important to feel motivated toward the field overall. When study goals are linked to personally meaningful factors, it is easier to complete even less enjoyable parts of the studies.

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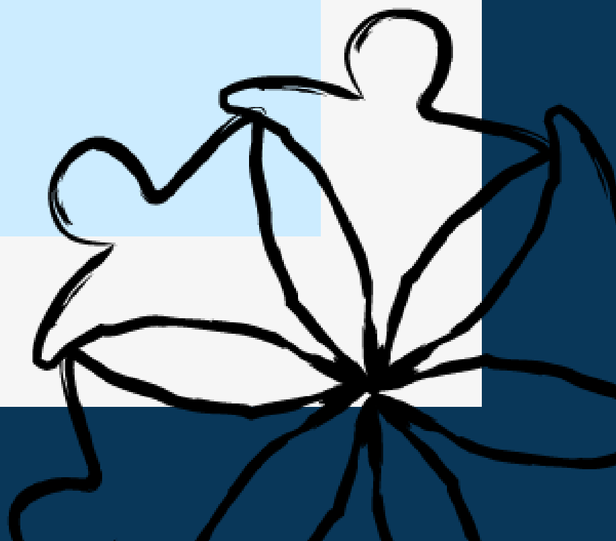
Artificial intelligence

AI acts as a supportive intelligence in studies



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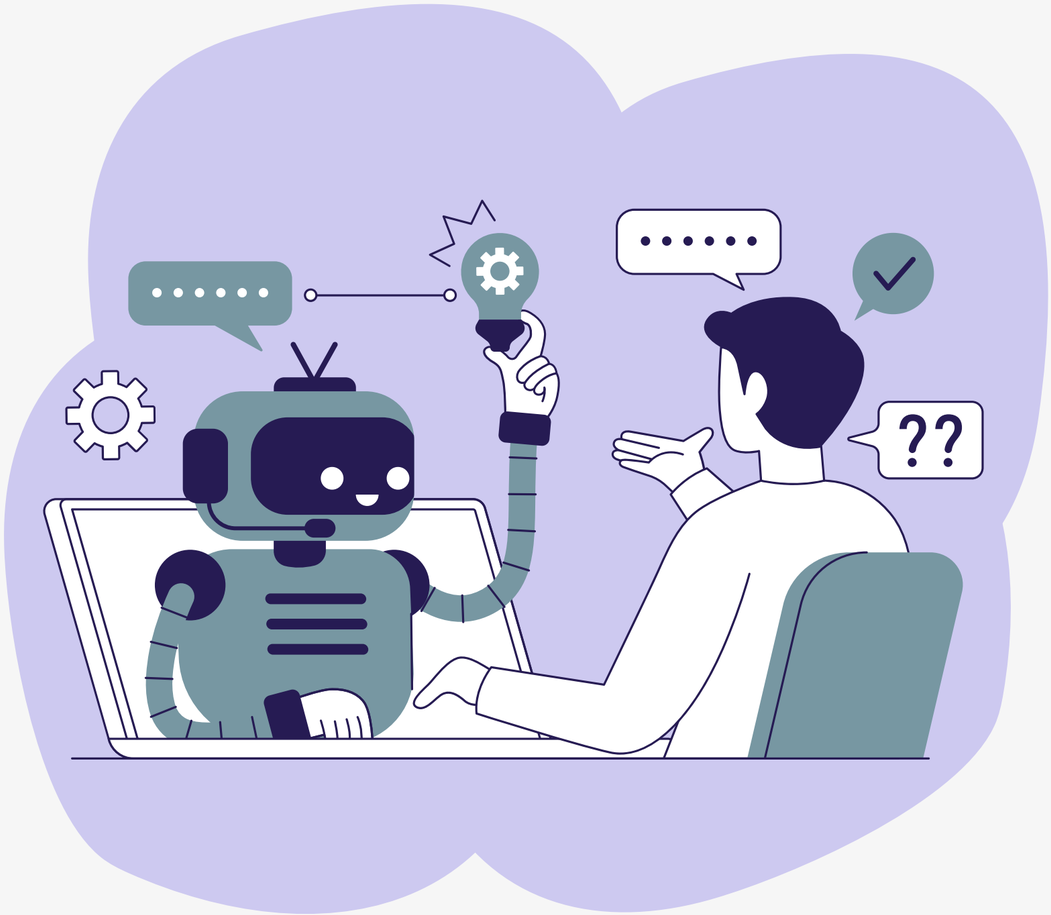

Artificial intelligence

- Artificial intelligence can help in studying, but it comes with many knowledge-related, skill-related, and ethical considerations as well as limitations.
- AI may be used as support in the writing process, but this must be reported.
  - How it should be reported depends on the institution and course.
- Both students and teachers must report the use of AI.
- There are many AI-based tools and applications that can support studies.

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AI use in studies, Arene’s recommendations

- The traffic light model by Arene (the Rectors’ Conference of Finnish Universities of Applied Sciences) provides a framework for using artificial intelligence in higher education.
- Students are encouraged to use AI as a support for learning.
- Students must remember that they are responsible for the accuracy, correctness, and reliability of their work.
- At present, teachers guide students using the traffic light model, which indicates whether AI may be used in completing learning assignments.

