

2: Study Skills

Transition to College

In this section you will learn about the importance of knowing how to study properly in order to achieve your goal of succeeding at College. This section will cover the following areas: timetabling, planning for your work, sourcing for information, the process of making meaning or knowledge, note taking and note making, student health, study techniques, and listening to lectures.



Deciding to go to college is an important decision in your life. Getting admitted to college is a significant accomplishment. Succeeding in college is an even more significant accomplishment.

There are many differences between secondary school and college. Because of the differences, students often find the transition from secondary school to college to be very challenging. In fact, some students who enter college struggle to successfully complete their first year.

Here are some of the important differences between secondary school and college that can make a successful transition difficult. For each, you will find suggestions to help you successfully handle the difference.

The academic work in college is more difficult than it is in secondary school. This means that you will have to work both harder and longer. Secondary school students typically study 2 to 3 hours a week for each class. Since most college classes meet for 3 hours a week, you will have to study 3 times as much in college than you did in secondary school. Be prepared to take on this commitment.

In secondary school you are required to attend every class session. This is often not the case in college classes. Many college lecturers don't take attendance register. It will be easy for you to find things you would rather do than go to class. Don't give in to temptation. Students who attend and participate in classes on a regular basis get higher grades than students who don't. Make every effort to attend every class session.

You are going to have to be an independent learner in college. Secondary school teachers often check to see that you are doing your assignments and

readings. College lecturers simply expect you to do these things. It is up to you to make sure that you do.



Your schedule of classes in college will be more spread out than your classes in secondary school. Secondary school classes typically meet daily. College classes meet 2 to 3 times a week. It is very important for you, therefore, to carefully manage the time in between classes. Creating and sticking to a study schedule is crucial.

Tests in secondary school classes are often given frequently and cover a small amount of information. Tests in college classes are given less frequently and cover a great deal of information. Sometimes the only test is the final examination. Make-up tests are rarely given in college, and you usually cannot raise a low score by doing extra credit work. To do well on tests in College, you must take good notes in class and from your textbooks. You should also have a good strategy for taking tests.

College is not simply a continuation of secondary school. It is a new experience that requires you to approach success in new ways right from day one. The same will apply to those of you who have been out of school for a long time. You will need to adjust from your work schedule to a college schedule. You will still have to plan based on your own self motivation. You will have to take into account how you learn and develop useful and effective study habits.

Outcomes

When you finish this section you will be able to do the following:

- plan and write your own study timetable;

- take and organize your notes from lectures and textbooks;
- develop the following helpful study techniques that will help you to succeed in college:
 - o setting goals
 - o overcoming procrastination
 - o working with study syndicates
 - o understanding your learning preferences
- take care of your health.

Timetabling

Your timetable at school was worked out for your class. Every class member did more or less the same thing as everyone else with the exception of a few options in the final years. At tertiary level everyone has his/her own timetable. Consequently you need to invest time in preparing your timetables correctly right at the beginning of each semester if you are serious about your studies. On another level you will have to develop your own study timetable to ensure you give your various courses sufficient time for self study. BCA uses the following timetable templates.

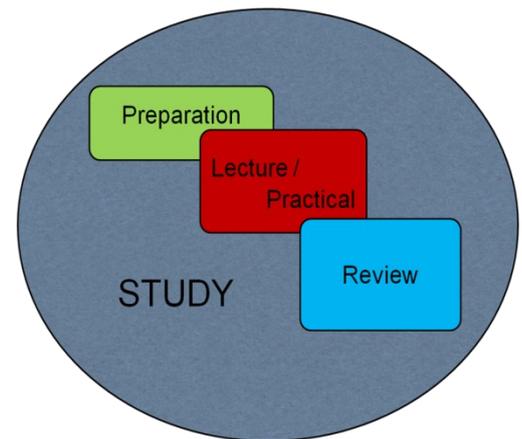
Class Time Table

This is an example of a class timetable. Insert your courses in the empty cells for Monday to Friday. Note the lecture times appear in the first column. Also ensure you know where the class will meet (e.g. LT1 or Rm4). Remember to incorporate ALL your courses and not only those you enjoy!

Times	Monday	Tuesday	Wednesday	Thursday	Friday
0700-0750					
0800-0850					
0900-0950					
1000-1050					
1100-1150					
1200-1330	LUNCH				
1330-1420					
1430-1520					
1530-1620					
1630-1720					

Study Timetable

Study is really composed of three components: Preparation / The Lecture / and then Review. If you complete this routine you are then in fact studying. A rule of thumb is for every hour of class you need to work an additional 2 hours. In the diagram those 2 hours are made up of preparation and review.



