

Study Groups –

A Dynamically Interactive Way to Improve Grades and Avoid Procrastination!

A group of students from the same class who meet regularly to strengthen, explain and spell out, and extend and expand each others' learning by providing motivation, feedback, advice, and support for that learning.

Purpose – to review lecture and reading materials, solve problems, develop and take practice tests

Key to Success – leadership, planned structure, and full participation by all members

Lifelong Learning Benefit – every person develops skills in group dynamics, a plus in the business world

Guidelines –

- 3-6 members, chosen based on common goals and *not* primarily because of friendships
- ability to meet on a regular basis
- each member comes prepared to study and work
- meeting length of 1-2 hours



My Responsibility PRIOR to a Meeting –

- revise and highlight lecture notes, writing a summary of most important points
- complete all required reading
- write 3-5 knowledge exam-type questions to recall basic facts
- write 3-5 comprehension questions based on notes and readings to show an understanding and application of concepts
- write 2-3 higher level questions to develop an analysis, synthesis, and evaluation of concepts

A Successful Study Group Requires that

- an agenda be followed at **every** meeting, created either before or at the start of a meeting, to establish a purpose (what and how much to accomplish in the meeting) and to clarify roles of each member
- one person takes the rotating role of leader, keeping the study group focused on the agenda
- the meeting concludes with a review of “how” the study session went to determine if everything was accomplished

Bloom's Taxonomy of Questions –
A Guide to Creating Differing Levels of Exam-Type Questions

Category	Examples and Useful Verbs
<p>Knowledge: - recall information</p>	<p>Examples: What happened after...? Who was it that...? Describe what happened...</p> <p>Useful Verbs: define, describe, identify, label, list, match, name, outline, recall, recognize, state</p>
<p>Comprehension: - understand the meaning</p>	<p>Examples: What was the main idea? Distinguish between... Provide an example or definition of...</p> <p>Useful Verbs: compare, distinguish, estimate, explain, interpret, paraphrase, predict, rewrite, summarize, translate</p>
<p>Application: - use a concept in a new situation</p>	<p>Examples: What factors would you change if...? Could this have happened in...? From the information given, can you develop a set of instructions about...?</p> <p>Useful Verbs: apply, change, construct, demonstrate, discover, manipulate, modify, predict, prepare, show, solve, use</p>
<p>Analysis: - separate concepts into parts</p>	<p>Examples: How was this similar to...? Why did...changes occur? How is...similar to...? What was the problem with...?</p> <p>Useful Verbs: analyze, break down, categorize, compare, contrast, diagram, differentiate, identify, illustrate, relate</p>
<p>Synthesis: - put parts together to form a whole</p>	<p>Examples: Design a... to... What would happen if...? Devise your own way to deal with...? Develop a proposal which would...</p> <p>Useful Verbs: construct, create, devise, design, explain, formulate, imagine, modify, organize, plan, reconstructs, revise, rewrite</p>
<p>Evaluation: - make judgments about the value of ideas or materials</p>	<p>Examples: Judge the value of... Defend your position on... How would you feel if...? Recommend... about...</p> <p>Useful Verbs: assess, conclude, criticize, defend, discriminate, evaluate, interpret, justify, recommend, summarize, verify</p>

information based on:

<http://www.byu.edu/stlife/cdc/learning/groupstr.php>

accessed 12/21/05

<http://www.coun.uvic.ca/learn/program/hndouts/studygr.html>

accessed 12/21/05

<http://www.teachers.ash.org.au/researchskills/dalton.htm>

accessed 8/25/06

<http://www.uic.edu/depts/counselctr/ace/studygroup.htm>

accessed 12/21/05

<http://www.uri.edu/aec/aec/studygroups.php>

accessed 12/21/05

image: <http://www.k-state.edu/pilots/photos/group%20study.jpg>

accessed 2/6/06