

# STUDY GUIDE

How to Achieve Excellent Results with  
Less Effort in Less Time



**LINK**group

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Less Effort in Less Time

- SECOND EDITION -

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# IMPRESSUM

## **STUDY GUIDE**

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SECOND EDITION

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# 1. PREFACE

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Today's society is going through a period of great transformation characterized by the following trends:

- » Globalization. It is a process in today's world through which limitations as regards flow of goods, services, peoples, ideas and information between different countries and parts of the world are being gradually abolished.
- » Explosion of knowledge. The 21st century was named the century of knowledge, in which society's ability to produce, select, adapt, commercialize and use knowledge proves to be a critical factor of growth of the society and improvement of the quality of life.
- » Information society. It is a society where creation, distribution and manipulation of information comprise a significant economic and cultural activity. The central place in these societies is taken by information technology, which directly affects production and economy.
- » Population explosion. This refers to great increase in population. The number of people has been growing exponentially. The Earth already has over 7 billion inhabitants.

All these changes necessarily affect the role of education.

Earlier, the goal of education used to be mastering of the existing knowledge; today, besides mastering of knowledge, a man also has to learn how to keep adopting new knowledge. Nowadays, new skills are sought: finding information, critical thinking, time management, efficient negotiating, stress management, communication skills, sales skills, teamwork, project management...

For all these reasons, we all have to be prepared to keep gaining new knowledge and experience. To never stop with the learning process. Continual learning is becoming a minimum requirement for adapting to all the today's changes and achieving success in all areas. Like Brian Tracy pointed out: "If you are not continually learning and upgrading your skills, somewhere, someone else is. And when you meet that person, you will lose."

Due to all this, the importance of the culture of learning is growing, and investments into knowledge are higher than they used to be.

The first and most important prerequisite for continual learning is – knowing how to learn.

The existing education system is based on the assumption that changes in knowledge are relatively slow and that what we learn today is sufficient for use until the end of a man's working years.

Such system teaches us to be afraid of mistakes because we are instantly sanctioned by low grades. This inhibits us and is later reflected on our personality by making us not want to admit that we have made a mistake. In that way, we lose the opportunity to correct the error, to keep learning and developing as emotionally healthy individuals. There can be no advancement of knowledge nor creation of new ideas if the man is unwilling to try something



new. To risk a mistake and later learn from the mistake. As Theodore Roosevelt said: “The only man who never makes mistakes is the man who never does anything.”

Successful persons are familiar with this trick and they advance faster because they make more mistakes than people who have been taught that it is bad to make mistakes and that it is a sign of low intelligence.

The kind of education system still implemented in many parts of the world has been long outdated in others. It is in need of an all-encompassing reform that will, before anything else, involve building of new methods of learning. The old approach according to which the professor or teacher thinks and the students merely perform is becoming a thing of the past. The environment is too dynamic and change-riddled for the old approach to learning to survive. This is why everyone involved, teachers and students alike, has to learn. Status quo should be left behind. People involved in learning must keep changing and advancing themselves. Keep open and ready for radical changes.

Teachers need to stop holding classes and start educating. Asked why the students are achieving average or poor results, teachers usually look for reasons in the students' laziness. Students, on the other hand, try to justify their failures stating that the curriculum is too hard. There are thousands of terms, lists, definitions, classifications, formulas that simply cannot fit into their heads. There is too much information and they feel disoriented. It all creates a sense of discomfort, studying is delayed, hard things are left out, studying is not evenly distributed... Even motivated students, who put a lot of effort into studying, do not achieve results that correspond to the effort they put in.

The problems in learning that we are facing stem neither from students' laziness nor difficulty of the subject matter. Problem with learning exists because we have not learned how to study. We are not familiar with ways of planning, organizing and realizing the studying process at school or university. We are all expected to learn – with understanding – a multitude of different materials and subjects, from different areas, and we rarely get a chance to become acquainted with proven strategies that enable us to learn more efficiently and effectively.

Each individual has been left to learn from his or her own failures. We spend too much time studying, while nobody taught us how to study. Self-taught like that, we seldom achieve good results. And studying becomes a real chore.

Since we are living in an information era, where information multiplies at fantastical speed, most people are in need of a technique that will enable them to: finish their studies more quickly, master new things in their work quicker, learn a foreign language more efficiently, search the Internet, etc.

This is why we need to make an education system that will, besides enabling students for skills sought today, also include tested methods, strategies and skills necessary for fast and efficient learning.

There are a great number of techniques that make the learning process easier and increase its efficiency. Knowledge and application of strategies and guidelines for studying can be very helpful.

Students often perceive mastering of strategies, tactics and ways of more efficient learning as additional studying and that is why they exhibit disinclination. Because of this, it is important that you understand that learning strategies and techniques are also something you need to learn, develop, and perfect, just like any other activity you will engage in later in life. They should help you achieve results that are in accordance with the invested time, energy and effort. Help you study with ease and pleasure, and be successful.

It is also important that you remember this: regardless of age, sex and education, everyone can remember and learn anything they want if they are learning in their own unique way; if they discover and implement an own learning style.

To apply any strategy for learning and dealing with your responsibilities, firstly, you need to be motivated and have a positive mental attitude that is reflected through opinions such as: “I am in school in order to succeed, to learn something”, “I am going to finish all the tasks I have started” and such. This is the most important factor of success at school or university.

Another important factor is – how you plan your time and treat your planned responsibilities. You need to learn how to organize your time because that is the only way you can have enough of it – for studying and other activities that also constitute a part of your life.

There are several other important issues- how you relate to stress, in what way you concentrate, take notes at lectures, how fast you read and adopt what you are supposed to learn.

It is hardly conceivable, but it is a fact that you can rarely find instructions that help you become more successful at what you do every day – study - on the market. Conversely, for many other, perhaps not as important human activities, there are various guides, manuals.

Very rarely, even in establishments that deal in education, we encounter will to help students, to shape everything important for learning into a single guide, manual, where you can have all the most important advice and recommendations for learning in one place.

This is why we created the “Guide for Successful and Efficient Learning”. It shows the ways you can achieve the goals of studying: to learn the material, remember it, adopt the knowledge, pass the exam, get a high grade, apply what you have learned...

It is the wish of this guide’s authors to help everyone to whom learning comprises an integral part of activities regardless of whether they are students, participants in informal education, employed people whose work requires learning. The manual will answer an array of dilemmas and open your thinking as to what the learning process implies and regarding various directions in which it should be developed in order to increase the degree of mastering the material to every individual’s maximum limit, regardless of natural and personal capabilities.

**This guide will show you:**

- » How to study successfully?
- » How to prepare for taking various kinds of exams in the best way?
- » How to organize your workspace?
- » How to write a good report or paper?
- » How to achieve maximum mental and physical form in studying and stay that fit?
- » How to organize and save time, create useful habits?
- » How to enhance concentration?
- » How to study properly?
- » What is the quickest way of perceiving keywords in a lesson?
- » How to read quickly?
- » How to actively listen and learn as much as possible in class?
- » How to fight forgetfulness?
- » How to overcome fear of exams?
- » How to organize notes from lectures?
- » How to relax during studying?

This guide will provide answers to these, as well as numerous other questions and dilemmas. The objective of this manual is to instruct you how to make studying easier for yourself, decrease the amount of time you dedicate to it, and at the same time – achieve excellent results.

The guide is organized so that you do not have to read it from beginning to end. You simply need to look at the contents and decide what you are going to read first. You can go through the rest later.

Remember: Learning does not have to be such a chore!

Believing that many students will find it helpful presented in this way, we are looking forward to all well-meaning suggestions as to how to make future versions of the guide even better and more useful.

## 2. INTRODUCTION

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## 2.1. What Is Learning?

Learning is a conscious, purposeful and intentional activity through which you gain certain knowledge and experience. It is a complex, permanent process present in all aspects and periods of our life. It is based on remembering the matter that is being studied. Therefore, we can differentiate between short-term and long-term learning just like we distinguish between short-term and long-term memory.

Learning implies adopting of habits, information, knowledge, skills and abilities. It is a process that results in a relatively permanent change in behavior.

By learning, you form traces in your brain that remain as parts of personal experience and can last for various periods of time, which mainly depends on the purpose of learning.

Studying should be seen as different from the concepts of training, practicing, development, education.

Training constitutes gaining of new practical knowledge and skills necessary for work and management of organizations, according to adopted rules, regulations and standards. Training results in changes in skill.

Practicing implies exercising of the acquired practical knowledge and skills.

Development concerns acquiring of new knowledge, skills and abilities that enable individuals to undertake more complex tasks, preparing them for the future and the requirements that lie ahead. Development leads to changes in opinions and values.

Education implies acquiring and constant innovating of wider knowledge in applied scientific disciplines and business practice, relevant for company's activities and objectives.

### 2.1.1. Different Kinds of Learning

There are several kinds of learning:

1. Mechanical learning implies studying by heart since material is being learned literally, without any changes, understanding or establishing of meaningful links between the existing and some other material (from the same subject or some other). Besides the expression "learning by heart" which is often used in practice, there is also the widely spread slang term – "cramming."

There are several variants of this method of studying:

1) Learning by heart a material that is generally not studied with a meaningful approach (such as multiplication table or names of organisms derived from Latin which the students may not be learning).

2) Learning a material that can be understood, but it is necessary to learn it by heart (for instance, a recitation or lines to be spoken in a theater play).

3) Learning a material that can be comprehended, but in the teaching process, usually through teacher's fault, the material has not been presented in a comprehensible way.

This kind of learning exists in educational practice, but it is undesirable.

2. Observational learning starts from the following attitude: in order for a student to be successful, he must be careful, access and retain information, must be motivated, possess a desire to learn and must be capable of correctly reproducing the desired skills.

3. Discovery learning is a method based on the approach that students should establish interaction with their environment through discovering and manipulating objects, encountering questions and controversies, through experimenting. The basic characteristic of learning through discovery is that what is supposed to be learned is not given – the one who is studying must reach it independently, by discovering it. The existing information should first be organized into new wholes, in order to reach a combination that leads to a solution. Through discovery learning, general goals of education are realized, autonomy is formed, as well as ability to solve problems independently, ability to do research and apply what has been learned to new situations; motivation develops, etc.

4. Convergent learning can also be called logical learning since it is based on rules of logical thinking, that is, a logically arranged sequence of intellectual actions that leads to a single proper solution. This method of learning in schools is characteristic of scientific fields such as mathematics, physics, chemistry, biology, history, geography, etc. -in other words, the fields where the highest degree of logical thinking is required from students. Examples of this method of learning are numerous. In mathematics, an algorithm for solving a class of mathematical problems is adopted in this way; in natural and social sciences - certain cause-and-effect relationships that lead to solving certain problems (e.g., why balloons no longer run on hydrogen).

5. Active learning is studying through work, performing of tasks and personal action. It is realized through direct involvement of students in the learning process.

The essence of active learning can be understood through these words of the great Benjamin Franklin: "Tell me and I forget, teach me and I may remember, involve me and I learn."

6. Insight learning is the most complex form of learning, based on solving problems through perceiving important relations in a situation. Insight learning is characterized by the fact that the correct solution is reached abruptly. A successful way of reaching a solution is generalized and applied in similar situations. Insight learning is the dominant kind of learning in humans, who apply it even when they are learning material that has not been organized in any particular way.

7. Didactic learning implies the traditional process of learning, where the teacher is at the center of the learning process, and it is characterized by lectures, demonstrations, posing questions to students and direct learning.

8. Programmed learning is a contemporary way of learning where a greater amount of material is broken into a sequence of interconnected parts that the student then covers successively, one part at a time. Every time a part gets covered, the student checks the knowledge and advances individually, in accordance with the earlier knowledge. Tightly related and structured parts of the material that constitute basic knowledge the student should attain can be successfully programmed.

9. Observation learning is the kind characterized by the person who is learning looking up to a model whose behavior and personal traits are adopted through imitation or in any other way. A role model is a person whom an individual feels strong emotional ties to; whom he loves, respects or adores. In childhood, role model is usually a parent, an uncle, an older brother, a teacher or, later, a popular singer, sportsman, politician, scientist, writer, businessman or another public figure.

10. Role-based learning is the kind of learning based on learning through identification and imitation as a way of enabling individuals to perform the roles that they will take on later in life.

## 2.2. **8** Biggest Problems In Studying

We can encounter numerous problems during studying. Below, you will find the most common ones:

1. **You keep postponing the start of studying.** You are not motivated. You just cannot sit down and get to work. Everything else seems more important.
2. **You quickly abandon** studying for the sake of other tasks, activities, obligations or in order to have fun. Friends have invited you to a birthday or some other kind of party. Parents have asked you to go to the store, to help them clean the apartment, and so on. All these activities are part of life, but they can be distractors, if they are not properly balanced with studying.
3. **Random studying,** cramming, last minute studying... It is two months before the exam period, you think you have enough time, and you delay studying. This is usually just a trick. Time until the exam passes quickly and you find yourself “in a sticky situation”, because you have too little time to properly prepare for the exam
4. **You feel that you are quickly forgetting and confusing different parts of the material.** People often study more than what is optimal for one day; it is often the case that they do not connect the facts, information and knowledge from the current subject with content of earlier similar materials, do not go over the material enough times, it is not clear to them what the most important parts are, they do not make outlines of the lessons, etc. All this can result in forgetting the material they went through.
5. **Test anxiety** is one of the biggest distractors in the process of studying. At the very beginning of studying you start to think about the exam, its negative outcome, you hear different stories and rumors about different professors. You become anxious, nervous, and start dreading the exam, without first having completed your studying.
6. **Studying without self-testing and repeating the material.** You go through the material by only reading it. While reading, you understand it all, you are satisfied, you think that everything will be permanently stored in your memory. This is another illusion related to studying. Studying without repeating and practice recall is ineffective studying.
7. **You do not organize study material on your own.** You have not made a plan of activities for the subject you are studying. There is no daily, weekly, nor monthly plan. You do not know when you will start studying that day, which span of time is designed for studying, which for free time, and so on.
8. **You have serious difficulties understanding the material.** You missed the class, and you did not hear the professor’s lecture. Or, you did go to the class, but you listened “hermetically”. After the lecture, you did not clarify the parts you did not understand, the uncertainties, new words and the like. You did not talk to the fellow students about the lesson. All this results in significant problems in understanding the material.



## 2.3. The Most Common Excuses for Not Studying

There are numerous excuses to avoid studying. Below is the list of the most common ones, as well as of the strategies on how to eliminate them:

### 1. “I have no inspiration for studying”

If you wait for the inspiration for studying to appear, it is likely that it will not happen. You cannot wait for all the pieces to come together – to be bright, cheerful, motivated, and so on. The characteristic of true professionals is that they study and work even when they are in a bad mood.

What to do when you have no inspiration?

Just start studying without it. Once you start studying, it may turn out not to be as difficult as you initially expected, and that what you have learned, or the fact that you made the decision to start studying motivates you to continue.

### 2. “The lesson is too long”

It sometimes seems that what you have to learn is too much. The whole lesson appears to be very long and you feel it will be difficult to learn it. This may discourage you and cause you to give up.

What to do in this situation?

Divide the lesson into several smaller parts. Then learn the first of these smaller parts. It certainly will not be a problem. A small part can always be learned.

And when you learn it, this “small” success will encourage you to move to another part. And then to the third, fourth, and so on. And, little by little, you will have learned the entire lesson.

### 3. “I cannot study all the time”

Usually, it seems you study all the time, because you spend the first half hour looking for all you need for studying, the next half an hour thinking about how to start, and then half an hour chatting with a fellow student from the university. And you think of all this as of studying.

If the planned time for studying is really spent in effective studying, you will not feel like you are studying constantly.

Studying is not always easy. You have to learn both what you like and what you do not. For sure, you would rather watch a movie or hang out with friends. It is not a problem. Realize your studying plan and then reward yourself with a movie, book, or going out.

### 4. “Even if I study, I will get a bad grade”

An old proverb says: “Careful what you wish for, it may come true.” Another says: “For an optimist the glass is half full, for a pessimist it is half empty.”

One of the important things in studying, as in life, is to be optimistic. Do not see things black.

You become an incorrigible optimist only when you are creating the habit of optimism. Optimism is the foundation of a positive mental attitude. Optimists are people whose motto is “Everything can be done and handled.” They see good and positive aspects of every situation. When something goes wrong, they say: “It is all good”, and then look for ways and methods to solve the problem or resolve the difficulty.

Optimists make action plans, set goals they want to achieve and focus their thoughts on what they are currently doing. In contrast, pessimists are tense, depressed and do not think about what should be done in the given situation. Optimists look for useful lessons in every obstacle or disappointment. Napoleon Hill said that optimists operate on the principle that the difficulties appear not to prevent, but to teach.

### **5. “I cannot study alone”**

Even if you prefer to study alone, it is sometimes good to study with others, either in a pair or in a group. Discussion on what you study with someone else can greatly facilitate the acquisition of knowledge. Your studying partner can explain what you do not understand. Also, explaining the lesson to your partner can help you reinforce your memory.

We are often confident that we know something well and that we learned it, but only when we try to explain it to someone else, we realize that it is not so.

The strategy of studying in pairs is also a great way to practice your presentation before the professor and to prepare for the presentation of your knowledge on the exam.

Studying together also affects your motivation. Perhaps at one point you would give up studying because you feel fed up, but your partner’s persistence motivates you to continue.

Also, the breaks will be less boring when you have company.

## 2.4. Learn How to Study – The Stages in Development of Knowledge

In the process of studying and acquiring knowledge, you go through four stages:

### 1. The stage of unconscious incompetence

This is the first stage of learning during which you are unconsciously incompetent, you do not know what you do not know, or what you need to learn.

For example, you observe a lecturer or a schoolteacher giving a lecture and you think to yourself, “This is easy. It is no big deal to learn”. Or you watch a bus driver driving a bus, shifting gears, changing lanes, and so on, and say, “This is simple, I can do it, too.”

### 2. The stage of conscious incompetence

It is during the second stage, the stage of conscious incompetence, that your learning begins.

For the first time, you become aware that you are not studying well and that you do not know how to study and for how long. This is a critical stage in the process of learning and acquiring knowledge. Not knowing something can often create frustration in people and cause them to give up studying. Therefore, it is very important to be motivated enough to learn.

For example, you enter a modeling course. After passing the theoretical training, it is time to face things like: keeping a smile on your face, proper movements, walking in high heels, exercises for building proper conduct, frequent trips, strict diets, daily participations in fashion shows, and so on. You start thinking of how many things there are yet to learn and you say to yourself: “I cannot do all this.” You panic. And you give up.

Or, you start taking driving lessons. You pass the tests. You go to the first driving class, you observe what the instructor does: starts the engine, shifts gears, looks in the rear-view mirror, overtakes other vehicles, goes into reverse, parks, brakes abruptly, and so on. The sheer number of things he does in such a short time discourages you and makes you think: “How am I going to do all of this? I am not cut out for this. Perhaps it is best to give it all up”.

### 3. The stage of conscious competence

During the third stage, you learn how to study properly. You increasingly apply effective strategies and methods in studying. With hard work and exercise, you get closer and closer to acquiring knowledge and mastering the skills of studying. You become increasingly successful. You feel comfortable because you become more skilled at learning with each new attempt. All you need is to be focused enough in order to be successful in studying.

If we use the above example, this means that you drive smoothly, successfully follow the traffic signs and signals, you have no problems shifting gears or using the turn signals, you overtake, brake, and so on. With every new day you come closer to driving automatically.

Or as a fashion model, you walk straight, you look almost perfect, you smile pleasantly, and so on. Walking down the runway becomes more and more of a mechanical process to you.

Although this stage requires a lot of effort and concentration, it also brings great pleasure.

#### **4. The stage of unconscious competence**

The last stage is the one in which you have fully mastered study techniques. You have gained a lot of knowledge. The process of studying is natural, simple, and does not require much concentration.

If we talk about driving a car, it might look something like this: you have already been driving for years, you are acquainted with all the possible scenarios, you have mastered motor skills and speed, and driving has become a routine – an automated process. You do not think a lot while driving, you listen to music, sing, chat with the passengers, and so on.

## 2.5. Several Things Crucial for Studying

In order to achieve success, you need to pay attention to four important things when studying:

### 1. Studying conditions

Before you start studying, make sure to ventilate the room in which you study. Fresh air helps the brain work better. The room should be neither too hot nor too cold (the optimum temperature should be between 18 degrees and 22 degrees Celsius).

Another important thing is to always study at the same time, if possible. It is a good strategy for developing discipline.

Always study in the same place, sitting at your desk. Make sure the desk is neither too high nor too low. Prepare all the studying material on the desk in front of you, and remove all other things. Turn off the radio and TV.

### 2. Study plan

One of the most important things when studying is to create a permanent schedule and to designate particular time for learning, leisure and other activities.

Determine the order of studying each day.

Study continuously for 45 to 60 minutes.

Make short breaks between studying different topics and subjects.

### 3. Study technique

Before you start studying, it is necessary to collect your thoughts and to focus on what you are about to study.

You will spend less time studying and memorize the material better if you study what was covered in classes at the school or faculty at home, the same day or the following day. The sooner the better.

Before you start studying, you first have to skim through the textbook and your notes to remind yourself of the material you learned last time.

Then carefully read the lesson and notes in the workbook. If necessary, read these several times. Then study the figures and tables in the textbook. After reading, think about what is important and essential in the lesson and underline/highlight these parts or mark them by putting a symbol next to them. Use the usual, most common signs such as arrows or stars.

The best way to study and repeat the material is to recount it out loud in your own words part by part.

The material can be repeated by turning the titles in the lesson into questions, writing them down and then trying to answer without looking at the book.

Ask your parents or friends to go through the material with you checking your knowledge, to review your assignments or tests and to suggest possible mistakes that should be corrected.

After studying, “reward” yourself with going out, playing a game, watching television, etc.

#### **4. Incentives for studying**

Incentives and motivation are very important for studying.

It is important that you should, whenever possible, be surrounded by cheerful and positive people who understand you and your problems, and who will show interest in the results of your studying. They will mean much to you in moments of “study crisis”, i.e., when your attempts at studying are simply not working. They can provide verbal or some other type of assistance.

A good way to motivate yourself is to commend and encourage yourself. It can be a significant boost in the learning process.

## 2.6. Factors of Successful Studying

Studying is influenced by many factors. Each of them, in its own way and to a greater or lesser extent, affects the process of learning and acquiring knowledge.

The most frequently referred to are the following seven:

### 1. Physiological condition

Your health is very important for successful studying; your eating habits, spending time outdoors, exercise, getting enough sleep...

### 2. Motivation

You keep postponing the start of your studying, you are bored while you are sitting with a book, you read, but remember very little, you keep telling yourself that you have to study, and yet you do not, you torment yourself over that...

This all means that you are not motivated to study.

How to get motivated?

The main incentives for studying are positive attitude and will, pleasant thoughts, positive expectations. Nearly 50% of success depends on having a positive outlook on everything around you. The outcome often depends on the expectations.

Another good technique is to arrange your study space. Neatness is half of studying (this regards the plan, your school bag, your desk, and so on). The room in which you are studying should have the optimum temperature, it should be light, and you should not change the place of studying (the same situation creates positive associations for studying).

Listening to music is also a good strategy. Music strengthens the mind, unleashes creative abilities, and makes your body healthy. In the book "Mozart effect", Don Campbell says that pleasant, discreet and quiet music makes studying up to five times easier and motivates the student.

### 3. Class work

This includes active participation in the class (participation in discussions, asking questions...), taking notes, being fully concentrated in class.

### 4. Study plan

Planning is very important because it increases the efficiency of studying. It is crucial to develop a studying plan on a daily and weekly basis. When making a daily plan, pay attention to the number subjects you are going to study that day and their order; create a plan that is realistic and feasible, with periods of rest between different subjects; these periods should also involve an enjoyable activity (surfing the Internet, going out to see a movie or for a drink, etc.).

Creating a weekly study plan is necessary because you have your private life, interests and desires, too. Making a weekly plan will help you develop discipline and help you with control over your activities.

Here is a suggestion how daily and weekly study plans should look like:

**Daily study plan**

<b>Subject</b>	<b>Planned study hours from-to</b>	<b>Realized yes / no</b>	<b>Note</b>



**Weekly study plan**

	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Sat</b>	<b>Sun</b>
<b>Time</b>	<b>Planned activities</b>						
<b>7.00</b>							
<b>8.00</b>							
<b>9.00</b>							
<b>10.00</b>							
<b>11.00</b>							
<b>12.00</b>							
<b>13.00</b>							
<b>14.00</b>							
<b>15.00</b>							
<b>16.00</b>							
<b>17.00</b>							
<b>18.00</b>							
<b>19.00</b>							
<b>20.00</b>							
<b>21.00</b>							

**5. Orientation in study material**

When you are studying, it is very important that you should distinguish the essential from the inessential, to summarize the material in form of your own notes, to spot the key words and concepts, to recount the content in your own words, i.e., to avoid verbatim quoting and rote learning.

**6. Repeating and practicing the material**

It very important that you repeat the material you have covered and to know how many times you should do it. In order to learn the material well, you should repeat it even after you have recalled it correctly the first time. This manner of studying will help you overcome exam anxiety and answer the exam question fluently and logically.

**7. Deadline**

When you are studying, it is also important to determine a deadline by which you should learn something. A close deadline motivates you to study and creates greater enthusiasm, whereas further deadlines have positive impact on retention of knowledge. The very intention of studying something for a longer term results in longer remembering.

## 2.7. **16** Questions for Before and During Studying – Checklist

Before you start studying a particular subject, you should skim through the book, look at the lesson titles, find the key words, and then answer eight basic questions that will help you determine your strategy and the steps necessary for successful studying.

1. What is the name of the subject?
2. What are the key words or the key concepts that are mentioned in the book? For example, if you are studying Management, the key concepts would be: planning, leadership, strategy, environment, organization, control, etc.
3. Do you understand all the key concepts?
4. What do you already know about the topic in question? Perhaps you have already read about it or discussed it with a friend or fellow student.
5. Do you have any knowledge of similar subjects? For example, if you are studying Marketing, and you have already passed the exam in Sales, the knowledge gained while working on that subject will greatly facilitate studying Marketing because the material is similar, with many common characteristics.
6. What types of information and data will help you study (charts, diagrams, tables, statistics, research studies, etc.)?
7. Will you rely on only one source of information (e.g., a textbook)?
8. Will you have to look for additional sources (Internet, additional books, periodicals, publications, etc.)?

### **During studying, you should answer the following eight questions:**

1. While you are studying, do you ask yourself whether you understand the material? This is something you should do all the time, because there is no point studying without understanding. What you rote learned “evaporates” very quickly.
2. Should you study faster or slower? Assess your abilities during studying and set your own pace accordingly.
3. When you do not understand something, do you ask yourself why you do not understand it? This is a very important question. Causes of poor understanding can lie in poor concentration, poorly written textbook, not being immersed in the material, not drawing, not dividing the material into smaller parts...

4. During studying, do you pause in order to make a brief recapitulation of what you have already learned? There is no point learning everything at once. The material must be repeated. It is best to divide the material into logical sections or chapters; when you finish a chapter, repeat it.
5. Do you think and ask yourself whether the material is presented logically? If it is not, get look for assistance in some other books, textbooks, on the Internet, etc.
6. When you are studying the material, do you assess things – do you agree or disagree with what it says? No matter what it says in the book, you should have your own point of view on every issue. Thus, you will quickly memorize the information and learn the lesson.
7. Are discussions with other students necessary for you in order to learn the material? This can be a great strategy to clarify the unclear aspects, to learn new facts about the lesson, and to repeat what you have learned.
8. Do you need to get in touch with your teacher or teaching assistants during studying? Going to consultations with your mentors and professors is a good way to overcome all difficulties and clarify possible ambiguities.

## 2.8. **3** Questionnaires for Monitoring Progress in the Study Process

(Source: <http://www.open.ac.uk/skillsforstudy/review-your-progress.php> )

Any studying starts with recognizing the need which is perceived as lack of knowledge in a certain area. The study cycle should be understood as a continual process. It can be imagined in form of a spiral that starts with recognizing a certain educational need, continues with the process of knowledge adoption and acquiring a certain set of knowledge that leads toward discovering new, unknown areas, which are, in their turn, perceived as an educational need and serve as an incitement to new studying. When we take a look at the study cycle using an example of one subject and preparation for the corresponding exam, we can perceive the regularities of the cycle we have described.

