The Study Skills Handbook
Palgrave Study Skills

*Titles in this series by Stella Cottrell*

Critical Thinking Skills (2nd edn)
The Exam Skills Handbook (2nd edn)
The Palgrave Student Planner
Skills for Success (2nd edn)
Study Skills Connected
The Study Skills Handbook (4th edn)
Teaching Study Skills and Supporting Learning
You2Uni

Business Degree Success
Career Skills
Cite Them Right (9th edn)
e-Learning Skills (2nd edn)
The Graduate Career Guidebook
Great Ways to Learn Anatomy and Physiology
How to Begin Studying English Literature (3rd edn)
How to Manage Your Distance and Open Learning Course
How to Manage Your Postgraduate Course
How to Study Foreign Languages
How to Study Linguistics (2nd edn)
How to Use Your Reading in Your Essays (2nd edn)
How to Write Better Essays (2nd edn)
How to Write Your Undergraduate Dissertation
Improve Your Grammar

Information Skills

The International Student Handbook
IT Skills for Successful Study
The Mature Student’s Guide to Writing (3rd edn)
The Mature Student’s Handbook
Practical Criticism
Presentation Skills for Students (2nd edn)
The Principles of Writing in Psychology
Professional Writing (2nd edn)
Researching Online
The Student’s Guide to Writing (3rd edn)
The Student Phrase Book
Study Skills for International Postgraduates
Study Skills for Speakers of English as a Second Language
Studying History (3rd edn)
Studying Law (3rd edn)
Studying Modern Drama (2nd edn)
Studying Psychology (2nd edn)
The Undergraduate Research Handbook
The Work-Based Learning Student Handbook
Work Placements – A Survival Guide for Students
Write it Right (2nd edn)
Writing for Engineers (3rd edn)
Writing for Law
Writing for Nursing and Midwifery Students (2nd edn)

Pocket Study Skills

14 Days to Exam Success
Blogs, Wikis, Podcasts and More
Brilliant Writing Tips for Students
Completing Your PhD
Doing Research
Getting Critical
Planning Your Essay
Planning Your PhD
Reading and Making Notes

Referencing and Understanding Plagiarism
Reflective Writing
Report Writing
Science Study Skills
Studying with Dyslexia
Success in Groupwork
Time Management
Writing for University

Palgrave Research Skills

Authoring a PhD
The Foundations of Research (2nd edn)
Getting to Grips with Doctoral Research

The Good Supervisor (2nd edn)
The Postgraduate Research Handbook (2nd edn)
Structuring Your Research Thesis

For a complete listing of all our titles in this area please visit [www.palgrave.com/studyskills](http://www.palgrave.com/studyskills)
# Contents

Acknowledgements vi

**Introducing *The Study Skills Handbook*** 1

## A Managing yourself for study 7

1 Success as a student 9
2 Developing your skills 35
3 Successful study: Intelligence, strategy and personalised learning 59
4 The C-R-E-A-M strategy for learning 87
5 Time management as a student 121

## B Academic skills 151

6 Core research skills: Reading, note-making and managing information 153
7 Critical analytical thinking 187
8 Memory 203
9 Confidence with numbers 219

## C People skills 243

10 Working with others: Collaborative study 245

## D Task management skills 271

11 Writing at university level 273
12 Developing academic writing 307
13 Research projects, case studies and dissertations 339
14 Revision and exams 367

## E Drawing it together 383

15 Planning your next move 385

**Appendices**

1 Quick multiplier 399
2 Online research tools 400
3 Further resources on managing and studying as a student 402

**Glossary: Terms useful to know in Higher Education** 404

**Answers to activities** 407

**References** 415

**Index** 418
Introducing
The Study Skills Handbook

The study skills needed for Higher Education are ultimately gained only through studying at that level. Study skills don’t hatch fully formed, any more than a grown hen pops from an egg. They evolve and mature through practice, reflection, trial and error, and feedback from others as you move through the different stages of your course. You may be surprised at how your thinking and language skills develop simply through continued study.

However, there are some basic approaches which can start you off on a good footling, help you cut corners, and accelerate the learning process. This Handbook developed out of practical work undertaken with hundreds of students over twenty years. The core of the book has now been used by hundreds of thousands of students and lecturers worldwide, whose varied comments have contributed to this edition of the Handbook.