For every lecture/practical, plan to do preparation before the lecture/practical, then a review session after the lecture or practical. Also schedule additional study time around tests and examinations.

In the specialised timetable below there are study slots early in the morning and then again in the evening. Time on the weekends and free periods too can be incorporated into your study programme. Also note that not all slots have to be filled! Rather give yourself some slack so that you can respond to unforeseen disruptions to your programme.

Times	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
0500-0600							
0600-0700	BREAKFAST						
0700-0750							
0800-0850							
0900-0950	Class Schedule						
1000-1050							
1100-1150							
1200-1330	LUNCH						
1330-1420							
1430-1520	Class Schedule						
1530-1620							
1620-1720							
1700-1800	SUPPER						
1800-1900							
1900-2000							

2000-2100							
2100-2200							

Where to Study?

You should have a specific place where you can do your study. It could be in the library, your room, or one of the classrooms. Some prefer to study in one of the Libraries in town or in the bush. Whatever place it is, and wherever it may be it should be a place where you are safe, comfortable and able to concentrate on your study. Build into your study schedule breaks for refreshing.



Self Study Activity: Timetables

1. Make a copy of the templates presented above and fill in the missing detail so that you have your own personalised copies. Keep your class timetable handy for easy reference such as on the front of your files or as a card in your wallet. Your study timetable should be posted above your place of study.
2. Try out your new study timetable over the next week. Make notes about your experiences. Then consider:
 - Are all the study slots equally useful? For example if you are early to bed do you lose some of the late night study options?
 - Perhaps you are an early morning person and would like to start earlier than 5:00 am?
3. Revise your timetable accordingly to suit your personality.

Customise your version of the table above to incorporate these learning preferences.

Note Taking

Taking Lecture Notes¹

In classes your lecturers will talk with authority on topics that you are studying. Besides improving your knowledgebase the details of each lecture will be important for you to know when you take tests and examinations.

Consequently you will need to take down accurate notes. Taking good notes is a three-stage process. There are things you should do before class, during class, and after class. Here are the three stages of note taking.

Get Ready to Take Notes (Activities Before Class)

Prepare for the lecture so that you will be more likely to predict the organization of the lecture. Check the course outline to see if the lecturer has listed the topic or key ideas in the upcoming lecture. If so, convert this information into questions.

If an outline or handout is given out at the beginning of class, skim it quickly. Underline or highlight topics, new vocabulary, key questions and/or main ideas.

Sit as near to the front of the room as possible to eliminate distractions. Have a proper attitude. Listening well is a matter of paying close attention. Be prepared to be open-minded about what the lecturer may be saying, even though you may disagree with it.

Have extra writing materials ready, or extra lead for mechanical pencils in case a pencil breaks during the lecture.

Write down the name of the lecturer, the title of the lecture, and the date.

Take Notes (Activities During Class)

Listen carefully to the introduction (if there is one). By knowing this outline, you will be better prepared to anticipate what notes you will need to take. Decipher this outline by listening for:

- A topic for each section.
- Supporting points or examples for the topic.

Copy what's written on the whiteboard, especially the outline. To make sure that you get everything, get in the habit of skipping words like "the" and "a" and make use of shorthand and abbreviations. Summarize your notes in your own words, not the lecturer's. Remember: your goal is to understand what the lecturer is saying, not to try to record exactly everything he or she says.

¹ Adapted from WikiHow: How to Take Lecture Notes. Available online at <http://www.wikihow.com/Take-Lecture-Notes> (CC-BY-NC-SA)

Recognize main ideas by signal words that indicate something important is to follow. See the tip on signals below. Jot down details or examples that support the main ideas. Take down examples and sketches which the lecturer presents. Indicate examples with 'e.g.' Give special attention to details not covered in the textbook.

If there is a summary at the end of the lecture, pay close attention to it. You can use it to check the organization of your notes. If your notes seem disorganized, copy down the main points that are covered in the summary. It will help in revising your notes later.

At the end of the lecture, ask questions about points that you did not understand.

Rewrite Your Notes (Activities After Class)

Revise your notes as quickly as possible, preferably immediately after the lecture, since at that time you will still remember a good deal of the lecture. Also it is a good idea to reread your notes within 24 hours of the lecture. It may be a good idea to rewrite or type your notes to make them clearer and more organized. Review the lecture notes before the next lecture.