In order to successfully monitor your own progress in the study process, you need to answer some questions to yourself at the very beginning, in the middle and at the end of the study process. These questions will help you realize why you have started studying something, at which rate you are advancing in that process, what you have achieved and how you can use it in a future study process.

There is a questionnaire for each of these key strategic points; through its questions, it helps you organize and monitor your progress step by step, constantly revising the achieved results as compared to the planned ones.

The questionnaire which you should fill before you start studying the selected subject will help you define your expectations and the objectives you want to reach when you finish studying the subject in question. Based on it, at the end of the study process, you will be able to make a comparison as to whether you have acquired the desired knowledge and mastered the planned skills.

The questionnaire which you should fill halfway through your study process, at the most convenient moment, such as the end of the first semester and such, should help you determine the speed at which you are progressing, the difficulties and worries that are slowing down your progress, and the activities you can undertake in order to overcome them.

The questionnaire which you should fill at the end of the study process should help you determine whether you have performed all the necessary activities in the study process. The supplied list of questions can help you realize why you have, or have not, achieved a good result at the exam. Make sure to use the conclusion you draw from analyzing these questions in future study processes and you will ensure continual advancement for yourself.

## 2.8.1. Questionnaire for Monitoring Progress in the Study Process – Initial

### Why should you do this?

It is important to think why you have decided to start studying the material in question, because it will affect your approach to studying. Writing things down will help you develop strategies, review your objectives monitor your progress.

### 1. Why did you choose this material?

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### 2. How is the subject/material structured?

View the contents and note the chapters. Take a look at the objectives that have been set and the desired outcomes. In the beginning, they will probably look a bit daunting, but this will give you ideas as to what you can gain by studying the given content. Write down some notes about what you would particularly like to achieve. This will help you to prioritize and define your focus in studying.

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### 3. Do you have any issues or concerns about studying?

Are there any issues that might be worrying you concerning the future study process you might share with your teacher? (For instance, concerns regarding performing certain assignments or deadlines). Note them down.

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Save this questionnaire among your study materials so that you can refer back to it when you need it.

## 2.8.2. Questionnaire for Monitoring Progress in the Study Process - Middle

First take a look at what you have written in the questionnaire for initial review.

**1. How much have you achieved, compared to what you planned, through studying the given material?**

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(Take one more look at the objectives you wanted to achieve as stated in the initial questionnaire.)

**2. Are there any parts of the material you are worried about or you might use some help with?**

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**3. Think about your study habits and ask yourself whether there are some strategies you might need to work on, or some changes you might need to make.**

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**4. Note down several actions that you can take regarding your concerns. Remember that you can contact your teacher or mentor, as well as look for help in your resources.**

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Save this questionnaire among your study materials so that you can refer back to it when you need it.

### 2.8.3. Questionnaire for Monitoring Progress in the Study Process - Final (Checklist)

	Done	Not done	Priority (low, medium or high)	Action
<b>Getting organized</b>				
1. Sorted administration and materials for the subject				
2. Observed the planned deadlines for submitting assignments				
3. Used a schedule/ planner for studying				
<b>Reading and note – taking</b>				
4. Used appropriate technique for reading different parts of the material				
5. Used adequate note – taking techniques				

6. Sorted the notes after gathering				
<b>Doing assignments</b>				
7. Set aside sufficient time for what was supposed to be achieved.				
8. Questions and tasks were analyzed				
9. A plan was used in order to monitor progress in performing tasks				
10. Asked the teacher for feedback				
11. Used the feedback				
<b>Review and examinations</b>				
12. Used a revision timetable				
13. Practiced answering possible exam questions				
14. Worked out an exam technique, final assessment or project in advance				

Save this questionnaire among your study materials so that you can refer back to it when you need it.



# 3. LEARNING STYLES

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## 3.1. **3** Learning Styles You Can Use

To eliminate the problems that occur during studying, and to make this process better and more productive, it is important that you identify your learning style.

Whether you are a high school student, a college student or a graduate who wants to continue with postgraduate studies, you have definitely developed a method of knowledge acquisition that makes learning easier.

You may use multiple learning styles; however there will always be one that prevails. Choice of the learning style depends on the situation, or the knowledge that you are adopting.

There are different methods and ways of approaching the task of learning.

The simplest and most widely used classification of types of learning is the one that recognizes three styles of learning:

- » visual,
- » auditory and
- » kinesthetic (tactile).

**Visual style** of learning is characteristic of those who easily adopt the material when information is presented visually, in form of text and images.

If this is your pronounced learning style, you probably often think in pictures. You learn best when the content is presented by visual means such as PowerPoint presentations, flip charts, diagrams and other written material.

Also, you usually tend to use information from textbooks and notes and you generally prefer learning on your own, while during lectures, you follow the lecturer's non-verbal communication.

**Auditory style** of learning is characteristic of students who learn best through:

- listening to lectures,
- participating in discussions,
- exchanging ideas.

If this is your pronounced learning style, it means that you have the talent to work well in groups or pairs.

Written information is of less importance to you. You find the material easier to learn and remember if you hear it or read it aloud.

You improve your learning by reading the text aloud and using recorded material.

If you tend to take notes and draw pictures and diagrams during the studying process in order to remember the information easier, you are characterized by **kinesthetic style** of learning.

You learn best through movement, touch or concrete action. You actively explore the physical world around you.

Your characteristic is that you cannot sit still for a longer period of time. Your attention is distracted due the need to be active and explore.

Once you have found out which learning style you are using, you will be able to significantly improve your studying and apply the appropriate study methods and techniques.

### 3.1.1. VAK Test for Dominant Style Assessment

(Source: Revell & Norman: "In your hands, Neuro-Linguistic Programing in ELT", 1997)

If you cannot determine which of these styles is dominant in your case, do the following test which is used for determining the dominant style.

Read the following statements, one by one, and estimate to which degree you succeeded in imagining them:

0 points - not succeeding at all; one point - barely succeeding;

2 points - succeeding relatively easily; 3 points - succeeding easily

Write the number of points next to each statement:

\_\_\_ See a kangaroo

\_\_\_ See your front door

\_\_\_ See your toothbrush

\_\_\_ See your friend's face

\_\_\_ See a plate with food

\_\_\_ See a TV show

\_\_\_ Watch TV

\_\_\_ Hear a song

\_\_\_ Hear the rain

\_\_\_ Hear fire alarm

- Hear your friend's voice
- Hear your own voice
- Hear the birds sing
- Hear the sound of birds singing change into alarm sound
- Feel excitement
- Feel that you are swimming
- Feel grass beneath your feet
- Feel a cat in your lap
- Feel warmth
- Feel your fingers on piano keys
- Feel your fingers playing a few notes

**Calculate the number of points for every group separately.**

See (visual type) \_\_\_\_\_ number of points.

Hear (auditory type) \_\_\_\_\_ number of points.

Feel (tactile/kinesthetic type) \_\_\_\_\_ number of points.

The group in which you scored the most constitutes your dominant style. It can happen that you have the same number of points in certain groups, which indicates a combination of styles.

## 3.2. How to Improve Your Learning Style?

You can improve your learning style by using different strategies that can lead to even better results.

In front of you is a list of tips for every learning style:

1. If you prefer the **visual** learning style, you can significantly improve this learning style by:

- » using materials such as photographs, maps, charts, diagrams,
- » using different colors to highlight the most important parts in the text,
- » using multimedia tools (video, computer, projector),
- » visualizing information in the form of images to make them easier to memorize,
- » obtaining an undisturbed and clear view of the lecturer, so you can follow his
- » non-verbal communication,
- » writing notes, if the lecturer did not provide you with written material,
- » illustrating your ideas as images before writing them down,
- » studying in a quiet place away from verbal distractions,
- » reading illustrated books.

2. You can take the **auditory** learning style to a higher level by:

- » writing speeches and presentations,
- » reading the text aloud,
- » participating in discussions and debates in class,
- » using sound recording devices instead of writing notes during lectures,
- » discussing your ideas,
- » dictating your thoughts and ideas to someone.

**3. Kinesthetic** learning style can be improved by:

- » moving around while learning new things,
- » using regular breaks during studying,
- » listening to music while studying,
- » studying in a standing position,
- » using colors to highlight the most important information in the text,
- » glancing over the material before you start reading it in depth in order to get an overall picture,
- » livening up your workspace with pictures and posters.

## 3.3. **4** Learning Styles According to Honey and Mumford

A similar classification of learning styles was developed by Honey and Mumford. They distinguish between four types:

### 1. **Activist**

If you're an activist, you enjoy being the center of attention. You put a lot of enthusiasm into practical activities. As soon as an activity is finished, you have the desire to immediately start a new one, unwilling to stop and look at what has been done, i.e., what has been learned.

Studying that includes the following methods suits you most: training, projects, role-playing and outdoor study.

### 2. **Reflector**

You learn best when you sit somewhere in the back and view experiences from a number of different perspectives before you reach a conclusion. You like to take your time to analyze the newly acquired knowledge before you start applying it in practice.

Studying that involves the following methods suits you most: group discussions, feedback from others, mentoring, observing, film and video.

### 3. **Theorist**

If you are a theorist, you prefer to learn using questions and you constantly seek the reasoning behind assumptions and concepts. You appreciate having an intellectual challenge. You have a logical, rational approach and strive to be objective.

Studying that suits you most involves the following methods: research, reading, distance learning, continuing education, learning in traditional classrooms, lectures, questions and answers.

### 4. **Pragmatist**

As a pragmatist, you are constantly looking for a connection between learning and practical application of acquired knowledge. You like to experiment with ideas: Do they work in practice and how?

Studying that includes the following methods suits you most: mentoring, solving of case studies, setting goals, illustrating the flow of studying on a flip chart...

### 3.3.1. Learning Styles Questionnaire

(Source: Hani & Mamford u: "Stilovi učenja", [http://www.maksimalnoforum.com/forum/forum\\_posts.asp?TID=2655](http://www.maksimalnoforum.com/forum/forum_posts.asp?TID=2655), 14.09.2006)

Procedure:

- » Mark 25 of the available 40 statements that best reflect your personality
  - » Write all the numbers down
1. I enjoy talking to other people about how things should be done.
  2. Sometimes I observe other people's activities.
  3. I love to read and learn that way.
  4. I fully commit to new and challenging practical activities.
  5. I like to experiment when I have to perform a task.
  6. I need time to get accustomed to new ideas.
  7. Learning with the help of film and video helps me understand the material better.
  8. I like clearly defined projects where I can get to work right away.
  9. Learning using distance learning – e-learning – methods suits me.
  10. I enjoy guiding others through a project (mentoring).
  11. I am often able to predict the result.
  12. I examine and explore the logic behind the assumptions.
  13. I find that having a discussion is the best way to learn.
  14. I compare my solutions with others' solutions or with situations.
  15. In the learning process, the ability to ask questions is very important for me.
  16. Outdoor learning and training are very interesting.
  17. I am curious about almost everything.
  18. I fancy the on-the-job training.
  19. I often explore a variety of topics and subjects.
  20. I like to analyze the situation before the start.
  21. I like to learn through conventionally organized courses.
  22. I love to learn through creations and visual presentations of what we were doing, e.g., flip charts.
  23. Lecture is often the best way for me to learn.
  24. I sincerely enjoy listening to other people and their opinions.
  25. I take action and start realizing tasks immediately.
  26. I am good at visualizing the task before starting it.
  27. Case study helps me to really understand a concept.
  28. I often imagine how things should be done.
  29. I make an effort to plan each project I am working on.



30. The best way to acquire new knowledge is being self-taught or learning by doing.
31. I learn best by watching someone else perform the task in question.
32. I make every effort to classify or manage ideas in order to solve the problem.
33. I like to participate in brainstorming sessions on issues which my team and I face.
34. I am exceptionally organized.
35. I learn best through hands-on exercises and role-playing.
36. I can learn through research.
37. I keep seeing opportunities in the environment.
38. I learn by observing how others work.
39. I learn best through mentoring work.
40. I like solving problems.

In the table below, circle the 25 responses that you picked from the previous list. Determine which row holds most selected statements. Whether it is activist, reflector, theorist or pragmatist. That field represents your learning style.

<b>ACTIVIST</b>	<b>1</b>	<b>4</b>	<b>8</b>	<b>16</b>	<b>18</b>	<b>25</b>	<b>30</b>	<b>35</b>	<b>37</b>	<b>40</b>
<b>REFLECTOR</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>14</b>	<b>15</b>	<b>20</b>	<b>23</b>	<b>32</b>	<b>36</b>
<b>THEORIST</b>	<b>2</b>	<b>7</b>	<b>13</b>	<b>21</b>	<b>24</b>	<b>26</b>	<b>28</b>	<b>31</b>	<b>33</b>	<b>38</b>
<b>PRAGMATIST</b>	<b>5</b>	<b>10</b>	<b>11</b>	<b>17</b>	<b>19</b>	<b>22</b>	<b>27</b>	<b>29</b>	<b>34</b>	<b>39</b>

If the selected statements are equally distributed for each learning style (with 6 or 7 responses for different styles), it means that your style is not yet defined, and you should determine, i.e., build, a dominant one.

### **How to Build Your Own Style?**

For example, if you choose the “activist” learning style, and the first time you took the test you gave seven responses that relate to this style, work on three more characteristics, that are missing in order for you to fully form this style.

All this does not mean that you have to get rid of your qualities regarding other styles, but you should have one well-built style which suits you best. It is always beneficial to combine different and proven strategies from other learning styles to achieve the ultimate goal – to memorize and learn the material and pass the exam successfully.

# 4. STUDY METHODS

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## 4.1. How to Study Using the SQ3R Method?

We present you one of the possible ways of rational studying, the so-called SQ3R or SQRRR study method; the acronym stands for:

S - Survey: skim the material before concentrating fully.

Q – Question - what portion of the material is important?

R - Read carefully and memorize.

R - Recite or write to recall the read material.

R - Review the remembered material after a few hours or days.

### 1. Survey: skim the material before concentrating fully.

The aim of surveying the material is to get the best possible overview of the material before moving on to the details.

- » Check if there is a glossary of commonly used words and phrases. It is usually at the end of the book.
- » Read the preface and find out why the book was written, what the author wanted to say.
- » There is often a summary at the end of each chapter. It is beneficial to read the summary at this stage.
- » If all this is not sufficient, “glance over” the material. Also read the subheadings and some text from the content. Take a good look at charts, schemes, tables or pictures, if there are any. They often contain important and brief information.

### 2. Pitajte se koji je deo gradiva je važan

In this step you should use questions that begin with: who, how, where, what, when, why, etc.

This way you will:

- » Remember the information and facts you have learned when you have answered a question much better than the ones you have learned by heart.
- » Get motivated more easily, since asking questions will help you realize your own lack of knowledge or weak points.

### 3. Read carefully and memorize.

- » In the third phase, perform the following activities:

- » Concentrate. Both your feet are on the floor, you are using a hard chair, reading as fast as you can.
- » You are finding the main ideas and thoughts. This is the first level of reading your material.
- » Underline and mark the most important things about the lesson. A marker pen that simply highlights the text is usually used. Underline the following: what you need to remember, i.e., what is new. Do not underline what you already know; underline what you want to spot immediately when reviewing. It is important not to underline more than is really needed.
- » Read actively. Think, clarify, comprehend, memorize what you have read.
- » Pay attention to charts, graphs, pictures. These elements often show much more than you can express in words.

#### **4. Recite or write to recall the material you have read.**

You can use two strategies of memorizing the material here:

- » Memorize by reciting in your own words. When you have finished reading, look away from the book and recite in your own words what the author wanted to say. Repeating your own words raises the degree of remembering. With rote learning, material is quickly forgotten.
- » Memorize by writing notes on the side. Write down your own impressions, thoughts, comments on the main ideas by the edge of the page. Speak these thoughts loudly.

#### **5. Review the learned material after a few hours or days**

SEvery time you learn something, you should immediately review and verify it. This will prevent you from forgetting the material you have studied that day. You may continue to review the material. One recommendation in order to help prevent forgetting is to schedule the first subsequent review on the same day, followed by another one after two days, and another one after eight days. And after 30 days – final review. This way you will completely memorize the material you have covered.

## 4.2. Have You Heard of the MURDER Study System?

The name of this study system stands for:

**M**ood

**U**nderstand

**R**ecall

**D**igest

**E**xpand

**R**eview

### 1. Set a positive mood

It is very important that you set a positive mood for yourself to study in. You need to select an appropriate time for studying and suitable environment, and be in a good mood.

### 2. Learn with understanding

If you do not understand what you need to study, make sure to mark it so you can get back to that part of the subject later. Make an effort to re-clarify it, and if you do not succeed, make sure to seek help from an expert in that area or from a peer.

### 3. Recall the studied material

After studying a portion of the material, stop studying and put what you have learned into your own words. This is an excellent strategy for finding out what is “amiss” and focus on those parts.

### 4. Digest the material

If you find that the material is too excessive, break it down into smaller units and go piece by piece. If you have trouble understanding the information, in addition to consultation with the teacher, you might also find reading other literature or searching the Internet helpful.

**5. Expand the study process**

In the fifth step, you need to ask yourself three types of questions related to the material that you are studying:

- » If you could speak to the author of the textbook, what questions would you ask him or what criticism would you offer?
- » How can I apply this material to what I am interested in?
- » How can I make this information interesting and understandable to other students?

**6. Review what you have accomplished**

Review the studied material. Review what strategies helped you understand or remember information. Apply these strategies in future studies.

## 4.3. Learn Using the Partitative Method. Easy and Fast

Partitative method constitutes a frequently used study strategy.

It consists of six stages:

Look through the entire text which you should study in order to identify the covered topics. Write down the (sub)headings in your notebook; take a look at the pictures, drawings, graphs, tables, read the conclusions that follow particular parts of the text. You should not read the entire text at this stage.

Try to formulate (sub)headings of the material as questions.

Divide the material into sections, logical units (for instance, by subheadings or by other criteria).

Read the first part of the text with the intention to learn it. Underline unknown words and look up their meaning in the dictionary.

Close the book and try to repeat the material, i.e., to review. Answer the questions from the second phase related to this part of the material. If you fail to recall the studied material after the first reading, read that part again with intention to learn it, and then review.

Once you have mastered that part, try to describe the essence of that part of the text in the form of notes, summary, résumé.

Then, create a list of questions that could be asked by the professor or a list of interesting questions about the material which were not answered in the book. Using the same approach, learn the other parts of the text as well.

6. Once you have learned all the parts well, look at the notes once again, put them away, close the book and recount silently the lessons and the material in general. If you cannot accomplish this successfully, use the book or your notes to recall what you have not memorized or understood well.

## 4.4. Discover How to Study Using the Combined Method

Another commonly used learning method is the combined method. It is quite similar to the partial method. The key difference lies in the second phase.

It consists of three steps:

1. First, read the text in its entirety. Then, analyze drawings, diagrams, schemes, figures and tables. Underline unknown words and look them up.

Divide the text into parts and logical units (e.g., by subheadings, as in the partial method).

2. Read the first part of the text with intention to learn it. Underline the important sections of this part. Review the learned material silently.

Once you have learned this part, express its meaning in form of notes, and then go to the second part and repeat the entire process in the same way. Once you have dealt with the second part, connect it with the first one.

Review the first and the second part together as a whole. Then cover the third part; repeat it with the first and the second part together as a whole. Repeat the process until you have reached the end, i.e., until you have learned all the parts of the book. Thus, the number of learned lessons increases daily, but not at the expense of forgetting the previously learned and covered lessons.

3. Review your notes (for every part) and, once more, try to recall the entire material. Use your textbook only if you need to clarify something or if you have not remembered certain parts of the material.

As with the partial method, formulate questions that the professor might ask and those that you find of particular interest concerning the material.



# 5. STUDY STRATEGIES

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## 5.1. **8** Absolutely Irrefutable Study Strategies

Study strategies are ways in which you manage your studying; they are based on understanding personal characteristics and abilities, knowing the educational tasks that should be performed, the skills of acquiring, connecting and applying new knowledge, required background knowledge and understanding of usefulness and utility value of the new knowledge.

In order to achieve success in learning, it is recommended that you develop and apply strategies that can turn you into a successful student.

Here are eight strategies that can be used well in the process of studying:

### 1. **Develop the habit of studying**

It is very important to make a timetable for studying, which includes your time for studying as well as the material you are planning to study during the given time intervals. It is recommended that, when making a plan, you begin with the easier material because covering the easy material will build your self-confidence.

You should strive to simplify even the simplest of material. Break it down to the elements and begin studying from there.

You should repeat the material until you have mastered it entirely and are able to reproduce without problems and with understanding.

### 2. **Apply active studying**

You have to be dedicated to studying, and never leave parts of the material you are learning unclear.

You need to keep trying to find explanations until you understand, sometimes learning from your mistakes.

In your attempts to understand the material, it is a good idea to find real world examples or try to look for a demonstration of an idea which you do not understand.

Ask your teacher for lecture abstracts or information on how to obtain other sources of the same or similar information.

### 3. **Use all your abilities in studying**

Constructing or modeling can be of great use in learning. Whenever possible, use actual, concrete objects as learning material. Use your hands to construct and explain and your body to express yourself.

#### **4. Summarizing the material through writing**

A good study strategy is to summarize the material through writing. During the process of covering the material, develop structure of the matter by taking notes and stating examples.

Whenever possible, use images and other visual aids to illustrate certain parts of the material.

Talk about your notes with other people who are studying the same material.

#### **5. Organize and systematize information through developing concepts**

Developing a concept or a concept map of the material will help you become more actively involved in what you want to learn.

#### **6. Use technology**

You can use various technologies for efficient studying. You can use multimedia technology successfully to gather and organize information from multiple sources. Computer simulations and even games can help you understand complicated diagrams or systems or presentreal world situations and relations.

#### **7. Prepare exam questions**

While studying and repeating the material, you should prepare the assumed exam questions and discuss them with fellow students or your mentor. Practice oral and written answers to these questions.

It is useful to attempt to evoke the atmosphere and situations from earlier written exams.

#### **8. Find a mentor**

An advisor at the university, a teacher or mentor can help you a lot in your learning process.

A good mentor:

- Helps you develop strategies that suit your personality, your affinities and interests,
- Helps you make a study group with common goals, which develops its mechanisms for assessing advancements in learning,
- Reminds you of your responsibilities,
- Encourages you and motivates you, monitors your advancement and evaluates the value of your study results.
- Before studying, be sure to establish contact and cooperation with such a person.

## 5.2. How to Apply the Active Study Strategy?

You can achieve the best study results using the active study strategy. It is learning through working, performing tasks and personal action.

How to implement active studying?

By dividing the process of studying into five phases: initial review of material, posing questions, reading, reproducing and final review of material.

### 1. Initial book preview

Through initial preview of the material, you gain insight into what you will be learning – you gain insight into the sense of the material as a whole. By flipping through a book and reviewing its contents, foreword, title, headings, tables and diagrams, you can reach a conclusion about the general concept and structure of the book. That way, you gain insight into the author's theoretical concepts and the way certain problems have been emphasized.

In this phase, it is important that you pay attention to all the emphasized parts of the text: words in bold or italics, various numbered or lettered lists. You should also read the first few sentences of every chapter because they usually contain the main concept of the entire chapter as well as the order in which the material will be presented. In this study phase, you skim through the text, looking for key words and concepts.

In that way, you familiarize yourself with the material, you make selections, you find out what you should pay attention to, you make an assessment as regards the time it will take to learn it. Based on all that – you will be able to create and plan your course of study.

### 2. Asking questions

The second phase is the phase of asking questions. It is a continuation of the first phase. In the first phase, you noted the titles and headings, the important points in the text.

Based on that, you can start asking questions, such as: What is this chapter about? Is this subject already familiar? From which aspect did the author of the book cover this topic? What did the author concentrate on more/less? It is very important that you create very varied questions in order to be able to perceive the lessons from various angles.

Having a considerable degree of preliminary knowledge in the area you are studying is desirable. In that case, you will be able to ask better, more concrete questions.

### 3. Reading the material

This is the third step in the process of successful learning. In this phase, you should try to find answers to the questions from the second step.

While reading the material, you will come across numerous unfamiliar and unclear terms. You should search for these terms and look them up in dictionaries and encyclopedias.

You should pay special attention to tables, diagrams, schemas, images, sketches. They all help you understand the text better.

In this phase, you should also go through the process of underlining the material, but never during the first reading. Underlining is useful only during the second reading, when you are able to differentiate the important from the unimportant.

Use a highlighter to highlight and underline. It is important to highlight only the main ideas, expert terminology and some of the more important details; otherwise, if you underline the entire text, it will end up unclear and unreadable. You can use several colors, giving each one its own meaning.

#### **4. Reproducing the material**

Reproducing means repeating the material and finding out what you have remembered. This is often the most important phase of active learning. This protects us from a false impression that we know something. Only through manifesting what we have learned can we conclude how much we have comprehended, understood something... We often go over something carefully and with understanding, however, when we need to recount it, we are faced with a problem.

The best results in reproducing the material are achieved by repeating the material in your own words. It is a good idea to organize your presentation in a different way than it is organized in the book.

You can repeat the material out loud or in your head. You can draw a sketch of the structure of a lesson or repeat it and then make an abstract or draw basic conclusions from the text.

The more complex and difficult the material you are studying, the later the reproduction phase should start. It should come after several readings, when you have understood the meaning completely.

During this phase, it is good to make the exam situation "come alive" - imagine possible situations, the questions the professor might ask, and try to answer them.

#### **5. Final review of the material**

The fifth step is the re-repeating phase. It is important in order not to forget the material. It consists mainly of re-reproducing, although it is also characterized by re-reading. In this phase, you might discover some new things that you have not managed to notice during the previous reading.

The important thing in the final review phase is to spend more time on the lessons that are more difficult to understand, on the points you had problems with during the first reading, and to understand and master them completely and thoroughly.

## 5.3. Why Use the Thinking Out Loud Strategy?

You can learn by reading, drawing tables, schemas or diagrams, listening, using movements, listening to audio recordings, talking to other people, as well as talking to yourself.

Many students love discussing things with another person or a group of people, in order to be sure that others understand them, but also with themselves, to make sure that they have understood and retained the material.

Thinking out loud, talking to oneself, is a useful study tool and it reflects engagement of the brain on several levels.

This style of studying can be very efficient. While studying, you are using several senses and experiences, which opens a greater number of opportunities and is conducive to more successful studying.

Thinking out loud and talking while studying can be applied in the following situations:

- » when you need to make an oral presentation
- » when you need to remember new words by repeating them aloud
- » when you need to edit a text through reading it aloud
- » when you need to solve some mathematical or technical problems
- » when you want to emphasize certain parts of the text as significant by pronouncing them more loudly or dramatically

Talking to oneself and thinking out loud constitute a very useful part of studying which should not be omitted.

## 5.4. How to Learn by Problem Solving

Learning by problem solving is an exciting alternative to the traditional way of studying. It is usually realized through team work.

In learning by problem solving, the teacher presents you with a problem, without much traditional lecturing. Instead of the traditional method of evaluation, the teacher monitors your work and your teammates' work on solving the problem, your way of thinking and creativity.

With this kind of learning, you are expected to have an active approach to finding and mastering the content required to solve the problem.

The teacher's role is to facilitate your work on the problem, to be a mentor, rather than serve as a source.

Learning by problem solving offers you the following opportunities:

- » Checking and assessing your overall knowledge,
- » Discovering fields and elements that you still need to work on,
- » Developing skills for more efficient teamwork,
- » Developing communication skills,
- » Defining and defending opinions through documented and established argumentation,
- » Developing flexibility in processing information and performing tasks,
- » Practicing and developing skills you will need after completing your education.

### 5.4.1. Steps in Learning through Problem Solving

#### 1. Consider the problem

Discuss the description of the problem with the teacher and note the most important parts.

It is usually the case in this phase that not much is known about the problem and knowledge is scarce, but there lies the challenge of this type of learning.

You need to gather lots of information; learn new concepts, principles and skills that will help you in the problem-solving process.

#### 2. State the known

In this phase, you need to state everything you know about the area in which the problem lies, based on previous knowledge and experience.

Here, you should evaluate not only your own knowledge and abilities, but also the knowledge and abilities of all the team members.

