



Study Skills for University Success

- Study smarter, not harder!
(with Answer Key)

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Foreword

Welcome to the next chapter of your academic journey! As a university student, whether undergraduate or postgraduate, you're embarking on a path of specialized research, in-depth study, and intellectual growth. This study skills book is designed to support you in navigating the unique challenges and opportunities that university studies present.

Inside, you'll find practical strategies and reflective exercises to enhance your study skills, refine your critical thinking abilities, and foster effective time management in the context of demanding academic pursuits.

But remember, this book is not just a passive source of information. It's a call to action. To truly excel in your studies, you must actively engage with the study skills concepts presented here. Reflect on your own learning processes, question your assumptions, and experiment with new approaches to research and writing.

By embracing the principles of self-directed learning, you'll not only achieve academic success but also cultivate the intellectual curiosity essential for a fulfilling career in academia and beyond.

Introduction

Congratulations! You've made it! You're about to embark on your chosen university program. This is an exciting new chapter, but it also comes with new expectations and challenges. University demands a different approach to learning than high school or even the workplace. And for postgraduate students, the demands are even greater than those faced as an undergraduate.

This book is your guide to navigating this transition. It's designed to equip you with the essential study skills for success in this demanding environment. You'll learn how to become a more independent and responsible learner, capable of critical thinking, creative problem-solving, and effective self-management.

Mastering these skills isn't just about exam grades; it's about building a foundation for success throughout your university years and beyond. Whether you're aiming for a fulfilling career or further academic study, the abilities you develop here will be invaluable. So, dive in, explore, and equip yourself for the journey ahead!

Once you begin your studies, keep the following few tips in mind – they will help you succeed:

- ✓ Don't miss class! Looking at information afterwards or getting notes from a friend is not the same thing as being present in class, in order to deepen your understanding.
- ✓ When you receive the syllabus and course outline for each class, read it...and keep it! Information on due dates for assignments, how to contact your professors etc. is essential information for you to have.
- ✓ Get to know your professors. Your professors want to help you succeed. It will help them to do their job in a good way if they can see that you are serious about your studies.

Let's get started!



Source: funny-pictures.picphotos.net

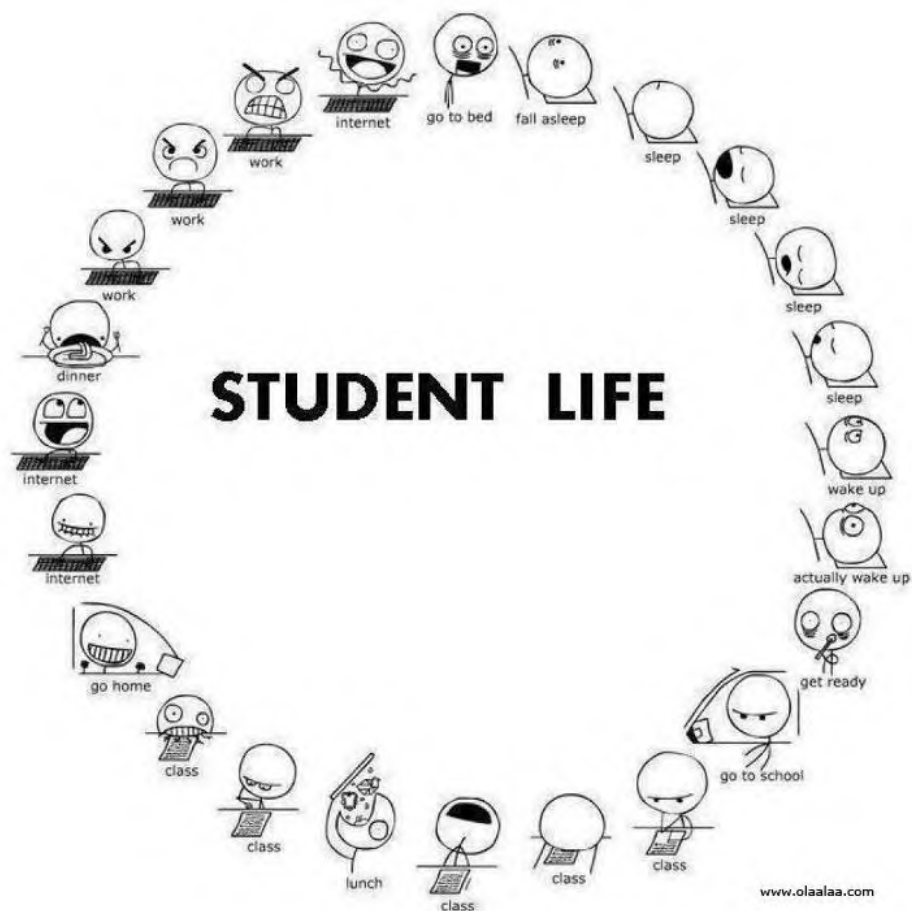
Chapter 1

Becoming More Responsible

Whether you're fresh out of high school, a seasoned postgraduate student, or returning to academia after time in the workforce, this transition requires adapting to a new level of self-reliance. Embrace this change! It's an opportunity to develop valuable skills, discover your own potential, and truly own your educational journey. While support is available, university is ultimately about being responsible, taking charge of your learning and shaping your future.