General Tips

1. Write notes for each course in one place, in a separate notebook or section of a notebook.
2. Use an erasable pen or pencil.
3. Sometimes use a loose-leaf notebook rather than a notebook with a permanent binding.
4. Enter your notes legibly because it saves time. Make them clear.
5. Draw a box around assignments and suggested books so you can identify them quickly.
6. Mark ideas which the lecturer emphasizes with a highlighter, arrow or some special symbol.
7. When the lecturer looks at his/her notes, pay attention to what they say next. Check any notes you may have missed with a classmate.
8. Do an outline. For every new section of your subject, you have a new bullet then title it and use smaller bullets,(-),or number them to put information down.
9. Incorporate different colours of ink, diagrams, drawings of your own. Make your notes *your* notes. Take advantage of how you learn (visually, orally, or actively) and write/draw your notes according to that style.
10. Watch for signal words. Your lecturer is not going to send up a rocket when he states an important new idea or gives an example, but he will use signals to telegraph what he is doing. Every good speaker does it, and you should expect to receive these signals. For example, they may introduce an example with "for example" as done here. Other common signals:

"There are three reasons why...." (Here they come!)

"First...Second... Third...." (There they are!)

"And most important,...." (A main idea!)

"A major development...." (A main idea again!)

They may signal support material with:

"On the other hand...."

"Pay close attention to this"

"On the contrary...."

"For example...."

"Similarly...."

"In contrast...."

"Also...."

"For example...."

"For instance...."

They may signal conclusion or summary with:

"Therefore...."

"In conclusion...."

"As a result...."

"Finally...."

"In summary...."

"From this we see...."

They may signal very loudly with:

"Now this is important...."

"Remember that...."

"The important idea is that...."

"The basic concept here is...."

If you can, and it's allowed, bring a tape recorder. Still take notes but listen to the lecture later where you can stop and play while taking notes on the lecture. **Good notes will depend on how well you listen to your lecturers.**



Self Study Activity: Note-Taking

It's time to try out your note taking skills...

1. Tune a radio to the BBC (98.0 Mhz) or to any local station where you can hear some commentary. If you can also use a TV news broadcast.
2. Prepare yourself to take notes of what is being said.
3. Take notes for a period of 5 minutes.
4. Identify how you might be able to improve the level of accuracy in your notes.

Alternative Approach: the Cornell Note Taking System²

There is more than one way to take notes. Back in the 1950's Walter Pauk, an education professor at Cornell University devised a system to help his students take better lecture notes. Variations on his method have been adopted by numerous tertiary institutions around the world. The system we encourage you to use here at Bunda College is similar. Firstly prepare your note-taking sheet...

The Note-taking Sheet

Divide up an A4 page so that there are four distinct areas on the page:

Recall Column (width 30%)	Name Course & Lecture Title Date
	Notes Column (width 70%)
Summary Section	

² Adapted from McKinlay, A et al (2000). Multimedia Study Skills. Douglas College. Accessed 2nd June 2009 at <http://douglas.bc.ca/services/learning-centre/multimedia-tutorials.html> Copyrighted as CC-BY-SA 2.0

Notes Column

During lectures, record the main ideas, facts and concepts on the right side of the page in the notes column. However, don't try to write down everything verbatim but rather rephrase the information into your own words before writing it down. Use symbols and abbreviations or write down key words and phrases. Also skip a line between ideas and a few lines between different topics. Also to speed up the recording process only write on one side of the sheet but use as many sheets as you need.

Recall Column

As soon after class as possible, review the notes in the notes column and clarify or correct any confusing information. If possible compare the information with any textbook and/or other students' notes. Then pull the main ideas, concepts, terms, places, dates, and people from the right column and record them in the left-hand recall column.

Summary Panel

In the summary panel prepare a short overview of the lecture material. The summary may be in sentences or short phrases but should include only the main ideas from the lecture. When it comes to preparing for tests and exams you would use both the information in the Recall and Summary sections and refer to the Notes column for clarification.



Self Activity 3: Putting Pen to Paper

In order to practice and gain success in the skill of note taking we would like you to complete the following tasks:

1. Understand the process used in the Cornell Note taking System section described above before the next Communication Skills lecture.
2. Create notepaper pages to use during the next lecture. If you have a computer you can use the facility available at: <http://eleven21.com/notetaker/>, otherwise just use paper and pen.
3. Use the Cornell Note Taking System during and after the lecture.

Study Techniques

In this section we will look at why it is important to set goals, identify one of the major barriers to effective study; procrastination and also look at the benefits of working in groups.