You should register all of the contributions the team members may make, no matter how unnecessary or excessive it might seem in this phase.

### **3. Define the problem**

Define the problem at hand and develop it in your own words and through a possible concept.

State what the team members already know, as well as what they will be required to learn in order to successfully solve the problem.

Definition and elaboration of the problem should be presented in writing. Coordinate it with all the members of the team. It is a good idea to check the professor's reaction to the problem defined and elaborated in this way.

You can later change or supplement the problem's definition and elaboration, depending on newly gathered information.

### **4. Make a list of possible solutions**

List all the ideas and solutions that the team members consider to be adequate.

Rank the proposed solutions and ideas by importance.

Then, with the rest of the team, choose the best solution or a solution that you believe can be applied successfully.

### **5. Make an activity time plan**

Organize the activities that should lead up to the solution of the problem in the available time.

When planning the time for completion of certain activities, you should keep record of what you already know and what you need to learn.

You should also make connections between the planned activities and items from the list of possible solutions composed in step four.

### **6. Make a presentation of what you need to learn**

Clearly separate the fields, themes, methods and everything you need to learn in order to reach a solution to the problem. The list of things you need to learn should be related to the proposed and adopted possible ways of solving the problem (step four).

In this phase, it is important that you gather, systematize and process new information. Search for information in previously established places (books, experts, websites, etc.), as well as in places that you later find to be good sources. Limit the time you spend searching for information and ask your team members to adhere to the set deadlines.



If the research conducted and information gathered suit the assumed solutions, move on to the next step. If the gathered and processed information does not provide enough of a guarantee that the problem will be solved, go back to step four.

### **7. Present the problem and the solution**

Prior to the final presentation of the problem and its solution, it is a good idea to present the solutions you have come up with to your fellow students or other friends. In this presentation, include the definition and development of the problem, questions through which you attempted to reach the solution, gathered data, analysis of the gathered data and argumentation of the proposed solutions or recommendations.

You should clearly present the problem and its solutions. In short, present the process applied in solving the problem, the contemplated options and the difficulties you encountered in the process.

In the final presentation, pay special attention not only to the conclusions (solutions, recommendations), but also to the explanation and thoroughness.

The presentation should convince others that the proposed solutions are good, but you must not reduce it to persuasion. You have to find a way to enable the people to whom you are presenting the problem to consider the reasons being argued objectively and without prejudice or doubts.

If working on solving the problem has led to clear and unambiguous solutions, it should be clearly presented that it has been so.

If the process has not resulted in well-explained solutions, you should be able to say so freely and encourage further contemplation of the problem and search for a solution.

Your presentation of the results of your work on solving the problem is your opportunity to show professors and students how much you have learned.

If the process has been completed successfully, the presentation should express mastery of the material. If you have, in the course of your work, determined problems that could not be overcome through this process, you should view them as a challenge, opportunity and need for further learning and work.

### **8. Analyze the work and the presentation**

Every member of the team, as well as the group to which the solutions have been presented, should express their opinions of the work on solving the problem and its presentation.

You should not try to escape the feeling of satisfaction for a job well done, nor the realization that what has not been done well should be worked on and studied further. Thomas Edison was proud of his unsuccessful experiments too, because he viewed them as steps on the road to success.

## 5.5. An Easy Way to Study in a Group

Group study method is one of the methods of successful learning. By working in a group, you gain leadership skills, learn team problem solving, develop your self-confidence, develop conflict-solving skills, communicate and negotiate better, practice presentation... This can all be very useful in the process of your further learning and for building your character.

In order to successfully study in a group, you need to accept the commonly built values and ways of studying.

The other important thing for successful and efficient group studying is to be prepared to accept and recognize the differences that exist between different students, to respect and encourage one another.

An important success factor for group study is the creativity of its members, but in moderation. Excessive and aggressive showering of other group members with ideas is not always productive. Your ideas should serve the purpose of successful studying, not of self-promotion.

When working in a group, keep in mind the possibility of disagreements. They are often the result of creativity. You should coordinate the solutions to conflicts with the goals of studying and cultivate mutual respect with other group members.

Group work significantly depends on the roles of professor or instructor. Studying depends on the set learning goals, defined by the professor, and the determined ways of achieving said goals.

The professor can help the group succeed by unobtrusively leading and directing the studying process. The professor has to relay to students that group studying is not some kind of informal activity that will help those who do not work much to be “jointly” rewarded by successful studying. If some of the students in the group have such intentions, the teacher should intervene and reorganize the studying in order to ensure participation and contribution from all students.

In the following section, we list a few recommendations for organizing work of a study group:

1. At the first meeting, all study group members should introduce themselves, their previous experiences and qualifications in similar projects and their expectations of the group work.
2. Next, a person should be elected to call group meetings and another to take notes.
3. Then you need to organize a way to distribute the notes from the meetings – by email or in some other way.

4. Obligate all members to read the notes before the next meeting and give their assessment of the progress of the group's work.
5. At the first meeting, you should agree on the method, means and frequency of communication among group members.
6. Then, establish the dates for the meetings –time and place. Exchange phone numbers, e-mail addresses and determine a suitable time for communication among members.
7. The seventh step is forming the goals of studying. Each group member should formulate three or four of the most important learning goals for the next meeting. The goals should be specific, measurable, achievable, relevant and related.
8. At the next meeting, the entire group should compare the different opinions of their fellow members and coordinate the group's goals.
9. The ninth step consists of establishing a process for achieving the objectives. Establishing a method, means for realizing and presenting the studying, phases of realization of learning, time periods for the group studying project, determining subgroups, establishing research methods (libraries, field research, etc.).
10. The next activity implies analyzing the research, verifying the progress of the process, analyzing omissions, asking for help...
11. The eleventh step is the completion of the task. Whether it is writing an essay, completing a paper, making a presentation, creating tests, listing the bibliography...
12. And the final phase consists in evaluation and revision. The product of the team's work is evaluated, as well as the process of the work performed by the group, participation and contribution of individual members; work is summarized, omissions and mistakes corrected, suggestions and conclusions for improvements given, etc.

# 6. MOTIVATION FOR STUDYING

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## 6.1. Why Is It Important to Be Motivated for Studying?

You cannot force yourself to study on time and persist in it. You lack strength or concentration to do everything properly. You blame yourself for not studying or for unsatisfactory results.

You find the material overly extensive, you are frustrated with the results of your studying, you are under stress, and your enthusiasm has waned. You are seriously considering giving up on studying the subject you have started.

The problem lies with motivation to learn.

This is by no means extraordinary. This is normal. It is to be expected that you will lack the motivation at some point when you engage in such difficult and time-consuming job such as studying.

Motivation implies all those factors within you that encourage, maintain and channel your behavior toward achieving a goal.

Motivation in studying implies all the factors that drive, organize, direct and determine the intensity and duration of study activities.

When you get inspired by some major goal, or an outstanding project, all your thoughts are directed toward it. Your mind exceeds all limits, your consciousness expands in every direction and you find yourself in a new, vast and wonderful world. Unused powers, knowledge and talents come to life and you discover that you are a much stronger person than you have ever even dreamed.

How to achieve all this, i.e., how to get motivated for studying? There are two basic requirements:

1. Firmly decide that you are really going to study. This is one of the crucial prerequisites for studying in general. If there is no will and power, and no firm decision, then there is no motivation. Not even the best practices help then.
2. Have a positive attitude. Make a decision that you will succeed. Abraham Lincoln once said: "your own resolution to succeed is more important than any one thing."

The main incentives to study are positive attitude and willingness, positive thoughts and expectations. Nearly 50% of success depends on how positive our attitude is. What you think of yourself greatly affects your expectations, mood, results. Success depends much more on current state than on general ability.

## 6.2. Oppose the Motivation Killers

In order to build a positive attitude, try to face the feelings that can block your motivation. Difficult material, accumulated responsibilities, inability to predict final outcomes of learning and earlier bad experiences in the study process can develop within you some of the feelings that tend to block motivation.

The feelings of this kind are:

- » Feeling guilty in advance (before you took an examination, because you predict a bad result);
- » Lethargy, half-heartedness, apathy, depression (the person defines herself as incompetent, lazy, worthless);
- » Being angry at yourself because you cannot concentrate, because you are not achieving the result which you should achieve;
- » Fear of failure, of new duties, the unknown;
- » Envy and jealousy that results from comparing oneself with persons who are more resourceful and capable.

Search your feelings and try to determine whether one of these feeling is blocking your motivation, too. The first and most important step is recognizing the problem. All students face these feelings. The difference between more and less successful students lies in the fact that successful students admit to having these feelings and actively oppose them, while less successful students do not want to admit that they have these feelings which leads to blocking of their motivation and therefore slower progress.

Once you have searched your feelings, move on to the next step and consciously oppose these feelings by applying some of the successful strategies for increasing motivation for studying.

## 6.3. **11** Strategies for Increasing Motivation for Studying

We are presenting eleven strategies that should elevate you, raise your enthusiasm and self-confidence:

**1. Make a contract with yourself.** In the business world, a contract is something that obligates. It is a guarantee that you will keep your word.

Commit to a contract that you will pass the exam. Determine the penalties to be imposed should you fail to study regularly or fail to pass the exam. Just like with any contract.

**2. Do not wait for inspiration to start studying.** Start studying right away. Be persistent; do not let anything discourage you. Giving up is the easiest solution.

**3. Provide the necessary conditions for studying:**

- » Arrange your study space - neatness is half of the job done (of your plan, bag, desk, time determined...).
- » Secure the optimal temperature, light, humidity, and permanent location (the same situation produces positive associations towards studying).
- » Play music. It positively affects your feelings; it relaxes you, strengthens your mind, encourages creativity, motivates the body and makes studying a lot easier. It is important that the music played is enjoyable, discreet and quiet, for a positive mood.
- » Be well rested (enough sleep is very important for studying).

**4. Organize your studying.** Preparation is 90% of success; prerequisite to everything. You can study spontaneously, without a plan, but it will significantly impede the effects of learning. To get proper and quick results you need to make a plan. Make a plan, put it somewhere where you will always be able to see it and adhere to it. Make a monthly plan as well as daily plans. And adhere to it.

**5. Achieve small successes at the beginning** because nothing motivates like success. Split your study material into smaller units. If you distribute the process of studying into smaller parts, the material will not seem so difficult and tedious. When you finish one unit, before moving on to another one, you will feel delighted with the progress, which results in positive mental effects and increases motivation. This will further motivate you to get on with the task. You will notice a change in your mood. You will be more productive than ever before.

**6. Use the “snowball” strategy.** “Snowball” strategy is a very good way to get motivated for studying.

What is it like?

Open your textbook and find the most interesting part to study. Begin the study process from there. This way you will master a lesson, a part of the book, or its chapter in a simple and easy manner. This will increase your self-confidence and motivation. Like a snowball rolling downhill and getting bigger, your future studying activities will accumulate over your first successfully accomplished task.

**7. Avoid multitasking.** There are many obstacles in the study process. You cannot eliminate all of them. However, it is certain that you can avoid burdening yourself with multiple tasks at the same time. It is very important that you focus on one task at a time and do it the best you can. This will increase your level of motivation, which will, in its turn, expedite the study process.

**8. Avoid viewing your mistakes in a negative light.** Mistakes constitute an important part of your learning progress. If you do not make them, you stagnate, do not grow, and do not make progress. Success results from preparation, hard work and learning from mistakes.

**9. Think about the future.** A very important factor of your motivation for studying is the future that you have projected. Studying is a step toward that goal.

What goals can you set for the future?

- » Independence. To be independent - to be able to support yourself from what you do.
- » Education. To be educated in your fields of interest.
- » Skills. To possess skills that you do not have today.
- » Employment. Studying can provide you with better job opportunities.

**10. Learn with a friend or fellow student.** This may turn out to be much easier, more efficient and more stimulating.

**11. Reward yourself for every achievement, completion of a task.** Reward produces positive associations. It will increase the desire to succeed.

Let the reward be personal; it should make you joyful. Decide beforehand what the reward will be (e.g., chocolate, favorite book, going to the cinema or theater). And being pleased with your studying is the greatest reward of all.



# 7. EFFICIENT LEARNING

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## 7.1. Good Traits One Should Posses in Order to Learn Efficiently

Efficient learning implies learning that leads to long-term storing of information, connecting the information with previous experiences, as well as with problems that can be solved. Efficient learning also implies verification of knowledge that should be focused on the ability to analyze and synthesize the material and not merely reproduce it.

In order to be successful and efficient in the study process, you need to try to develop the following traits:

### 1. Taking responsibility

Responsibility in this sense means that you know how to recognize the fact that in order to be successful you have to make decisions regarding your own priorities, time and resources.

### 2. Focus on your own values and principles

This means that you shouldnot allow anyone, a friend, relative or acquaintance, to control your opinionregarding what is important to you.

### 3. Setting the priorities

This implies that you follow the priorities that you have chosen for yourself and strive for the goals you have set, and do not allow other people or interests to distract you from them.

### 4. Winner mentality

Always think optimistically, like a winner. That is the first phase in the process of successful studying. The grade, or the exam passed, is the second phase of your victory.

### 5. Understanding others

When you have a problem with a professor or a fellow student, try to put yourself in their shoes. Consider the facts from other people's point of view. That is how you will understand them and they will understand you.

### 6. Searching for solutions to problems

If you, for instance, donot understand the material you are studying, donot just read it over again. Donot even think about giving up. Try something else, something new. You can always consult your professor, mentor, assistant professor, friend or fellow student; you can make a study group and try to solve the problem together...

### 7. Always striving for something new

Always strive to set new challenges, tasks and activities for yourself. That will enable you to always learn, acquire new knowledge and develop your personality.

## 7.2. **6** Elements That Will Help You Learn Something Better

There are many reasons why you learn some things faster and better and can remember them even after a longer period of time; you:

1. Pay a lot of attention to the learning process. That means that every lesson, every chapter you pay attention to while learning will be retained faster and more easily than the lessons you simply skim over.
2. Repeat the lesson you have covered a sufficient number of times. Repetition is the mother of study. While you are studying, if you repeat information or a lesson several times, it will be easier for you to remember it.
3. Connect the lessons you have learned with the previous facts you have mastered. Any information you connect with the knowledge you already have stays etched in your memory longer.
4. Organize information well. This means that if you organize the information and data you have learned while studying into certain categories and according to the right criteria, you will remember them better than the information that you did not organize at all.
5. Use optimal time intervals between repetitions. Namely, there are certain time intervals in which certain information should be repeated in order to retain them over a longer period of time.
6. Separate key words well; meaning the words or phrases that differ from the rest of the text. By organizing them well and writing them down in your notebook in a timely manner, you will learn them more quickly and remember them longer. If you highlight key words in the text, it is important to make them different – use a highlighter if you are reading a textbook; use bold, italics or underlining (fonts) if you are reading from a computer screen.

## 7.3. **5** Steps for Efficient Studying – Checklist

Studying is a process which you can always divide into certain steps. There are five elementary steps on the path to efficient learning. It is important to get to know yourself, your learning capacity, the processes that you have applied successfully in the past, to get to know everything about a subject or topic you want to learn and to reassess your results.

That is why you should, before you begin studying a certain area or subject, perform a kind of self-analysis by answering the following questions. Once you have done so, you will be able to develop your own study strategy.

### 1. Ask yourself some questions

- » In the first step, establish what your experience with studying is like.
- » Do you enjoy reading, problem solving, memorizing, listing, interpreting?
- » Do you know how to summarize?
- » Do you ask yourself questions about what you have learned?
- » Do you have a habit of repeating?
- » Do you have access to information from different sources?
- » Do you enjoy independent or group studying?
- » Do you study with breaks or continuously?
- » What are your study habits?
- » What works best, and what works worst in the process of learning?
- » How do you best express what you have learned? Through testing, written exam, or conversation?

### 2. Return to the present

- » How interested are you in studying?
- » How much time do you want to dedicate to studying?
- » What attracts your attention?
- » Are the circumstances conducive to success?
- » What can you control, and what is out of your control?
- » Can you change the conditions for achieving success?
- » What affects your dedication to learning?
- » Do you have a study plan?

- » Does that plan take into consideration your previous experiences and method of studying?

### **3. Consider the topic you are studying**

- » What is the title?
- » What are the key words that stand out?
- » Do you understand them?
- » What do you know about the topic?
- » Do you know the topics connected to the main topic?
- » What sources and information will be of help to you? Will you rely on just one source of information (for example a book) or will you look for additional sources?

### **4. Analyze the learning process**

- » While you are studying, do you ask yourself whether you understand?
- » Should you be learning faster or slower?
- » If you don't understand something, do you ask yourself why?
- » Do you, at any moment, stop studying in order to summarize?
- » Do you stop studying and assess (agree or disagree)?
- » Do you need to talk to other students in order to process information?
- » Do you need to find an authority figure for help (professor, assistant or expert on the topic you are studying)?
- » Do you ever stop studying to ask yourself whether what you are learning is logical?

### **5. Summarize the learning process**

- » What have you done well?
- » What could you have done better?
- » Was your plan in accordance with your strong and weak points?
- » Did you choose adequate conditions?
- » Were you disciplined, working according to plan?
- » Did you succeed?
- » Did you celebrate your success?

## 7.4. **18** Laws of Efficient Studying

Successful studying is not a privilege of geniuses. Some people study better and some study worse. Those who learn more successfully do so only because they do things differently, they apply certain methods, techniques and tactics.

The good news is that you, too, can learn the laws and principles of studying and apply them successfully to your study project.

It is important that you remember: anyone can learn how to study better, more efficiently and more successfully. All you have to do is set a goal for yourself and have the desire to become more successful in studying, as well as adopt and practice successful study strategies.

The following eighteen laws describe the ways in which you can become more successful at studying.

### **1. The law of belief**

There is an old saying: “Whatever you truly believe with all your heart becomes your reality”. The worst belief you can have is that you have some kind of limitation. For example, you believe you are less capable or less talented for studying than others; that others are superior. Such beliefs hinder your potential. They hold you back. They produce fear and doubt. They paralyze you and prevent you from taking the steps necessary for reaching your true learning potential.

In order to improve in learning, to move forward and upward, you have to push away the thought that you are limited in any way. If others can learn more and get better grades it is because they have developed their talents and abilities more than you have. Whatever they are doing, you can do too. All you have to do is learn how.

### **2. The law of invested effort**

All valuable achievements, including exam results, depend on hard work. You can get more out of studying if you put more effort into it. The more you invest, the better mark you will get. You will be more motivated and more responsible. You will create positive energy.

You always reap what you sow. If you sow more, you will reap more.

### **3. The law of persistence**

Persistence is the strongest quality of success in studying. The most important strength you have, the trait that separates you from others, is the ability to last longer than anyone else. When you persist despite daily obstacles, you prove to yourself and others that you are self-disciplined and that you can control yourself, and those are the characteristics that are necessary for achieving success in studying.

Persistence is considered a great quality that enables you to overcome all limitations, disappointments, temporary failures and barriers that keep coming while you are preparing for your exam.

Your persistence and perseverance in learning constitute the measure of your belief in yourself.

Always remember the words attributed to Winston Churchill: “Never, ever, ever, ever, ever, ever, ever, give up.”

#### **4. The law of strength and energy**

To be more successful in learning, you have to have enough energy for studying; you have to always be alert and clear-headed. Energy is necessary for good concentration, comprehension and memorizing.

You get energy primarily from healthy body and motivation.

What can you do to get strength and energy?

For a healthy body you need regular meals, regular and sufficient sleep (between 11 pm and 7 am) and regular physical activity.

It is important to stay physically active. You can do fitness training, stretching exercises or muscle strengthening. Enroll yourself in any kind of sport, get a gym membership, practice yoga or at least go for daily walks.

#### **5. The law of impeccable work**

Successful students are persons who choose perfection. They are dedicated to being the best, to getting the best grades. They are constantly striving for perfection. They are dedicated to personal perfectionism in everything they do. Their main concern is how to win, or how to pass the exam.

#### **6. The law of step by step studying**

It is very important that you study frequently and regularly and that you always master small units. It is important to stay focused on achieving your study objectives and that implies continual studying.

It is true that you will not always be in the mood for studying, but success in learning depends mostly on your ability to get into the habit of systematic, daily, predetermined timely studying.

How do you do that?

On a regular basis, every day, if possible, study smaller units and learn them well. Try to get into the habit of everyday studying. It is very important that you stay disciplined in studying, as well as all other activities and areas of your life.

## **7. The law of comprehending and connecting the material**

Successful students primarily strive to comprehend the book author's main message and the general ideas and concepts.

Unsuccessful students tend to simply memorize as much data as possible, often without understanding.

People who are successful in learning connect new material with the broader context and other sources of knowledge. That is why they know the difference between important and unimportant information. That makes the quality of their knowledge better.

How can you understand and connect the content?

Always strive to organize and connect new information in a meaningful way.

Research:

How is new information interrelated?

How is new knowledge connected to old?

How is new information connected to your own experience and everyday life?

## **8. The law of resolve**

The law of resolve says: "The level to which you will advance is mainly determined by the level you desire to reach." How far you will advance in studying is not determined by external factors or what is happening around you. It is mainly determined by internal factors and what is happening within you. Your personal degree of will and ambition determines your learning and your result more than any other factor. You are the person who decides and you will be as successful in learning as you have decided.

Taking responsibility for being excellent in the study process, more than any other decision, will secure great success. Dedication to that task will push you more and more. It will motivate you and inspire you. It will maintain you when you are faced with discouragement or disappointment. All successful people, in any area, have reached that level after having made a firm decision to become the best at what they do.

## **9. The law of planning and preparation**

The best students are always well prepared before beginning to study. The main trait of successful students is the thorough preparation where every detail is considered, before beginning with the studying. They critically observe their previous results and analyze the details of the previous learning process several times before they begin.



Can you imagine a football or basketball player that does not warm up before a game? The same applies to learning. If you want to learn and pass an exam without problems, you have to get into the habit of preparing before starting to study.

Remember: Every minute you spend on preliminary preparation and planning goals, activities and time, you save 10 minutes of working on executing those plans. With careful planning, you achieve a 1000% greater effect on investing your mental, emotional and physical energy.

### **10. Law of motivation**

Why do you behave the way you do? Why does someone, despite numerous obstacles, persevere in what they have started, while others very often quit? When you ask yourself such questions, you are actually asking questions about motivation, the force that propels your behavior toward a goal.

Motivation for learning is a state when you are motivated to study and learn. In order to achieve success in studying, it is important to be interested and motivated. If you are motivated, there will be greater thought effort and a higher degree of thinking activity; you will have better concentration, which will lead to better study results.

### **11. The law of studying from the general to the specific**

Those who are successful in studying do not experience material as a great mass of unrelated parts, but as one big meaningful whole that is connected to everyday life. They observe certain parts in the light of a greater entirety, which they are a part of. That enables them to understand and remember specific information.

What should you do in order to implement this law?

Strive to always get a global overview of the material and to learn the general structure well. It is your outline to which you can easily relate specific information.

Use tables of contents, summaries, titles and subheadings and draw cognitive maps.

### **12. The law of remembering key information**

Successful people take additional steps in learning to better remember key information. They actively and regularly repeat the most important parts of the material.

How do you remember key information?

First of all – repeat regularly. Try to recall most of the material from memory. Various aids can be of use while repeating, such as flash cards and mnemotechnics (skills that enable you to easily remember information by relating images or words).

### **13. The law of clarity**

Twenty per cent of your success in studying depends on a clear view of the objective. A lack of a clear view of the goal contributes to frustration and poor study success, more than any other factor.

The clearer your aspirations and study goals, the more effective and efficient you will be in achieving them.

Students who have clear goals achieve far more in a shorter time than those who do not. The key to achieving great success in studying lies in clarity of your goals. Your success in studying is greatly defined by how clear what you actually want is to you.

### **14. The law of priorities**

Your ability to determine important priorities regarding your time is an indication of the overall quality of your studying. The worst use of time is when something you are doing well should not be done at all.

Pareto's 80:20 law says that 20% of your activities determine 80% of the value of all other activities. If you have a list of 50 things that you need to do, 10 of those 50 are more valuable than the other 40 things put together.

That is why it is very important that you direct your attention at a fewer number of activities that contribute to the greater value of your study and work.

### **15. The law of consistency**

Impeccable studying is only possible when you are maximally focused with all of your being on a single task, a single subject, and you dedicate yourself to it until you finish it entirely. If you succeed, you can drastically increase your level of productivity and results.

Consistent studying is one of the most powerful learning techniques. It can make your results several times greater. It can reduce the time you spend studying by 70% - through the very act of dedicating yourself to study and disciplining yourself to never leave a lesson unfinished.

When you start a lesson, then leave it and then go back to it several times, the time it takes in order to finish the lesson increases drastically. On the other hand, when you start studying and refuse to leave it until you are done, you are able to achieve far more than you thought was possible. By disciplining yourself to cover the lesson all the way through, you are significantly increasing the value of your results.

### **16. The law of visualizing the material**

While they are studying, successful students create vivid, interesting images of certain information or described events. They visualize information; try to create an image of what

they want to remember. That way, they activate a greater part of their brain and those images become the signs that help them recall information.

What can you do in order to visualize material?

When studying, always pause to imagine an image describing the material. For example, if you are learning about the Salonika Front, imagine the soldiers, rifles, Serbian and French flags on one side, German and Austro-Hungarian on the other, imagine smoke from the guns, bombs...

### **17. The law of testing your knowledge**

People who are highly proficient in studying do not leave success of their study to chance. They check whether they have memorized the most important information and whether they have understood the material well.

They test themselves constantly.

What can you do in order to test your knowledge?

After studying, quiz yourself by attempting to recall the most important parts of the material by yourself, in your own words, or try to answer questions about the material.

You can also draw mini cognitive maps.

The best quizzing is done in pairs. Ask someone to check your knowledge by asking you questions.

### **18. The law of analyzing and verifying the learning**

People who are successful in learning have developed metacognitive capabilities – the ability to observe and regulate their own learning, thinking and memorizing processes. They are aware when they should test their own knowledge and understanding, when they haven't understood the material and when they should change their strategy and study method.

Successful students constantly check the quality of the plan and the processes of studying, knowledge and understanding of the material, and change their study method as needed.

What can you do in order to achieve this goal?

After studying, set aside some time for a critical analysis of your study process. Reevaluate your plan and your study strategy and draw conclusions regarding ways in which you can improve your studying.

An excellent method is writing a study journal. After every study session, write a short, general conclusion about what you have studied, what you have learned, how you have studied and how you can improve.

In order to develop metacognitive abilities, it can be of help to begin scrutinizing your studying. Attend a seminar on studying, read books about learning and discuss studying with other people.

## 7.5. **15** Rules for More Efficient Studying

Who would not want to study quickly and efficiently, with time left over to do other things? Unfortunately, however, learning requires a lot of energy, personal engagement and time.

It is still good to follow certain rules that help in most cases:

1. Prepare for studying. In order to study optimally and efficiently, you should first prepare.

How can you do it?

Determine a time of day that you will dedicate to studying. For example: “I will study tomorrow from 7 am to 1 pm”. Scheduling a time for studying is an important decision. If you know that you will start studying at a given time, it will be easier for your brain to begin preparing for the given topic by sorting and organizing information. You will also become more responsible because you will try to meet all the prerequisites for successful studying by that time: you will gather the literature, create a plan, choose a number of pages or lessons to be covered, create the right atmosphere for work...

Also:

- » Create a schedule of your daily activities, plan time for studying, rest and entertainment.
  - » Study every day at the planned time that suits you best.
  - » Make a study plan: where will you study, what will you study and in what order?
  - » It is best to study at a desk because it keeps you awake.
  - » Only keep items required for studying next to you.
  - » Have a permanent work area, well lit and ventilated.
  - » Secure the most “peaceful” learning conditions, without noise, racket or phone calls.
2. Listen carefully to what is said in class, when the teacher is lecturing and when he is asking questions alike. If you spend a lot of time at school, make it useful and find out as much as you can there so that you will need less time at home for studying.
3. Take notes in class in your own way while thinking about what the professor is saying. Also take notes at home. Start the note-taking process after your first reading. When you are taking notes, use different colors, images, associations, space, imagination. Well-organized and prepared notes will simplify studying, repeating; help you organize your thoughts and present the material you are learning.
4. At home, read the new lesson from the book the same day it has been introduced in class, without any pressure to learn it, compare it to your notes from the class and complete the latter if needed.

