



Self Directed Workshop Series: Test Preparation Workshop Instructions and Questions Packet

Office of Advising & Registration

Learning Support Services at the Loft; Stevens-German Library, 5th Floor, Yager Hall

Name: _____

Date: _____ Semester: _____

To get official workshop credit please:

Go to the following link also found on the OAR workshop website “Self-Directed Workshops: <http://appl003.lsu.edu/slas/lsoweb.nsf/index> and click on “guest entry”.

1. Click on the link for the Test Preparation workshop on the right of the screen.
2. Follow along using this packet, answering all questions and filling in the blanks as completely as possible.
3. Complete all quizzes that are given to you throughout the online workshop and print each answer page and return it with your packet.
4. Print the completed packet (this form) and results of the required online quizzes
5. Meet with Jason Stanton to hand in results and discuss your answers.

Test Preparation workshop questions. (Follow along slide by slide with the questions in the online workshop).

1. What is your future success hidden in?

2. What does this workshop cover?

- a. New perspectives that can transform our learning experience.
- b. Proven study/learning strategies based in cognitive science research.
- c. The emotions associated with test preparation and how to overcome anxiety and frustration by winning the mental game.
- d. All of the above.

3. What are some differences between high school and college testing?

- a. You are expected to think and process information at higher levels.
- b. You are always given the material for the tests in class.
- c. You have to solve problems that you may have never seen before.
- d. Both a & c.

4. Meta-cognition is the ability to do what?
1. _____
 2. _____
 3. _____
5. What is the faculty really trying to teach you?
- a. The material for their particular course so you know it very well.
 - b. The ability to think, solve problems & process information so you can in turn use not only the knowledge, but the thinking skills as well.
 - c. How to determine what will be on the exams and what won't.
 - d. When to study and when not to.
6. Bloom's taxonomy tells us that the type of studying that is required to do well in college is...
- a. Studying at the knowledge level, memorizing information.
 - b. Studying at the comprehension, application & analysis levels.
 - c. Studying at the level of rote learning.
 - d. Studying just enough to get the idea of the material.
7. When does meaningful learning begin?
- a. When you can recall information verbatim.
 - b. When you can manipulate the information and problem solve using the concepts and ideas that you've learned.
 - c. When you have memorized the material and have knowledge of it and can remember it for periods of time past the testing period.
 - d. When you process information at higher levels and can integrate this new information into your knowledge base.
 - e. Both b & d
8. Why do you have to work out your brain in daily practices?
- a. To be familiar with the material and commit it to your long term memory.
 - b. To build your academic strength by doing "reps" of the material.
 - c. To improve your ability to be mentally fit, intellectually agile and responsive.
 - d. All of the above.
9. What are the three components of the "study cycle"?
1. _____
 2. _____
 3. _____
10. Previewing the material prior to class enables you to...
- a. Have time to get to class.
 - b. Be mentally warmed, giving you a basic idea of material and questions you want answered in class.
 - c. Be connected to your classmates.

Take online quiz 1 now (slide # 10) then click "get results", print results page & attach to packet.

11. You can use intense study sessions as part of this study cycle, what are the four steps to this?

1. _____
2. _____
3. _____
4. _____

12. Some of the most productive study sessions are...

- a. Structured with a goal to guide the session.
- b. Ones where you drift through school work with no focus and structure.
- c. Focused and active study periods followed by a break and short review.
- d. a & b
- e. a & c

13. When reading your text more selectively, what are some things one can do to get more out of the material? Circle one answer that DOESN'T apply.

- a. Make lists of concepts & create mnemonics to help memory.
- b. Skip over non-bolded titles & only work on assigned questions.
- c. Predict possible test questions.
- d. Create an outline & list concepts you need more work with.

14. Weekends are a good time to review all your notes and homework for all your classes. What is the time frame you should use for basic review of each course?

- a. 20 minutes.
- b. 1/2 an hour.
- c. 15 minutes.
- d. 1 hour.

15. When doing your weekend review, what are some things you should do to help you study?

- a. Just skim over the notes.
- b. Review & quiz yourself on material from notes, text & other material.
- c. Only read the summary in text.
- d. Write down things that don't make sense.
- e. d & b

16. In the psychology of studying, what is the "zap point"?

17. What are some ways to work around or through the zap point? Circle one answer that DOESN'T apply.

- a. Look at the problem from a different perspective, see what you do know.
- b. Just walk away from it and come back to it some other day.
- c. Ask for help from another student, your professor or go to the Loft for a tutor.
- d. Take a break for a few minutes and come back to it fresh.
- e. Smile, breath deeply & slowly—it can really help your outlook.

18. What is self talk and why can it help you so much with studying? Circle one answer that DOESN'T apply.

- a. It is the way people talk to themselves, usually in your head, not out loud.
- b. It affects how you feel about yourself and what you do.
- c. It can never be changed.

d. It can affect your performance on tests and studying.

19. The way one can change their self talk is called.

- a. Cognitive behavior management.
- b. Cognitive emotive therapy.
- c. Cognitive restructuring.
- d. Cognitive impairment remodeling.

20. Changing self talk is... Circle one answer that DOESN'T apply.

- a. Replacing the negative, self defeating messages with empowering ones.
- b. Not possible for anyone to do, you are brought up to think that way & it will never change.
- c. A powerful way to take full responsibility of our thoughts, actions & choices.
- d. A strategy used to rework things we say to ourselves and take charge of our lives.

Take online quiz 2 now (slide # 17) then click “get results”, print results page & attach to packet.

21. Some examples of GOOD restructuring messages you can use are...

Circle THREE answers that apply.

- a. “I know I can get this information down if I just review a little more and study.”
- b. “I can’t learn this—it’s too much material to remember.”
- c. “I have never done well in math, I’m just stupid and will never pass.”
- d. “I’m going to apply the strategies I have learned and I know that will help.”
- e. “I really think that if I work harder I can do well on this test.”

22. Some things this workshop covered are... Circle ALL that apply.

- a. How Bloom’s taxonomy tells us the level we should be studying & learning at.
- b. That our emotions can help us with tests and studying if we make them more positive.
- c. With weekend review sessions, it will be easier to get a handle on our studies.
- d. That meta-cognition can help us transform our learning experience and do better in college.
- e. With some personal responsibility we can transform our college careers.

You have completed the Note Taking and Comprehension workshop. Do not complete the online evaluation, simply complete this packet and take it (with the online quizzes attached) to your meeting with Jason Stanton in the Loft.

No credit will be issued for this workshop until you have met with Jason Stanton.