Goals³

Wikipedia defines a goal as a projected state of affairs that a person or a system plans or intends to achieve, a personal or organizational desired end-point in some sort of assumed development.

The process of goal-setting ideally involves establishing specific, measurable and time-targeted objectives. Goal setting at College can serve as an effective tool for making progress by ensuring that students have a clear awareness of what they must do to achieve or help achieve an objective. Goal-setting comprises a major component of personal development. Each study goal should explicitly state WHAT it is you intend to achieve as well as WHEN you intend to achieve it by.

Characteristics of Goals

Your goals should be:

1. Within your skills and abilities. Knowing your strengths and weaknesses will help you set goals you can accomplish.
2. Realistic. Setting a goal to learn the spelling of three new words a day is realistic. Trying to learn the spelling of fifty new words a day is not realistic.
3. Flexible. Sometimes things will not go the way you anticipate and you may need to change your goal. Stay flexible so when you realize a change is necessary you will be ready to make the change.
4. Measurable. It is important to be able to measure your progress toward a goal. It is especially important to recognize when you have accomplished your goal and need to go no further. Failure to measure your progress toward a goal and recognize its accomplishment will result in effort that is misdirected and wasted.
5. Within your control. Other than when working as part of a group, accomplishment of your goal should not depend on other students. You can control what you do, but you have little or no control over what others do. You may do what you have to do, but if others don't, you will not accomplish your goal.

Many times your parents, lecturers, and counsellors will set goals for you. Be accepting when they do. These are people who know what is important for you and are very concerned with your success. They can also help you accomplish the goals they set. Set goals that provide you with direction and lead to success.

³ Adapted from Wikipedia: Available on [http://en.wikipedia.org/wiki/Goal_\(management\)](http://en.wikipedia.org/wiki/Goal_(management)) (CC - BY - SA)



Seminar Activity: Goal Setting

Let's work as a group to create a set of goals...

1. As a group study the picture below and then discuss what the individuals pictured there might have had as their goals.
2. Now reflect and identify your long term goals. Record them.



Procrastination

What is procrastination?

Procrastination is putting off or avoiding doing something that must be done. It is natural to procrastinate occasionally. However, excessive procrastination can result in guilt feelings about not doing a task when it should be done. It can also cause anxiety since the task still needs to be done. Further, excessive procrastination can cause poor performance if the task is completed without sufficient time to do it well. In short, excessive procrastination can interfere with school and personal success.

Why do students procrastinate?

There are many reasons why students procrastinate. Here are the most common reasons:

- **Perfectionism.** A student's standard of performance may be so high for a task that it does not seem possible to meet that standard.
- **Fear of failure.** A student may lack confidence and fear that he/she will be unable to accomplish a task successfully.
- **Confusion.** A student may be unsure about how to start a task or how it should be completed.
- **Task difficulty.** A student may lack the skills and abilities needed to accomplish a task.
- **Poor motivation.** A student may have little or no interest in completing a task because he/she finds the task boring, difficult or lacking in relevance.

- **Difficulty concentrating.** A student may have too many things around that distract him/her from doing a task.
- **Task unpleasantness.** A student may dislike doing what a task requires.
- **Lack of priorities.** A student may have little or no sense about which tasks are most important to do.

How do you know if you procrastinate excessively?

You procrastinate excessively if you agree with five or more of the following statements:

- I often put off starting a task I find difficult
- I often give up on a task as soon as I start to find it difficult.
- I often wonder why I should be doing a task.
- I often have difficulty getting started on a task.
- I often try to do so many tasks at once that I cannot do any of them.
- I often put off a task in which I have little or no interest.
- I often try to come up with reasons to do something other than a task I have to do.
- I often ignore a task when I am not certain about how to start it or complete it.
- I often start a task but stop before completing it.
- I often find myself thinking that if I ignore a task, it will go away.
- I often cannot decide which of a number of tasks I should complete first.
- I often find my mind wandering to things other than the task on which I am trying to work.

What can you do about excessive procrastination?

Here are some things you can do to control excessive procrastination.

- Motivate yourself to work on a task with thoughts such as “There is no time like the present,” or “Nobody’s perfect.”
- Prioritize the tasks you have to do.
- Commit yourself to completing a task once started.
- Reward yourself whenever you complete a task.
- Work on tasks at the times you work best.
- Break large tasks into small manageable parts.
- Work on tasks as part of a study group.
- Get help from lecturers and other students when you find a task difficult.
- Make a schedule of the tasks you have to do and stick to it.
- Eliminate distractions that interfere with working on tasks.
- Set reasonable standards that you can meet for a task.
- Take breaks when working on a task so that you do not wear down.
- Work on difficult and/or unpleasant tasks first.