5. When you decide to study, don't begin by reading and repeating right away. First observe the lesson as a whole, read the headings, subheadings and what the textbook author has underlined already (or made bold), review the images, charts, note the important elements in the lesson. Ask yourself what you need to learn, what of the existing knowledge can be used (something you have read, written, heard or seen on TV on the subject) and what that knowledge is used for.
6. While you are rested, you should first learn the hardest material. Do not study similar topics one after the other, to avoid mixing information and facts.
7. Organize your studying. If the material has a lot of information that you need to memorize, don't try to learn everything at once, but organize your studying over several days. Learn part by part. If the lesson is long and difficult, dividing it into meaningful parts and learning it segment by segment helps.
8. Emphasize important information by underlining key words or sentences.  
Underline text your own way, in various colors, and add your own comments and questions in the margins.
9. Be sure to clear up all terms and facts, never memorize something you do not understand.
10. Quiz yourself by repeating the gist of the lesson, notes or by asking yourself questions like the professor does.
11. If you are able to, read on the same topic from another source (encyclopedias can be very useful; and, of course, there's the Internet).
12. Use memorization techniques. In order to remember as much information as possible, you can use various memorization techniques: associations, visualizations, acronyms, drawing mental maps. That way, when you are repeating the material, you will be able to skim through them and remember everything you have learned.
13. Regularly repeat the material you have learned. A very important thing in the study process is repeating the covered material. Most people forget 70-80% of information after one day. In order to prevent that, you should repeat the material on time. It is best if the repeating is done 24 hours after the studying, for 10 minutes.

The second repetition is recommended three to four days after studying, and the third a week later. Then another repetition after 30 days. For large and more complex subjects, whose preparation takes longer, it is a good idea to do one additional repetition after 5 or 6 months. After that, your knowledge will remain in your memory forever.

14. Study in intervals. Extensive research of the process of studying has shown that it is better to study in intervals, than all at once, without pause. It is scientifically proven that the best learning gets done in intervals from 45 to 60 minutes. After that time, it is best to take a quick

break, 10 to 15 minutes, and change your activity: stretch your legs, do an exercise, have a cup of tea, drink some juice... Breaks are very important for efficient studying because they give your brain time to integrate and sort the knowledge gained and connect it with what has been learned earlier.

15. Do not study at night. People have a biological rhythm according to which the night is intended for sleeping, not studying. It will be much more difficult to remember the material at night.

# 8. TIME MANAGEMENT IN STUDYING

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## 8.1. Introduction

Achieving great results in learning, as in life, takes time. Time is a limited resource and it is very important that you know how to manage it effectively.

In these turbulent times, spectacular results in learning cannot be achieved without knowing how to manage time, that is, spend it very carefully and rationally. Today, the number of daily tasks and new information is increasing constantly, obligations are piling up, so it often happens that we use our leisure time to carry out school-related tasks. This often results in stress that may jeopardize physical and mental health. The success at school or faculty and the quality of life itself depend on how you manage the available time.

Wasting of time is the most expensive of all the habits that students may have in their studying. Simply put, if you are wasting your time on useless things, you will not achieve success.

Students nowadays do not know how to effectively manage their time, and this prevents them from using their capacities with maximum effectiveness.

In order to fit your planned activities in the time that is available, you must control your work day, and not let the day control you.

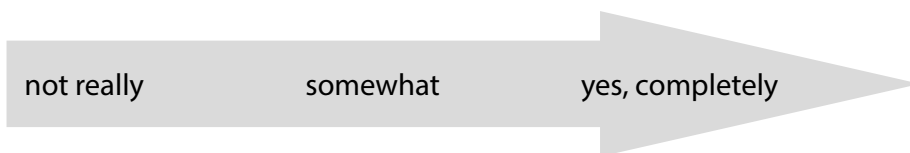
Time can be managed if all tasks are carried out as planned and if the scheduled amount of time is dedicated to them.

Time management is based on planning tasks, setting priorities, proper planning and distribution of time. It ensures that we get involved with real activities, tasks, and crucial problems.

Also, time consumption must be constantly analyzed. By analyzing how you spend time you can learn which activities are productive, and which are not, how much time you lose every day on routine tasks, how much time you spend on development and creative activities, how many unfinished tasks remain at the end of the day, etc.

The following chart should provide some clarity as to the problem of time management in the study process:

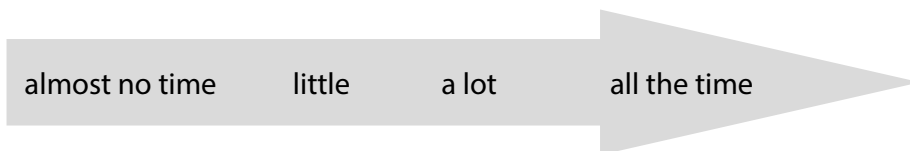
1. Are you able to achieve desired goals in the leaning process?



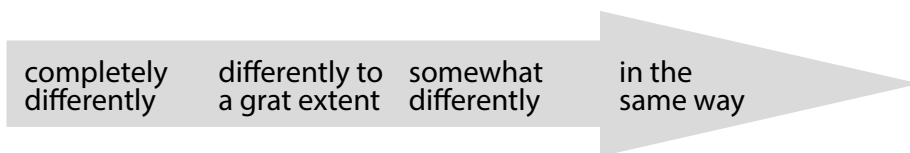
2. Is everything under control or you keep running in cicrles (stop-and-go)?



3. How much time do you spend on rally important things?



4. If you only have 3 months before the end of school year, how would you use that time?



The first illustrationis concerned with whether you have study goals set and whether you are achieving them.

The second refers to the study plan; whether you have made it, whether you are following it.

The third refers to the skill of managing priorities in studying (important tasks).

The fourth question puts to the forefront your willingness to change all that is wrong in your time management.

## 8.2. **5** Major Principles of Time Management in Studying

These are the basic principles of organization of time that can be applied in studying, as well as in other areas of life:

**1. Preparation** is the basic element of time management. The study plan and schedule of activities are defined in the preparation phase. Using a study plan you can plan your daily activities and arrange them in accordance with the time scheduled for studying. It is very important that your plan allows for small breaks, interruptions, crises and delays occurring on daily basis. Try and make a schedule for the family, friends, sports, outings... Remember: every minute spent on the preparation returns manifold through the effects and results of your studying.

2. The second principle of time management is to **formulate the study objectives**. Even though the set goals are the biggest motivator, most students do not set learning goals. It is necessary to set a goal that will inspire you... whether to finish a course, achieve high scores, or do a good job... You must feel this objective deep inside, it must carry you. You must devote your entire being, your activities, knowledge, passion, intelligence, emotions toward achieving that goal.

3. The third principle of time management is to **break down the tasks into smaller components**. By breaking down a large task into a series of smaller tasks, and by producing a schedule for each step, you can do almost anything you can imagine with a lot less stress and frustration, unlike when you are trying to do it all at once.

4. The next principle is to **prioritize tasks**. It is very important to assign priorities to tasks. First, make a list of the most important daily tasks, then a list of moderately important tasks that you should do during the day, and a list of tasks that you will do if you still have free time. That way you will know what to focus on, and for the rest, if you find time - great, if not - there will be time.

5. The fifth principle implies that **the hardest and most demanding tasks should be carried out when you are at your most productive and most concentrated**. This will ensure that the most complicated and complex things get done when you are fresh, eager, relaxed and full of energy. This principle will be very helpful later, too, in your career, because you will be able to apply it in your work.

## 8.3. **6** Big Time Thieves in Studying

Even when you are intended on finishing your studying duties, there are time thieves during the day that will try to take away your valuable time.

There are six major time thieves that disturb you in your execution of study activities:

### 1. Poor planning

Victor Hugo once said: “Where no plan is laid... chaos will soon reign.” Students often fail to plan. Due to that, their attention is focused on less important things and they fail to complete important tasks. Planning activities is an excellent way to prevent this.

### 2. Lack of priorities/objectives

This is probably the biggest/most important time thief. It influences everything we do personally and professionally. Those who know what they want to achieve, achieve the most during the day. Unfortunately, many of us think that the study objectives are set on an annual, not daily level. This results in too much time being spent on non-essential things, and not on the things that are important for our learning process.

### 3. Procrastination

It is good to plan your time, but it is useless if you are postponing your obligations. The greatest time thief is not making decisions, but avoiding making them. But if you have to leave something for later, make sure that it involves less important things – those that will not produce unfavorable consequences. Postponing of things that are not important can reflect positively on your day. The great problem lies in postponing important things.

### 4. Interruptions

You plan your time well, you do not like procrastination, but you still do not have time to finish all the work. You wonder about the cause of it?

Interruptions.

Interruptions are great “time killers”. They can significantly diminish your productivity. An hour of uninterrupted work yields as much as four hours of interrupted work. Researchers from the University of Illinois have discovered that after one minute of interruption it takes 15 minutes to get back to the level of concentration before the interruption.

If you get interrupted 10 times during the day, you lose two and a half hours of focused work.

Interruptions stem from two sources: persons and electronic means of communication (email, fax, fixed or mobile phones ...).

Phone, the most important means of communication, can be the biggest enemy of efficiency. If you do not know how to control it, it can feel like you are not a student but a telemarketer.

Interruptions can be good and bad. There are interruptions that are important and that you accept unconditionally. They can be useful (e.g., a fellow student calls to tell you that he has questions that may appear on the exam, or to tell you that he managed to solve a school task problem that you have struggled with last week). Of course you will welcome these interruptions.

But there are interruptions that have little or almost no value (e.g., your cousin stopping by to recount last night's football game, or a friend calling to tell you about his love woes...). Such interruptions distract you and prevent you from being as productive as you want to be.

Knowing how to cope with interruptions is one of the best things you can learn.

### **5. Too much effort**

Many students feel that they have to finish everything in one day and do not give themselves the time to do things right. This leads to half-completed study projects and a sense of failure.

### **6. Cluttered desk**

When you read this paragraph, take a look at your desk. If you are able to see less than 80% of the surface of the desk, then you probably suffer from "desk stress". The most successful students work at clear tables.

### 8.3.1. Test: Time Thieves

<b>These questions should help you assess your control of your time thieves</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
The phone keeps bothering you while you are studying.				
Phone conversations are still too long.				
Your friends or fellow students disrupt your activities to tell you their problems or to chat.				
Your parents, brother or sister keep disrupting your work by dropping in unannounced.				
Your desk is cluttered with the things you are working on.				
You find it difficult to establish and meet deadlines, except under pressure.				
You have too many papers, books and other reading material on your desk, which take up a lot of your time.				
You leave important tasks that require a lot of concentration to the last minute.				
You cannot set your tasks and priorities.				
They are confusing and changeable.				
You often deal with secondary things.				
You do not make a daily work plan.				
You always try to do things as well as you can. You are too obsessed with details.				
You often solve problems that others could also solve well enough.				
<b>Sum up your points for each column.</b>	=	=	=	=
<b>Multiply the sum of each column with the indicated values.</b>	X0	X1	X2	X3
<b>Total</b>	=			
	=			

**Results:****0 - 9 points:**

You are allowing yourself to be harmed by time thieves every day. Since you donot plan your time, they take up most of your time.

**10 - 19 points:**

You are trying to install a security system to protect yourself from time thieves. However, the system isnot working precisely enough or regularly enough.

**20 - 29 points:**

You manage your time well enough, but you notice some problems and weaknesses in your time control system, where time thieves could make an attack on your precious time.

**30 - 39 points:**

Your precious time will not fall into the hands of time thieves that easily. Congratulations, you are a model for all those who want to learn to manage their time.

## 8.4. How to Prevent Postponements and Procrastination? Checklist

There are different ways to stop procrastinating while studying. This technique for starting to study will present you with a set of questions that you need to answer. Save your answers to the questions and use them to help you monitor the progress you make while studying.

### 1. What do you want to do?

- » What is the final goal and result?
- » What steps are the most important for reaching the goal and the result (meaning - big steps)?
- » What have you done up until now?

Even if you haven't done anything so far, know that you are on the right track because you are thinking about studying (while you are answering these questions). As the saying goes: "A journey of a thousand miles begins with a single step."

### 2. Why do you want to do that?

- » What is your biggest motivation? Don't worry if your motivation is negative. If so, you should try to express it differently, maybe look at the big picture and it might turn positive.
- » What are the other positive results that successful completion of studying will yield? Stating such results could lead you back to good ideas and thoughts that might have been suppressed by a lack of self-confidence.

### 3. State the possible resistances and obstacles to studying

- » Do you have the will power to finish studying?
- » What external resources are needed? Resources aren't only of a material sort (means, equipment, money), they also include time and people (experts, fellow students from your class, more experienced students).
- » What will happen without progress and results?

### 4. Make an outline

- » The most important and realistically attainable steps.
- » Studying is easier when it is prepared and realized through steps. Start with less demanding steps and, as you advance in your realization, add on details and more complex elements.
- » How much time will certain phases and the studying take up? The time plan and the outline help monitor the planned progress and serve as a reminder that the road to completing the study project has obstacles too.



- » What part of the day is left for studying? This helps develop work habits, creates a good work environment and removes you from various distractions (you are more dedicated to studying once you have taken care of the hindrances).
- » How you will reward yourself. Also include what you will deny yourself (nights out, for example) until you reach your goal.
- » Time to review and revise. Ask a friend, fellow student, expert or mentor, to occasionally inquire into what you have done. Besides serving as a kind of supervision, it will also help you stay motivated.

### **5. What should you admit and accept?**

- » Initial problems and mistakes in your work. The mistakes you made but discovered and corrected are worth more in the long run than the very study objectives. You learn and gain experience from your mistakes.
- » Lack of concentration, satiation and avoiding studying. While studying, there comes a period of satiety and situations where you will want to run away from studying. You should admit it and face it, but not allow yourself to be overcome by it.
- » Emotions. Frustration occurs when things are not developing in the right direction and with the desired dynamics. Ask yourself if you are doing the best you can to solve or overcome the problem.
- » Imagination. Sometimes you need to imagine yourself as a satisfied, happy, proud person that has successfully completed the study project.

Do not think that postponing studying is a part of your behavior and that you cannot do anything about it. Procrastination is easily overcome – through dedication to your awaiting responsibilities.

## 8.5. Strategies for Overcoming Procrastination

- 1. Make an appointment with yourself.** Decide when that will be and set aside the time.
- 2. Make what you are doing visible.** For example: an open book on your desk. If it is there, it will remind you to study and it will make it easier to start.
- 3. A fixed routine.** Unpleasant tasks done routinely are not done consciously, which makes it easier to do them.
- 4. Create an image of the future.** What if you succeed in completing your task? How great will it feel to see the task completely finished?
- 5. Start the day with a difficult task.** Instead of thinking about an unpleasant task for the whole day, be done with it and be content. Make it a habit: one difficult task at the start of each day.
- 6. Think of studying as an opportunity.** If there is no good reason to do something, why do it?
- 7. Energy.** Physical fitness and sleep will influence your ability to solve problems in a decisive and energetic way. Therefore, exercise regularly and get enough sleep.
- 8. Get to work and begin.** Donot worry about planning every little detail, just start and deal with the details as they come. Once you begin, many of the tasks become more pleasant and easily done.
- 9. Your desk should not attract attention.** Your desk should be neat and there shouldnot be anything tempting on it. Also, have your breaks away from your desk so that you keep in mind: “The desk means studying.”
- 10. Task-master.** Ask your friend, brother or sister to be your official “badgerer”, to remind you daily or weekly. They’ll enjoy helping you...
- 11. Enjoy your task.** Find a way to make your task pleasant. Look at it as a game or find an aspect of it that is pleasant. Keep telling yourself that you like doing it.

## 8.6. Set Goals

In order to be successful at studying, you have to define the goals you want to achieve. Success is made of goals.

All successful students are goal-oriented. They know what they want and they concentrate on achieving it every day.

Your ability to set goals is crucial to succeeding in school. If you know what you want in school or in university, you will begin moving in the direction of your goals, without fail.

In his book “What They Don’t Teach You at Harvard Business School” Mark McCormack talks about a study done at Harvard in 1979. Postgraduate students were asked to say whether they had clearly set goals and plans for their achievement. Only three percent of postgraduate students answered that they had clearly set and defined goals. Ten years later, when the researchers interviewed the former postgraduate students again, they established that the 3% of people that had goals to begin with were earning 10 times more than the remaining 97% of postgraduates put together.

Successful people take time to set their goals and priorities in order, to make it clear who they are and what they want. Just as an architect draws a detailed building plan before beginning construction.

A long time ago, Henry David Thoreau said: “If you have built castles in the sky, let not your dreams go to waste; Just build the foundations under them.” The same applies to studying. You have built the castle (graduating from school or faculty, passing an exam, etc.) in your dreams and now you have to build the ladder to reach that castle.

### 8.6.1. **2** Goal-Setting Methods

How do you set goals in studying? You can use the brain turbulence method.

Here’s how it works:

Choose a goal; write it down in the form of a question at the top of a sheet of paper. Then write thirty answers to that question. For example, you can write: “What can I do in order to successfully bring this academic year to a close?” Then write some answers, such as: “I’ll attend lectures regularly”, “I’ll wake up early every day”, “I’ll study an hour longer than others”, “I’ll start studying on time” or “I’ll plan my activities a day ahead”, etc. You should try to write at least thirty answers like that, or even more.

Choose an idea from your list and take the necessary steps right away. Do the exercise every day of the week. Let it be the first thing you do in the morning for any question or goal.

Another method is to create a main plan (it usually refers to one school year) that consists of smaller goals that you need to fulfill, if you want to achieve it. Then create a six-month, three-month and one-month plans made of smaller goals that you need to achieve in order to reach your main goals. Each one should be based on the previous plan.

Finally, make a list of the things you need to do during the day in order to get closer to the general goals. In the early phase, these goals can be reading books or gathering information about achieving your goals. This will help you improve the quality and reality of the goals you are setting. Finally, take another look at your plans and make sure they correspond to the way you want to live.

Once you have decided on the first group of plans, continue looking over and updating your list of daily responsibilities. From time to time, review your long-term plans and adapt them to reflect your changing priorities and experience.

## 8.6.2. **8** Guidelines for Setting Goals

The following instructions will help you set effective goals:

1. Express your goals in a positive way.
2. Be clear. Set a clear goal, include dates, times, measures to help you evaluate your achievements. If you do this, you will know exactly when you have achieved a goal and you will be able to fully enjoy your achievements.
3. Set priorities. Where you have several goals, arrange them by priority. This will help you avoid the feeling of being overlaid with too many goals and it will help you concentrate on the most important ones.
4. Write down your goals. That crystallizes and strengthens them.
5. Keep operating goals small. If a goal is too big, it might seem like you aren't making any progress. If you keep your goals small and changeable, you are more likely to be rewarded. Separate the small goals from the big ones.
6. Set performance goals, not end goals. You should make sure to set goals over which you have as much control as possible. Nothing is more discouraging than failing to achieve a goal for reasons that are out of your control. If you set goals based on personal performance, you can control the achievement of your goals and be satisfied with them.
7. Set realistic and pragmatic goals. It is important to set goals that you can achieve.
8. Don't set your goals too low. Just as you shouldn't set your goals unrealistically high, don't set them too low either. You should set your goals so that they are just above your reach, but not so far away that there is no hope of ever reaching them. Nobody will invest serious effort into achieving a goal that they believe to be unrealistic.

### 8.6.3. Test: Are You Goal-Oriented?

(Source: <http://www.plark.net/literatura/mng005.php>, 16.10.2009)

Here are twelve questions that you need to answer with a simple YES or NO.

1. Do you have your study goals written down?
2. Do your goals begin with an action verb (study, pass, achieve...)?
3. Does your achieved goal produce a crucial result?
4. Is your goal measurable?
5. Does your goal fit in with your activities?
6. Is your goal realistic and attainable with a certain amount of effort?
7. Does your goal correspond to your plans?
8. Have you secured the necessary resources for achieving your goal (time, material, environment...)?
9. Once the goal is reached, will it justify the invested resources?
10. Are you satisfied with how you have formulated your goals?
11. Are benefits of achieving your goals clear?
12. Do you have a calendar for monitoring and evaluating the achieving of your goals?

#### **Results:**

10, 11 and 12 YES answers – You always know what to do and what is expected of you.

7, 8, 9 and 10 YES answers – Your priorities are not in order. You give precedence to the goals and activities you prefer.

4, 5 and 6 YES answers – There is a lot of confusion and disorder in formulating of your goals. Seek advice from those who are successful in setting and achieving their goals.

1, 2 and 3 YES answers – You are surrounded by a “thick fog”. You do not know what should be done.

## 8.7. **9** Strategies for Good Study Time Management

In the studying process, you should be aware of how you use your time. Time is an important resource in organizing, establishing priorities and achieving study goals. But for other activities as well – socializing, family, hobbies, etc.

You have, before you, useful strategies for efficient study time management:

**1. Always define your own goals as clearly as possible.** Do you have the feeling that you aren't doing what you want because you haven't set any goals? One of the factors that separate successful students from the rest is their ability to think about what they want to achieve. They write down their goals and they constantly renew them. Your long-term goals should influence your daily activities and they should be on your list of priorities. Without any goals, people stray from their personal plan and study plan.

**2. Analyze the way you spend your time.** Do you spend enough time on the projects needed for advancing yourself or your career (even though they might not be quite urgent right now)? “What is the most important use of my time right now?” That is a question that could help you, if you ask yourself frequently, focus on important tasks and stop looking at tasks that seem urgent (or pleasant), but aren't important for your goals.

**3. Have a plan.** How can you achieve goals without a plan? Most people know what they want, but they don't have a plan to achieve it, except through ordinary hard work. Learn how to make a list of responsibilities, use daily and weekly planners. Enter all the important events to do with school into your planner. When are your written and oral exams or tests? When is your essay due? When are your consultations with professors, meetings, practices? You can also present your plan in a chart if that suits you better.

You need to update your annual plan on a daily basis and reorganize it as you gradually achieve what you have planned. Successful people are always making lists. That helps them keep track of their priorities and be more flexible regarding changes in their priorities. You should do this with your personal plans as well as your study plans.

The lesson you need to take away from this is that the more time you spend planning your time and activities, the more time you will have for those activities. Setting goals and removing time thieves – and doing that every day – will make you see that you have more time per week to spend on the activities and people that are most important to you.

**4. Analyze the planned activities.** There will always be problems. The value of a good plan is to recognize them on time and find a solution. Good time management allows you to measure how close you are to your goals because what you can measure you can control. Always try

to act preventively. A good study strategy is to plan the revision of the covered material on a weekly basis.

5. Write down everything you need to do, then **decide what you will do right away**, what you will do later, what you will ask someone else to do and what you will postpone until a future time.

6. You need to **decide how often to make study breaks**. Every 45 minutes, every hour? How long will your breaks be? Their dynamics. Sometimes, you will need more frequent breaks, for example if you are covering difficult material.

7. The seventh important thing is to learn to **arrange tasks according to their priority level**. When you start studying, try to start with the more difficult things.

8. **Use your time for studying to the fullest**. You don't always have to study at your desk. You can also study on the bus, review in your head while running or walking, etc.

9. Right before the class, **sum up what you have learned**. Also, after the class, sum up the lecture. It is proven that most of the forgetting takes place within 24 hours, unless material is summarized.

## 8.8. The Pareto 80:20 Principle

You can often find yourself spending too much time studying, doing things of lesser importance.

Every day, you take up activities that simply come to you, without asking yourself: “Am I doing the right thing?” or: “Am I doing less efficient things?”

If you are not careful, you will find yourself doing lots of things, torn between them, never having enough time, tired, without real results.

In 1906, the Italian economist Vilfredo Pareto came up with a mathematical formula to describe the unequal distribution of wealth in his country, observing how 20% of the people possess 80% of the wealth.

Dr. Joseph M. Juran recognized this universal principle and applied it to different areas, including studying. The results were universal in all areas of life. He called it the 80/20 rule (“Vital few and trivial many”).

The 80/20 rule means that 20% of the causes is responsible for 80% of the results. A smaller part of the causes, inputs or efforts lead to a larger part of the consequences, output or results.

The Pareto Principle applied to studying means that 20% of the study activities lead to 80% of the success. 80% of the results of studying come from 20% of the invested effort. 80% of the value you realize while studying is achieved in only 20% of the time spent.

In conclusion, most of your efforts in studying (80% - four fifths) are generally unimportant and irrelevant. If you observe the Pareto Principle, you will limit such situations as much as possible.

We have been taught and brought up to think linearly, that every cause has its expected outcome, that there are “established” relations, stable living conditions, foreseeable outcomes, etc. However, the problem lies in the fact that the actual world is not like that. The real world is susceptible to a series of influences where the causes and effects are foggy, where balance is an illusion and imbalance the reality, where there is a clear trend of unpredictable events.

The 80/20 rule is at its most useful when you can determine those forces that are right beneath the surface, in order to stop the negative effects and give a strong stimulus to positive powers.

The following conclusions should be drawn from the Pareto Principle:

- » Evaluate and improve exceptional productivity instead of increasing average productivity.
- » Look for “shortcuts” instead of “running the race from beginning to end”.
- » Be selective, not all-encompassing.



- » Strive for perfection in selected areas, rather than solidity in all things.
- » In every aspect of life, try to discover which 20% of activities contributes to the 80% of the results.
- » Set several worthwhile goals where the 80/20 Rule will work in your favor, not against you.

One of the paradoxes indicated by the 80/20 Rule is that it is better to be adroit and intelligent in the right place and at the right time, than to be diligent everywhere, all of the time.

The Pareto Principle is an efficient tool that should be used as a daily reminder to direct 80% of you time and energy toward 20% of the studying, which is the really important part.

Do not merely study and work. Study and work cleverly, on the right things.

## 8.9. **28** Study Time Management Tips

You have before you 28 most important tips for efficient study time management:

- 1. Do the important study activities early in the morning** because it becomes increasingly difficult to find time for difficult tasks later in the day.
- 2. Start the day with positive thinking.** Try to think about positive things at the very beginning of the day. This will help you enter a positive frame of mind.
- 3. Have a light breakfast without rushing** and start studying relaxed. A good breakfast will give you the energy you need for the day ahead.
- 4. Start studying at the same time of the day as often as possible.** Human beings are creatures of habit. Condition yourself to begin working at a specific time of the day.
- 5. Try to avoid morning habits.** Try to avoid or prevent morning rituals such as listening to the news, watching the morning show, reading the newspaper, etc. Move these activities to a less productive part of the day, like lunch break or late afternoon.
- 6. Close all other, non-educational windows on your computer while you are studying.** Do not let chatting or e-mailing disrupt your studying. Designate a time for sending and receiving mail. Twice a day is quite enough.
- 7. Avoid sending text messages and talking on the phone while studying.** This can seriously distract you. These activities are allowed on your breaks.
- 8. Sort your priorities well.** Differentiate the urgent from the important. The urgent things can often be “blanks” that just waste your time. It is a frequent mistake to waste energy on urgent affairs while setting everything else aside. Work on reducing the urgent tasks you need to do in order to have time for the important tasks. Highlighting or underlining goals on your list of responsibilities can keep the important things from becoming urgent.
- 9. Finish what you started before you move on to something else.** Think about the amount of time you need to prepare an important task. If you quit halfway through your task, you will most likely have to repeat the preparation part. If you really have to stop, make a note of the things that will remind you what it was all about, when you return to the task. It will save you a lot of time.
- 10. Do not use your desk as a paper storage area.** Papers can take away an hour a day if you are always looking for something and it keeps distracting you. Many people have the habit of turning their desks into piles of lists, documents, letters, phone messages, etc.
- 11. Gradually solve the tasks you encounter.** Never wait for them to pile up before you begin solving them.

12. Consider your biological time. Determine the time of day when you feel the best. Are you an early bird, a night owl, or do you work best in the afternoon? Efficient time management means knowing when you are at your best and using that time for what is important.

13. Do the right thing. Esteemed expert from the field of management, Peter Drucker, said: "It's more important to do the right thing than to do things right." Doing the right thing means success, doing things right means efficiency. Concentrate on being successful first (recognize the right thing), and then concentrate on efficiency (doing it right).

14. Donot be a perfectionist. There is no such thing as a perfect person. You should try to be close to perfect, but not perfect. Unnecessary attention to detail can be a form of procrastination.