These are the areas we will cover in this chapter:

- ✓ Classroom behavior
- ✓ English outside the classroom
- ✓ Time management and being more personally responsible



Source: <https://quotesgram.com/img/quotes-about-student-life/12621702/>

1.1 Classroom Behavior

How you behave is important, as this is what creates a first impression. Remember what people say – that you will never get a second chance to make a first impression. Sometimes the classroom is a place of stress. For example, you might be asked a question to which you don't know the answer. What do you do? After all, you don't want other students to have a bad/wrong impression of you. What happens when you get back your marks in a quiz or assignment and you didn't do as well as you expected?

So, you see that it's not easy to always behave well in such situations – or to know how to behave. However, when things are not exactly going your way, this is when it is most important to behave politely and respectfully, not to argue or raise your voice. By behaving professionally (and, after all, why are you at university, if not to get a degree which will help you get a job, study at a higher level etc.), this is what can happen:

People will have a good impression of you (which makes it easier to get what you want!)

- ✓ People will respect you
- ✓ You will respect yourself

And, most of all:

- ✓ You will have a good reputation.

Remember that reputations can take forever to build but only seconds to be torn down. That's why classroom behavior is important.

If you don't get the mark you want in a quiz, what's the point in arguing with the professor and saying it's the professor's fault? After all, the professor gave you the mark based on what you did. Therefore, should you not examine what you did, to see how you could have done it better/to see how you can improve next time? Remember that whenever you point a finger at someone else, at least three fingers are pointing back at you!



Source: www.chicagonow.com

Exercise: Critical Thinking

Read the situations below. For each situation, ask yourself these questions:

What is the issue? Who is responsible? What might be a good way of dealing with this?

1. Professor Mark has just given back the results of the mid-term exam. Pattarapon is NOT happy with his mark. He says loudly: "Why did you give me only 60?"

Issue:

Person responsible:

Way to deal with it:

.....

.....

2. Nattathida is really annoying. Her hand is up in class all the time, but when the professor asks her to answer a question, she doesn't seem to know the answer!

Issue:

Person responsible:

Way to deal with it:

.....

.....

3. Kittipit is often late to class. He comes in and takes his seat. If he gets a call on his phone during class, he just goes outside to answer it and then comes back in again later.

Issue:

Person responsible:

Way to deal with it:

.....

.....

4. Kulrat is presenting a report in class. She's nervous, because it is difficult for her to speak in public, as she's a shy person. However, she tries her best. Sarinthip doesn't think the report is any good, so she draws pictures in her notebook and she starts playing with her phone.

Issue:

Person responsible:

Way to deal with it:

.....

.....

5. The professor asks the class to open their books at page 101. The students do as he asks. Purin asks about one minute later "What page?"

Issue:

Person responsible:

Way to deal with it:

.....

.....

6. Think of another example from your own experience.

Example:

.....

.....

Issue:

Person responsible:

Way to deal with it:

.....

.....

Exercise Extension: What Should You Do?

Using what you have learned and discussed so far, how should you behave in each of the following situations? What should you do?

1. You are really upset about the mark you got for your project, so you decide to talk to your professor about it.

.....

.....

.....

.....

2. The professor is running around and seems to be busy. You need to talk to her today – it's important.

.....

.....

.....

.....

3. You want to ask your professor about grades and, even more importantly, absences.

.....

.....

.....

.....

1.2 English Outside the Classroom

You may be studying some of your courses in English, or all of them in English. In any case, practice makes perfect, so you really need to practice outside the classroom. What are some of the best ways of doing this? With the person sitting next to you, make a list of what you think are the ten best ways to practice English:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

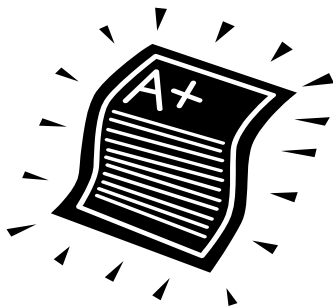
Compare your list with other lists in the class. Are there any ideas that you did not think of? Did you have some ideas that others didn't? Now all you have to do is to put the ideas into practice! Remember that there is no right way or wrong way. Some people like to watch movies, others like to read. Others like to use online platforms or apps. All of those ways work, plus many more besides. You should do what works best for you.