Quick tips and deeper learning
A reflective, active, self-evaluating approach to learning develops deeper understanding in the long term. However, quick tips are also invaluable to students, especially in emergencies. This Handbook offers both approaches. To meet your immediate and long-term study needs, move flexibly between the two approaches.

Aims of The Study Skills Handbook

The key aim of The Study Skills Handbook is to help you to manage your own success as a student. It does this by:

- encouraging an understanding that success is not simply about being ‘bright’ or ‘clever’ – good marks, and other kinds of successful outcome, are possibilities for any student
- supporting you to take individual, or personalised, approaches to study – that work best for you
- preparing you for what to expect from Higher Education at university or college
- offering guidance on how to develop effective study habits and a positive approach to study
- providing strategies and techniques for addressing core academic tasks at this level of study
- offering insights on how to tackle study activities that many students find difficult
- developing understanding of how learning, intelligence and memory work – so you can apply that understanding to your own studies
- developing core methodologies and thinking skills needed in Higher Education
- supporting you in identifying skills you have already, which you need as a student and for working life
- providing the resources to help you evaluate, reflect upon and manage your studies.
This is a guide that you can dip into as you need – or use by working through the chapters related to a particular aspect of study. You can do as little or as much as you find helpful. Of necessity, the Handbook focuses on a different aspect of study in each chapter. However, in practice, these are interconnected: developing one area of your study will also help with other aspects.

Finding what you need
- Each section provides an overview of the cluster of study skills it covers.
- Each chapter begins with an outline of the learning outcomes for that chapter. Browsing through this list may help you decide whether or not you need to read the chapter.
- Each chapter deals with several topics, and each topic is introduced by a heading like the one at the top of this page. These headings make it easier to browse through to find what you need quickly.
- The index (at the back) gives page references for specific topics.

Copiable pages
Pages containing self-evaluations, checklists, planners and record sheets may be copied for individual re-use. (You may like to enlarge some of them onto A3 paper.) If you use such copies, keep them with your reflective journal for future reference.

Using the website
Additional free material can be found on the Palgrave website at www.palgravestudyskills.com. You can download some of the resource materials, rather than copying these from the book.

Cartoons and page layout
The cartoons and the variety of page layouts act primarily as visual memory-joggers. Even if you cannot draw well, you can use visual prompts such as these in your own notes. The visual distinctiveness of the pages along with the page headers will also help you to find things more quickly within the book. This encourages learning through different senses, too – see page 4 below and Chapter 8 for more details.

The self-evaluation questionnaires
The self-evaluation questionnaires will help you in three ways:
- they break down major study skills into their component sub-skills
- they enable you to pinpoint which components make a study skill difficult for you, and to identify steps that you missed out in the past. Often, once you identify that missing step, it is fairly straightforward to address it
- they enable you to monitor your progress and identify your strengths.

Challenging material
If you are returning to study after a few years’ absence, or if there are aspects of study that are new to you or that proved difficult in the past, don’t let these put you off now.

It is very common for students to find that material which was difficult the first time around becomes comprehensible when they return to it after a gap. Even students who find academic language and methods unexpected or difficult usually adapt to these quite quickly.

Knowledge of specialised terms and of underlying theories empowers you as a student. It sharpens your thinking, allows you to describe things more accurately, and improves your overall performance.

Keeping a journal
This symbol reminds you to note down your reflections in your study journal. For details, see page 99.
Where to begin

- Browse through the Handbook so you know roughly what is in it. You may not know what to use until you start assignments.
- Read through the Seven approaches to learning used by The Study Skills Handbook (page 4). The Handbook will then make more sense to you.
- Complete the What would success look like for me? questionnaire (page 33). This will help you to orientate yourself as a student.
- Use the Study skills: priorities planner (page 48) to focus your thinking.
- If you are unsure where to begin with a study skill, use the Self-evaluation questionnaire in the appropriate chapter to clarify your thinking.
- Chapters 1–5 cover groundwork and study management approaches basic to the rest of the Handbook. It is generally helpful to gain a grasp of the material in these first.

If you are new to Higher Education …

Start with Chapter 1. This gives you an idea of what to expect as well as guidance on what to find out and do in order to make sense of Higher Education and take control of your experience as a student.

You may also find it helpful, early on, to look at:
- identifying your current skills and qualities (Chapter 2)
- building your confidence in your learning abilities (Chapter 3)
- what will keep you motivated, focused, and help performance (Chapter 4)
- time management (Chapter 5)
- brushing up on reading skills (Chapter 6) and writing skills (Chapter 11).