The use of AI in learning tasks

Required, must be used, must be reported, affects assessment

Artificial intelligence must be used to create the output*. The student must report how he/she has used AI. Failure to use AI will affect the assessment.

Prohibited, not to be used

The output* must be created without the help of artificial intelligence. The use of AI will be interpreted as fraud.

Allowed, can be used, must be reported, affects assessment

Artificial intelligence can be used in the creation of the output*, but the student must clearly report its use. Failure to disclose the use of AI will be interpreted as fraud. The use of AI may affect the assessment.

Allowed, can be used, need not be reported

Artificial intelligence can be used freely and without report to create the output. The use of AI does not affect the assessment.

Arene

* Output refers to the final work or performance produced by a student that meets the objectives of a given learning task. This may include, for example, an essay, research report, presentation, project, image, video, mathematical calculation, or any other concrete work that demonstrates the student’s understanding and application of the topic under study.

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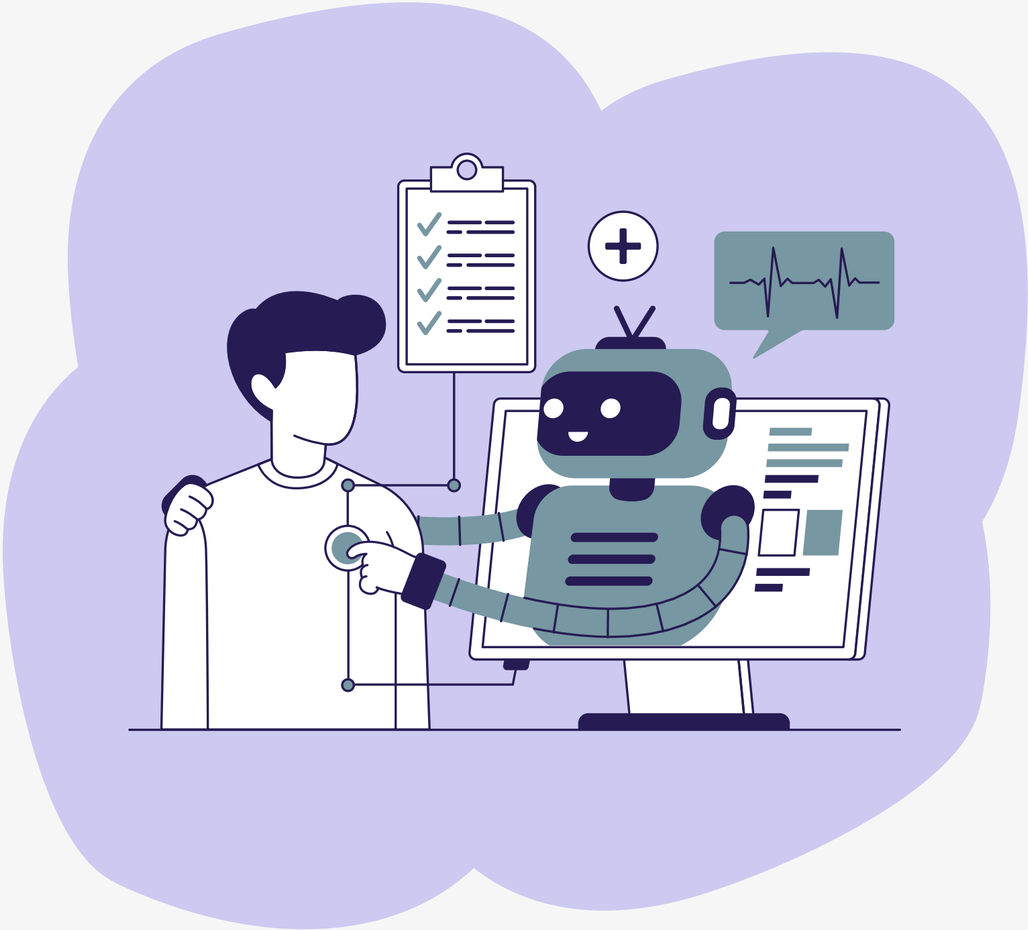
About the use of AI

- AI use can be practiced as a tool to support studies.
- Remember that AI does not replace traditional learning. It can enhance and assist studying.
- In higher education, critical thinking is an important academic skill. It is important not to outsource your thinking, but to develop academic thinking throughout your studies.
- AI does not replace the role of reading and writing in learning. By reading professional literature and writing about course content during your studies, you develop professionally. AI cannot do this for you.



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AI as a tool to support learning

Remember to check the text produced by AI!