More Ideas for Practicing English

Maybe you could also try the following, if you haven't mentioned them already:

- ✓ Start a blog.
- ✓ Read a book you've already read in your own language (reading is important).
- ✓ Write – it could be a few sentences every day, a diary, anything, but the thing is to just practice. Write how you feel at that moment. It doesn't matter *what* you write, but it matters *that you write*!
- ✓ If you can, travel. If not, then try to place yourself in situations where you have to use English.
- ✓ Use an English-English dictionary.
- ✓ Set goals (what mark do you want to get in a test? How many words do you want to learn?) Then cross off your goals on a list once you achieve them.
- ✓ Practice the four main skills: reading, writing, listening and speaking. It's not enough to only practice one.
- ✓ Use your body clock. Not a morning person? Then study in the afternoon!
- ✓ You need to create an atmosphere in which you learn because you want to, not because you have to. For example, you could reward yourself once you reach a certain goal.
- ✓ Take regular breaks. Too much time spent trying to practice makes your brain tired – and then you won't remember anything. A little and often is the best way.
- ✓ Enjoy, enjoy! Practicing is easier and more productive when it's fun!

And finally, remember this: if you haven't got the results you wanted, it's ok. It doesn't mean your English is bad, it just means you need to find a way of learning that works for you!



1.3 Time Management and Being More Personally Responsible

Why is it that some people never seem to have enough time to finish something, yet others, who are very busy, seem to finish their assignments, study for exams, apply for internships and generally have a good social life also?

Time management is one of the most challenging things for everyone, especially at university. “I don’t have time” is something we hear often, and maybe it’s something you also say? If it is something you say, whether it’s about not being able to answer all the questions on an exam paper or not being able to help a friend, maybe you need to ask yourself the following question:

WHY don’t I have enough time – is it something that I’m doing that means I will never have enough time?

Quick Quiz:

✓ Tick how many of the following apply to you:

.... I switch my phone off in class.

.... If I don’t understand something, I ask questions.

.... I give myself enough time to do assignments.

.... I give myself enough time to study for my exams.

.... I know my class schedule and always have it with me during the week.

.... I know why I’m at university. I know what my goals are.

.... I like to take a little time every day just to be by myself and relax quietly.

.... I know how to prioritize my tasks, so that I do the most important ones first.

.... I always try my best.

.... I know how to say “no”.

How many ticks did you have? The more you have, the better you are at managing your time and the more responsible you are. If you didn’t have many ticks, then maybe you have a little work to do.....

Time Management in Exams:

You may find this surprising, but many people believe that exams are 10% what you know, and 90% how you manage your time. Doesn't seem realistic, does it? Yet, think about the following:

You have 2 hours to write an exam. The exam consists of 5 questions.

Question 1= 10 marks

Question 2= 20 marks

Question 3= 30 marks

Question 4=15 marks

Question 5= 25 marks

Should you spend more time on question 1 or on question 3? Some people begin at the beginning, without taking time to read the whole exam through, and then wonder a) why they don't have enough time at the end and b) why their mark isn't as high as they thought it would be!

Try to be more personally responsible and divide your time along the lines of something like this:

5 minutes to read the questions quickly at the beginning and 5 minutes to quickly check things at the end = 10 minutes

Therefore, you have to write 5 answers in 110 minutes. You need to divide your time. Which question should you spend the most time on? Which question should you spend the least time on? This is what is meant by being personally responsible and managing time.



Prioritizing: Creating a Schedule

You have your class schedule. How are you going to divide your time during the day? This is why you need a second schedule, which can either be a daily one or a weekly one. Think of the CEOs of successful companies. They work long hours every day, yet every minute of their days and weeks is planned. Planning is the key to success. Some people like to use something like an Outlook calendar. Others prefer to be more creative.

Try creating a schedule for yourself below. You may use the format given, or create a design that works for you.

My weekly schedule						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	9-12 Class					
	12-1 Lunch					

Chapter 2

Learning Vocabulary

One of the most common questions that students ask their English language professors at university is how they can improve their vocabulary. There is no magic formula, as it requires working on a regular basis in order to build a vocabulary bank over time. However, there are some things which you can do which may help you with this. You've probably heard this at least a hundred times, but keeping a vocabulary notebook really does help. So, too, does a knowledge of grammar. It can be embarrassing, for example, to speak a language rather well, but not to be able to write at a high level. That's why this chapter covers skills and tips that you may find useful during your studies at university.

These are the areas we will cover in this chapter:

- ✓ Keeping track of vocabulary
- ✓ Using a dictionary
- ✓ Expanding your vocabulary - prefixes, suffixes, word roots, idioms