If you have studied for A-levels, BTEC, Access to HE diplomas or the International Baccalaureate …

You may find that you can browse through the early sections of each chapter quite quickly. Chapters 1, 4, 5, 7, 10, 12 and 13 may be the most useful for you. If you feel uncomfortable about a book that uses images as learning tools, read page 68 and Chapter 8 on Memory and the methods may make more sense.

Dyslexic students

There are now thousands of dyslexic students in Higher Education. Many aspects of this book are designed with dyslexic students in mind, including:
- the contents
- the use of visual images
- the book’s layout
- the emphasis on structure
- the use of varied and multi-sensory approaches to learning.

Pace yourself

If you have been away from study for a while, or if you are finding study difficult, be kind to yourself. It takes time and practice to orientate yourself to the Higher Education environment and to develop study habits, especially academic writing skills.

Your first-year marks may not count towards the final grade, which means you have time to practise and improve.

Everybody learns in their own way

There are many avenues to successful study. Experiment. Explore. Be creative. Find what suits you best.

Chapters 2–4 encourage you to look for your own learning patterns, and make suggestions on how to experiment with your learning.
Seven approaches to learning

The Study Skills Handbook uses seven approaches to learning.

1 Learning can be an adventure

It is difficult to learn if you are stressed or bored. This Handbook encourages you to be effective rather than virtuous, and to seek out ways of making your learning more fun. Degree courses take several years, so you need to find ways of making your learning enjoyable.

Small children learn extraordinary amounts without trying particularly hard – simply through being relaxed, observing, role-playing, trying things out, making mistakes, and being interested in what they are doing. They don’t regard setbacks as failures; they don’t worry about what others think; and they don’t tell themselves they might not be able to learn. When a child falls over, she or he just gets up and moves again, and eventually walking becomes easy. Adults can learn in this way too – if they allow themselves.

2 Use many senses

The more we use our senses of sight, hearing and touch, and the more we use fine muscle movements in looking, speaking, writing, typing, drawing, or moving the body, the more opportunities we give the brain to take in information using our preferred sense.

The use of several senses also gives the brain more connections and associations, making it easier to find information later, which assists memory and learning. This book encourages you to use your senses to the full and to incorporate movement into your study. This will make learning easier – and more interesting.

3 Identify what attracts you

It is easier to learn by keeping desirable outcomes in mind than by forcing ourselves to study out of duty. Some aspects of study may be less attractive to you, such as writing essays, meeting deadlines or sitting exams, and yet these also tend to bring the greatest satisfaction and rewards.

It is within your power to find in any aspect of study the gold that attracts you. For example, visualise yourself on a large cinema screen enjoying your study – or your later rewards. Hear your own voice telling you what you are achieving now. Your imagination will catch hold of these incentives and find ways of making them happen.

Introducing The Study Skills Handbook
4 Use active learning

We learn with a deeper understanding when we are both actively and personally engaged:

- juggling information
- struggling to make sense
- playing with different options
- making decisions
- linking information.

For this reason, most pages of this book require you to do something, however small, to increase your active engagement with the topic.

5 Take responsibility for your learning

As you will see from Chapter 1, it is generally understood in Higher Education that:

- at this level, it is a good thing for students to take on increased amounts of responsibility for their learning
- and you will arrive with sufficient preparation to be able to study in an independent way for much of the week.

It is generally your responsibility to catch up if you are not fully prepared in a certain area, especially for more basic skills such as spelling or grammar.

6 Trust in your own intelligence

Many students worry in case they are not intelligent enough for their course. Some did not do well at school, and worry that being a good student is ‘not in their genes’. Panic about this can, in itself, make it hard to learn. That is why this book considers ideas about intelligence (in Chapter 3) and stress (in Chapter 14). Many students who were not ideal pupils at school do extremely well at college, following thorough preparation.

7 Personalise your learning

Recognise your learning preferences

Each of us learns in an individual way – though we also have a lot in common. Some theorists divide people into ‘types’ such as visual, auditory and kinaesthetic, or introverted and extroverted – there are lots of ways of dividing people up. The important thing, however, is not to discover which ‘type’ you are but rather to recognise the many different elements that contribute to how you yourself learn best.

If you regard yourself as a ‘type’ you may over-identify yourself with that type. You may then get stuck with that image of yourself – and always consider yourself a ‘visual introverted’ type, or a ‘chaotic extrovert’. This may leave you with rigid views about the one way you learn. What you need to do is experiment with strategies and skills you currently under-use. The human brain is highly adaptable: able learners move easily between different strategies and learning styles, depending on the task in hand.