- Work on a task you find easier after you complete a difficult task.
- Find a good place to work on tasks.
- Above all, think positively and get going. Once you are into a task, you will probably find that it is more interesting than you thought it would be and not as difficult as you feared. You will feel increasingly relieved as you work toward its accomplishment and will come to look forward to the feeling of satisfaction you will experience when you have completed the task.

Study Groups (Study Syndicates)

A study group can be helpful when you are trying to learn information and concepts and preparing for class discussions and tests. Read to learn about the benefits of a study group. Then read on to learn about how to start a study group and the characteristics of a successful study group. Finally, be sure to read about the possible pitfalls of a study group.

Benefits of a study group

A study group can be beneficial in many ways. Here are the most important benefits:

- A support group can “pick you up” when you find that your motivation to study is slipping. The other group members can be a source of encouragement.
- You may be reluctant to ask a question in class. You will find it easier to do so in a small study group.
- You may become more committed to study because the group members are depending on your presentation and participation. You will not want to let them down.
- Group members will listen and discuss information and concepts during the study sessions. These activities add a strong auditory dimension to your learning experience.
- One or more group members are likely to understand something you do not. They may bring up ideas you never considered.
- You can learn valuable new study habits from the other group members.
- You can compare your class notes with those of the other group members to clarify your notes and fill in any gaps.
- Teaching/explaining information and concepts to the other group members will help you reinforce your mastery of the information and concepts.

Let's face it – studying can sometimes be boring. Interacting with the other group members can make studying enjoyable.

Getting a study group started

Study groups don't just happen. Here is what you should do to get a study group started:

Get to know your classmates by talking with them before class, during breaks, and after class. When selecting a classmate to join your study group, you should be able to answer YES for each of the following questions:

- Is this classmate motivated to do well?
- Does this classmate understand the subject matter?
- Is this classmate dependable?
- Would this classmate be tolerant of the ideas of others?
- Would you like to work with this classmate?

Invite enough of these classmates to work with you in a study group until you have formed a group of three to five. A larger group may allow some members to avoid responsibility, may lead to cliques, and may make group management more of an issue than learning.

Decide how often and for how long you will meet. Meeting two or three times a week is probably best. If you plan a long study session, make sure you include time for breaks. A study session of about 60 to 90 minutes is usually best.

Decide where you will meet. Select a meeting place that is available and is free from distractions. An empty classroom or a group study room in the library are possibilities.

Decide on the goals of the study group. Goals can include comparing and updating notes, discussing readings, and preparing for exams.

Decide who the leader will be for the first study session. Also decide whether it will be the same person each session or whether there will be a rotating leader. The leader of a study session should be responsible for meeting the goals of that study session.

Clearly decide the agenda for the first study session and the responsibilities of each group member for that session.

Develop a list of all group members that includes their names, telephone numbers, and email addresses. Make sure each group member has this list and update the list as needed.

Characteristics of a successful study group

Once started, a study group should possess the following characteristics to be successful:

- Each group member contributes to discussions.
- Group members actively listen to each other without interrupting. Only one group member speaks at a time.
- The other group members work collaboratively to resolve any concern raised by a group member.
- Group members are prompt and come prepared to work.
- The group stays on task with respect to its agenda.
- Group members show respect for each other.
- Group members feel free to criticize each other but keep their criticisms constructive. This can encourage group members to reveal their weaknesses so that they can strengthen them.
- Group members feel free to ask questions of each other.

At the end of each study session, an agenda including specific group member responsibilities is prepared for the next session.

Above all, the positive attitude that “we can do this together” is maintained.

Possible pitfalls of a study group

A study group can be a very positive learning experience. However, there are pitfalls to be avoided. Here are some cautions:

Do not let the study group get distracted from its agenda and goals.

Do not let the study group become a social group. You can always socialize at other times.

Do not allow group members to attend unprepared. To stay in the group, members should be required to do their fair share.

Do not let the session become a negative forum for complaining about lecturers and courses.

Do not allow one or two group members to dominate the group. It is important that all members have an equal opportunity to participate.

The information you just read will help you decide when a study group is appropriate for you and will help ensure its success.

