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| **True / False** |

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| 1. Actively thinking about what you have just experienced describes experiential processing.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | |

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| 2. The first step in reflective learning is to plan daily, weekly, and monthly learning strategies.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | |

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| 3. Reflective learning depends on self-monitoring with exceptional learners keeping records of their progress toward learning goals, such as pages read, hours of studying, and assignments completed.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | |

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| 4. Self-reference involves relating new facts, terms, and concepts to one’s own experiences and to information one already knows well.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | |

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| 5. By using the rSQ4R method to read her textbook, Sierta is engaging in reflective processing.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | |

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| 6. When Juan completes his assigned chapter reading in his psychology textbook, he skims back over the chapter, reads over his notes, and checks his memory by quizzing himself on the terms, all of which are part of the review step in the rSQ4R method.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | |

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| 7. When a student anticipates what the teacher will say by reading the assignment and asking themselves questions before the lecture is presented, the student is engaging in the LISAN method step called *Lead, Don’t follow*.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | |

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| 8. According to the LISAN method of taking notes, students should try to be like tape recorders, taking down the teacher’s lecture word-for-word.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | |

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| 9. Most students take reasonably good notes, but then they do not use them until just before a test.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | |

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| 10. According to the authors of your textbook, recopying lecture notes and outlining chapters are both poor study strategies.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | |

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| 11. Massed practice is superior to spaced practice when studying.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | |

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| 12. Students that engage in overlearning of test material tend to make lower grades than students who limit their study time.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | |

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| 13. Regarding general test-taking skills, it is recommended that students answer the difficult questions first and then the easy ones.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | |

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| 14. If you are unsure of a multiple-choice answer, you are more likely to gain points if you change your answer than if you stay with your first choice.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | |

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| 15. When taking a true-false test, answers that include superlatives, such as *most*, *least*, *best*, *worst*, *largest*, and *smallest*, are often true.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | |

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| 16. Before a student begins writing an answer to an essay question, he or she should make a detailed, elaborate outline of the answer.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | |

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| 17. The best way to prepare for short-answer tests is to overlearn the details of the course and to pay special attention to lists of related terms.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | |

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| 18. PsycINFO is offered by the American Psychological Association (APA) and provides summaries of the scientific and scholarly literature in psychology.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | |

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| 19. Students who are perfectionists often have all-or-nothing work habits that can lead to their procrastinating on starting their assignments.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | |

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| **Multiple Choice** |

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| 20. According to your textbook authors, students who get good grades and remember more of the material long after the course is over   |  |  |  | | --- | --- | --- | |  | a. | studied early in the morning rather than right before they went to sleep. | |  | b. | worked more reflectively. | |  | c. | tended to read each chapter at least three times. | |  | d. | tried not to overlearn the material, since this usually causes confusion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 21. Experiential processing involves   |  |  |  | | --- | --- | --- | |  | a. | automatic, effortless, and passive thought. | |  | b. | the creation of more detailed memories. | |  | c. | mindfully focusing on events. | |  | d. | going beyond the information given. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 22. When your thinking is automatic, effortless, and passive, you are engaged in \_\_\_\_\_\_\_\_\_\_ processing.   |  |  |  | | --- | --- | --- | |  | a. | reflective | |  | b. | reactive | |  | c. | contextual | |  | d. | experiential |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 23. Last night you vegged out in front of the TV set and watched a couple of hours of programs. However, this morning you have trouble remembering the plot of either program. Your passive viewing of the television is a good example of   |  |  |  | | --- | --- | --- | |  | a. | reflective processing. | |  | b. | experiential processing. | |  | c. | transient narcosis. | |  | d. | depersonalization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 24. Most perceptions, as well as some learning, intuition, and creativity, depend in part on an automatic, effortless type of processing known as \_\_\_\_\_\_\_\_\_\_ processing.   |  |  |  | | --- | --- | --- | |  | a. | experiential | |  | b. | reactive | |  | c. | contextual | |  | d. | reflective |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 25. Thought that is active, effortful, and controlled is referred to as \_\_\_\_\_\_\_\_\_\_ processing.   |  |  |  | | --- | --- | --- | |  | a. | experiential | |  | b. | reflective | |  | c. | contextual | |  | d. | proactive |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 26. You were flipping through the television channels when you came upon a program about your future career. The next day, you told your best friend about all the details you learned from this program. When you were viewing the television program on your future occupation, you were exhibiting \_\_\_\_\_\_\_\_\_\_ processing.   |  |  |  | | --- | --- | --- | |  | a. | reactive | |  | b. | reflective | |  | c. | experiential | |  | d. | contextual |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 27. By reacting “mindfully” and actively thinking about what you are experiencing, you are using \_\_\_\_\_\_\_\_\_\_ processing.   |  |  |  | | --- | --- | --- | |  | a. | reflective | |  | b. | experiential | |  | c. | contextual | |  | d. | retroactive |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 28. As Marty is being interviewed for a job, he actively and carefully listens to the interviewer’s questions and puts serious effort into thinking through the implications of answering each question in different ways before he responds. He is both focused and controlled throughout the interview. Marty is exhibiting \_\_\_\_\_\_\_\_\_\_ processing.   |  |  |  | | --- | --- | --- | |  | a. | reactive | |  | b. | reflective | |  | c. | contextual | |  | d. | experiential |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 29. Which type of processing helps you to learn more from a textbook and to better understand and remember details?   |  |  |  | | --- | --- | --- | |  | a. | Automatic processing | |  | b. | Experiential processing | |  | c. | Proactive processing | |  | d. | Reflective processing |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 30. Students who deliberately focus their thoughts and engage in active, self-regulated study are exhibiting   |  |  |  | | --- | --- | --- | |  | a. | massed practice. | |  | b. | experiential learning. | |  | c. | reflective learning. | |  | d. | maintenance rehearsal. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 31. In memory terms, the consequence of reflective learning is   |  |  |  | | --- | --- | --- | |  | a. | elaborative processing. | |  | b. | maintenance rehearsal. | |  | c. | encoding failure. | |  | d. | experiential processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 32. The first step in reflective learning is to   |  |  |  | | --- | --- | --- | |  | a. | set specific, objective learning goals. | |  | b. | plan a learning strategy. | |  | c. | be your own teacher. | |  | d. | take corrective action. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 33. Susan has started college. To maximize her learning, she sets specific, objective learning goals; makes a daily, weekly, and monthly learning strategy; monitors and rewards herself; evaluates her progress; and takes corrective action when needed. Susan’s actions illustrate   |  |  |  | | --- | --- | --- | |  | a. | the SQ4R method. | |  | b. | the LISAN method. | |  | c. | massed practice. | |  | d. | reflective learning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 34. Which of the following would NOT be a part of reflective learning?   |  |  |  | | --- | --- | --- | |  | a. | Monitoring your progress | |  | b. | Making daily, weekly, and monthly plans for learning | |  | c. | Being your own teacher and rewarding yourself | |  | d. | Outlining chapters and recopying your notes |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 35. Reflective learning does NOT include which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Setting specific, objective learning goals | |  | b. | Making daily, weekly, and monthly plans for learning | |  | c. | Being your own teacher | |  | d. | Utilizing massed practice before each exam |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 36. Dara keeps records of her progress, such as the number of pages she reads, hours studied, and assignments completed, because she knows that reflective learning depends on   |  |  |  | | --- | --- | --- | |  | a. | massed practice. | |  | b. | self-monitoring. | |  | c. | mnemonics. | |  | d. | perfectionism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 37. Effective learners silently give themselves guidance and ask themselves questions. For example, as they are learning, they might ask themselves, “What are the important ideas here? What do I remember? What don’t I understand? What do I need to review? What should I do next?” This step in reflective learning is known as   |  |  |  | | --- | --- | --- | |  | a. | being one’s own teacher. | |  | b. | planning a learning strategy. | |  | c. | monitoring one’s progress. | |  | d. | taking corrective action. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 38. When Enos finds that he is falling short of his study goals, he sets up the desk in his dorm room facing a blank wall, so he cannot look out the window. He also turns off his cell phone and TV when he studies. Enos has been able to make his studying more reflective by   |  |  |  | | --- | --- | --- | |  | a. | switching to a massed practice strategy. | |  | b. | using the steps in the LISAN method. | |  | c. | taking corrective action. | |  | d. | punishing his lack of goal attainment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 39. According to the discussion of reflective learning in your textbook, if you fall short of your goals, you should   |  |  |  | | --- | --- | --- | |  | a. | reward yourself for your effort, not for meeting goals. | |  | b. | redo your long-term goals by lowering them and making them less specific. | |  | c. | adjust how you budget your time and take advantage of tutoring programs. | |  | d. | do all of these. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 40. As Meredith reads her psychology chapter, she actively thinks about what she is reading by relating new facts, terms, and concepts to her own experiences and to information that she already knows well. Meredith also pauses to evaluate, compare, analyze, critique, and synthesize what she is reading. Meredith is exhibiting \_\_\_\_\_\_\_\_\_\_ reading.   |  |  |  | | --- | --- | --- | |  | a. | reflective | |  | b. | experiential | |  | c. | contextual | |  | d. | reactive |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 41. The practice of relating new information to prior life experiences is referred to as   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | transference. | |  | c. | self-reference. | |  | d. | self-projection. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 42. In class, you relate the new information about the cognitive development of young children to the experiences that you had while babysitting. You are exhibiting   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | transference. | |  | c. | self-projection. | |  | d. | self-reference. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 43. As Marta listens to her instructor during psychology class, she tries to relate these new facts, terms, and concepts to her own experiences and to information she already knows well. Thus, Marta is making these new ideas more personally meaningful and easier to remember by using the practice of   |  |  |  | | --- | --- | --- | |  | a. | egocentrism. | |  | b. | self-reference. | |  | c. | transference. | |  | d. | self-projection. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 44. The ability to evaluate, compare, analyze, critique, and synthesize information is known as   |  |  |  | | --- | --- | --- | |  | a. | massed practice. | |  | b. | experiential learning. | |  | c. | critical thinking. | |  | d. | transference. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 45. While writing his term paper in psychology, Jess analyzes, evaluates, compares, and critiques the data he collects and then synthesizes this information into his report. Jess is using the ability known as   |  |  |  | | --- | --- | --- | |  | a. | critical thinking. | |  | b. | experiential processing. | |  | c. | proactive transference. | |  | d. | massed practice. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 46. As Ian reads about the research methods in Chapter 1 of his psychology textbook, he tries to analyze, compare, and evaluate these types of research techniques regarding when each would best be used. Ian is using   |  |  |  | | --- | --- | --- | |  | a. | massed practice. | |  | b. | experiential learning. | |  | c. | critical thinking. | |  | d. | transference. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 47. Two ways to become more reflective while reading is to use   |  |  |  | | --- | --- | --- | |  | a. | massed practice and experiential processing. | |  | b. | self-projection and transference. | |  | c. | animism and egocentrism. | |  | d. | self-reference and critical thinking. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 48. One way to be more effective and efficient while reading a textbook is to   |  |  |  | | --- | --- | --- | |  | a. | use massed practice. | |  | b. | use the experiential processing method. | |  | c. | use the reflective SQ4R method. | |  | d. | reread the textbook assignment at least four times before every test. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 49. Using the SQ4R method while reading a textbook is an example of   |  |  |  | | --- | --- | --- | |  | a. | massed practice. | |  | b. | contextual practice. | |  | c. | experiential processing. | |  | d. | reflective processing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 50. The six steps of the reflective SQ4R method, in order, are   |  |  |  | | --- | --- | --- | |  | a. | survey, question, read, recite, reflect, and review. | |  | b. | sequence, query, read, recite, review, and reflect. | |  | c. | skim, question, read, relate, recite, and reflect. | |  | d. | scan, query, read, recite, review, and relate. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 51. Which step in the reflective SQ4R method involves skimming through the chapter before reading the chapter in depth?   |  |  |  | | --- | --- | --- | |  | a. | Search | |  | b. | Selection | |  | c. | Survey | |  | d. | Sequence |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 52. Margaret has just started reading the assigned chapter in her psychology textbook. She begins by looking at the TOPIC (B-HEAD) headings, figure captions, and the chapter summary points in order to get an overall picture of what she will be reading. Which step is Margaret performing in the reflective SQ4R method?   |  |  |  | | --- | --- | --- | |  | a. | Query | |  | b. | Sequence | |  | c. | Survey | |  | d. | Reflect |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 53. Once you have surveyed a chapter, you should (in order to read with purpose)   |  |  |  | | --- | --- | --- | |  | a. | turn each TOPIC (B-HEAD) heading into one or more questions. | |  | b. | sequence the chapter and then outline it. | |  | c. | use experiential processing as you read. | |  | d. | do all of these. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 54. Jasmine is reading the section of her chapter assignment entitled “Stages of Sleep.” She thinks to herself, “Is there more than one stage of sleep?” “What are the stages of sleep?” “How do they differ?” Which step is Jasmine performing in the reflective SQ4R method?   |  |  |  | | --- | --- | --- | |  | a. | Question | |  | b. | Sequence | |  | c. | Survey | |  | d. | Reflect |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 55. According to the third step in the SQ4R method, one should   |  |  |  | | --- | --- | --- | |  | a. | read the entire chapter before stopping. | |  | b. | read in short “bites,” from one TOPIC (B-HEAD) heading to the next, then stop. | |  | c. | outline the chapter as one reads. | |  | d. | read using experiential processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 56. After reading a small amount of material in her textbook, Juanita pauses and rehearses what she has just read and tries to mentally answer the question, “What is the main idea here?” Juanita also jots down brief notes on what she has just read. Juanita is engaged in which of the six steps of the reflective SQ4R method?   |  |  |  | | --- | --- | --- | |  | a. | Survey | |  | b. | Sequence | |  | c. | Review | |  | d. | Recite |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 57. Making brief notes during which step of the SQ4R method helps to reveal what you do and don’t know and helps you to fill in gaps in your knowledge?   |  |  |  | | --- | --- | --- | |  | a. | Survey | |  | b. | Sequence | |  | c. | Review | |  | d. | Recite |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 58. The most important step in the SQ4R method involves readers relating new facts, terms, and concepts to information they already know well or to their own experiences. This important step is called   |  |  |  | | --- | --- | --- | |  | a. | review. | |  | b. | reflect. | |  | c. | sequential cognition. | |  | d. | query experientially. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 59. Regarding the use of the reflective SQ4R method in reading your psychology textbook, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | After you’ve studied a short “bite” of text, turn the next TOPIC (B-HEAD) heading into questions and read to the next heading. | |  | b. | If you can’t summarize the main ideas in a section, move on to the next section and come back to this section later. | |  | c. | Remember to look for answers as you read and to recite or take notes before moving on. | |  | d. | Repeat the question-read-recite cycle until you’ve finished an entire chapter or just from one Knowledge Builder to the next, if you want to read shorter sections. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 60. You will learn more as you read if you   |  |  |  | | --- | --- | --- | |  | a. | utilize experiential processing during your reading and studying sessions. | |  | b. | use massed practice whenever you read and study. | |  | c. | read every chapter in the textbook at least three times. | |  | d. | bring more mindfulness and genuine interest to your reading. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 61. Self-reference and critical thinking are most important in which step of the SQ4R method?   |  |  |  | | --- | --- | --- | |  | a. | Experiential processing | |  | b. | Sequential processing | |  | c. | Reflect | |  | d. | Review |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 62. When Julio finishes his psychology reading assignment for the day, he skims back over the chapter and reads over his notes, checking his memory by reciting and quizzing himself one more time. Julio is utilizing a step in the SQ4R method that involves   |  |  |  | | --- | --- | --- | |  | a. | active review. | |  | b. | experiential processing. | |  | c. | the EMDR technique. | |  | d. | massed practice. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 63. Sean opens the first chapter in his psychology textbook and looks over the Gateway Theme and the list of Gateway Questions as well as a short opening story. These features of his psychology textbook will help Sean identify the important ideas in the chapter as well as getting him interested in the TOPIC (B-HEAD)s to be covered. Sean has just engaged in which step of the SQ4R method?   |  |  |  | | --- | --- | --- | |  | a. | Reflect | |  | b. | Review | |  | c. | Survey | |  | d. | Sequential processing |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 64. In your psychology textbook, each chapter opens with a short story and a   |  |  |  | | --- | --- | --- | |  | a. | pretest quiz. | |  | b. | list of Gateway summary statements. | |  | c. | list of Gateway questions. | |  | d. | Knowledge Builder. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 65. Answers to which of the following would be a good summary of the core concepts in each chapter of your psychology textbook?   |  |  |  | | --- | --- | --- | |  | a. | Discovery Psychology Questions | |  | b. | Self-Reflect Questions | |  | c. | Figure Captions | |  | d. | Gateway Questions |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 66. The most important way to actively interact with your textbook as you read is to   |  |  |  | | --- | --- | --- | |  | a. | outline the chapter. | |  | b. | ask yourself a lot of questions. | |  | c. | use experiential processing. | |  | d. | read continuously without stopping. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 67. In the psychology textbook, a running glossary is located   |  |  |  | | --- | --- | --- | |  | a. | at the beginning of each chapter. | |  | b. | at the end of each chapter. | |  | c. | near the end of the book. | |  | d. | in the lower right-hand corner of the chapter pages. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 68. In the psychology textbook, the main Subject Index/Glossary is located   |  |  |  | | --- | --- | --- | |  | a. | at the beginning of each chapter. | |  | b. | at the end of each chapter. | |  | c. | near the end of the textbook. | |  | d. | in the lower right-hand corner of the chapter pages. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 69. To help the student study in smaller “bites,” the textbook is divided into short sections that end with a study guide that contains Recite questions for the student to answer and check how well he or she remembers what was read as well as the Think Critically and Self-Reflect questions. These study guides found after each short reading section are called   |  |  |  | | --- | --- | --- | |  | a. | Reflection Signposts. | |  | b. | Knowledge Builders. | |  | c. | Running Glossaries. | |  | d. | Clinical Files. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 70. Each chapter of the psychology textbook ends with a section filled with practical ideas for relating psychology to one’s own life. This last section of each chapter, which aids reflection, is called   |  |  |  | | --- | --- | --- | |  | a. | Critical Thinking. | |  | b. | Human Diversity. | |  | c. | The Clinical File. | |  | d. | A Psychologist’s Skill Set. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 71. In your psychology textbook, *Discovering Psychology* boxes invite you to relate psychology to your own life, while the *Human Diversity* boxes encourage students to think about the rich variability of the human experience. Thus, these features aid which step in the SQ4R method?   |  |  |  | | --- | --- | --- | |  | a. | Reflect | |  | b. | Question | |  | c. | Survey | |  | d. | Sequential processing |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 72. Each chapter in your psychology book concludes with a detailed point-by-point summary of the chapter’s “big ideas” and enduring principles. This detailed chapter review is called   |  |  |  | | --- | --- | --- | |  | a. | Reflection Signposts. | |  | b. | The Clinical File. | |  | c. | The Knowledge Builder. | |  | d. | Gateways to Psychology. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 73. Each chapter in your psychology book concludes with a point-by-point summary of the chapter’s “big ideas” and enduring principles. These ending summaries will help students during which step in the SQ4R method?   |  |  |  | | --- | --- | --- | |  | a. | Sequencing | |  | b. | Scanning | |  | c. | Recite | |  | d. | Review |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 74. A person who knows how to maintain attention, avoid distractions, and skillfully gather information from class lectures would be described as a(n) \_\_\_\_\_\_\_\_\_\_ listener.   |  |  |  | | --- | --- | --- | |  | a. | reflective | |  | b. | experiential | |  | c. | compulsive | |  | d. | intuitive |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 75. When Jason is in class, he sits away from distractions and where he can hear the teacher and see the slide and video presentations. Jason also reads his textbook before coming to class, so he can skillfully take notes and answer questions. Jason would be described as a(n) \_\_\_\_\_\_\_\_\_\_ listener.   |  |  |  | | --- | --- | --- | |  | a. | reflective | |  | b. | experiential | |  | c. | compulsive | |  | d. | intuitive |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 76. While taking notes in class, LaShonda tries to anticipate what the teacher will say and looks for the core of ideas that will make up this lecture. She listens for signal words that will tell her what direction her instructor is taking, and she sits where she can get involved and ask questions. Lastly, LaShonda is selective in writing down only the key points of the lecture, so she can focus on what the professor is saying. LaShonda is engaged in the   |  |  |  | | --- | --- | --- | |  | a. | experiential approach. | |  | b. | LISAN method. | |  | c. | SQ4R method. | |  | d. | use of mnemonics. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 77. Muriel’s professor provides copies of her slide presentations online. So, before every lecture, Muriel reads her assigned materials and looks over these slides in order to anticipate what her professor will say in class. Muriel is utilizing which step in the LISAN method?   |  |  |  | | --- | --- | --- | |  | a. | Lead, don’t follow. | |  | b. | Initiate, don’t procrastinate. | |  | c. | Saturate oneself with knowledge. | |  | d. | Analyze those notes. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 78. According to the LISAN method, every lecture is based on a core of   |  |  |  | | --- | --- | --- | |  | a. | identifications. | |  | b. | ideas. | |  | c. | noteworthy examples. | |  | d. | specific terminology. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 79. According to the LISAN method, phrases that instructors use, such as “there are three reasons why,” “the most important step,” and “on the contrary” would be examples of   |  |  |  | | --- | --- | --- | |  | a. | experiential cognition. | |  | b. | mnemonics. | |  | c. | signal words. | |  | d. | acronyms. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 80. Jake is listening to his instructor lecturing about the SQ4R method. She states that “There are six steps in ...,” which lets Jake know that “Here come some ideas.” Later, she says “The most important step in the method is ...,” which alerts Jake to a main idea. According to the LISAN method, these phrases are examples of   |  |  |  | | --- | --- | --- | |  | a. | acronyms. | |  | b. | mnemonics. | |  | c. | signal words. | |  | d. | experiential notations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 81. Abbot sits where he can get involved and ask questions. In addition, he brings questions that he wants answered from the last lecture, so he can ask the teacher at the beginning of class. Abbot’s behaviors illustrate which step in the LISAN method?   |  |  |  | | --- | --- | --- | |  | a. | Actively listen | |  | b. | Initiate learning | |  | c. | Signal words | |  | d. | Analyze notes |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 82. Regarding taking and using class notes, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Students who take accurate lecture notes tend to do well on tests. | |  | b. | Very few students take reasonably good notes. | |  | c. | Many students wait until just before exams to review their notes. | |  | d. | As students review their notes, they should try to link new ideas to what they already know. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 83. Which of the following would NOT be good advice to a student about taking and using class notes?   |  |  |  | | --- | --- | --- | |  | a. | Try to anticipate what your teacher will say by asking yourself questions. | |  | b. | Try to be like a tape recorder by taking down the teacher’s statements exactly. | |  | c. | Listen for words that tell you the direction the instructor is taking. | |  | d. | Improve your notes by filling in gaps, summarizing your notes, and organizing them. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 84. Regarding taking and using class notes, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | When taking notes, listen to everything but be selective and write down only key points and not every bit of information word-for-word. | |  | b. | Most students take reasonably good notes but unfortunately wait right before the exam to review them. | |  | c. | After each class session, one should write down several major ideas and definitions that are likely to become test questions, make up questions, and then answer them. | |  | d. | Effective note taking has been shown to increase experiential processing of the course material. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 85. According to the authors of your textbook, which of the following would be considered a GOOD study strategy?   |  |  |  | | --- | --- | --- | |  | a. | Overlearning | |  | b. | Recopying lecture notes | |  | c. | Outlining chapters | |  | d. | Group study sessions |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 86. According to the authors of your textbook, which of the following would be considered a POOR study strategy?   |  |  |  | | --- | --- | --- | |  | a. | Self-testing | |  | b. | Overlearning | |  | c. | Spaced practice | |  | d. | Recopying your lecture notes |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 87. According to the authors of your textbook, which of the following would be considered a POOR study strategy?   |  |  |  | | --- | --- | --- | |  | a. | Self-testing | |  | b. | Studying in a specific place | |  | c. | Massed practice | |  | d. | Using mnemonics |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 88. Regarding good study strategies, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Good students tend to blame their poor grades on events beyond their control. | |  | b. | You should have at least one place where you only study, so the habit of studying will become strongly linked with this one specific place. | |  | c. | A great way to improve grades is to take practice tests before the real one in class. | |  | d. | The best students study their books and notes in depth and attend classes regularly. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 89. Karilyn begins studying each evening by doing her math at the kitchen table, so she can talk to her mother who is preparing dinner. Then, she goes to her room and reads her psychology, history, and literature textbooks for a couple of hours more while listening to music or watching TV. She usually texts her friends several times during the evening about the assignments as well. Regarding her study habits, Karilyn should   |  |  |  | | --- | --- | --- | |  | a. | be recopying her notes or outlining the chapters rather than just reading the textbooks. | |  | b. | study in one specific quiet place without any distractions. | |  | c. | join a study group for each subject. | |  | d. | maintain her current study routine. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 90. When students review their notes over many relatively short study sessions, it is referred to as \_\_\_\_\_\_\_\_\_\_ practice.   |  |  |  | | --- | --- | --- | |  | a. | spaced | |  | b. | massed | |  | c. | sequential | |  | d. | experiential |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 91. When students review their notes in one long, uninterrupted study session, it is referred to as \_\_\_\_\_\_\_\_\_\_ practice.   |  |  |  | | --- | --- | --- | |  | a. | spaced | |  | b. | massed | |  | c. | sequential | |  | d. | experiential |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 92. Regarding good study strategies, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Usually, you should not try to learn anything new about a subject during the last day before a test. | |  | b. | Most mnemonics link new information to ideas or images that are easy to remember. | |  | c. | Spaced practice is usually superior to massed practice. | |  | d. | Students who overprepare for a test usually become so nervous during the test that they “blank out,” forgetting what they studied. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 93. Regarding good study strategies, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | For best results, you should make your mnemonic images exaggerated or bizarre, vivid, and interactive. | |  | b. | Massed practice is usually superior to spaced practice. | |  | c. | Trying to learn only from studying the practice quizzes will probably lower your grade. | |  | d. | Many students underprepare for exams, and most overestimate how well they will do on the exam. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 94. When students pose questions to themselves in order to determine what TOPIC (B-HEAD)s they need to study more, the students are using a technique known as   |  |  |  | | --- | --- | --- | |  | a. | mnemonics. | |  | b. | self-testing. | |  | c. | the LISAN method. | |  | d. | the EMDR method. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 95. Chris is studying for his psychology test by using flash cards and the practice quizzes. Chris is engaged in   |  |  |  | | --- | --- | --- | |  | a. | mnemonics. | |  | b. | the LISAN method. | |  | c. | self-testing. | |  | d. | the SQ4R method. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 96. If you continue to study your notes and learn even after you believe that you know the material, then you are exhibiting   |  |  |  | | --- | --- | --- | |  | a. | Mnemonics. | |  | b. | Overlearning. | |  | c. | Spaced practice. | |  | d. | Massed practice. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 97. One way to overlearn is to approach all tests as if they will be   |  |  |  | | --- | --- | --- | |  | a. | multiple choice. | |  | b. | true-false. | |  | c. | matching. | |  | d. | essay. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 98. Marian has been preparing for the 50-item multiple-choice test this week by studying as if it were an essay exam. Although Marian believes that she has mastered the material, she continues to review over the material each day. Marian is exhibiting an efficient study strategy known as   |  |  |  | | --- | --- | --- | |  | a. | overlearning. | |  | b. | massed practice. | |  | c. | experiential processing. | |  | d. | the LISAN method. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 99. Which of the following is NOT a good guideline for taking tests?   |  |  |  | | --- | --- | --- | |  | a. | Read all directions and questions carefully. | |  | b. | Quickly survey the test before you begin. | |  | c. | Answer the more difficult questions before the easy ones. | |  | d. | Ask the teacher for clarification when necessary. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 100. Which of the following is NOT a good guideline for taking tests?   |  |  |  | | --- | --- | --- | |  | a. | To prevent being overwhelmed, never look through the test, but rather read one question at a time until you finish the test. | |  | b. | Use your time wisely and be sure to answer all the questions. | |  | c. | Answer easy questions before spending time on more difficult ones. | |  | d. | Ask the teacher for clarification when necessary. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 101. Which of the following is NOT a good test-taking suggestion for taking an objective test?   |  |  |  | | --- | --- | --- | |  | a. | Remember to search for the one *best* answer to each question. | |  | b. | Read rapidly and skip items you are unsure of and come back to them later. | |  | c. | When you have doubts, your second answer is more likely to be correct. | |  | d. | Answers that include superlatives, such as *most*, *least*, *best*, *worst*, *largest*, and *smallest*, are often true. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 102. Which of the following is NOT a good test-taking suggestion for taking an objective test?   |  |  |  | | --- | --- | --- | |  | a. | Read all the choices for each question before you make a decision. | |  | b. | Read rapidly and skip items you are unsure of and come back to them later. | |  | c. | Stick with your first answer on a multiple-choice test; don’t change it. | |  | d. | Remember that answers that include superlatives, such as *most*, *least*, *best*, *worst*, *largest*, or *smallest*, are often false. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 103. Which of the following is a good test-taking strategy for objective tests?   |  |  |  | | --- | --- | --- | |  | a. | Answers that include superlatives, such as most, least, best, worst, largest, or smallest are most often true. | |  | b. | Relate the question to what you know about the TOPIC (B-HEAD) and then read the alternatives. | |  | c. | Your first answer is more likely to be correct, so do not change your answers. | |  | d. | Read each item slowly at least two times and answer each question in order, never skipping an item. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 104. Good test-taking strategies for multiple-choice tests include which of the following?   |  |  |  | | --- | --- | --- | |  | a. | When you are forced to guess, you should choose the longest answer. | |  | b. | When you are forced to guess, choose the letter you’ve used the least. | |  | c. | Don’t change your answers on a multiple-choice test. | |  | d. | Read rapidly and skip items you are unsure about and return to them later. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 105. Which of the following is NOT a good test-taking suggestion for taking an essay test?   |  |  |  | | --- | --- | --- | |  | a. | Read the question carefully and note key words, such as *compare*, *contrast*, *discuss*, and *describe.* | |  | b. | Make a specific and elaborate outline before you begin writing your answer. | |  | c. | Do not “beat around the bush” or pad your answer. | |  | d. | Your ideas are of first importance, so look over your essay answers for errors in spelling and grammar last. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 106. Which of the following is NOT a good test-taking suggestion for taking an essay test?   |  |  |  | | --- | --- | --- | |  | a. | Before writing your answer, list the main points you want to make and logically arrange them rather than making an elaborate outline before writing. | |  | b. | In answering an essay question, be direct, make your points, and support them. | |  | c. | If the question asks for one example, it is better to give several examples in order to gain points. | |  | d. | Your ideas are of first importance, so look over your essay answers for errors in spelling and grammar last. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 107. Dermont is studying lists of items and definitions of specific terms. He realizes that he must overlearn these details because the questions on this type of test contain very little information that could help him with the right answer. Dermont is most likely taking a(n) \_\_\_\_\_\_\_\_\_\_ test.   |  |  |  | | --- | --- | --- | |  | a. | projective | |  | b. | objective | |  | c. | multiple-choice | |  | d. | short-answer |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 108. Regarding short-answer tests, such as fill-in-the-blank or define a term, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Short-answer tests are less difficult than other types of tests because the questions themselves often contain information that will help answer the question. | |  | b. | The best way to prepare for short-answer tests is to overlearn the details of the course. | |  | c. | As you study for short-answer tests, it is best to pay attention to the lists of related terms. | |  | d. | When taking a short-answer test, it is best to start with questions you are sure you know, followed by those you probably know. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 109. In order to become more reflective learners and test takers, students should follow the suggestions on the study skills checklist found in their psychology textbook. Which of the following suggestions is NOT on this study skills checklist?   |  |  |  | | --- | --- | --- | |  | a. | Avoid overlearning. | |  | b. | Study while reading. | |  | c. | Make a formal schedule. | |  | d. | Study in a specific place. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 110. In order to become more reflective and improve their performance on tests, students should follow the suggestions on the study skills checklist found in their psychology textbook. Which of these is NOT on the study skills checklist?   |  |  |  | | --- | --- | --- | |  | a. | Set broad, flexible goals. | |  | b. | Review notes frequently. | |  | c. | Create memory aids. | |  | d. | Test yourself. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 111. Tanisha is a freshman psychology student, who is using an online learning platform that presents the course curriculum through a reflective SQ4R learning path and includes video and other interactive activities. Tanisha is able to complete reading assignments and homework, get detailed instant feedback on Guided Practice Activities, and engage with quizzes and assessments. Tanisha is most likely using   |  |  |  | | --- | --- | --- | |  | a. | PsykTrek. | |  | b. | PsycINFO. | |  | c. | MindTap. | |  | d. | PsycPORT. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 112. Which of the following is an online learning platform that provides apps that allow students to have the text read aloud to them as well as synchronizing their notes with their personal Evernote account?   |  |  |  | | --- | --- | --- | |  | a. | PsycINFO | |  | b. | PsycPORT | |  | c. | StudyTECH | |  | d. | MindTap |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 113. Terrence is working on his psychology term paper on “creativity.” To find information about his TOPIC (B-HEAD), he goes to a specialized online database offered by the American Psychological Association. He searches for his TOPIC (B-HEAD) by entering the key words with each record in this database consisting of an abstract plus notes about the author, title, and source. This database is known as   |  |  |  | | --- | --- | --- | |  | a. | PsykTrek. | |  | b. | PsycGoogle. | |  | c. | PsycINFO. | |  | d. | PsychNOW. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 114. Marc tends to work only under pressure, skips classes, and gives false reasons for his late work. He often feels frustrated and ashamed of his last-minute efforts. According to your textbook, Marc most likely has a tendency to   |  |  |  | | --- | --- | --- | |  | a. | procrastinate. | |  | b. | be a self-regulated learner. | |  | c. | use spaced practice rather than massed practice. | |  | d. | overlearn the class material to the point of confusion. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 115. Regarding procrastination, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Students who procrastinate tend to work only under pressure and skip classes. | |  | b. | Students who procrastinate give false reasons for late work. | |  | c. | By procrastinating, students can blame poor work on a late start rather than a lack of ability. | |  | d. | Students who procrastinate tend to feel less bored, frustrated, or guilty than students who do not procrastinate. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 116. Students who are perfectionists often end up with all-or-nothing work habits that can lead to   |  |  |  | | --- | --- | --- | |  | a. | self-regulated learning. | |  | b. | procrastination. | |  | c. | overlearning. | |  | d. | spaced study sessions. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 117. Regarding procrastination, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Because students often equate grades with their personal worth, students who procrastinate can blame poor work on a late start rather than a lack of ability. | |  | b. | Students with all-or-nothing work habits often procrastinate. | |  | c. | Procrastinators tend to feel frustrated, bored, and guilty more often than those who do not procrastinate. | |  | d. | Students who are perfectionists rarely procrastinate. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 118. Procrastinators can improve their grades and study habits through   |  |  |  | | --- | --- | --- | |  | a. | the use of negative self-statements. | |  | b. | better time management. | |  | c. | experiential processing. | |  | d. | all of these. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 119. Sarita is making out a written plan for the week in which she lists the times for sleep, meals, work, class, and study. She then uses this plan as a checklist so that at a glance she can tell which tasks are done and which still need attention. Sarita is making out a(n)   |  |  |  | | --- | --- | --- | |  | a. | SQ4R plan. | |  | b. | term schedule. | |  | c. | weekly time schedule. | |  | d. | LISAN plan. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 120. Using your first day handouts from each class, you can make a chart listing the dates of all your tests, reports, and other projects for the semester. You have just constructed a(n)   |  |  |  | | --- | --- | --- | |  | a. | SQ4R plan. | |  | b. | term schedule. | |  | c. | weekly time schedule. | |  | d. | LISAN plan. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 121. Goals with clearly defined and measurable outcomes are referred to as \_\_\_\_\_\_\_\_\_\_ goals.   |  |  |  | | --- | --- | --- | |  | a. | analytic | |  | b. | broad-based | |  | c. | contingent | |  | d. | specific |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 122. Which of the following does NOT characterize the goals set by reflective, active learners?   |  |  |  | | --- | --- | --- | |  | a. | Specific and clear-cut | |  | b. | Broad-based and flexible | |  | c. | Set for the day, week, and semester | |  | d. | Measurable |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 123. Students who are reflective learners set goals that are   |  |  |  | | --- | --- | --- | |  | a. | Specific and measurable. | |  | b. | Broad-based and flexible. | |  | c. | Contingent and analytic. | |  | d. | Experiential and context-driven. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 124. Regarding time management and goal-setting, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Putting in more effort early in a course can greatly reduce the “pain” and stress you will experience later. | |  | b. | If your professors don’t give frequent assignments, set your own day-by-day goals. | |  | c. | By using time management, you will be more likely to feel guilty during your free or play times and convert these times to productive study sessions. | |  | d. | Students should not wait for their teachers to “make” their courses interesting, but should find ways themselves to make their schoolwork appealing and enjoyable. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 125. Since students are more likely to procrastinate if they think a task will be unpleasant, students should   |  |  |  | | --- | --- | --- | |  | a. | expect their teachers to “make” their courses interesting for everyone. | |  | b. | not expect to make good grades in every class because of a lack of interest in some courses. | |  | c. | find ways to make every course as interesting as possible by approaching schoolwork as if it were a game or adventure. | |  | d. | select the teachers that use group class work assignments and lecture very little. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| **Completion** |