The good thing about being aware of how you learn best is that you can adapt your learning environment and your approaches to learning to fit where you are now. You may also be able to see more clearly why you did well or badly at school, depending on whether the teaching matched your personal learning preferences.

As you are more in charge of your learning at this level, this gives you opportunities to personalise the learning experience to suit yourself. The various chapters of this book provide ideas about how you can do this.
A new beginning …

From this introduction, you will probably have gleaned that an important premise of this book is that academic success comes about as the result of many factors. Intellectual ability is one, but not necessarily the most important of these. Whatever your experience of academic study in the past, this may not be the same in Higher Education.

Didn’t achieve well in the past?
Many people who didn’t do well at school find that they thrive in the very different atmosphere of Higher Education. For some, this is because the approaches taken in Higher Education suit them better; for others, it is because they take a different approach themselves to their work. If you under-achieved in the past, this may come as welcome news. This Handbook was designed to help you challenge beliefs that have often led to students under-achieving in the past, and offers practical steps for managing your current studies.

Have always been good at study?
If you did well in the past, you have the benefit of excellent building blocks for study that should boost your confidence. Those who gain the highest marks are generally keen to find ways of studying more effectively. Even excellent students can find ways of saving time, fine-tuning their study techniques, and adapting their approaches to meet the demands of higher level study.

Good strategies count …
Putting in place the right study skills and strategies can make a significant difference to academic performance. Students are surprised and pleased to find that they can achieve well if they develop study strategies that are relevant to their ways of thinking and working and that draw upon their personal interests and preferences.

Developing study skills in context
Even study skills strategies and techniques are not much use in a vacuum. These are more likely to be effective if they are fine-tuned to the level of study and the study context. For Higher Education, this means considering such factors as:

- understanding what is different about studying in Higher Education
- knowing what is required at your level of study
- understanding the learning process and how you can manage that process to best effect
- being aware of what you want to gain from your time in Higher Education in relation to your longer-term life and career aims.

Before looking at study skills in depth, the following three chapters encourage you to stand back and consider these broader contextual issues. These provide many of the tools you need for applying the specific skills and techniques covered in later chapters.

Enjoy the book
I hope you enjoy The Study Skills Handbook – and your time as a student.
In Higher Education, the key responsibility for academic success lies with you. That responsibility increases with each level of study. This change in emphasis can come as a surprise to many students, and can catch many out.

Students who do well tend to be those who appreciate, early on, that higher level study is different from their previous experience, who grasp what this responsibility means, and who have the mind-set and strategies to respond well to the challenge.

Being in control of your own learning isn’t easy. It requires a range of personal skills and attributes to manage independent learning successfully, to use time well, to interpret sensibly what is going on when study seems more difficult or your motivation wanes, and to adapt your strategies when your current ones don’t seem to deliver what you want. ‘Managing yourself’ is, then, a key aspect of managing study.

This section, Managing yourself for study, provides background and approaches that help you to build a solid foundation in managing your studies. It helps you to understand the context of Higher Education – and why you are expected to take on such responsibility. As you are expected to take charge of your own learning, it is useful to understand what ‘learning’ is about so that you gain insights into how to do this well. It looks at the range of skills and understandings typically expected of students at this level, so that you can check for yourself whether you are on the right track.
Chapter 1
Success as a student

Learning outcomes

This chapter offers you opportunities to:

- identify what is expected from you as a student
- appreciate how Higher Education differs from previous levels of education
- understand the teaching methods used at this level, and the pivotal role of independent study
- clarify what success at this level would look like for you
- consider how to make best use of the experience
- explore your anxieties and identify resources
- build your resilience as a student so as to maximise your chance of success.

Higher Education involves study at university level, although this may be completed in institutions that are not, themselves, universities. The experience of being a student in Higher Education can be life-changing. Most graduates look back on this time with great fondness. That is because of the unique opportunities to:

- study interesting subjects
- feel stretched intellectually
- explore new ideas
- engage in a wide range of new activities
- find out about yourself, not least how you rise to the challenge of academic study
- consider the kind of person that you want to be in the world
- make friends that will last you for life.

Whilst starting out as a student is exciting, it is also natural to feel some anxieties about what you might be taking on, whether you are up to it, and whether you are doing the right things to achieve well.