Your Preferred Learning Style

A learning style is a way of learning. Your preferred learning style is the way in which you learn best. Three learning styles that are often identified in students are the auditory learning style, the visual learning style, and the tactile /

kinaesthetic learning style. Read about each of these learning styles to identify *your* preferred learning style.

Are you an auditory learner?

Auditory learners learn best when information is presented in an auditory language format. Do you seem to learn best in classes that emphasize lecturer lectures and class discussions? Does listening to audio tapes help you learn better? Do you find yourself reading aloud or talking things out to gain better understanding? If yes, you are probably an auditory learner.

Are you a visual learner?

Visual learners learn best when information is presented in a written language format or in another visual format such as pictures or diagrams. Do you do best in classes in which lecturers do a lot of writing at the chalkboard, provide clear handouts, and make extensive use of an overhead projector? Do you try to remember information by creating pictures in your mind? Do you take detailed written notes from your textbooks and in class? If yes, you are probably a visual learner.

Are you a tactile / kinaesthetic learner?

Tactile / kinaesthetic learners learn best in hands-on learning settings in which they can physically manipulate something in order to learn about it. Do you learn best when you can move about and handle things? Do you do well in classes in which there is a lab component? Do you learn better when you have an actual object in your hands rather than a picture of the object or a verbal or written description of it? If yes, you are probably a tactile / kinaesthetic learner.

Your learning style is your strength. Go with it whenever you can. When you can choose a class, try to choose one that draws heaviest on your learning style. When you can choose a lecturer (if you have the opportunity), try to choose one who's teaching method best matches your learning style. When you choose a major and future career, keep your learning style firmly in mind.

Health

It is also important that you look after your health while you are involved in tertiary study. This is important because a healthy student is usually an efficient and satisfied student. You will flourish if you balance your lifestyle.

Diet

Make sure you eat healthily! Fresh fruits and vegetables should make up a portion of your diet. Yes it's fun to splurge on 'junk food' but over time it is only detrimental to your overall well being. Make sure you take in plenty of natural foods and water.

Alcohol is often accessible at tertiary education institutions but needs to be consumed in moderation. If alcohol is not handled properly then it can interfere with your ability to learn. You are here at BCA to advance yourself.

Relationships

Social relationships are a good thing and many unions have famously begun at university. Be careful, however, that your involvement in a relationship does not become distracting and harm your ability to complete your studies. Enjoy the new associations but remember to put your studies first.



Spiritual Development

Your years here at BCA can also be an important time for your spiritual development. There are a number of clubs on campus that encourage people to develop themselves in this area. Faith can play an important role in helping you cope with some of the stresses you will experience. Aileen Ludington says,

Trust in God supplies a missing piece in our lives. It brings quality, fulfilment, and hope for the future.



However, like all things it is important to balance your energies and remain focused on your studies. There are instances of people who have become consumed by spiritual issues and consequently have failed to excel in their studies.

Extra Curricula Activities

Look out for extra curricula physical activities. Exercise is an important component of a healthy life style. So see if you can join up with a sporting group. Also don't forget to give your mind a rest too! Become a member of a club or society so that you enjoy both the social and mental challenges of pursuits outside the strict boundaries of your study programme.



Summary

This short section has introduced a number of important study issues. Namely, manage your time well, be prepared to take accurate lecture notes, set yourself some goals, form a study syndicate and protect your health. Some of these issues will be dealt with in much more detail in subsequent sections.



Chapter Assessment Task

This chapter assessment task is for marks so ensure that you submit the task to your lecturers:

Assemble the following documentation:

1. A copy of your completed 1st semester timetable
2. A copy of your personalised study timetable
3. The members' list of your study syndicate
4. 200 word paragraph explaining what you believe your learning style is and why you believe it is so.
5. A single copy of the template you have designed to enable the effective recording of lectures. (Don't submit the one printed above. We want to see if you have adapted it to your leaning style)



Additional Enrichment Resources

The following resources are highly recommended and will offer enrichment to your studies:

Name	Web Address / CD Ref
Cornell-Notes.com , <i>Automatic Cornell Note Page Maker</i>	http://eleven21.com/notetaker/
Wikipedia , <i>Cornell Notes</i>	http://en.wikipedia.org/wiki/Cornell_Notes
How-To-Study.com , <i>Managing Your Time</i>	http://www.how-to-study.com/study-skills/en/studying/34/managing-your-study-time/
How-To-Study.com , <i>The Ten Study Habits of Successful Students</i>	http://www.how-to-study.com/study-skills/en/studying/39/the-ten-study-habits-of-successful-students/