- Try using AI in the **idea-generation phase** of an assignment. You can ask AI to:
  - present different perspectives on a topic or text structure
  - generate ideas for a project topic and structure
  - create a to-do list of tasks to complete

- AI can be used to support **reading**, **writing**, and **translation.** You can ask AI to:
  - break a larger assignment into smaller parts
  - summarize a text and highlight key themes or concepts
  - turn a text into a podcast format
  - give feedback on and review your writing
  - translate a text into a language of your choice
  - explain a difficult term
  - provide tips for working with learning materials

- AI can help you **prepare for exams.** You can ask AI to:
  - create quizzes and questions on a topic of your choice
  - define key concepts and compare them with course literature
  - help you plan and schedule your studying

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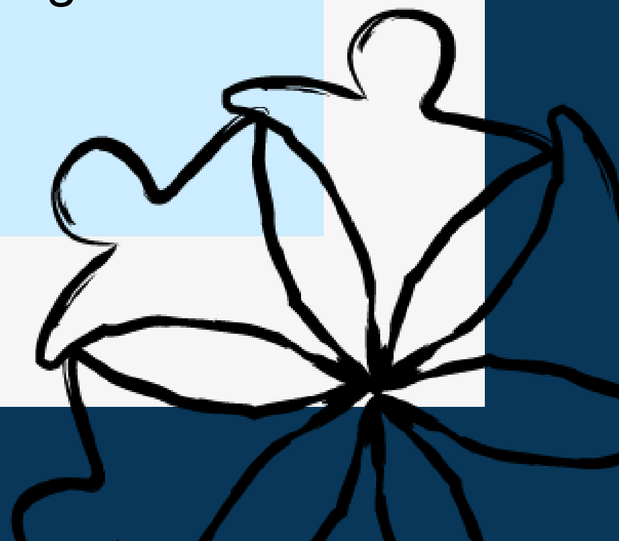
Note-taking techniques and exam preparation

Effective study strategies help with learning and revising information.



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Note-taking techniques and exam preparation

- Effective note-taking strategies and a study approach that works for you in exam preparation are essential. Ideally, they improve your studying, support knowledge acquisition, and reduce overload.
- Good methods for taking notes and studying for exams help you remember and understand information effectively.

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Note-taking techniques in studying

- Taking notes is an active process that involves processing information in different ways. It requires reflection and understanding of the topic.
- Note-taking techniques support the structuring and reviewing of information as well as the development of critical thinking.
- They are methods used to support learning by remembering and organizing information.

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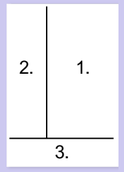
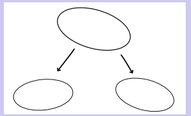
Examples of note-taking techniques

Study techniques	Information
Underlining, highlighting, circling 	Highlighting individual points makes it easier to locate information and emphasizes key ideas in the text. It is recommended to combine this with another study technique.
Cornell -technique 	The page is divided into three parts: the main area (1), the left column (2), and the bottom section (3). The main area is used for notes from lectures or reading, the left column for keywords or questions, and the bottom section for a brief summary.
Concept map 	A concept map is a tool for structuring information. It helps to combine and reorganize topics and ideas, for example in planning an essay structure. A concept map can also build on a mind map used for idea generation.
Linear note-taking technique	The student writes down information in the order it is presented during the lecture.
Margin notes	Students add their own notes and annotations (such as comments, associations, memory aids, or underlining) to the teacher’s notes, lecture slides, textbooks, or notebooks. You can also annotate e-books and articles.

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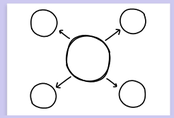
Examples of note-taking techniques

Study techniques		Information
Mind map		A mind map is a graphic way of organizing information. The main topic is placed in the center, with subtopics branching out around it. It is used as a brainstorming tool.
Flash cards		Flashcards are an effective way to learn new terminology or a foreign language. Write the new term or word on one side of the card and its explanation or translation on the other.
Bullet points		The student writes the key points about the topic as a bulleted list. It is a simple and quick way to organize information.
Writing a summary		Write a brief summary of the key points to support understanding of the overall topic.

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Exam preparation

- Preparing for an exam begins throughout the course, not just before the exam. This makes the amount of material to review feel more manageable.
  - During the course, listen actively in class and ask questions when needed.
- Take notes during lectures, either in a notebook or on the lecture slides. These notes are valuable when reviewing for the exam.
- Reviewing the entire course content can be challenging, so it is important to identify the main ideas and focus on the most essential information.

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Exam preparation

- In exam preparation, it is important to plan when and how you will study.
- When creating a study plan for an exam, it is essential to record when you will study and for how long. Also consider what you will study and how you will do it.
  - The exam material can be divided over several days, which reduces the amount to study each day.
  - Remember to take breaks while studying!
- A study plan helps manage everyday life and makes it easier to understand and structure your daily routine.

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When studying exam material

- Skim the table of contents, summaries, abstracts, and headings.
  - What do you already remember about the topic?

- Find the key words and main ideas.
  - Summarize the ideas in your own words.
  - Explain the key words in your own words.

- Make notes on what you have read.
  - Review the key content in your notes.
- Break larger topics into smaller parts.

- Create as accurate an overall understanding of the learning material as possible.
  - What is the purpose and topic of the material?

A concept map is useful for internalizing a topic when studying for an exam!

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