Reading Textbooks

Academic Learning Centre
201 Tier
480-1481
Don’t Get Lost!

Pre-read

- You can plan ahead
- It’s like using a map when traveling to a new place
- Have a goal and know where you are going
SQ3R

- Survey
- Question
- Read
- Recite
- Review

SQ3R: Survey

Survey and skim the text for:

- Table of Contents
- **Bold print** or *italics*
- Sidebars
- Any type of graphics
- Summaries
- Questions
- Introductions and Conclusions
SQ3R: Question

“What do you need to learn?”

“Can you predict possible test questions?”

“Who, what, where, when, why, how?”
SQ3R: Question

- Turn headings into questions.
- Turn **boldfaced** and *italicized* words into questions.
- Use the chapter’s questions.
- Use the course objectives to make questions.
- Make up your own questions.
SQ3R: Question

What is stress?
How is stress measured?
What is the frustration-aggression hypothesis?
How can people deal with stress?

Stress: Chapter 9
Defining Stress (p. 291)
Measuring Stress (p. 295)
  Social Readjustment Scale
  The Life Experience Survey
Types of Stress (p. 298)
  Frustration-Aggression Hypothesis
  Approach-Approach Conflict
  Approach-Avoidance Conflict
  Avoidance-Avoidance Conflict
Dealing with Stress (p. 302)
  Problem Analysis
  Relaxation Therapy
SQ3R: **Read**

- Read closely (2x is normal)
  - 1\textsuperscript{st} for understanding
  - 2\textsuperscript{nd} for learning/memorizing
    - Highlight and take notes
    - Search for the answers to your questions
SQ3R: **Read**

- Highlighting
  - Develop a system and be consistent
  - Highlight the right amount (10-20%)
  - Key terms only (definitions, examples, and lists)

- Break the reading into sections
Exercise

According to social psychologists, there is a cognitive bias known as the primacy effect that overemphasizes the importance of first impressions. This is generally assumed to be because people are especially attentive during introductions.
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SQ3R: Recite

- Answer Questions
- Write a summary without citing the text
- Review flashcards
- Learn term definitions
- Reread difficult sections
SQ3R: Review

- “What have you learned?”
- “Did you understand the difficult sections?”
- “Can you verbalize an understanding of the text?”
- “Could you teach the ideas to someone else?”
- “Did you try the questions at the end of the section?”
- “Can you answer the practice test questions you created earlier?”
Be Active!

● Use any method necessary to remember the information
  ● Highlight your textbook
  ● Take notes
  ● Use flashcards
  ● Make mind maps
  ● Draw diagrams
  ● Build models
  ● Create mnemonics
  ● Try a study group
SQ3R

- **Survey**: Preview to determine familiarity and activate background knowledge.
- **Question**: Formulate questions in order to focus on particular topics.
- **Read**: Read actively by underlining, adding marginal notes, and answering your questions.
- **Recite**: Practice recalling information from memory.
- **Review**: Review old material frequently to keep ideas and concepts easily accessible.
“Academic material is not meant to be read. It is meant to be ransacked and pillaged for essential content” (University of Canberra, 2009, p.1).
Academic Learning Centre

We offer:

- Workshops
- One to One help
- Writing Tutor Program
- Website
References


References


http://www.coun.uvic.ca/learn/program/handouts/psq5r.html

http://www.ise.edu/~kingkath/readstrt.html

http://iteslj.org/Techniques/Maguire-NLP.html

http://www.utexas.edu/student/utlc/handouts/533/html