15. Avoid unplanned activities. Sometimes we all get the urge to do something different while studying, for example, to make a quick call. As a rule, your productivity will decrease as a result of such behavior because the moment is taking your attention away from the priority.

16. Take a break at a specific time and maintain a good study rhythm. There is always time for a break. Intense work for a long period of time doesnot payoff. Your concentration and efficiency start to decline and you start making mistakes. Never look at breaks as a waste of time. They really are necessary. It is best to have regular, short breaks. They will renew your energy for the task at hand.

17. Get a planner to keep track of your time. Write down your activities, responsibilities and events to free up your memory for studying.

You can also use a journal. Your journal should include a main list (to do over time), a daily list (to do today) and a reminder.

List of main activities		List of daily activities	Reminder
	<b>Urgent need</b>	Must be done	Friday, March 14 <sup>th</sup>
			9
			10
	<b>Importance</b>	Should be done	11
			12
			13
		Perhaps should be done	14
			15
			16



Your journal can be a piece of paper or a personal planner, whatever suits you, but it should include both work and home responsibilities and it should be small and portable.

**18. You can find extra time** if you choose a day of the week when you wake up an hour earlier or go to bed an hour later than usual.

**19. Learn to say “no”.** One of the shortest words but the most difficult to say. Concentrating on tasks can help you. Restricting your time for important, but often unplanned things, such as family and friends, can also be of help. First, you have to be convinced that both you and your priorities are important – it seems that the most difficult part of studying is saying “no”. Once you become convinced of that importance, saying “no” to unimportant things in life will come more easily.

**20. Use your extra time well.** Occasionally, you will have some extra time. Use this time for routine tasks or planning.

**21. Think of the time of day when you can expect the most “interruptions”.** Plan your activities around these parts of the day, so that you can perform your tasks without interruption and in a reasonable and rational way.

**22. Finish a small incomplete task at the end of the day.** Try to finish a small, incomplete task (reading an email, tidying up the apartment, phoning friends, etc.) after you finish studying.

23. Spend an hour a week **organizing your room and your work space.** Tidiness provides clarity, and clarity enables time management.

**24. If you are faced with a crisis situation,** ask yourself why it happened and **determine the main reason.** Every crisis situation has a main reason. Most crisis situations have happened before. Do not let them happen again.

**25. Never fill up all the days and hours of the week.**  
Leave space for urgent things that might turn up.

**26. At the end of every weekday, prepare for the next workday.**

**27. End your studying in positive spirits.** Allow yourself to feel satisfied after you have finished studying. Forget your troubles and be happy about the success you have achieved that day.

**28. Adhere to the time plan,** otherwise it is useless.

## 8.10. Questionnaire: Organizing Study Time

Read the following 20 sentences and check the “YES” or “NO” field according to the state of organization of your studying.

	YES	NO
1. You have no routine or system for organizing your study time.		
2. You are afraid you will forget to do something.		
3. You set no standards of success.		
4. You lack direction in your work.		
5. You donot always follow through to the end when studying.		
6. You usually react to urgent tasks, delaying the unimportant.		
7. You do not have time for planning.		
8. You prefer action to thinking.		
9. You donot prioritize on what you should read and in what detail.		
10. You do not discourage unannounced visitors.		
11. You find it difficult to bring a visit to an end.		
12. You donot know how to say “no” without causing offence.		
13. You are missing the big picture and perspective of your work.		
14. Your problem is that you do not estimate time realistically and you do not set deadlines.		
15. You donot like making decisions for fear of what can happen if you make a mistake.		
16. You donot always predict the effects of your decisions.		
17. You have an inefficient approach to decision making.		

Choose five of the “YES” sentences that have the greatest influence on your productivity and try to arrange them in order of importance. Then place an emphasis on those five main reasons for your reduced productivity and work on removing them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 8.11. Questionnaire: Your Priorities and How You Spend Your Time

You have before you a table (the figure below) that will help you manage your study time easily and sort your activities by urgency and importance.

It consists of four fields:

The first field is about the activities that are both urgent and important. They are the things that cannot be delayed. For example, exam, term paper, test... There is a precise time for the exam, term paper, test. Students usually evaluate these things correctly.

The second field is the key to your study time management. This is where your skill of managing priorities shows. It includes things that seem like they are not urgent and can be delayed. However, such activities are very important. For example, attending lectures or consultation with the professor. These are activities that you can miss or postpone, but it will not do you any good. Regular attendance at lectures and consultations with professors constitute an important part of a successful strategy for passing an exam. In this field, you should state your most important study activities.

The third field concerns the activities that seem urgent at first glance, but if you postpone them, nothing dramatic will happen. For example, you haven't seen your friend in a long time. You believe you should see him as soon as possible. But your responsibilities regarding studying don't permit you to. Don't worry. Tell your friend that your exam time is approaching, that studying is the most important thing right now and that you will call him as soon as you pass your exam. Going out and relaxing are an important part of study strategy, but are not its crucial elements.

The fourth field concerns the tasks that can be rescheduled or postponed, that are not at the top of your priority list and that you will usually finish once you have successfully finished tasks from the first three fields. For example, watching TV, going to the movies, theater, football game, etc. or, say, going on a trip. They are important in your life, but your priorities are clear (successfully finish the academic year, pass your exam or test, write an essay...). These activities usually come last, as a reward for the effort invested into studying.



Now, enter the activities you perform in the appropriate field in the table.

TIME MANAGEMENT TABLE		
	URGENT	NOT URGENT
I M P O R T A N T	I	II
L I E M S P O R T A N T	III	IV

During the next week, monitor how you spend your time.

Have you achieved your priorities from the second field? If not, why not?

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Make a plan of how to better realize your priorities from the second field next week and show it here. Make it part of the tools you use in your planning; show all the tasks you need to perform.

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Now you know how you are spending most of your time. Are you interested in raising the bar? Do you want to get out of the first, third and fourth fields and move everything into the second? Let's see how it can be done.

What are the little problems that block your energy? What is the purpose of your studying? Take a few minutes to think about it and write down your thoughts about where you are right now in relation to your study goal.

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Do not think that it is unusual that you are having difficulties studying. Many students have difficulties. Very often, the "think of the first thing" strategy can help. Keeping the first thing in mind, answer the following questions:

1. Do you really want to search for and pursue the purpose of studying? Why? Why not?

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2. What works in your studying and what does not?

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3. What would you change about your studying?

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4. Rather than overburdening yourself with tasks, make a list of small changes you can make right now instead of trying to take on everything at once.

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5. Now that you have written down some of the things that you can do “right now”, make a few realistic, long-term goals and strategies that will help you advance on your path. Maybe you can look at your goals from the perspective of habit.

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6. How will you ensure unconditional adhering to the set goals and strategies?

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## 8.12. Exercise: Determining Your Free Time

You have before you a table with a list of activities that will help you determine how you spend your time:

<b>Column I:</b>		<b>Column II:</b>	
State how many hours a week you spend doing these activities.		Multiply the daily activities by five (weekdays) or by seven (everyday) to estimate how many hours a week you spend on these activities.	
» Lectures		» Traveling to classes (x5 =)	
» Studying		» Cooking/eating (x7=)	
» Work (if you are employed)		» Personal hygiene (x7=)	
» Physical exercise		» Sleeping (x7=)	
» Regularly scheduled activities (football, gym, Pilates, etc.)		» Other (x7=)	
» Spending time with friends			
» Chores and small tasks			
» Other _____			
<b>Total A:</b>		<b>Total B:</b>	

Total A + B = Total C: \_\_\_\_\_ hours

There are 168 hours in one week. Subtract C from 168 = \_\_\_\_\_ free hours

# 9. STRESS MANAGEMENT

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## 9.1. How to Manage Stress?

### 23 Strategies

Stress is an external force (stressor), expressed as agent, stimulant, incitement that causes a change in energy and excites receptors, bringing our ego into a state of discomfort, excitement or dejection.

Stress is a mental and physical effort that you feel as a result of impact of environmental factors.

Therefore, it is very important to manage stress.

Stress management means succeeding in maintaining control when situations, people and events put excessive demands before you.

How do you manage stress? There are a number of good strategies:

- 1. Stop procrastinating.** Stress cannot be completely eliminated, but it can be controlled. Stress results in too many activities to be performed, while the time is running out. The first and foremost rule of avoiding stress is to stop procrastinating. If you can do something, do it right away, today. Procrastinating of your task will not make it disappear; you will only have less time to do it. One of the best ways to deal with stress is to plan ahead.
  - 2. Look around.** Look around and see if there is anything you might change about yourself, and whether you can control the situation.
  - 3. Stop the negative thinking.** Stop the negative and frightening thoughts by starting to think about something encouraging and positive, about a person who supports you, whom you trust, or about a place where you feel safe. If you love being on the river, imagine that you are sailing or fishing with your friends; if you like to play football, remember your victories over the other teams, etc.
- You have to keep thinking positively and do the best that can be done. Not everything always goes wrong and keeps getting worse. Problem solving is a step on the road to success. Problems should always be viewed from the brighter side.
- 4. Set realistic, achievable goals.** You should reduce the number of tasks, appointments and events going on in your life. This is one of the best ways to reduce the overload.
  - 5. Stop living in the past.** Stop grumbling and constantly complaining about something because it constitutes a mental effort, produces stress and reduces your ability to be positive and progress.

**6. Do not panic.** Do not be intimidated by the amount of what you have to do and achieve. One of the rookie mistakes of students in schools and colleges is that they start to panic when they realize the sheer amount of things that have to be done—the number of exams to pass, the number of pages to learn, the number of assignments and tests to do, the number of lectures to attend...

**7. Consciously enjoy the present.** Understand your current situation as an adventure, as an interesting puzzle to be solved. Keep telling yourself that your situation may be taxing, but there is beauty there, too, and that you will be glad to remember it later, because you will get out of it as a winner and achieve your goals. This attitude will positively influence your subconscious, you will be in a better mood and get more energy and desire for action.

**8. Put the stress within the normal range.** What if you do get a negative score or fail to pass the exam? You will have to take the exam or to write the test once more, to explain it to parents. It is not such a big deal. Everything can be fixed and rebuilt. It is important to remember that every failure is a step on the road to success.

**9. Improve your ability to cope with stress by using techniques such as:**

Gathering all the facts rather than speculating and worrying. Fear of the unknown and pessimism about the future can be reduced by gathering facts.

Think in this way: “No one has the right to make me angry. I decide about that.”

Write everything down, especially the tasks to be done and the problems that demand attention.

Make a list of all the problems, their worst possible outcomes, and make a list of possible actions.

**10. Learn to relax.** It is very important to relax in the best possible way. Meditation and breathing exercises have been proven effective for stress management.

**11. Do not exhaust yourself with insignificant matters.** Slow down a little. You should sort the problems that occur on a daily basis by relevance and focus on a small number of important things. Leave the less important issues for later.

**12. Engage in physical activity.** It has been scientifically proven that physical activity has a positive effect on reducing stress. Physical activity is absolutely required for several reasons: it keeps your body in good shape, regulates blood pressure, positively affects your mind, relaxes your muscles, and has a positive effect on breathing. For the beginning, you can start a daily walking routine, and start small. Afterwards, start running. Then, go swimming twice a week, it's a great strategy.

**13. Always have an encouraging sentence or message.** During your learning sessions, you are often “brooding”. This is normal. If anything goes wrong, you start to think negative. For

example: “I cannot do this”, “There’s no way I can pass this exam”, “This is not for me” and so on.

It is very important that for each frightening thought you always have an encouraging response, a sentence that will motivate you enough, drive away the “brooding” thoughts and increase confidence. For example, you can say, “Other people are not smarter than me”, “If he/she could do it/I can do it”, “Chin up, this weakness is only temporary...”

**14. Repeat wise thoughts of successful people.** One of the good techniques, similar to the previous one, is to choose wise thoughts by successful people, write them down and keep them handy as a response to every problem, every negative thought.

Below is a list of fifteen excellent thoughts that will encourage you to think positively:

- a. Most of the great accomplishments have been achieved by people who have kept on trying even when all seemed hopeless.
- b. All the effort pays off only if you do not give up on what you are up to.
- c. In order to succeed in this world, we must be self-confident first and self-sacrificing second.
- d. If you are not encountering problems while you are learning, you are not really learning.
- e. Road to success leads through 99% failure.
- f. One failure is not defeat. You will experience real failure only when you stop trying.
- g. If you want to achieve success, develop a habit of doing what you fear.
- h. There are no obstacles. These are steps on the road to success.
- i. When we struggle, we struggle to win, failure is not an option.
- j. Deciding to succeed is the only way to succeed.
- k. Belief in success is half the success.
- l. Before a man succeeds, gods determined that the man should sweat.
- m. The secret to success lies in focused perseverance.
- n. Nothing comes by itself. Everything has to be accomplished.
- o. Every time I have achieved success, I know that I was thinking positively.

**15. Try to make the most of stress.** If you cannot fight with what upsets you and if you cannot evade it, then you should learn to live with it and learn how to make use of it in the best possible way.



**16. Take a break from your daily activities.** Take time to rest from everything; at least half an hour, or an hour a day, if not more. Try to find an activity that calms you down: TV, radio, reading books, listening to music, a hobby...

**17. Get plenty of sleep.** It is very important that you get plenty of sleep on a regular basis. Lack of rest can worsen the state of stress.

**18. Grow in the personal field:**

Read (make a list of books and discover useful ones according to references).

Exercise.

Hang out with and learn from the people whom you would like to emulate.

**19. Manage your time.** Start your day on time, avoid oversleeping. If you have commitments at work or at school, plan when you will work on your projects; do not allow yourself to be late.

**20. Laugh.** Laughter is the best medicine for stress. It's hard to laugh when your life is in total chaos, but sometimes it is worth to stop for a moment and look at things from the bright side. When you encounter some problems, smile at them; tell yourself that those are not worth worrying about at all.

**21. If you are unable to solve a problem at the present time, give yourself some time to think about it.** Think about something else, redirect your thoughts, start doing something else, in order to clear up your mind... Afterwards, when you return to your problem, it usually seems easier to solve.

**22. Listen to music that fulfills you, inspires you, relaxes you.** Listening to music can be a great way to relax and reduce stress. Play music loudly or softly, as you like.

**23. Simplify things.** Sometimes you need to stop and think: What's the worst that can happen to you? We are prone to exaggerating and overusing our imagination; in that way, out of small ones, we create very big problems in our heads. When solving any problem, try to simplify your view of the whole thing as much as you can.

## 9.2. Learn How to Deal with Exam Stress

It is common to be under strong stress before the exam or, even more often, during the exam itself.

Exam stress is a condition in which it becomes almost impossible to think. The longer it lasts, the situation only gets worse.

It usually occurs after you read the list of questions, realizing that you do not know the correct answers straight away.

Some of the common symptoms of exam stress that may occur are: lack of concentration, rapid breathing, nausea, moist palms, feeling hot, mind block (thoughts are too fast to write down, you cannot remember anything).

The following four methods allow you to greatly reduce the symptoms of pre-exam and exam stress:

- 1. Stop for a moment.** Take control of your body. Control your breathing. Take a deep breath, hold your breath and exhale slowly. Repeat this several times.
- 2. Repeat to yourself: “I can face this challenge.** I worked hard and prepared for the exam. I do not accept that I know nothing.”
- 3. Do not try to answer all the questions or solve all the tasks at once.** Take it easy. One by one. Do not worry about the next question until you respond to the current one. Worrying will not help at that moment.
- 4. Think positive.** Be an optimist. In the worst case, you need to know: failing an exam is not the worst thing that can happen to you. Life is full of ups and downs. Failing an exam is not a big deal. You will fix the result very soon, as soon as the next term.

## 9.3. Stress Test

There are many causes of stress, and these causes vary from person to person. What may cause stress for you, does not necessarily cause it for someone else, and vice versa.

However, some of the common causes of stress are: poor time management, poor physical activity, irregular diet, dissatisfaction with the learning process, dissatisfaction with private life, poor relationship with other people and so on.

It is very important that you strive to reduce stress as much as possible or at least change the attitude towards stress and cope with it more easily.

Minimizing of stress or its reduction to an acceptable level is something you should be really working on a daily basis.

The following test can help you calculate your stress level, determine which category you belong to, and, based on that, take appropriate steps to minimize or eliminate stress.

Determine your stress level by filling out the form “How often do you encounter the following situations?”

Never	1 point
Once in a long while	2 points
Rarely	3 points
Sometimes	4 points
Often	5 points
Usually	6 points
Always	7 points

Table. scoring scale

When you have finished filling out the questionnaire, add up the points (using the point scale in the table above) and you will get your result.

	Never	Once in a long while	Rarely	Sometimes	Often	Usually	Always
You feel tired							
You feel despondent							
You do not sleep well							
You are physically exhausted							
You are emotionally exhausted							
You cannot handle a lot of things							
You are unhappy							
You feel very crushed							
You feel trapped							
You feel worthless							
You are fatigued by life							

You worry too much							
You lack ideas and will							
You are weak and prone to illness							
You feel hopeless							
You feel rejected							
You feel pessimistic							

1. If you scored between 17 and 51 points, you are doing well with stress management.
2. If you scored between 52 and 68 points, you should reassess your life, evaluate your priorities and consider possible changes.
3. If you scored between 69 and 85 points, you are experiencing “burnout” to the extent that something has to be done about it.
4. A score between 86 and 119 points indicates an alarming condition and the need for immediate help.

# 10. READING THE MATERIAL

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## 10.1. **5** Phases of the Reading Process

### 1. Review the chapter

Read the introductory chapter, headings and subheadings, as well as the summary of the last chapter. View all the charts, graphs, tables and footnotes, as well as the summary of the last chapter. All this will take no longer than half an hour or about an hour.

In this way you will gain insight into the gist of the main points of the text contained in the chapter. This will help you get into the learning process, and performing of your task, more easily.

### 2. Ask questions

Turn each heading into a question. For example, the title “Basic Aspects of Entrepreneurship” can become “What are the basic aspects of entrepreneurship?”

Asking questions before starting to study actively will save you the strength you will need later to memorize important information.

### 3. Read the text to find answers to your questions

Read the text, but keep in mind the questions you have asked when you read the chapter title. This will direct you and force you to find the main idea, and to choose what is most important.

### 4. Mark and underline

After reading a short chapter, go back and underline/highlight words (not entire sentences) that give answers to the questions you asked beforehand. Highlighting every sentence will lead to confusion. The advantage of underlining and marking only what is important for getting an answer to the question is that it reduces the amount of text you need to repeat and memorize.

### 5. Recite/repeat

At the end of the paragraph, refer to the question that you asked at the beginning and try to answer it. It will make you check what you have learned in that section before moving on to the next one. By repeating/reciting you will see how well you really understand what you have read. Continue this process, section by section, through the entire chapter.

## 10.2. Apply the SQ3R Reading Method

The name of the SQ3R method is an acronym, denoting the following:

- Survey
- Question
- Read
- Recite
- Review.

This means that the reading process can be divided into five phases:

### 1. Survey a section or text

This phase implies making a quick overview of titles, headings, subheadings, image captions, tables, diagrams, skimming over the knowledge assessment questions – if there are any.

Check whether there are instructions for studying the text. If there are, review them.

It is good to review the opening and concluding paragraphs, as well as summary of the material.

### 2. Formulate questions

Formulate questions when you first survey the material. You can, for example, automatically transform headings and subheadings into questions. These questions will remind you what the professor has said about the text which you should read.

Ask yourself what you already know about the topic you are studying, from previous lectures, reading additional literature, attending seminars, courses, or using information from the Internet.

### 3. Start reading the material

The third phase is the process of reading itself. Start reading the material. While you are reading, pay attention to underlined, bold or otherwise emphasized parts of the text.

Re-read image captions, diagrams, schemes.

When you encounter more difficult sections, reduce the reading speed. Study and analyze them thoroughly. Only after fully clarifying them to yourself, move on to the next lesson.

Highlight the important parts of the text with a marker. Then go back to the questions formulated previously in the second stage and try to answer them.

#### **4. Recite the text you have covered in your own words**

After you have finished reading, try to retell it.

Ask the questions related to the text out loud and answer them in your own words.

While reciting, create new notes in your own words.

Instead of reciting aloud you can also talk softly (whisper), but saying everything aloud is much more efficient. Summarizing a text aloud has its advantages, since you add sound to the visual information, which is good for building your vocabulary and presentation skills.

#### **5. Review and reconsider the material**

This is the fifth and last stage of the process. It implies returning to the material that you have already processed, in order to review and repeat it once again, and make notes. Regular repetition allows you to reflect on the content, concepts and ideas presented in the material in new ways.

Repetition will refresh your memory, and bring new ideas and thoughts that you can timely incorporate into your knowledge in proper places.

This phase will mean a lot to you when the time of final preparation for the exam comes because you will discover shortcomings of your knowledge earlier, consolidate information, rephrase your conclusions and ideas about the material, and therefore you will not waste precious time several days before the exam, when exam anxiety is at its peak.



## 10.3. How to Take Notes from Books?

When you are reading a textbook, it is quite regular to start extracting notes from the material after one or two readings. These are some of the rules you should adhere to when making notes:

1. Read as much as you can understand. If you notice that your concentration is wavering, put the book away for a while, rest and refresh yourself. Later, get back to reading.
2. Do not take notes right away during the first reading. Also, do not write down what you do not understand. If you write as you read for the first time; it will mostly imply writing without understanding and with too much information.
3. When you have finished with the first reading, mark and locate the most important ideas, messages, headings and subheadings.
4. After locating the most important ideas and conclusions, put the book down for a minute and try to rephrase the information. You can enter the notes based on your own formulations.
5. Do not copy parts of the lesson you are reading. Include only as many details as is needed in order to understand the matter.
6. Use multiple sources when making notes. Of course, do not go too far with a multitude of materials that can slow you down and confuse you. A good procedure is – first choose the main source for your notes, a conceptually good one, extract notes from it, make a basis, and then add information from other sources to that foundation.
7. When you have finished writing notes, compare them to the text of the lesson, read them once again, analyze the text of the notes (ask yourself whether everything you have written is clear and comprehensible).

### 10.3.1. Text Highlighting Tips

Marking the text while reading it constitutes an important part of your learning strategy. It helps with orientation in the material, helps you make good notes and makes it easier for you to adopt the knowledge from the material.

Here are some tips on high-quality marking of the reading material:

1. Before you start highlighting, make sure you have read the whole chapter or the required section of the text. This way you will follow how the idea develops. Some lessons contain parts where the author summarizes and reinterprets ideas or concepts.
2. In the margins, use numbers to highlight important sections (definitions, concepts, ideas, etc.). Highlight the most important facts and examples that facilitate understanding,

definitions, and less familiar and unfamiliar words. If possible, include summaries and questions in the margins or between paragraphs.

3. Mark the text by underlining or use highlighters. Marking the text can be very helpful, especially when you need to refer to important and interesting parts.

4. Avoid using many different colors in highlighting. A variety of colors can be confusing and chaotic, and you will have difficulty navigating through the text.

5. Do not highlight the text on first reading. Read it all the way through, and then decide what the most important parts, words, definitions are.

6. Instead of underlining or highlighting the words, you can put vertical lines or exclamation marks next to the crucial sentences. When you read the text afterwards you will have a clear notion of the most important points in the lesson, and the page will not be mottled.

7. Use your own words to write brief notes in order to interpret an idea, rather than author's words. Expressing yourself in your own words makes you think more deeply about the idea and leads to a much better understanding.

8. You can write notes in the margins of the text or on a separate sheet. It is very important that they should be brief and clear. This will provide a more efficient overview and recapitulation of the material. Do not clutter your notes with many details, of which there can be a multitude in a lesson or text. Try to extract what is important and helps understand the text. The objective is to synthesize information into a comprehensible whole, which you can easily remember.

# 11. WRITING

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## 11.1. How to Write Efficiently and Effectively?

Writing is an accompanying form of studying. At school or university, it implies writing on written exams, writing different kinds of papers, writing essays, master and doctoral theses, writing for the sake of presentation, lecture, etc.

Writing is an important ability for an intellectual and you should work on developing this skill from the onset of your education because you will often need it in your professional career.

We are going to present the phases of the writing process as well as basic advice on efficient writing.

When producing a written work, bear in mind the following:

- » that you are addressing a target audience
- » that your content should be organized
- » that it should be presented in a convincing and efficient manner.

You can divide making of a written work into four phases:

### **1. Preparation:**

- » defining the subject,
- » preparing the way of addressing the target audience and
- » doing research

### **2. Conception and writing:**

- » creating content,
- » developing messages and
- » developing the writing style

### **3. Checking:**

- » reviewing the messages
- » reviewing organization of content

### **4. Proofreading:**

- » dedicating attention to grammar,
- » correcting errors in writing...

### 11.1.1. Preparation for Writing

When writing various types of written material (term papers, exam essays, written exams...), you should follow certain steps:

#### *a. Introductory phase*

- » Determining the subject. Here you are supposed to lay down the thesis, topic, objectives; briefly, in a couple of sentences.
- » Defining the audience and how to address it. Checking whether the work will be evaluated by a professor or teaching assistant? Will it be presented to fellow students? Experts and professionals outside the faculty?
- » Determine the way of writing that will communicate most effectively.
- » Define the research strategy and the list of sources. Develop a list of key words and terms (recommended number is about 50 words or terms, but this number may be lower or higher, depending on the type of work). This list will form the basis for collecting materials, bibliography research and writing.
- » Set a time frame. When planning the time for writing, take into account the time needed for editing and reviewing, as well as unforeseen circumstances.

#### *b. Inspiration phase*

This phase should be concerned with preserving ideas and inspiration. In a certain place, write down good phrases, expressions, inspiring events that can be used in the text which you are going to write.

#### *c. Research phase*

At this stage you collect, write and record information, ideas, data, facts... You also review the documents, articles, experimental data, databases, web pages, reports, etc.

It is very important to discuss possible sources and recommendations for the content and objectives of the text you are preparing with professors, teaching assistants, librarians, experts from the field which you want to write about.

You can use the following as bibliography resources: textbooks, various other books, scientific and technical articles, web pages, professional reports, etc. Note these resources during reading and state them correctly.

#### *d. Organization phase*

In this phase, it is important to create a concept and a rough sketch or an outline of the text. It is desirable to work out the style and manner in which you are going to emphasize key messages and objectives of the text you are going to write.

## 11.1.2. Writing a Draft

### *a. Introduction into the paper*

Introductory part of a paper should contain several elements important for the entire text:

- » Introductory part of a paper should contain several elements important for the entire text:
- » Introduction into the subject; while writing this, you should already be trying to make the reader interested (do not forget the target audience).
- » Indicate your standpoint and important points of view.
- » Indicate several points (three, four) that will be elaborated in the text.

### *b. Determining the order and manner of transitioning from one paragraph to another*

- » Sketch out one sentence for each point and set its place in the elaboration structure.
- » Outline transitional sentences that will serve for connecting previous and subsequent elaboration points.
- » Avoid short paragraphs (one or two sentences) because such paragraphs can indicate that a subject or a point was not properly elaborated.
- » Develop your point of view, or someone else's point of view you have adopted at the beginning, throughout the entire paper.
- » Do not stray too far from the main subject and general idea of your paper.
- » When elaborating, do not rush to draw conclusions and shorten the sentences as is typical for writing conclusions or summaries – you will come to that later.
- » Enrich the text interpretation by citations, data, etc.
- » When quoting, follow the prescribed rules.

### *c. Conclusion*

Read the introductory paragraph and elaboration before writing the conclusion.

Sum up the elaboration in your thoughts and outline the conclusion.

Then return to the introductory paragraph and the elaboration and perform a check by answering the following questions:

- » Does the concluding section state the major ideas briefly?
- » Does the conclusion reflect the main directions and emphasizes the most important elements from the elaboration?
- » Does the conclusion logically reflect the development of the elaboration?

Sometimes, after defining conclusions, you need to alter or adjust the introductory part in order for the entire text to become more consistent.

Take a two days off after final writing of the draft of the text.

### 11.1.3. Revising

The third phase involves editing and revising the previously drafted text. This should be done with full concentration. Evaluate the text. It is important to be self-critical.

- a. Read your paper out loud on your own, as if addressing an audience. You will be surprised to see how many errors you will notice by reading in this manner.
- b. Ask someone (preferably someone who is familiar with the subject) to read your work, give suggestions, or point out to something you have missed.
- c. Revise the text carefully and make corrections in the text wherever needed. Comparing of the revised version of the text with the previous one is desirable, because in that way you will decrease the possibility that you have missed something in your revision.