Higher level study is different from study at previous levels. This chapter helps you to identify how and why this is the case, and what that means for you as a student. It encourages you to think through what you want from the experience of being a student and to identify things you can do to succeed.
In Higher Education, success lies largely in your own hands. Although help and guidance is provided, it is up to you to take the initiative. This means being active on your own behalf.

**Put the hours in**
Expertise is largely a factor of how many hours you spend on an activity. This applies to study as for other skills. Using that time effectively is, of course, also important.

**Make wise choices that work for you**
Choose...
- the right degree subject
- the right modules or topics for your level
- the right use of your time in class and outside of class to achieve what you want to do.

**Take charge**
Plan how you will use your time as a student to gain your broader life and career aims.
Don’t wait to be told – find out.
Don’t wait to be asked – do it.
Don’t wait to be inspired – inspire yourself.
Don’t wait for opportunities – create them.
Don’t rely only on feedback from others; learn to make sound evaluations of your own work.

**Develop the right mind-set**
Intellectually curious and open to new perspectives.
Strongly motivated and determined to succeed.
Resilient, persistent and persevering.

**Be well informed**
Investigate. Read.
Ask. Double check.

**Use the opportunities available**
Use resources, support and facilities on campus, online, in the local area, through student organisations.
Use feedback from tutors.
Take extra classes, learn new skills, stretch yourself.
Learn something outside of your subject area – take up a new language or complete an enterprise project.
Use chances of a work placement or year abroad.
Network with other students.
Make friends for life.

**Understand university level study**
How and why is it different from previous levels of education?
What is expected of you?
What do you need to know about the conventions and culture?
What is seen as important, and gets good marks, in your subject?
What is expected from you?

It’s not like at school where you were stuck in a classroom from 9 till 4 and teachers told you what you needed to do.

– Ade, first-year student

As a student, you are expected to have the following characteristics.

**Independence**

You must be able to ‘stand on your own two feet’. However, there is help available. The Student Union and Student Services will have details.

**Self-motivation**

You have to be able to work on your own a lot.

**Openness to working with others**

You will need to organise study sessions with friends.

**Ability to work things out for yourself**

It’s terrible! The lecturers expect us to tell them all the answers!

To cope at this level, you need to be reasonably good at:

- adapting to new people and environments
- surviving in potentially very large groups
- being flexible in your learning style.

**Ability to set goals to improve your work**

Whoopee!! B+! Next time I want an A!

**Ability to organise your time**

You need to keep track of time. You must:

- know when and where you should be for scheduled classes, events and exams
- know when work has to be handed in
- keep to deadlines for handing in work.

(See Chapter 5.)

**Ability to work out when and how you learn best**

On second thoughts maybe I do work better indoors, in the daytime.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9–10</td>
<td>put notes in order</td>
<td>Ecology lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rm G10</td>
</tr>
<tr>
<td>10–11</td>
<td>lecture</td>
<td>prepare for botany seminar</td>
</tr>
<tr>
<td></td>
<td>Dr Shah</td>
<td>Rm X22</td>
</tr>
<tr>
<td>11–12</td>
<td>do plan</td>
<td>Botany Seminar</td>
</tr>
<tr>
<td></td>
<td>(Science Report)</td>
<td>Rm R21</td>
</tr>
</tbody>
</table>

Find out what help is available.

How successful was the 1944 Education Act?
Current skills and qualities

People
- Ability to get on with people from different backgrounds
- Understanding other people’s points of view
- Sensitivity to cultural differences
- Dealing with the general public
- Teamwork and collaboration
- Networking
- Managing or supervising others’ work
- Teaching, training or mentoring others
- Negotiating and persuading
- Helping others to arrive at decisions

Activities and tasks
- Creativity, design and layout
- Innovation and inventiveness
- Ability to see the ‘whole picture’
- Argument and debate
- Seeing patterns and connections
- Attention to detail
- Searching for information
- Classifying and organising information
- Making decisions
- Managing change and transition
- Setting priorities
- Working out agendas
- Organising work to meet deadlines
- Facilitating meetings
- Reading complex texts
- Computer literacy

Personal
- Setting my own goals
- Working independently
- Maintaining a high level of motivation
- Taking responsibility for my own actions
- Learning from my mistakes
- Willingness to take risks and experiment
- Assertiveness
- Determination and perseverance