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| 126. You were vegging out in front of the TV set last night. The next day a friend asks what you watched on TV last night, and you cannot remember. It appears that last night, you were engaging in \_\_\_\_\_\_\_\_\_\_ processing.   |  |  | | --- | --- | | *ANSWER:* | experiential | |

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| 127. To maximize his learning, Montel sets specific, objective learning goals; makes a daily, weekly, and monthly learning strategy; and monitors and evaluates his progress. Montel is exhibiting a type of learning known as \_\_\_\_\_\_\_\_\_\_ learning.   |  |  | | --- | --- | | *ANSWER:* | reflective | |

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| 128. As Guillermo reads his psychology textbook, he relates new facts, terms, and concepts to his own experiences and to information he already knows well. Guillermo is engaging in the practice known as \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | self-reference | |

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| 129. A powerful way to be more reflective is to pause to evaluate, compare, analyze, critique, and synthesize what one is reading, which is referred to as \_\_\_\_\_\_\_\_\_\_ thinking.   |  |  | | --- | --- | | *ANSWER:* | critical | |

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| 130. Petra is reading the section of her textbook entitled “The Gestalt Principles.” She thinks to herself, “How many Gestalt principles are there?” “To what aspects of behavior do they pertain?” Petra is preforming the step in the rSQ4R method known as \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | question | |

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| 131. The second “R” in the rSQ4R method involves pausing after reading a small amount, rehearsing it, and summarizing what was read into brief notes. This step is called \_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | recite | |

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| 132. Important terms in the psychology textbook are defined in the lower right-hand corner of the pages in each chapter with these definitions referred to as a running \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | glossary | |

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| 133. People who are active, reflective listeners skillfully gather ideas and avoid \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | distractions | |

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| 134. According to the LISAN method, phrases that instructors use, such as “there are three reasons why,” “the most important step,” and “on the contrary” would be examples of \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | signal words | |

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| 135. When a student uses a large number of relatively short study sessions in order to prepare for an exam, this student is using \_\_\_\_\_\_\_\_\_\_ practice.   |  |  | | --- | --- | | *ANSWER:* | spaced | |

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| 136. Evaluating what TOPIC (B-HEAD)s you need to study more by posing questions to yourself and by using flash cards and practice quizzes is referred to as \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | self-testing | |

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| 137. When studying, Mia continues to study even after she thinks that she has mastered the TOPIC (B-HEAD), a strategy known as \_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | overlearning | |

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| 138. Good general test taking skills include reading all directions and questions carefully, quickly surveying the test before beginning, and answering the \_\_\_\_\_\_\_\_\_\_ questions first.   |  |  | | --- | --- | | *ANSWER:* | easy | |

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| 139. Anna is taking a multiple-choice test. On several of the items, she is unsure of the answers. If Anna decides to change her answers on these items, she will most likely \_\_\_\_\_\_\_\_\_\_ points.   |  |  | | --- | --- | | *ANSWER:* | gain | |

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| 140. Sofia is taking a test with questions that ask her to “compare and contrast” and to “analyze and evaluate.” Sofia is taking a(n) \_\_\_\_\_\_\_\_\_\_ test.   |  |  | | --- | --- | | *ANSWER:* | essay | |

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| 141. Raul is writing his psychology term paper on “attention deficit disorder.” To find information about his TOPIC (B-HEAD), he goes to a specialized online database offered by the American Psychological Association. He searches for his TOPIC (B-HEAD) by entering the key words with each record in this database consisting of an abstract plus notes about the author, title, and source. Raul is using the online database known as \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | PsycINFO | |

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| 142. Compared to the American Psychological Association, Wikipedia entries and personal blogs would not be considered \_\_\_\_\_\_\_\_\_\_ sources.   |  |  | | --- | --- | | *ANSWER:* | authoritative | |

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| 143. Devan often skips classes, seems to work only under pressure, gives false reasons for his late work, and feels stressed, frustrated, and guilty much of the time. According to your textbook, Devan is exhibiting the characteristics of students who \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | procrastinate | |

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| 144. Reflective learners set specific goals for studying with these goals being clear-cut and \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | measurable | |