### 11.1.4. Checking the Text for Grammatical Errors

Take time to carefully check for possible grammatical irregularities and errors in writing. This is an important stage of work. What does it matter if the content of the text has been written in a good, convincing manner, if the work is burdened by a multitude of errors in spelling and grammar?

## 11.2. **10** Directions for Effective Writing

We present ten basic tips for all kinds of writing.

1. Writing regularly is very important, whether you are doing a scientific paper or a term paper or you are merely taking notes while reading a textbook. More writing means faster building of the skill of higher-quality writing. Good writing is one of the skills that are expected from students, and it is highly appreciated. It reflects your style and personality.

Writing also helps you in creating the process of more concise thinking. There is a saying that claims that it is not known what a man thinks until what he thinks is written.

2. Set deadlines for your writing. They can be of much help, since you will be dedicating more time and energy to writing.

3. Make sure that you review and edit the text as you are writing.

4. It is also important that you take care of the length of the text while writing. Length can affect the quality of writing significantly.

5. Write simple thoughts. In simple sentences. In simple words. Without complicated or unnecessary words or phrases or adjectives. Strive to make writing more interesting; fresh. Whatever the subject, it does not have to be arid and dull.

6. Write using simple sentences. The simpler the sentences, the better.

7. Always take care of the rhythm of the sentences. After several long sentences, interject a short one and vice versa.

8. Keep heeding the rhythm of the paragraphs. After several long paragraphs, interject a short one and vice versa.

9. When editing the text, use the cutting technique: divide long sentences with commas and turn them into several short sentences.

10. In order to revise and edit the text in a better way, it is useful to set the first version aside for a few days. If you allow some time between writing a draft of the text and editing it, you will get a lot more ideas, you will be fresher and you will edit the text better. Therefore, wait for a couple of days and then re-read and make corrections where needed.



# 12. MEMORIZING THE MATERIAL

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## 12.1. **8** Ways to Concentrate

You have noticed that in some situations, when you are studying, your thoughts wander from one subject to another, external events occupy your attention and the material is tedious, hard and not interesting to you.

One of the most important things in studying is the ability to concentrate – that is, directing your thinking. It constitutes the ability to focus on a certain activity, whether you are reading the material, talking at an exam, solving a test, etc.

The point of concentrating in studying is to succeed in eliminating everything that is distracting your attention in the process of studying.

How to achieve concentration necessary for successful and efficient studying?

There are several ways:

- 1. Find a place where you will study.** And do not change it. Do not change the chair, the table, the lighting and the immediate environment.
- 2. Reduce the interruptions.** For instance:
  - a. Avoid having your home or mobile phone near your place of study. It has been scientifically proven that every interruption in work demands 15-20 minutes' time in order to warm up and establish concentration again.
  - b. Place a clear disclaimer at the door of the room in which you are studying – that you do not want to be disturbed.
- 3. Stick to the study plan.** Fulfill every planned activity. Not fulfilling a single activity from the plan can change the entire course of realization of the plan and can jeopardize the entire study process.
- 4. Focus on studying.** Before starting to study, take several minutes to make an overview of what you have learned, think about what you will need during the study process, recall successful strategies you have used in studying earlier.
- 5. Give yourself some sort of enticement.** Motivate yourself. Determine the award you will congratulate yourself with after the studying (going out with friends, favorite TV show, a movie, food you like, etc.).
- 6. If you feel fatigue,** after some time **change the theme** or the subject you are studying. But here, too, you need to be cautious. Too much switching between themes and subjects can result in having few things done and memorized. It is recommended that you should not pursue more than three new themes or subjects in the course of one day.

**7. Change studying styles.** Change your method of reading; your study motivation technique. Try group studying. Create exam questions you will answer as you study. Consult your mentor or professor about the best method of studying the material. If you apply several different approaches in your study, you will achieve better results in your studying.

**8. Make a content plan for breaks and relaxation and adhere to it.** During a break, do something entirely different than studying: take a walk, refresh yourself, work out, etc.

## 12.2. **4** Techniques for Enhancing Concentration

### „Time for worries”

According to results of research conducted among people who use this technique, they spend 35% time less on worrying after only four weeks.

Plan a special time during the day when you will dedicate yourself to thinking about things that worry you and disrupt your concentration.

When such thoughts start distracting you, remember that you have a specially apportioned time when you will think about them.

When the planned time comes, think about the things that worry you.

Example: determine that your time when you will dedicate yourself to worries is between 4:30 and 5 o'clock PM. If worries start to interfere with your concentration, remind yourself that you have a specially apportioned time for solving the given worries and return to studying the material.

### Visualize

Before you start studying, remember a situation where you had no problem concentrating. Try to imagine yourself in that situation again. You can practice this every time before you start studying.

### Make tally marks

Make a table with three fields on a sheet of paper. Morning, afternoon and evening.

Every time your thought wander, make a tally mark into the appropriate part of the table. Use a new table every day and track how the number of tally marks decreases over time.

### Estimate when you have the most will/energy

Estimateduring which time of the day you power of concentration is at its highest and you feel full of energy. Study the hardest material at that very time, do not postpone the studying for later, when you are already tired. This technique will help you develop better concentration.

## 12.3. What Is Forgetting?

The process of forgetting implies a complete or partial, permanent or temporary loss of what we have learned, and the inability to reproduce or recognize the learned material.

There are two types of forgetting:

### 1. Spontaneous forgetting

This type of forgetting occurs if a material is not repeated, or if the knowledge is not used. In this case, knowledge slowly evaporates.

### 2. Active forgetting

This type of forgetting occurs when two different types of material interfere (for example, you study management, and then switch to marketing).

The speed of forgetting what has been learned is greatest after you stop studying. Over time, the forgetting process becomes slower, but it never ceases.

There are four main reasons why you forget what you have learned:

1. **Retroactive inhibition.** This is a situation when the retention of learned material is impaired by subsequent learning. Learning new material “erases” previously learned material because the learned material has not yet been fully structured in line with your knowledge. This is why you have hard time remembering what you have learned before.

2. **Proactive inhibition.** In this case the material you have previously learned interferes with memorizing what you are currently studying.

3. **Long periods of time.** A long period of time has passed since you have studied and learned some material. All information stored in the long-term memory has a biochemical print. This print slowly weakens in time and eventually disappears. Therefore, the information that you do not use very often is easily forgotten.

4. **“Rote learning.”** This means that you have learned the material by heart, and that you have not made a connection with the existing knowledge. Since these are independent elements they are very quickly forgotten. This is a characteristic of learning by heart - it quickly “evaporates”. Maybe you will achieve results by rote learning, i.e. pass an exam, but your knowledge will be short-lived.

The most common cause of forgetting is retroactive inhibition (forgetting as a result of subsequent activities interfering with adopted material). This phenomenon cannot be avoided, but it can be minimized by adopting the knowledge first, then taking a break and pursuing other activities.

Forgetting is more extensive if the previously learned material is similar to the material you are currently studying. Also, a longer time between two instances of studying provides less forgetting.

The better you learn something the harder it is to forget it. Also, if the material is well-organized into separate wholes, the possibility of forgetting decreases.

## 12.4. Solve the Problem of Forgetting

Do you find yourself being able to remember only a small portion of what you have learned soon after studying new material? The answer is probably positive. Do not let this confuse and demoralize you. It happens to almost everyone.

The less opportunity you have to practice what you have learned, the greater the speed with which your newly acquired knowledge will be forgotten.

The best way to remember something is to repeat what you have learned. **“Repetition is the mother of all learning.”**

However, you often have no time to repeat old material, since professors keep covering new material in their lectures or the material you are supposed to learn keeps increasing. You keep learning new things, not repeating what you have learned before.

Daily pressures do not really allow you to practice the material you have learned before.

Education system throughout the world is organized so that it punishes those who do not learn new material. You are practically placed in a situation that makes no sense. You are compelled to waste your time. The end result is disastrous. Most of your time goes to waste because you forget most of what you have learned.

Of course, you will gain general understating of the learned material, but understanding is also based on traces in the memory and equally subject to forgetting. It is only a question of time when you will irretrievably lose the greatest part of the time you have invested in studying.

How can you solve this problem?

By using the strategy of optimum intervals.

### 12.4.1. Optimum Intervals Strategy

What does the strategy of optimum intervals imply?

The strategy of optimum intervals implies properly arranging the repetition process into carefully planned intervals of time referred to as optimum intervals.

Optimum intervals are calculated on the basis of two opposing criteria:

1. Intervals should last long enough in order to enable low repetition frequency and make use of the so called “separation” effect, where longer periods between repetitions lead to better retention.
2. Intervals should be short enough to ensure that the material is not forgotten.

This means that intervals should last as long as it is necessary to ensure the least possible forgetting.

The strategy of optimal intervals is in close relation to the forgetting index. Forgetting index indicates the proportion of elements that are not remembered at repetitions. Forgetting index can vary from 3% (slower but very precise learning) to 20% (faster learning with much lower retention rate). If the forgetting index falls under 3%, knowledge is acquired at an unacceptably slow rate. On the other hand, the speed of learning reaches its peak when the forgetting index is about 20%. Beyond that value, retention and the speed of learning decline.

In a typical study process, where repetitions are random, the forgetting index is well above 50%. This form of learning is not only slow, but the retention of what has been learned is extremely low. Instead of remembering the most important things, you remember only the things that are easy to remember or things that you stumble upon accidentally when browsing different parts of the study material. Since optimal intervals differ in relation to different sections of the learning material, it is necessary to divide the material into small parts, referred to as units of knowledge.

Using optimum intervals, along with simplicity of units of knowledge, constitutes the key for achieving greater learning speed and longer retention.

It can be concluded that the key to effective learning is in minimizing the number of repetitions necessary to retain knowledge in memory. How to do it? By setting optimum intervals between individual repetitions. Knowledge must be split into smallest possible pieces (units of knowledge). The quality of your learning will depend on the choice of material and the way it is split into individual units of knowledge.

When you apply this technique, you will be able to reduce the time needed for repetition up to several times, solve many of your studying problems, organize your memory. You will learn effortlessly. And the study process itself will be several times faster.

### **12.4.2. Why Is It Important to Repeat the Material Regularly?**

One of the best methods of memorizing what you are learning is repetition. Without repetition most information is retained only subconsciously and cannot be used for creating new associations. Repetition does not imply reading a text over and over again, but reinforcing the facts during repetition, as well as reassessing. Repetition should be performed before the memorized material starts evaporating.

The first repetition should occur 15-20 minutes after about an hour of studying. It should last about ten minutes, using the notes you have made. This way you will ensure that the information will be retained for about one day.



Then, the next day, repetition should last approximately five minutes. After the second repetition, memorization level will be significantly higher.

After seven days, perform the third repetition for several minutes. This one, together with the fourth repetition after a month, should be enough for information to be permanently memorized.

Recommendations by numerous researchers of the study process speak for the importance of repetition for successful and efficient studying. They have determined that at least a quarter, and desirably a half, of total time apportioned for studying should be spent in solidifying the knowledge and repeating the material.

The first repetition should consist in comprehensive review of the notes that have been made (discarding the unnecessary ones, adding omitted notes and shaping the notes into the final version).

All further repetitions should be made without looking at the notes, throughwriting everything you can remember on a fresh sheet of paper.

When you have finished this, perform a check using the earlier notes. In this way, the repetition performed will have the best cumulative effect for your memory. With every new repetition, you can select only the more complex material and thereby save more time.

It is very important that you start studying on time. It is a well-known and scientifically proven fact that turning short-term memory into long-term memory takes at least six to eight weeks. Last minute studying and compressed adoption of information is much more damaging compared to studying well distributed in time, because intensity of studying decreases, fatigue and satiation occur more quickly, and motivation decreases more.

### 12.4.3. How to Remember More When Studying?

#### **9** Techniques

Most of us believe we have difficulty remembering things.

However, the real problem is rarely in the functioning of our brain and more often in having unrealistic expectations from our memory.

Many students do not approach studying with the strategy of repeating material and they refuse to accept that understanding something is not the same as remembering it.

You should review new lessons as soon as possible. You should repeat a lesson several times between the first reading and the final repetition for the exam.

The key to learning is repeating. Every time you repeat the material you are learning, the chances of remembering it permanently increase.

Multiple repetitions will not only enable you to fortify your knowledge of the concepts you have already adopted, but it will also indicate the concepts that were incorrectly understood. Noticing such omissions on time will prevent you from panicking at the last moment.

Another reason why you should repeat material is because it is natural to forget even the concepts that you have understood. A long period without repetitions and repeating only just before the exam are often made even more troublesome by pre-exam nervousness and a lack of time.

There are several techniques for memorizing information. These are the most common techniques.

### **1. Acronyms and Acrostics**

Acronyms and acrostics are used for information that is memorized with the use of key words. An acronym is an imagined combination of letters, whereby each of the letters should serve as a reminder of a fact that needs to be remembered. For example, BRASS is the acronym for the order of actions when shooting a gun – Breath control, Relax, Aim, Slack and Squeeze.

An acrostic is an imagined sentence in which the first letter of every word should remind you of the idea you need to remember. For example, Every Good Boy Does Fine is a mnemonic that can be used to remember the lines on the treble clef – E, G, B, D, F.

### **2. The method of loci**

The method of loci is used for memorizing up to twenty terms.

The point of this strategy is the following: you need to choose a place where you spend a lot of time (for example your apartment) and imagine yourself walking through it and always noticing the same things in the same order – for example: door, armchair, fridge, etc. Then you need to imagine that you placed things you need to remember in each of these spots. It is important to always have the same order of movement (door – armchair – fridge). For example: if you need to remember the names of the astronauts who travelled to the moon (Gagarin, Armstrong, Aldrin), picture yourself walking through your apartment and running into Gagarin at the door, then seeing Armstrong in the armchair and, as you open the fridge, you find Aldrin frozen inside. The same applies to things and other concepts.

### **3. Chaining**

This tactic is used for numbered or unnumbered lists. Using the concepts that you need to memorize, try to make up a short story where every word or idea you need to remember will cue the next idea you need to recall. For example, if you need to remember the words:

Churchill, mouth, room, negotiations, you can put together a story in which Churchill keeps his mouth open in a room with a group of people who are in the middle of negotiations.

#### **4. Shortening Technique**

You can use this technique to reduce the amount of information in order to get a whole that is easy to remember. For example, MBIE (Ministry of Business, Innovation and Employment), NES (National Employment Service), IEPA (Investment and Export Promotion Agency) are short forms that were created by taking the first letter from each word.

#### **5. Linking Words in a Sentence**

This technique helps you remember keywords. Use this technique to link unrelated words into a logical sentence. For example: you need to remember the words business, entrepreneur, idea and market. You can remember them more easily in the form of a sentence, like: In order to succeed in business, an entrepreneur has to provide a good idea that is well received on the market.

#### **6. Coding Technique**

This technique is used when you need to remember a formula. Newton's second law, for example, force equals mass times acceleration ( $F=m \cdot a$ ) can be remembered using the sentence: "He played football for Milan and Ajax."

#### **7. Place Method**

This method is based on choosing a space that you use often or pass through frequently and then visually arranging the things or concepts you need to learn in certain places. Whenever you look at that place, you will know which concept it applies to and you will always be able to remember the material you have covered. That place can be your room, kitchen, library...

#### **8. Rhyming Technique**

This is also a useful technique for remembering formulas, as well as other things. The point is to write a rhyme. For example, the formula for Newton's second law of motion can be remembered with the following rhyme: "Some simple physics information, force equals mass times acceleration."

#### **9. The Page Setup Method**

This method implies that you rearrange your notes from class to fit the previously summarized study text. This will give you a format that is suitable for memorizing. If you apply these nine techniques, you will be able to connect unrelated things, reduce a lot of data down to a smaller amount, turn something that makes no sense to you into something that does, learn what signs you should use to recall something...

## 12.4.4. **3** Ideas for Improving Your Memory

### 1. Make a list of possible exam questions and try to answer them

Choose a random question. Write it down on a small piece of paper or cardboard.

Write the answer to the question on the back of that paper.

Then choose another question and another and so on. Apply the same strategy to every question.

While riding the bus or waiting at the dentist's, etc. take out your cue cards and try to answer the questions without looking at the answers on the back.

You can give the cue cards to a friend and ask him to read out the questions and you can try to answer them.

If you have forgotten an answer, look on the back and try to repeat the answer.

Using this strategy can help you improve your memory. You remember most of the material while you are writing the questions and answers. Repeating them fills the gaps in your knowledge. This will enable you to concentrate on your weak spots and learn the parts that you are uncertain about. Thirdly, you have created a list of questions and answers, a kind of abstract of the most important points that will give you extra time to repeat before the exam because you will already have it done.

### 2. Repeat Aloud

The second strategy starts from the fact that repeating aloud is the most important element of long-term memorization.

The first step is to write down what you need to learn and read it out loud several times a day. It's just like remembering the lyrics to your favorite songs. You repeat the words of the songs aloud and after a few repetitions you remember the song forever. Or it's like practicing for a skit or recital. By repeating part by part aloud, you will learn even the most difficult material.

In addition to repeating aloud, this strategy can be supported by a rhyme or picturing an image that you associate with certain parts of the text. Try to be creative and find words that rhyme with what you have to learn. You can also connect the material to certain memories, daydreams, etc.

### 3. Make a Mind Map

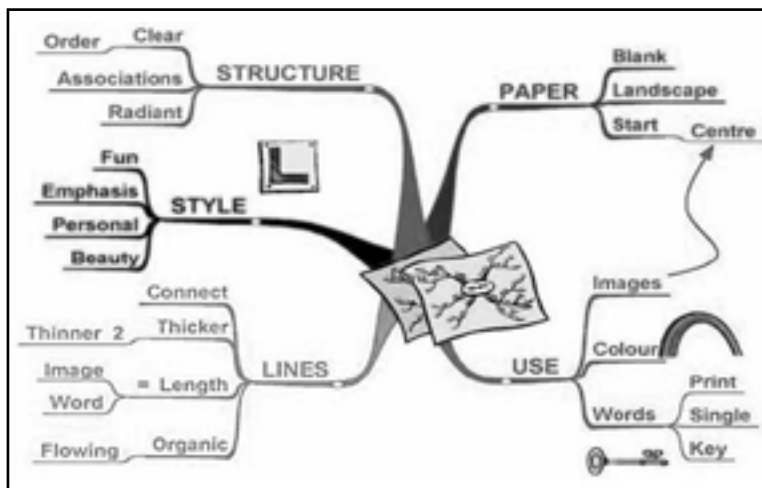
(Source: Buzan, T, *The Mind Map Book*, London, BBC Books, 1993)

The third strategy can help you if you are more prone to visual representation of the material and you want to have a drawing that will allow you to review the main ideas from a greater amount of material at any moment. Drawing a mind map is a method that provides putting

a lot of information on a single sheet of paper, or a good way of organizing notes. It is even possible to summarize an entire book in this way, making it easier for yourself to recall all the main things later, without much attention to detail. This method also develops the skill of clear defining of key concepts, distinguishing the important from the unimportant, which is very important when you are studying bulky material.

The first thing that is drawn in the process of making a mind map is the center of the mind map, that is, the image of the main concept. The central drawing should be specific and fun and it should contain an association to the crucial concept, in order for our brain to adopt it quickly. A mind map basically contains information that stems from central point or relates to it.

Other themes branch from the central image, and they can produce further, thinner branches representing concept of lesser importance. Mind maps are drawn in color in order to produce an illusion of three-dimensionality which helps the picture stay in the memory longer. From these reasons, at least three colors should be used, since our brain often remembers drawing and colors more easily than other information. These are also reasons to include a greater number of vivid associations to concepts that need to be learned. Only positive associations to the given terms are recommended.



The mind map above was made by the creator of this method Tony Buzan himself. This map shows the rules for drawing a mind map.

Every branch should be drawn in a different color. Words, drawings and signs that are related to the branch are written or drawn above the branch. They can be in any color, and variations in color, letter size, lines and images are recommended. After drawing the central image (in this case, the mind map itself), the first branch is drawn.

In this example, the area above the first branch shows information on what it contains (in this case – paper). The initial part of the branch is somewhat thicker than the smaller branches it produces, which are always thinner toward the top than toward the node. Further branching of this branch suggests that drawing a mind map requires blank paper placed horizontally (landscape) and that we start drawing on it from the center.

The next branch bears the writing *use*. The author of this map suggests that we use images, colors and words when drawing mind maps. When writing, block letters should be used, forming single words that are key to the content, not sentences.

The third branch, the one that says *lines*, deals with kinds of lines that should be used for drawing main and further branches. Branches go from the thicker end to the thinner, they are connected and contain (always on top of them, written or drawn) words and images. The letters should be written horizontally.

As regards *style*, the author uses the branch dedicated to it to tell us that it should be fun, use emphasis, personal and beautiful. The ideal thing would be to develop a recognizable personal style, which is achieved through practice. Through developing your own symbols, you can present an idea very easily with a couple of strokes.

The last branch bears the writing *structure*. The author recommends that the representation should be clear, use of associations and orderly approach. When drawing, one should strive to develop a systematic approach and routine. For that reason, drawing branches clockwise is recommended as a good idea.

When you have made a mind map according to these instructions and thereby summed up the material you wanted to cover, you can place it somewhere where it will be conspicuous, in order to spontaneously entice the process of remembering and recalling the material every time you pass by it.

## 12.5. Memory Test

What follows are some tasks for checking your ability to memorize things.

**Task 1:** Read the following list of words once. Try to remember as many as you can and the order they are in.

wall giraffe

river building

dress mirror

wire bag

cake plant

scissors electricity

nail box

clock pear

doctor pliers

perfumecutter

**Task 2:** Study the following terms for one minute. Try to remember as many as you can and the order they are in.

1) particle

2) plant

3) telescope

4) armchair

5) shooting range

6) roof

7) printer

8) jam

9) razor

10) deodorant

**Task 3:** Study each of these numbers. Take 30 seconds for each number and then try to reproduce it –to write it down without looking again. Repeat the procedure for each individual number.

- 1) 653549892167682
- 2) 184239756184392
- 3) 201745968205453
- 4) 653739065914280

**Task 4:** Study the following phone numbers for a maximum of two minutes and try to remember as many as you can.

Pizza 345-859

Fellow student 321-846

Dentist 218-089

Electrician 978-428

Business partner 230-899

Tourist agent 443-308

Museum 357-701

Favorite club 921-892

Fitness center 570-645

All-night pharmacy 415-139



**Task 5:** In two minutes, try to remember as many of these historical events and their dates as you can.

- 1) 1929 –Great Depression
- 2) 1789 –Bourgeois Revolution
- 3) 1389 –Battle of Kosovo
- 4) 1934 – Assassination of King Aleksandar I Karađorđević
- 5) 1454 – Invention of the printing machine
- 6) 1804 – The First Serbian Uprising
- 7) 1942 – Igman March
- 8) 1878 –Congress of Berlin
- 9) 1856 – Nikola Tesla was born
- 10)1919 –League of Nations was Founded (later became United Nations)
- 11) 2001 – Terrorist attack on America

**Task 6:** Shuffle a deck of 52 cards. Then look through it for about 5 or 6 minutes. Try to remember the exact order of all the cards without looking at the deck. (For example: the first is eight of clubs, the second is nine of diamonds, the third is queen of spades... the fifty-first is two of hearts and the fifty-second is king of diamonds).

Write the solutions to these six tasks on a sheet of paper without looking at the written tasks. Check your percentage of correct answers. If you have not solved the test with a percentage higher than 50%, donot despair. An average person remembers 20% to 60% of these answers. Once you have mastered the principles and techniques we talked aboutearlier, you will be able to remember 85% to 100% of the correct answers.

# 13. CLASSES

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## 13.1. How to Prepare For and Behave During Classes

Preparing for classes involves the following activities:

1. If there were any tasks assigned at the earlier classes, make sure to complete them before the class.
2. Right before a lecture, concentrate and prepare for the subject of the lecture. Read your notes from previous lectures before the new class starts.
3. If possible, read and the material that will be presented during the lecture and have a concept of it beforehand. This will enable you to know ahead of time what is unclear and to react and ask the teacher for an explanation right away, if one is not given at the lecture.
4. When reading notes and preparing for lectures, add short notes in the margins of the text and highlight what has been understood and what has not been understood, and write down possible questions for the teacher or fellow students.
5. Get to classes on time. It is a matter of decent conduct and it can be useful because professors do not appreciate late arrivals to lectures.
6. Choose a place in the classroom or amphitheater that suits you best, a place from which you can hear and see the professor and from where you will be able to talk to him.
7. During the lecture itself, do not yawn, do not look around the room or classroom, do not talk while others are presenting, do not exchange pens and papers and do not needlessly distract your fellow students and the professor.
8. Listen carefully during lectures. Try to establish what is more or less important quickly. It is good to separate the unimportant information from the important because it will enable you to write down key points, which will be very useful later on when preparing for the exam. Fast writing can be useful when taking notes during lectures, but you should not automatically write down everything that is said. You should listen long enough and only write down what is emphasized or what you deem important.
9. Ask the professor for additional explanations as soon as possible. That does not mean that you should interrupt during the lecture. It's best to write down your questions in your notebook and ask after the lecture. Some professors encourage interruptions and questions.

### 13.1.1. How to Take Notes during Lectures

Note taking during lectures is a very important part of preparing for an exam.

The most important thing you should understand is that note taking during lectures is not mechanical writing down of sentences spoken by the professor. Notes should be the result of your understanding of the idea and the concept that were the topic of the lecture.

Most students write down everything the professor or teacher says. The result of such note taking is a multitude of unclear information and data that you usually do not even understand and cannot make sense of.

Three things are important for quality note taking:

1. Apply critical thinking
2. Apply focused and active listening
3. Know how to assess the professor's lecturing style

The following are nine simple recommendations for note taking during lectures:

1. Before the note taking process, study the way in which the professor presents the material. Organize your notes. Think about how they will look, how they will be structured, etc.
2. Get a good notebook with removable pages. While preparing for the exam, you will often need to reorganize some pages, supplement and develop others. That is why a notebook with removable pages makes the job a lot easier.
3. Start every new lecture, every new note taking process, on a new page. It is best to write down the general information on the lecture on this first page, and begin note taking on the next page.
4. Whenever possible, use schemas, charts, maps, diagrams, tables, etc.
5. When taking notes, avoid quoting the professor word for word.
6. Leave more space in the left margin. That space will be useful for adding quick notes, definitions and interesting ideas.
7. Make sure you review your notes before the next lecture or before reading new material.
8. Organize notes so that the summary of the entire lecture is at the end of the page. You can also write a summary at the beginning of the lesson. This concept can simplify the learning process later and save valuable time when the exam date approaches, because you will repeat the previously learned material quickly and efficiently by reading the summary.

9. Organize the space on the page for note taking in the following way:

- First state the date of the lecture
- Write the lecture number
- Write the title of the lecture
- Then state the names of the professor, teacher, assistant professor
- Then comes the note taking process
- When you are done taking notes, read the notes at least once
- Summarize the text after the lecture. This includes:
  - o Taking out key words from the lesson
  - o Writing down interesting phrases
  - o Making a list of unanswered questions
- Tie in the information from your notes with other sources of information (previous lectures on a similar topic, additional literature, internet sources...)
- Formulate the most important ideas and conclusions.

After these phases, the study process can begin.

## 13.2. How to Influence Professors

Success in a certain subject greatly depends on whether you know how to communicate with your professor. Professors love students who show interest in their lectures and who ask good and logical questions.

There are various strategies you can use to show interest in the lecture and leave a positive impression on your professor. These are the nine most common ones:

1. When communicating with your professor, it is good to let him know that some parts of the material or the lecture in general were well organized and realized, but you should not be afraid to politely and directly point out areas that were not covered by the lecture.
2. It is good to know and use your professor's name. Professors like to be addressed by their first and last name.
3. Let the professor know that you value him and his subject.
4. Try to see the material and the lecture from the professor's point of view.
5. Avoid heated discussions, altercations and arguing with professors.
6. Do not baselessly criticize the professor, pronounce him incompetent and constantly complain about his lectures. It is better to concentrate on the material and politely talk about your problems with understanding the material.
7. If you establish, through a discussion, that you are in the wrong, you should admit it. Naturally, the professor is expected to admit to being in the wrong as well.
8. When you make complaints, always emphasize to the professor that you intend to get as much as you can from the lecture.
9. Praise of material and lectures should be sincere. Do not flatter to gain better status. Most quality professors know how to recognize false flattery and consider such things among students negative.

## 13.3. Why Listen Actively?

With active listening, you are focusing your attention on the professor or another speaker. Active listening is usually followed by affirmative nodding of the head, maintaining eye contact and avoiding distracting movements.

In order for listening to be considered active, you need to use the following skills: paraphrasing, asking questions and summarizing.

- » **Paraphrasing what was said** is used during the lecture, in order to clarify what was said. It implies saying in your own words what you heard from the professor. Returning what was said to the speaker.
- » Paraphrasing usually begins with “In other words...” or “So, you are saying...”, “As I have understood...”, etc. This gives the professor the opportunity to correct or confirm what you heard and how you understood it.
- » **Asking questions.** Asking questions is very important in active listening because you are asking them in order to clarify what was said. Questions should concern the topic of conversation, exclusively.
- » **Summarizing** refers to a short abstract of what the professor said. It is usually used at the end of a conversation. The goal is to summarize the contents of the lecture, what you heard and saw, in order to clarify problems and emphasize key points.

These three techniques do not mean that you should agree with everything the professor says, but rather that you should understand what was said.

While listening, avoid the following situations:

- » **Pseudo listening** – acting like you are listening when you aren't really.
- » **Single layer listening** means that you are only receiving a part of the message (for example the verbal part), while you are completely ignoring the other part (for example the non-verbal part).
- » **Selective listening** implies listening only to what is interesting to you.
- » **Selective rejection** means that you are only focused on what you do not want to hear. When a topic you do not want to listen to appears in the lecture, you suppress it and reject it.
- » **Stealing words.** Listening is focused on finding moments to interject your own problem or experience and draw attention to yourself.

- » Defensive listening is when you perceive the professor's statements as an attack to which you respond defensively. This prevents normal flow of conversation.
- » **Listening in ambush.** Listening with the goal of attacking the professor.

### 13.3.1. **9** Golden Rules of Active Listening:

1. Put yourself in the professor's shoes.
2. Stop the internal dialogue.
3. Concentrate on what is being said.
4. Show that you are listening.
5. Paraphrase whenever you can.
6. Check details if you have not clearly understood.
7. Be careful as to what the professor has not said.
8. Write down the most important details of the message.
9. Listen "between the lines".



## 13.4. **14** Active Listening Tips

1. Focus your attention on the topic and the professor. Avoid other activities that lead to a loss of concentration. Ignore noises, opening and closing of doors, view from the window, etc.
2. Recall what you already know about the topic of the lecture. If you know what the topic of the lecture will be, find time for it and prepare (books, previous lectures, newspaper articles, web pages, concrete experiences, etc.).
3. Try to find a seat close to the professor. Establish contact in order to later be able to ask for additional information.
4. Suppress your emotions. While listening, temporarily put aside your opinions and assumptions. You are there to hear what the professor has to say, not to work on becoming an impolite and unreasonable listener.
5. Put yourself in the professor's place. Listen with your ears but with your eyes too. Do not be impatient. Even if it seems like the talk or the presentation is going in a wrong direction, listen to the professor.
6. Do not disturb fellow students by commenting or sending signals in disagreement or agreement with what the professor is saying.
7. Respond to possible questions from the professor. This shows that you are interested and are paying attention.
8. Let the speaker breathe for a moment after the talk.
9. Check whether you have understood what was said, through:
  - » reformulating the most important points, which is the best way to confirm that you have understood what was said
  - » summarizing the most important points
  - » asking questions and asking for explanations
10. After the lecture, you can continue communicating with the professor through:
  - » stating your own experiences, which is a sign that you are interested
  - » interpreting what was said as proof of your understanding
11. When asking questions, you should: briefly express your gratitude or your first impression; briefly state the subject of your question, and ask your question in a clear way.

12. When participating in a discussion, you briefly refer to the point which is being discussed and the way in which it has been presented, formulate and express your own idea, suggestion, interpretation; ask for the professor's or other listeners' comments or thoughts.
13. Discuss what was said with fellow students and friends.
14. Write a summary of what you heard for later consideration.

Remember: good students listen carefully, but the best students donot miss anything.

## 13.5. Test: Do You Know How to Listen?

Source: <http://www.mudrac.com/mod/quiz/view.php?id=68>, 10.21.2009)

You have before you a test that will help you establish whether or not you possess the skill of active listening. Choose the answer that describes you best.

**1. Do you fully pay attention to the person you are communicating with, even if you are doing something else at the same time?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**2. If the speaker pauses and hesitates, do you encourage him to continue?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**3. Do you forget what people have told you?**

- a. always (1 point)
- b. almost always (2 points)
- c. usually (3 points)
- d. rarely (4 points)
- e. never (5 points)

**4. Do you try to understand the messages that stand behind the actual words and sentences?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**5. Do you listen even when things are already familiar to you?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**6. Do you listen equally carefully to the young and the old, to men and women?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**7. Do you look directly at the speaker, occasionally smile and nod your head?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**8. Do you ask questions in order to get detailed explanations?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**9. Are you able to ignore various distractions while you are listening to someone?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**10. Do you encourage others to speak?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**11. During a lecture, do you think about what is being said? Even when the lecture is not that interesting?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**12. Does the fact that the speaker is a friend, acquaintance or stranger influence your listening?**

- a. always (1 point)
- b. almost always (2 points)
- c. usually (3 points)
- d. rarely (4 points)
- e. never (5 points)

**13. Do you refrain from drawing conclusions until you have heard everything?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**14. Do you let the speaker finish the sentence before you start talking?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**15. Do you enjoy listening to others talk?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**16. Do you repeat and summarize someone's idea and ask whether you have understood it correctly?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**17. Do you listen to people you donot like?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**18. Do you ask for clarification of words and concepts that are not quite familiar to you?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**19. Do you listen regardless of someone's presentation style (manner of speaking, tone, choice of words, etc.)?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**20. Do you try to discover the motives that are hidden behind a certain message?**

- a. always (5 points)
- b. almost always (4 points)
- c. usually (3 points)
- d. rarely (2 points)
- e. never (1 point)

**Results:**

Group I – Inactive listener (20-40 points): You do not like listening. You do not ask questions for clarification. You like to interrupt the speaker. You have to do a lot in order to adopt the skill of active listening.

Group II – Passive listener (40-70 points): You possess some of the “active listener” characteristics. You make certain gestures, body movements. You nod your head at the professor, but you do not ask for explanation of some unfamiliar words and concepts. You frequently have objections concerning the professor’s style of presentation. You do not listen to people you do not like. You do not paraphrase what was said.

Group III – Almost active listener (70-90 points): You are close to perfecting active listening. You almost always paraphrase what was said, you are patient while listening. You allow the speaker to finish. However, you do not attempt to uncover the motives behind the speaker’s message and you tend not to listen carefully to people you don’t like. Fix these two things and you will be in group IV.

Group IV – Perfect listener (90-100 points): You are a perfect active listener. You possess all of the characteristics that an active listener should have.



# 14. EXAMS

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## 14.1. How to Prepare for an Exam - **12** Tips

Success on an exam is not simply the result of your abilities on the given day. It depends on your behavior during the pre-exam period, your ability to evaluate the situation and to meet actual deadlines.

The crucial thing in order to successfully pass an exam is that you should have a previously prepared strategy, a way in which you will achieve that goal – pass the exam.

The most common pre-exam questions are:

- » Into which phases should the material be divided?
- » What is the most efficient way of studying?
- » What time of day (daylight, night) is the best for studying?
- » How long to study for an exam?
- » Should you learn things by heart?
- » How to overcome nervousness?
- » Should you study with someone, and such?

Before you are twelve proven and verified directions for organizing exam preparation:

1. Begin preparing for the exam as soon as you first see the material, in the first class, the first time you look at the textbook, the first time you organize your notes.
2. Take notes in a proper and organized fashion.
  - » Take quality notes during lectures.
  - » Begin reviewing and editing notes as soon as possible after the lecture.
  - » Review your notes before the start of the lecture.
  - » Weekly review your notes in more detail and depth.

Pay special attention to jotting down and editing notes on the parts of the material that will surely be on the exam, a part of the exam questions. To help you with this sort of information, talk to your professor, older students...

Organize your notes, quotes and sources for studying according to the exam questions.

3. Plan the time it will take to review and cover the material. Form the material into units and set a time for covering those units.
4. Do not study when you are feeling down or tired. That is just a waste of time. Study the most difficult and most demanding material after resting, when you feel refreshed and concentrated.
5. Make a little exam simulation (for example, make exam questions and begin answering them).

Create your own list of possible questions. Practice presentation in front of the professor. You should prepare the list by putting yourself in the role of the professor (what questions would you ask if you were preparing the test), and then establish whether you can answer the questions from that test.

6. If possible, organize a group recount of the exam material. This will make it much easier for you to take the exam and it will make you braver for the exam performance.
7. Attend consultations. Talk to your professor or assistant professor about the material you are having problems with. You shouldn't have these discussions right before the exam.
8. Finish studying a day before the exam. Leave the day before the exam for relaxation, rest, gathering your thoughts...
9. Carefully follow the exam material at lectures. Pay close attention to the professor's studying instructions at the lectures.

During lectures, pay attention to the parts that the professor emphasizes, repeats, keeps returning to, writes on the board, asks the students about during lectures or indicates that they will be on the exam.

10. If the professor does not talk about the test questions, feel free to ask. Get a hold of the previous tests prepared by the same professor and review them.

Talk to your fellow students and try to predict the test questions together.

11. Do not repeat the material right before the exam. You should perform the repetition process several times throughout the study cycle.

12. For the final repeating of the material, just before the very exam:

Compose a study checklist. This checklist should include all of the material that might appear on the exam or test (notes, formulas, ideas, concepts, assignments, etc.).

Make a resume and summary of your studying. You should express and relate the ideas and topics you are studying, through summarized concepts whenever possible

Record the most important parts. If possible, make an audio recording of the important parts of the material, conclusions, definitions, ideas, etc. and listen to them before the exam.

Make flashcards. Prepare the flashcards with the most important definitions, formulas, lists you should remember while you are covering the material. Always carry the flashcards with you and flip through them whenever you can.

## 14.2. How to Prepare for an Oral Exam

In order to successfully prepare an oral exam, you should pay attention to several important things.

1. You should prepare for the exam well. Studying is the most important thing and you will not be successful on the exam without it.
2. Check the exact date, time and place of the exam on time. Check whether technical means will be used during the exam (computer, tape recorder, etc.).
3. It is a good idea to ask the professor what the possible exam questions might be. Write down the possible exam questions and practice answering them.
4. A good way to prepare an oral exam might be to work with fellow students or experts from the area of the exam.
5. Repeat and practice answers in front of the mirror in order to see and evaluate your behavior, facial expressions, movements...
6. Look professional for the exam. Dress appropriately, turn off your mobile phone, do not bother your fellow students, do not make noise, etc.
7. Arrive at the place of the exam a little early.
8. Use the time before the exam to relax and observe the situation, not to repeat the material.
9. When the exam starts, direct all your attention at the professor. It is important that you should assume a good and decent position and try to make eye contact.
10. During the exam, try to be an intelligent speaker, as well as an intelligent listener. If you do not know the answer to a question, do not go off topic. Professors do not like that. Clearly say that you do not know the answer to the question, but try to reach the answer anyway (by drawing your own conclusions from something you already know, from a case study, etc.)
11. During the exam, stay confident and composed, even if things are not going well. Professors often tend to test your behavior.
12. Answer yes or no questions with a simple yes or no.
13. When answering, always emphasize the important parts. Add an example to support your understanding of the question.

14. Sometimes it is good to ask the professor whether there is anything more you might say that might help form the concerning the evaluation.
15. Regardless of the exam results, exit the room civilly, with dignity and with a goodbye.
16. After the oral exam, make a self-evaluation of your performance. What did you do well and what did you do poorly? Write down these assessments in order to adjust your general performance for the next exam.

## 14.3. Why is the Power of Voice Important for Exams?

During the exam, you have to make sure that the tone of your voice does not necessarily give away your actual emotions. If your voice becomes flat, without expression and powerful tones, you will appear scared or insecure. A lack of coordination between your thoughts and your voice produces an indecisive voice, usually seen in students who are not sure of what they are saying.

Proper vocal power will help make your communication with the professor a success. A well-prepared lesson, but poorly presented, will have less success than a poorly prepared, well presented one. Your professor expects you to be professional and to know the terminology, which is apparent from the proper use of words.

1. In case you notice that the professor does not understand you or is not exactly thinking about the exam question at hand, you can inspire him to become more active by speaking louder or through non-verbal communication (movement and more pronounced gestures).
2. Use pauses during your speech. Rhetorical breaks retain the listener's attention and dramatic pauses emphasize the importance of that part of the speech. Students that talk too fast, whose mind races ahead of their tongue, will have difficulties making the professor understand them, and they often give off an impression of an insecure or uninterested person who wants to finish the exam as soon as possible.
3. It's important that you do not pile up unnecessary words into your conversation in an attempt to appear extremely educated. The professor might take that as an attempt to buy time because you do not know what to say at that moment.
4. Your speech should be free of unnecessary words, clear, simple and easy to understand, but not boring.
5. When preparing for the exam, you have to be sure that you know the meanings of the words you are planning to use.
6. Do not use Latin words, or local slang that might have a dubious meaning (usually vulgar and offensive).
7. Avoid mumbling and repeating various filler words such as "hmm", "like", "I mean", "so"...
8. Use warm and light humor and create a pleasant atmosphere with your good mood.

## 14.4. How to Pass an Exam Test?

Tests are a common form of assessment. Students prefer tests to oral exams. If you are well prepared, passing a test will be a piece of cake for you. However, if you haven't mastered the material, covered most of the textbook, it might be a problem. A test usually requires precise answers to minute details from certain topics.

The best way to prepare for a test is to solve old tests or exams. The questions will not be exactly the same, but they might be similar. If nothing else, they can show you which chapters you should study. If you are lucky, you might get questions that were on the previous tests.

Studying previous tests and answering them from your notes and recommended reading materials constitute the best way to prepare for this type of testing. You will not have to memorize every piece of information that was written on a given topic.

There are different options when answering test questions. Sometimes only one correct answer is required; sometimes you will have to circle several correct answers; sometimes you have to circle the odd one from the group; and sometimes you have to circle several incorrect answers. That is why it is important that you read the question carefully in order to know what is expected of you.

For knowledge assessment at an exam in form of test, you should have a strategy for circling the right answer:

1. First read over the given questions and divide them into five categories:

- » Questions for which you are certain you know the correct answer
- » Questions for which you think you know the correct answer
- » Questions for which you can assume the correct answer
- » Questions for which you are not sure about the answer
- » Questions for which you are certain that you do not know the correct answer

2. Then read all the test questions again. Mark key words, negatives, double negatives, problematic questions, everything important in the question. If you are allowed to write on the test paper, jot down information in the margins that you might forget and that refer to the given question.

3. Answer the questions to which you are certain you know the answer, to raise your self-confidence. If the test is divided into two parts (if there are multiple choice questions and questions to which you have to write the answer), first solve the multiple choice questions. It is often the case that you find the answer to a question from the second part of the test among the multiple choice questions.

4. After that, start answering the questions you think you know the answer to and the questions for which you can guess the answer.

Try this: Read the question and answer it in your own words. Then look at the offered answers and choose the one closest to your own.

In this phase, you can start using the process of elimination of answers to questions. You should not spend too much time on questions that you cannot answer through elimination either. Always keep track of how much time you have left to the end of the test.

5. The penultimate phase consists in answering the questions that you do not know the answer to. If there is no penalty for incorrect answers (they do not bring negative points), try to answer all the questions. If there are negative points for incorrect answers, check whether you have enough sure points. If you do, don't gamble. If you don't, try it, you have nothing to lose.

There are several methods for circling answers to questions you know nothing about:

- » If two very similar answers are offered, in most cases neither is correct.
- » If two of the offered answers are very different, one of them is probably correct.
- » Answers that begin with the words always, sometimes, never, no one, except, usually, rarely, are often incorrect.

6. Finally, check whether you have answered all the questions. If the answers are written on a separate sheet, be careful when marking the answers. It can often be that you know the answer but that you accidentally circle C instead of B.



## 14.5. Summarizing the Exam. Checklist

Regardless of whether or not you were successful in passing the exam, it is always good to summarize your results in order to be able to repeat what was successful and correct what might have been poorly done.

You have, before you, a list of eight questions that you should ask yourself once you have finished with a subject or an exam:

1. What did you do well in the course of your studying?
2. What can you do better in the future phases of studying?
3. Did you have difficulties with the study plan you composed?
4. Did you choose the appropriate studying conditions?
5. Did you execute your study plan?
6. Were you disciplined in executing the plan?
7. Were you successful in the sense of grade at school, or exam results?
8. Did you celebrate your success?

The answers to these questions will be good guidelines for creating a new study plan when preparing for the next exam. You will avoid all the mistakes you made, you will advance your system of studying and you will master the material faster.

# 15. COMMUNICATION SKILLS

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## 15.1. How to Master the Skill of Talking

Successful communication with the professor implies using the right words at the right time and in the right way. There are several personal qualities that mark the speakers and their performance: clarity, precision, empathy, eye contact, appearance, posture, vocal qualities.

**Clarity** refers to the need to convey ideas in organized, logical and simple words, not trying to impress your teacher with lengthy complex sentences and foreign words. To be able to properly understand the words, the clarity of thinking and forming words and sentences is important, as well as clarity in pronunciation.

**Accuracy** refers to the requirement that what you are saying should reflect exactly what you mean. It takes a comparatively rich vocabulary acquired through education, from which you can choose the words that will give the accurate meaning to your thoughts and fulfill the goal of communication with the teacher.

**Empathy** is a quality that shows identification with feelings and needs of the other party. Empathy does not necessarily mean agreement with what the other person has previously said, but acknowledgment and understanding of the listener's (professor's) position.

**Eye contact** is considered an important element of relating to a professor during communication. It refers to the direction and duration of the look and shows that you are listening and paying attention to the professor. On the other hand, absence of eye contact or frequent changes in direction and duration of your look often send messages such as "I am not interested", "I don't like you", "I am not self-confident", "I don't know what I'm saying", "Do not trust me" and so on.

**Appearance** is important because it affects how others perceive you and understand you. Appearance also reflects how you see yourself and what kind of image you want to convey to others. There are two key aspects concerning the appearance of speaker: a) cleanness and tidiness and b) clothes and appearance suitable to situation.

**Body posture** is important because it transmits the relationship and attitude towards the spoken content and the teacher. Thus, for instance, semi-horizontal position in a chair can send a message to the teacher that you are relaxed or tired, or you are bored and you do not care about what he is saying.

**Vocal qualities** of speech are often considered to be innate, but this is only partially true, since it can always be improved, especially in order to achieve better communication. Vocal qualities are also important for your persuasiveness.

## 15.1.1. **5** Most Important Traits of Successful Speakers

Below is a list of five most important characteristics you have to possess if you want to communicate with your professors successfully.

### 1. **Willingness to communicate**

A good speaker argues that everything is subject to discussion, that there are no forbidden topics, nor opinions that cannot be changed. He does not necessarily believe in everything he hears and he is ready to start a conversation on any topic he deems important. He is always ready to challenge the opinion of the other party. A successful speaker seeks to protect his interests, which does not mean that he does not respect the teachers' interests.

### 2. **Listening to others**

One of the most important characteristics of successful speakers is knowing how to listen to other persons involved in the conversation.

It is important to:

Make sure that your teacher is speaking more than you in class.

Not interrupt the lecturer. Although sometimes you want to interrupt your professor because you feel you have something important to say, try to refrain and leave it for an appropriate moment.

Learn to listen actively. This will let your teacher know that you are following his every word carefully.

Ask your teacher to explain things you did not understand to you.

You must know how to "read" your professor's body language, because you can draw a lot of conclusions based on that.

### 3. **Patience**

A good speaker has to be patient and reasonable. You need to stop trying to finish your exam as soon as possible. During the exam you will have a big advantage if you are not burdened by the time factor, if you do not rush and push the teacher to accept your answer and opinions as soon as possible.

### 4. **The art of asking questions**

Another characteristic of successful students is knowing how to ask a lot of questions. Good students are constantly looking for new and useful information. They ask clear, direct and open questions.

Their questions cannot be answered with "Yes" or "No". (for example, you can ask, "What do you think about that?" Instead of: "Do you like this?"). It is also important not to ask questions that are unpleasant. Instead of asking: "Why?" Or: "What makes you think so?"

## 5. Being Result-Oriented

Students who are good speakers are always oriented result-oriented. They are interested in the outcome of the exam, not the professor's personality. They do not show emotions and do not take things personally.

In addition to this, you have to be:

1. pleasant, but not overfriendly;
2. attentive, but discreet;
3. accurate, but not pedantic;
4. calm, but interested;
5. neat and orderly, but not too much;
6. witty, but not sarcastic;
7. clear, but not scarce or too extensive when explaining;
8. professional, but not arrogant;
9. communicative, but not chatty;
10. dexterous, but not scheming (cunning);
11. optimistic, but not gullible;
12. direct, but never unrestrained;
13. honest, but not rude;
14. confident, but without expression of superiority;
15. proactive, but never without measure;
16. a listener, but not passive, but active;
17. cautious, but never timid.

Proper and timely preparation is one of the decisive factors for successful implementation of speech as a means of communication. No matter how professional you are and how many speeches you have already made, you must always get prepared. If you do this, you will be confident and gain the confidence of other persons involved in conversation, and your authority and reputation will grow.

## 15.2. **15** Rules of Verbal Communication

These are some of the rules that should be observed when using verbal communication with a professor or other listeners (assistant professor, mentor, a peer from school or college...):

1. Speak clearly, so the listeners can hear and understand what you say.
2. Use language that is appropriate for the subject and known to your listeners. Do not use technical terms if listeners will not understand them.
3. You should avoid unknown and foreign words and expressions and try to use your mother tongue as much as you can.
4. Use appropriate tone in order to facilitate and strengthen the message.
5. Terminology needs to be careful regarding terminology, fashionable expressions and slang should be avoided.
6. Use words that are appropriate for the situation. You should avoid colloquial expressions or insults in conversation.
7. Pay attention to how people respond to what you are saying. People usually do not express what they are thinking aloud. Learn to read their thoughts through facial expressions and body language. First of all, try to read the signs of confusion, disagreement, disbelief, resistance or understanding in their eyes.
8. Adjust your voice in order to hold people's attention. Their interest in what you are saying will grow if you suddenly say something louder or softer, faster or slower, if you stop before or after a fundamental statement.
9. Look people straight in the eye when you are talking to them.
10. Dedicate attention to the person you are talking to.
11. Avoid "buts" in connecting sentences. This word immediately triggers a defensive attitude in people. It is better to use the conjunction "and".
12. Adjust your speech to the situation at hand. The way of talking to one's fellow students may not be as adequate for talking to one's brother, mother, father.
13. Carefully observe the non-verbal signs that may indicate what the other person is really thinking. They can often be the opposite of what the person is saying.
14. Ask questions to make sure whether the other party understands what is being said.
15. Listen carefully to what the other person is saying, follow the comments. Allow them to speak. Answer every question they ask.

## 15.3. **7** Elements of Nonverbal Communication

Modern research has shown that non-verbal communication is the most important and crucial during the first encounter. 60% of the entire impression is based on nonverbal communication.

There are seven elements of nonverbal communication that you have to take care of regarding communicating with teachers, professors, peers:

### 1. Facial expression

The facial response is the most common way to quickly send feedback. Facial expression shows the level of understanding and involvement in the discussion and expresses feelings the most quickly (joy, fear, etc.).

### 2. The look

Your eye movements signal others what you are expecting from them. For example, when a lecturer looks at a student during class, it can cause the student to start speaking his mind, even though he has not been directly asked to verbally.

### 3. Posture and movement

Posture and movement reflect the views, feelings, relations with others. Leaning forward during a conversation may indicate that you are interested in the other party, while distancing yourself tells that you want communication to end. Or, if you are sitting on the edge of the chair during a conversation, it probably shows a desire to leave as soon as possible.

### 4. Gestures

Along with facial expression, gestures constitute the most expressive aspect of non-verbal communication. Movements can often be used as an independent means of communication, unaccompanied by the verbal part of the message (e.g., waving a hand can mean “forget it... it doesn't matter”).

Gesticulation also intensifies the verbal message or expresses emotional states (e.g., tapping your fingers on the table means nervousness, boredom, etc.).

### 5. Spatial proximity

The distance between you and other person significantly influences the course of communication. It is not irrelevant whether you are at a distance of one meter or five meters; whether you are sitting down, and someone else is standing. The difference in height between you and the other person is also important, etc.

### 6. Appearance

The external appearance reflects an image of you and influences the behavior and opinions of professors or peers. Hairstyle, jewelry, clothing, shoes contain messages about the person, social background, opinions and emotional state. Based on them, teachers and peers create their initial impression.

### **7. Paralinguistic signs**

They are related to the way you say words. Paralinguistic signs are those that accompany the verbal message through voice and other means: emotional tone, pitch, clarity, speed, volume, accuracy. They are not related to the content of what we are saying, but have a significant impact on the meaning of what has been said. Depending on paralinguistic signs, the same sentence can have very different meanings, for instance, the sentence “I’m fine” can be pronounced with satisfaction or irony, etc.

## **15.3.1. Nonverbal Communication Tips**

1. Use nonverbal signs.
2. Use nonverbal signs that are adjusted to the other person.
3. Use nonverbal signs that are adjusted to the situation and the surroundings.
4. Use nonverbal signs that are adjusted to you.
5. Be consistent in the use of nonverbal signs.
6. Choose different signs to emit different meanings.
7. Avoid use of conflicting verbal and nonverbal signs.
8. Use body language and facial expressions in order to increase the understandability of your message.
9. Use gestures appropriately.
10. Use open body posture when you want to get involved in interaction with others or closed body posture when you do not want to be involved.
11. Align your bearing with the other person's when you agree with his beliefs, feelings, values, or assume an opposing posture when you disagree.
12. Establish eye contact and maintain it when you want to communicate with a person or look around the room do not establish eye contact when you do not.
13. Use a comfortable distance when talking to others.
14. Use touch to show warmth, concern, inclination or openness towards others.
15. Vary the height, speed, tone and volume of your voice to express your intentions in an appropriate way and complement your verbal message. Avoid fillers.



16. Use appropriate speed, volume, proper pronunciation.
17. Dress appropriately.
18. Avoid extreme behavior.
19. Try adjusting your non-verbal communication to the context.

## 15.4. Advice on Communication with Professors

Below you will see 19 good tips for successful realization of the process of communicating with the professor:

1. Do not give up on your intention to talk with the professor. Do not expect rejection in advance.
2. Show the professor that you are a good listener through expressing his statements in other words.
3. Use eye contact and smile as your first contact with him.
4. Look for common objectives, interests and experiences with professors you communicate with.
5. Balance receiving and giving of information.
6. Do not use the word “you” when you mean “I”.
7. Ask professors for their opinions.
8. Look at the positive if the professors you communicate with.
9. Express your feelings, opinions and emotions to the professors.
10. When you are telling a story, present the main points first, and then add the details.
11. Be aware of closed and open body language.
12. Accept the other person’s right to be an individual.
13. Be tolerant toward the teachers’ beliefs, even though you disagree with them.
14. Never take a teacher’s reaction or his anger personally, even though it is apparently addressed to you personally. Take a deep breath, count to ten and see what he really wants and what is on his mind.
15. You do not have to have all the answers. It is all right to say: “I do not know.” Try to find a common solution - it is always a good idea.
16. Respond by facts. Do not just react emotionally. Take responsibility for any communication that you realize and consider that your behavior may often cause a negative reaction in him.

17. Professors often complain that they are not being listened to. You can let them know that you are listening, and attract their attention using the following sentences:

- “Can you tell me more about it?”
- “What impresses me the most ...”
- “What you said sparked my interest. Could you explain in a little more detail...”