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| **Essay** |

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| 145. Describe how each of the six steps of the rSQ4R method would be used in reading a textbook.   |  |  | | --- | --- | | *ANSWER:* | Answer will include the following: In the Survey (S) step, you skim through the chapter before you begin reading it. Your start by looking at TOPIC (B-HEAD) headings, figure captions, and summaries in order to get an overall picture of the module. The next step is the Question (Q) step in which you turn each TOPIC (B-HEAD) heading into one or more questions. Asking questions helps you read with a purpose. The first R in SQ4R stands for read (R1). As you read, look for answers to the questions you were asked. Read in short “bites,” from one TOPIC (B-HEAD) heading to the next, then stop. For difficult material, you may want to read only a paragraph or two at a time. The second R stands for Recite (R2). After reading a small amount, you should pause and recite or rehearse, that is, try to mentally answer your questions. Better yet, summarize what you just read in brief notes. Remember to look for answers as you read and to recite or take notes before moving on. Ask yourself repeatedly, “What is the main idea here?” The third R stands for Reflect (R3). As you read, try to reflect on what you are reading. One powerful way to do this is to relate new facts, terms, and concepts to information you already know well or to your own experiences. It is easier to remember ideas that are personally meaningful, so try to relate the ideas you encountered to your own life. This may be the most important step in the SQ4R method. The fourth R stands for Review (R4). When you are done reading, skim back over the entire module or read your notes. Try to make frequent, active review a standard part of your study habits. | |

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| 146. Describe how to take effective notes by using the LISAN method.   |  |  | | --- | --- | | *ANSWER:* | Answer will include the following: In the *Lead, Don’t Follow (L)* step, you try to anticipate what the teacher will say by asking yourself questions. Questions can come from study guides, reading assignments, or your own curiosity. *I* stands for *Ideas*. Every lecture is based on a core of ideas. Usually, an idea is followed by examples or explanations. Ask yourself often, “What is the main idea now?” “What ideas support it?” *S* stands for *Signal words*. Listen for words that tell you what direction the instructor is taking. For instance, “There are three reason why” means “Here come ideas.” The phrase “The most important” is signaling the main idea, while “on the contrary” signals an opposite idea. “As an example” is a signal phrase for supporting illustrations for the main ideas with the word “therefore” signaling a “conclusion.” *A* stands for actively listen. You should sit where you can get involved an ask questions. Bring questions you answered from the last lecture or from your text. Raise your hand at the beginning of class or approach your professor before the lecture. Do anything that helps you stay active, alert, and engaged. *N* stands for *note taking*. Students who take accurate lecture notes tend to do well on tests, but do not try to be a tape recorder. Listen to everything, but be selective and write down only key points. If you are too busy writing, you may not grasp what your professor is saying. Think of yourself as a reporter who is trying to get a good story. | |

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| 147. Your friend Amy has just failed her psychology test and does not understand how this could have happened. She reminds you that she looked over her notes while you were both watching television last night and then stayed up three more hours cramming in all those “terms” that are so hard to remember by recopying her notes. Amy finally says that “perhaps she studied too much and got confused.” After reading about the reflective study strategies, explain how Amy can improve her study habits.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that Amy needs to study in a specific place without distractions, such as television. She also needs to space out her study sessions by studying her notes every night and not wait until the night before the test. Cramming, or massed practice, is not an effective study strategy and neither is recopying one’s notes. Mnemonics might help Amy learn the large number of terms by linking new information to ideas and images that she can remember. Amy also needs to self-test herself by posing questions to herself and by using the online practice tests and flash cards that accompany the psychology textbook. Lastly, Amy should overlearn the material, that is, continue to study and learn after she thinks she has mastered a TOPIC (B-HEAD). It would also be helpful to treat every test as if it were an essay test and thoroughly learn the material. | |

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| 148. Describe six recommendations for improving one’s general test-taking skills.   |  |  | | --- | --- | | *ANSWER:* | Answer will include these six recommendations:  (1) Read all directions and questions carefully. They may give you good advice or clues regarding how to best approach this test.(2) Quickly survey the test before you begin so you can plan how much time to spend on each section.(3) Answer easy questions before spending time on more difficult ones.(4) Be sure to answer all questions if there is no penalty for guessing.(5) Use your time wisely. Don’t spend all your time on one section so that you have to rush through the rest of the test.(6) Ask for clarification on questions from your teacher when necessary. | |

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| 149. Differentiate between a short-answer question and an essay question; explain the best way to study for a short-answer test; and describe three effective strategies for taking essay tests.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that an essay question usually requires the test-taker to compare, contrast, discuss, evaluate, analyze, and describe information. The test-taker must organize his or her answer by stating the main point with supporting ideas. Short-answer questions require the test-taker to fill in a blank, define a term, or list specific items. Since short-answer questions themselves contain little information, the best way to prepare for them is to overlearn the details of the course. One should also pay special attention to lists of related terms. Effective strategies for taking essay tests can include any three of the following suggestions:  (1) Read the question carefully. Be sure to note key words, such as compare, contrast, discuss, evaluate, analyze, and describe. These words all demand a certain emphasis in your answer.  (2) Answer the question. If the question asks for a definition and an example, make sure you provide both. Providing just a definition or just an example will get you half marks. Giving three examples instead of the one asked for will not earn you any extra marks.  (3) Reflect on your answer for a few minutes and list the main points you want to make. Just write them as they come to mind. Then rearrange the ideas in a logical order and begin writing. Elaborate plans or outlines are not necessary.  (4) Don’t beat around the bush or pad your answer. Be direct. Make a point and support it. Get your list of ideas into words.  (5) Look over your essay for errors in spelling and grammar. Save this for last. Your *ideas* are of central importance. You can work on spelling and grammar separately if they affect your grades. | |

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| 150. Explain why so many students procrastinate and why perfectionism can lead to procrastination; list two remedies for avoiding procrastination; and describe how to construct and use a weekly time schedule and a term schedule.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that many students equate grades with their personal worth, that is, they act as if grades tell whether they are good, smart people who will succeed in life. By procrastinating, they can blame poor work on a late start, rather than a lack of ability. Perfectionism is a related problem. If one expects the impossible, it is hard to start an assignment. Students with high standards often end up with all-or-nothing work habits. In order to solve the problem of procrastination, students must eventually face the self-worth issue and realize that grades are only a gauge of certain skills at a particular point in one’s life, not a gauge of their self-worth. Learning better study strategies and using time management will also help alleviate the procrastination. To prepare a weekly time schedule, make a chart showing all of the hours in each day of the week. Then fill in times that are already committed: sleep, meals, classes, work, team practices, lessons, appointments, and so forth. Next, fill in times when you will study for various classes. Finally, label the remaining hours as open or free times. Each day, use your schedule as a checklist. A term schedule lists the dates of all quizzes, tests, reports, papers, and other major assignments for each class, which can usually be obtained from the first day handouts in each course. | |