18. Remember, what a teacher is wants to say is one thing, and what you actually hear another. Our personal filters, assumptions, judgments and beliefs may change what we hear and what we want to hear. Think carefully about what you have heard and ask yourself whether you have understood it all well. If not, ask the teacher: “Could you explain what wanted to say some more?”

19. Always seek common ground rather than focusing on the differences. What is it that may be of mutual interest to both parties? Tell him: “It is my intention that we should cooperate in order to succeed in this project (passing the exam).”

20. Always be in a positive mood. Ask yourself: “What is good about this?” Or: “What have I learned from this?” You can get something positive from everything and maintain a good mood.

## 15.5. Strategies for Delivering a Good Presentation

Your teacher gives you the task of presenting a lesson – a lecture – in front of other students. In order not to get drenched in sweat and to prevent your knees from trembling, here are seven good tips on delivering a good presentation.

### 1. Prepare

Proper preparation is key to every successfully performed work. Before you start conceiving the presentation itself, you have to arm yourself with all the necessary information. Do not be afraid to ask what you do not know. It is better to ask, than to mess up when it is already too late. Get all the details you need in order to do a good job from fellow students who know the subject better than you or have more experience.

### 2. Design the form of the presentation

In conceiving the presentation itself, give special attention to its form. At the very beginning of the presentation, introduce yourself and say what the subject you are presenting is.

Your presentation must have an introduction into the subject where you will introduce the listener to what you are going to talk about and get him acquainted with the subject. In the middle part you will talk about the very essence of your subject so you should give it special importance. At the end of the presentation, provide a few conclusion sentences and provide the possibility of communication. This means that you must necessarily provide the listeners with the opportunity to ask questions if there is something unclear or they want to learn something more about the subject. Preparation for presentation is crucial for this part. Do not allow yourself to not know the answer to a question nor allow the possibility of someone else having to answer instead of you.

### 3. Practice

When you have conceived your presentation on paper, you should practice it. This does not mean that you have to learn everything you have put to paper by heart. It is best to make little reminders about the most important details of the presentation and practice your speech based on it. Presentation should look like a conversation, although you are the only one talking. This is why you need to practice. Practice in front of your friends, family members or a mirror. Practice until the moment you are completely satisfied with your speech.

### 4. Mind the time

Successful presentation is one which informs the listener about the most important details on the presented material, without being taxing or tedious to him for a single moment. This means that you need to determine the right duration, in order for the presentation to not be too short and lacking in information, or, on the other hand, so long and extensive that the

listener does not know what he has listened to in the end. Research show that the first 15 minutes of a lecture are the most efficient part. As time passes, listener's concentration gets weaker progressively so long speeches are pointless.

### **5. Mind your stature**

Our stature says a lot about ourselves. Avoid fidgeting, interlocking your fingers or leaning on the table. These are just some examples how you let your listener know that you are nervous, or, uninterested in the subject you are talking about. Assume a determined stance and thereby show that you have mastered the subject you are talking about.

### **6. Choose appropriate clothes**

Nothing but your subject must occupy your listeners' attention, not even your clothes. You should choose discreet clothing such as a nice suit or a skirt suit with an appropriate shirt. Avoid t-shirts, short skirts, high heels, conspicuous jewelry, everything that can take the listener's attention away from the presentation.

### **7. Relax**

Try to be as relaxed as possible. Your listeners will know if you are nervous. This is why it is important to prepare properly because it will give you the self-confidence you need. Even if you make a little mistake, do not let it confuse you or shake you. Move on and complete your presentation all the way through.

## 15.6. Test: Presentation Skills

(Source: <http://www.plark.net/literatura/mng059.php>, 17.10.2009)

This is a test which will provide an answer to the question how good you prepare and hold presentations.

Choose one of the four available answers: almost never, sometimes, often, almost always. The almost never option carries one point; sometimes - two, often – three and almost always – four points.

Add up the results and check which group you are in.

For each of these statements, select the one that most reflects your preparation and the course of your presentations	Almost never	Some-times	Often	Almost always
1. I practice my presentations properly first.				
2. I am not afraid that my presentation will be unsuccessful.				
3. I leave nothing to chance in organization of my presentation.				
4. I try to get to know what my listeners expect in advance.				
5. I tell the host how to present me in advance.				
6. I feel pleasant and relaxed during presentation.				
7. I carefully choose the way in which I start my presentation.				
8. I tell the listeners in advance how they will benefit from my presentation.				
9. I define the goal of the presentation in advance.				
10. My voice does not tremble during presentation; it is calm and relaxed.				

	Almost never	Sometimes	Often	Almost always
11. I move through the room in a natural and relaxed way.				
12. I strive to direct two-way communication with the audience.				
13. I monitor the listeners' behavior carefully and react adequately if necessary.				
14. I look my listeners directly in the eye.				
15. I use comprehensible and appropriate vocabulary.				
16. I pose a few questions to the audience during presentation.				
17. I use short notes in order to organize the presentation better.				
18. I do not use notes where everything is written word for word.				
19. When I am emphasizing something, I am using a louder tone.				
20. I use gestures and body movements thoughtfully.				
21. I think about possible questions and prepare answers to them.				
22. I thank the listeners for the questions they have asked.				
23. I use the possibilities provided by visual aids and modern technology.				

	Almost never	Sometimes	Often	Almost always
24. I carefully choose the way in which I am going to end my presentation.				
25. I am careful not to exceed the apportioned time for presentation.				

Results:

Group I (0-29 points): Everything is wrong from start to finish. You prepare and hold presentation rather poorly. Enroll a course and work on developing this skill.

Group II (30-49 points): You are not well prepared, your notes are too extensive, you have not mastered the art of speaking, your voice trembles, you do not look the listeners in the eye.

Group III (50-74 points): You have mastered the material, but you are the only one talking, you do not stimulate active discussion but just keep speaking. You always exceed presentation time limit.

Group IV (75-89 points): You prepare the subject well and present the subject well verbally. You encourage the listeners' questions. Your voice is good, but your stature is lacking. Your body language sends the message that you are not yet entirely relaxed. You have not prepared answers to your listeners' potential questions, and try to handle them on the spot. You exceed the time apportioned for presentation.

Group V (90-100 points): You are almost perfect in presentation. You present the matter fluently and sensibly, you are well prepared, you encourage questions, have answers ready in advance, know what the aim of the presentation is, observe the time apportioned for presentation, use visual aids, your notes are short can clear. Congratulations.



# 16. SUMMARY

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## 16.1. Overview: **50** Instructions for Success in Studying

You have before you a summary of all that has previously been said about the strategies and methods of successful studying, in the form of fifty recommendations.

1. In school, you get what you give. You will gain success only through work. That work will occasionally be coupled with stress. Postponing and avoiding your responsibilities might be a good strategy for temporary stress relief. But you can be certain that this kind of approach increases stress in the long run. When you start working on a subject or preparing for an exam, forget about how “big” or how “hard” it is. You should choose a little part of the big job and move forward.
2. Socialize with successful fellow students. You can increase your motivation significantly by socializing with people from your classes, and other friends, who are successful in studying. You should try to learn from others, teach others and look for challenges in others’ success. It is a good idea to form a study group with your peers, to prepare for exams and organize tests before the exam. In your group, you can talk about study strategies, study goals, as well as the fears you should try to eliminate together.
3. Reassess your own approach to studying. Exams can be very painful and stressful experiences. They can also constitute a useful resource that will show you the quality of your studying. Instead of postponing studying to the last moment, you should make it a routine habit and a daily obligation. You should also leave enough time for preparing the material and checking your knowledge before the exam. This way, you will be able to perceive what you have missed and build up your self-confidence before the exam.
4. Focus on success. A positive approach is one of the most important factors of success at school. Taking responsibility for events, meeting your obligations and being constantly dedicated to achieving your goals will contribute to your success in studying.
5. Develop your study style and always keep improving it. Use the advantages of all three styles of studying: auditory, visual and kinesthetic.
6. Plan and control your time. Planning your time is very important for successful studying. Make a timetable of your daily activities: plan your time for studying, relaxing and having fun, going out and visiting friends. Use a planner, set deadlines for the completion of the tasks that are underway and enter the activities that will come after them.
7. If you have other tasks or responsibilities on your mind, write them down and decide when you will get them done. Then put it away and go back to the task you were originally working on.
8. You should know what your goals are. Before starting with any kind of material, you should define your goals clearly, i.e., you should not approach things “just because”. Understand the

importance of studying and set a clear studying goal. Every day, set your priorities for studying and adhere to them strictly.

9. Secure necessary working conditions. Create the best studying environment. It is best to study at a desk because it helps keep you awake. Have a permanent working area or corner. It is very important that your study area should have enough light, that desk and chair are arranged so that your back is straight, that all your study material is within reach (books, notebooks, pencils, erasers, shelves and drawers where you keep the materials...). Avoid cramped spaces; be comfortable.

10. Combine as many methods as you can to achieve better efficiency in studying, including finding information, separating and evaluating the main parts of the text, organizing and connecting similar materials, repeating, practicing...

11. It is very important to get acquainted with the content of the subject or course in advance. This will provide you with a view of the subject from the professor's perspective and facilitate your analysis of the course contents and understanding of the objectives. Know what is more important and what is less important in the course. This will make it easier for you to make a plan and direct your attention toward the goal of studying.

12. Use class to its fullest and attend lectures regularly. Be active, participate in class. Learning in class can reduce the time you spend studying at home by 50%.

13. Listen actively during lectures. Active listening means following the professor's lectures with attention and interest.

14. Taking notes during lectures is very important. Pay special attention to the beginning and the end of the presentation, which is where the organization of the contents, the fundamental ideas and the summary of the lecture are usually indicated. Write down important points. Ask for an explanation of the unclear parts of the lecture. You should stop the habit of passive listening and writing down everything that is said. Estimate what is useful in the lecture.

15. You should spend the first part of your study time on repeating the material that you covered that day at school or faculty (while your memory is still fresh). That implies completing your notes, reading the lesson and highlighting the important parts. You'll quickly forget what you learned in class if you don't repeat it and review it at home.

16. Before you start studying, look over the chapters. Read the introductory chapter, headings and subheadings, as well as the summary of the last chapter. Review all the diagrams, charts, tables and footnotes. It all takes just a few minutes, but it helps you see what it is all about; get an impression and form a structure of what you will be doing in your mind. It helps you know what can be connected to what. It will also help you with organizing; you will know what is easier, what is more difficult and you will be able to plan your study time better.

17. Divide the material into smaller sections that you can learn in a shorter period of time. Force yourself to finish a small task and then continue with the next. Concentrate on one, small task at a time.

18. Study harder material first, and then easier material. You will study better if you alternate between different subjects, for example, before math, study history or languages. If you are studying programming, switch to management afterwards and if you are studying sales, move on to human resource management, etc.
19. Do not switch from subject to subject too often. Concentrate long enough on a single subject to be able to completely adopt a defined whole.
20. Use the time when you are most alert and concentrated to study the difficult parts of the material. It is easiest to study early in the morning, an hour after waking up, because that is the easiest time for the brain to absorb information.
21. When your thoughts trail off, choose a sentence that you will repeat to yourself to encourage yourself to concentrate on studying (for example “Focus”, “Go back to studying” or “Don’t give up”, etc.).
22. Read well. The prerequisite for successful studying is proper reading. First skim through the text and note the important parts. Then recount what you read in your own words, which helps remember the content. The end of each chapter usually sums it up. You should read it. Note the parts of the text that are in bold or in boxes. They are usually important points.
23. Compose questions. Turn each title into a question. For example, the title: “Fundamentals of Programming” can become “What are the fundamentals of programming?” By asking questions before you begin actively studying you can save your energy for memorizing important information. While reading a text, think about the terms you encounter, remember where you have heard that before and think of what you already know about that topic. If there are questions at the end of the chapter, read them and answer them, they are your study guidelines.
24. Underline or highlight the most important parts of the text. It is very important that you mark only the important parts of the text. It is best to use different colored highlighters. One color for key words, another for terms and information to be memorized and the third for definitions.  
  
By highlighting key words or sentences, you are emphasizing important information. Underline what is new and what you should remember. You donot have to highlightthings that you know from before. Also underline whatever you want to notice straight away as well as the part of the text that includes the core of the problem and that provides clear answers to your questions.
25. Think about what you are reading. Active reading is a very useful strategy for increasing study efficiency. It implies reading while thinking about what you are reading. It is important to read with the intention of understanding and correlating the written ideas and concepts. When reading, try to summarize the basic ideas and to interpret the presented themes through critical thinking.

26. When you have finished reading and highlighting the material, you need to recount what you have read. Try to repeat the lesson in your own words. Retelling something in your own words is the best way of repeating what you have read and it results in a higher degree of retention. There is no need to memorize everything from the text. You should read selectively, extracting information important for the subject.
27. Use associations to help you remember names or terms more easily. Try to present them graphically, form a distinct image that will later remind you of the material. Draw schemas and maps, copy down parts of the material, anything that will help you remember it better.
28. Draw a sketch or picture. Write a short abstract, sketch a picture with the main ideas. This approach will help you because exams, whether written or oral, are not just about facts, you are supposed to exhibit understanding and ability to correlate different segments of your knowledge. Drawing pictures is recommended throughout the entire studying process, so you can use them in your weekly revisions and as well as in reviewing before the exam.
29. Study with friends. Ask your friends or other people for help. It is much more interesting with company. If you are studying in a group, delegate the tasks specifically. That will make group studying more efficient.
30. Make stickers. When something just won't stay in your head, take a colored piece of paper, stick it on a surface that you pass by frequently and read it every time. Some of the most successful people wrote mathematical and chemical formulas on pieces of paper and stuck them on the walls leading to the bathroom. They would read the formulas on the way to the bathroom every time and remember them more easily. Others would put up historical facts on the wall next to their bed so that they would be the last thing they saw before falling asleep and the first thing they saw when they opened their eyes in the morning.
31. If you come across an unknown term or difficult sections, don't stop, continue, the explanation might be on the next page or further on in the text. Underline unknown terms and look them up in the dictionary later.
32. Repeat ideas aloud, or important facts that you want to retain, as if you were explaining them to someone else. Cover the text and use the key words you jotted down in the margin to repeat the text in your head, or better yet, aloud.
33. If you have problems with a subject, don't suppress the problem, face it, and immediately begin working on it systematically, with more effort.
34. Manage stress. A student's life is quite stressful, so it is important to recognize the state of stress, take a break from studying and work on stress relief. You can reduce stress through physical activities, active rest or recreation. Use that free time to find the source of your stress. Once you become aware of the cause, work on solving it.
35. Identify distractors such as: the phone ringing, sending and receiving of texts, visitors, etc. Reduce them or postpone them until the end of your studying session or until break time. Turn off your computer, TV...

36. When studying, avoid distractions: inform your family and friends that you are studying, put a “do not disturb” sign on your door, lock your door, turn off your phone.
37. Take care of the level of noise that surrounds you while you study. If you need music in the background, let it be light and quiet.
38. Strive for constant progress. One of the key elements of success at school or at university is working on experience gained from previous subjects and exams. When analyzing experiences, pay special attention to good and bad experiences, learn from them and act on what you have learned.
39. Organize your studying. For example: you need to cover a book of 315 pages for the exam. You need two days just to read the entire book to get acquainted with it. You can learn an average of about 35 pages a day, so you will need nine days to study the book properly. The book has five chapters. Set aside one day for reviewing each chapter, so that’s another five days. Another six days – two times three – to go over the entire book one more time and revise what you have learned. That is a total of 22 days. There will probably be about three days when you will not feel like studying at all, so include that too. That is a total of 25 days set aside for studying. So start studying 25 days before the exam.
40. Concentrate on what you are doing. Except for a time schedule, the secret to success in studying lies in complete concentration and dedication to what you are doing at the given moment. It is a good idea to learn to solve the most difficult tasks right away and to learn to prioritize activities according to importance so that you can take care of the most important things first.
41. Stay motivated. For successful and efficient studying, it is important to always find effective motivation. There is a huge difference between studying something you really want to learn and studying without that desire. As motivation increases, so does your will to study.
42. Encourage yourself. Envisage all the benefits and the pleasures that await you upon successful completion of the study process. Think of the joy you will experience after achieving your goal.
43. Always stay active in your work. You should never relax quite completely. Even when you are resting, it does not mean that you should completely disengage from what is most important, crucial for you. Do not think in a „non-working“ way. When you step into your school or faculty building in the morning, do not bring other thoughts with you. While you are there, think only about the topics and the contents of the classes or lectures.
44. Rest. Do not overexert yourself. Studying without rest is not real studying. It is recommended that you take a 15-minute break for every hour of studying, when you will: drink some juice, stretch your legs, get some fresh air... And after the short break - back to studying.
45. Relax after studying. Relax right after you are done studying. Spend half an hour or an hour listening to music, watching TV, etc.

46. Donot study at night. People have a biological clock according to which night is meant for sleeping, not for studying. It will be much more difficult for you to retain knowledge at night.

47. Some students like to read a lesson before falling asleep. If you can, read a lesson one more time, just before you shut your eyes. Even while you sleep, your brain remembers and works. Then, enjoy your dreams.

48. Once you have successfully completed the planned task, reward yourself by going out, socializing or reading a book.

49. Donot let faculty or school be the main source of your problems, unhappiness, fear and insecurity, when it doesnot have to be.

50. If you have the desire to finish school, you need to be prepared to give something in order to fulfill that desire. This refers to your time and effort.

# 17. WISE THOUGHTS ON LEARNING

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*Business environment does not become strong due to workforce or raw materials, but because of constant and intensive learning.*

**Peter Drucker**

*Cultivation to the mind is as necessary as food to the body.*

**Cicero**

*Education: A debt due from present to future generations.*

**George Peabody**

*Making a wrong decision is understandable. Refusing to search continually for learning is not.*

**Philip Crosby**

*Education is what survives when what has been learned has been forgotten.*

**B.F. Skinner**

*Learning is what most adults will do for a living in the 21st century.*

**S.J. Perelman**

*Education is the ability to listen to almost anything without losing your temper or your self-confidence.*

**Robert Frost**

*When you know a thing, to hold that you know it, and when you do not know a thing, to allow that you do not know it – this is knowledge.*

**Confucius**

*That is what learning is. You suddenly understand something you've understood all your life, but in a new way.*

**Doris Lessing**

*A man grows old the moment he can no longer learn anything new.*

**Arturo Graf**

*The educated differ from the uneducated as much as the living from the dead.*

**Aristotle**

*The only man who never makes mistakes is the man who never does anything.*

**Theodore Roosevelt**

*Life teaches only those who study it.*

**Klyuchevsky**

*I love the one who lives in order to know.*

**Friedrich Nietzsche**

*It is better to learn something unnecessary than to learn nothing.*

**Anonymous author**

*Our studying is not for school, but for life.*

**Anonymous author**

*A mind without instruction can no more bear fruit than can a field, however fertile, without cultivation.*

**Cicero**

*Those who do not know should learn, and those who know should find pleasure in reminding themselves what they have learned.*

**Latin saying**

*If you employed study, thinking, and planning time daily, you could develop and use the power that can change the course of your destiny.*

**W. Clement Stone**

*Continuous learning is the minimum requirement for success in any field!*

**Denis Waitley**

*Education is the key element for survival, because we passed from the period of industrial to the period of post-industrial transition, in which the focus is on processing of information rather than on producing goods.*

**Gordon MacFarlane**

*Give a man a fish and you feed him for a day. Teach a man how to fish and you feed him for a lifetime.*

**Lao Tzu**

*Education is a method whereby one acquires a higher grade of prejudices.*

**Laurence J. Peter**

*Those who want to learn are never idle.*

**Anonymous author**

*An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't.*

**Anatole France**

*Learning is like rowing upstream; not to advance is to drop back.*

**Chinese Proverb**

*The more schools, the fewer slaves. The more knowledge, the more property.*

**Stjepan Radić**

*No one in the world is stronger than the one with knowledge.*

**Japanese proverb**

*We welcome people by their clothes and see them off by their knowledge.*

**Turkish proverb**

*The knowledge and reason speak, ignorance and error shout.*

**Arturo Graf**

*To know that we know what we know, and that we do not know what we do not know, that is true knowledge.*

**Henry David Thoreau**

*What we know is a drop, what we don't know is an ocean.*

**Isaac Newton**

*All men by nature desire knowledge.*

**Aristotle**

*To know is not to be. You must try to transfer what you have learned into daily life.*

**Blaise Pascal**

*Knowledge is power, but not knowing does not mean powerlessness.*

**Neils Bohr**

*Knowledge is more valuable than money, sharper than a sword.*

**Georgian proverb**

*The knowledge that we consider knowledge proves itself in action. What we now mean by knowledge is information in action, information focused on results.*

**Peter F. Drucker**

*Not knowing is forgivable, but not knowing that you don't know is unforgivable!*

**Henry Adams**

*The empires of the future are the empires of the mind.*

**Winston Churchill**

*Knowledge is a treasure, but practice is the key to it.*

**Thomas Fuller**

*Knowledge is like money: the more he gets, the more he craves.*

**Josh Billings**

*It's obvious that we don't know one millionth of one percent about anything.*

**Thomas Alva Edison**

*Fortunate is the man knows he doesn't know but wants to know.*

**Anonymous author**

*Share your knowledge. It is a way to achieve immortality.*

**Dalai Lama XIV**

*One who lost his parents is not an orphan, orphan is one who is without knowledge and upbringing.*

**Anonymous author**

*Knowledge is a treasure, but practice is the key to it.*

**Thomas Fuller**

*He who knows, knows; he who doesn't know, can know.*

**Miroslav Zorić**

*Diplomas can be bought, knowledge cannot.*

**Anonymous author**

*Just in ratio as knowledge increases, faith diminishes.*

**Thomas Carlyle**

*Knowledge is a poison which cures in large doses and kills in small.*

**MórJókai**

*In the information era, however, the strategic resource is information, knowledge, creativity.*

**John Naisbitt**

*In the information society, knowledge is not an honor or privilege, but the major resource for growth and profit.*

**John Naisbitt**

*He that knows least commonly presumes most.*

**Thomas Fuller**

*Knowledge advances by steps, and not by leaps.*

**Thomas B. Macaulay**

*Knowledge comes by taking things apart. But wisdom comes by putting things together.*

**John A. Morrison**

*The first step towards saving time is to determine how we are spending it now.*

**William L. Rathje**

*Time is like an express train – you cannot jump out of it and it never goes backwards.*

**MihalyBabits**

*There is only one time that is important -- NOW! It is the most important time because it is the only time that we have any power.*

**Leo Nikolayevich Tolstoy**

*Do today and finish today.*

**Donald Chan**

*You will never find time for anything. If you want time, you must make it.*

**Charles Buxton**

*Time is the scarcest resource and unless it is managed nothing else can be managed.*

**Peter Drucker**

*To know the value of one year, ask the student who flunked it.*

**Anonymous author**

*This constant unproductive preoccupation with all the things we have to do is the single largest consumer of time and energy.*

**Kerry Gleeson**

*Do not forget: the essence of time management is not to do more, but to achieve what is most important to you and to be happy.*

**Anonymous author**

*Forgive yourself for your faults and your mistakes and move on.*

**Les Brown**

*You control your life by controlling your time.*

**Hyrum W. Smith**

*If we take care of the minutes, the years will take care of themselves.*

**Benjamin Franklin**

*During a very busy life I have often been asked, How did you manage to do it all? The answer is very simple. It is because I did everything promptly.*

**Richard Tangye**

*Time moves slowly, but passes quickly.*

**Alice Walker**

*Procrastination is the art of keeping up with yesterday.*

**Don Marquis**

*Nothing is worth more than this day. You cannot relive yesterday. Tomorrow is still beyond your reach.*

**Johann Wolfgang von Goethe**

*We always have time enough, if we will but use it aright.*

**Johann Wolfgang von Goethe**

*The one who can manage his time, can manage almost anything.*

**Bernard Baruch**

*Time is more value than money. You can get more money, but you cannot get more time.*

**Jim Rohn**

*Time flies. It's up to you to be the navigator.*

**Robert Orben**

*Time is like the wind. Properly used, it can lead us to any destination we choose.*

**Anonymous author**

*Time management is not about working more but working wiser.*

**Anonymous author**

*Doing things at the last minute is much more expensive than doing them before that minute.*

**Valentin Kuleto**

*To know the value of one tenth of a second, ask someone who won a silver medal at the Olympics.*

**Anonymous author**

*There are no urgent matters, only people who are late.*

**Chinese proverb**

*Never start your day if it is not already finished on paper.*

**Anonymous author**

*Think: Are you really that busy or just messy and disorganized.*

**Anonymous author**

*Remember: chaos on the desk - chaos in the mind!*

**Anonymous author**

*A minute now is better than a minute later.*

**Anonymous**

*Time is all we've got. Let us use it in the best possible way.*

**Anonymous author**

*A year from now you may wish you had started today.*

**Karen Lamb**

*We can delay, but time will not.*

**Antiphon**

*To choose time is to save time.*

**Francis Bacon**

*A man should not be judged by what he does not know, but by what he knows.*

**Étienne Bonnot de Condillac**

*It is not the one who knows a lot that is smart, but the one who knows the things he needs.*

**Anonymous author**

*New breakthroughs require new skills and more efficient methods.*

**Anonymous author**

*Knowledge that is not replenished diminishes every day.*

**Chinese proverb**

*There is only one good, knowledge, and one evil, ignorance.*

**Socrates**

*Knowledge is but a drop in the sea of ignorance.*

**Folk proverb**

*One should study long to know a little.*

**Folk proverb**

*No one in the world is more powerful than the one who knows.*

**Anonymous author**

*A man with a clear goal makes progress on a road full of obstacles, a person without a goal will not get far even with all roads open.*

**Thomas Carlyle**

*A dream is just a dream. A goal is a dream with a plan and a deadline.*

**Harvey MacKay**

*Life affords no higher pleasure than that of surmounting difficulties, passing from one step of success to another, forming new wishes and seeing them gratified.*

**Dr Johnson**

*A dream becomes a goal when action is taken toward its achievement.*

**Bo Bennett**

*If you don't have a goal you are striving toward, it can be a big problem. If you don't have a stronghold or a current goal, you are not striving for meaning, you are only struggling with problems when they arise.*

**Anonymous author**

*I find the great thing in this world is not so much where we stand, as in what direction we are moving: To reach the port of heaven, we must sail sometimes with the wind and sometimes against it, but we must sail, and not drift, nor lie at anchor.*

**Oliver Wendell Holmes**

*If you do not have specific goals in your life, you are doomed forever to work for people who do.*

**Brian Tracy**

*The goal is not to work, but to achieve results.*

**Anonymous author**

*Setting a goal alone is not enough, you need to be motivated enough to work towards it and accomplish it.*

**Anonymous author**

*You will never reach your destination if you stop and throw stones at every dog that barks.*

**Winston Churchill**

*You can learn anything you need to learn to achieve any goal you set for yourself.*

**Brian Tracy**

*Set priorities for your goals. A major part of successful living lies in the ability to put first things first. Indeed, the reason most major goals are not achieved is that we spend our time doing second things first.*

**Robert J. McKain**

*Our goal can only be reached through a vehicle of a pain, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.*

**Stephen A. Brennan**

*If you don't know what port you are sailing to, no wind is favorable.*

**Seneca**

*Objectives are not fate; they are direction!*

*They are not commands; they are commitments!*

*They do not determine the future.*

*They are means to mobilize the resources and energies of the business for the making of the future.*

**Peter Drucker**

*There is one quality which one must possess to win, and that is definiteness of purpose, the knowledge of what one wants, and a burning desire to possess it.*

**Napoleon Hill**

*Life will rarely change without a new goal.*

**Anonymous author**

*The secret of success is constancy of purpose.*

**Benjamin Disraeli**

*Man rises together with his goals.*

**Friedrich Schiller**

*People rant and get tired of life when they have no goal ahead to which to direct all their efforts and all their thoughts.*

**Marcus Aurelius**

*There is a sort of automatism in creative thinking. Once you set a goal for yourself, you can leave it to the automatic mechanism to lead you to it more successfully than rational thinking ever would. You feed the objective by thinking about the end results and the automatism provides the means to achieve it.*

**Maxwell Maltz**



*Nothing else but working toward a goal is what makes life bearable.*

**Friedrich von Schiller**

*The slowest of men, who does not however lose sight of his objective, will always be quicker than he who does not follow a fixed goal.*

**Gotthold Ephraim Lessing**

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