- Consideration of others’ feelings
- Caring for others
- Supporting and motivating others
- Understanding others’ body language
- Coping with ‘difficult’ people
- Speaking clearly and to the point
- Audience awareness
- Taking direction from others
- Giving constructive feedback
- Leadership skills
- Other:

- Technological skills
- Using social networking tools
- Working with numbers
- Selling
- Problem-solving
- Quick thinking
- Practical skills
- Understanding quickly how things work
- Seeing practical applications
- Writing reports or official letters
- Languages
- Enterprise and entrepreneurship
- Business and financial skills
- Managing difficult situations, emergencies and crises
- Other:

- Self-reliance
- Recognising my own needs
- Taking care of my health and well-being
- Staying calm in a crisis
- Coping skills and managing stress
- Other:
abbreviations 174, 184
abstracts
in journal articles 163
published 158
for reports 344, 361
academic conventions 39, 289, 314
features of academic writing 281, 287, 308–9, 315
the scientific model 311–12, 314
skills 36, 37, 39; see APT-S study skills model
writing styles 287, 315–22
academic skills 151, 281; see APT-S study skills model; study skills
academic sources online 154, 158, 159, 162–4
Access to Higher Education Diploma 3
achievement 55; see study skills;
monitoring
action learning groups 257
action plans 118–19, 135, 292, 324, 373, 397
for managing anxieties 26
study skills 50
active learning 5, 87, 108–10, 205–6
active reading 166, 167, 168
analysis, qualitative and quantitative thinking 312, 313, 314
analytical thinking 187–202
analytical writing 194, 197–200, 317, 319
anxieties 9, 25–6, 27–8, 60, 113, 276
and exams 370, 376
and memory 209
see stress management
apps 21, 80, 81, 181
APT-S study skills model 35, 36–40, 58
argument 310
see also reasoning, line of assessment 3, 12, 31, 80, 274
assignments see writing
assignment brief 340
assistive technologies 21
Athens 158
attention 68, 108, 167
attitude 43, 114–15
audience 39, 253, 265, 266, 267, 268, 269
auditory learning strategies 90, 167, 170, 204, 205, 209, 213, 279, 371
averages 231–4, 235
calculating averages 231–4
comparing mean, median and mode 234
mean 232
median 233
mode 234
representative function 231
understanding averages 224, 231
see also five-number summaries
bar charts 240, 356
bibliographic databases 158
bibliographies 181
blended learning see technology-enhanced learning
see also personalised learning
blogs 21, 43, 81
Bower, G. H. 215
Bowlby, J. 325–30
brain 203
hemispheres 85, 207–8
and learning 200, 207–9
plasticity 85, 208–9
brainstorming 143, 173, 279
Butterworth, G. 65
Buzan, T. 173, 201
career planning 6, 10, 13, 32, 33, 52–5, 57, 387, 389–92, 392
see personal development planning
case studies 364–5
causality 190–1
categorising 293, 294, 295
charts 237, 240
bar charts 240, 356
pie charts 240, 356
cheating 258
see also plagiarism
choices
wise choices as a student 10, 18, 19, 57
see also concept pyramids; memory
citations
see referencing
collaborative learning 16, 20, 40, 78, 82, 182, 245, 246–8, 256, 257
without cheating 258
using Delicious 182
colour-coding
diaries 136
memory 205, 208, 213
notes 110, 143, 166, 168, 172
to organise writing 300
planning paragraphs 300
when reading 166, 167
communications
e-communications for study 20
group projects 259, 260, 261
computer-assisted assessment 20
computers see information and communications technology
careers planning 14, 187–202, 319–20
bias 192, 193, 319
evaluating evidence 191–4
false premises 189, 190
questioning 188, 191, 296
analysis of statistics 192–3
when listening 188, 201
when reading 164, 168, 188
when writing 188, 197–200
criticism, giving and receiving 255
see also number skills; statistics
deadlines, meeting deadlines 121, 139
denominator 226, 241
descriptive writing 198–9, 315, 316
diary-keeping 136–8
digital repositories 158
discussion groups 251–4, 259
dissertation 340, 342
checklist 363
drafts 302–3
supervisors 346
see research project
distance learning 17
Donaldson, M. 65
dyslexia 3
developing writing 275
jumping and glaring texts 170
reading strategies 164–6, 168
starting a piece of writing 278–9
see also concept pyramids; memory
data 223–4
analysing 192–3, 356
collecting 351–5
interpreting raw data 223, 356
presenting 356
see also number skills; statistics
data protection 304
CREAM strategy 87–120, 88–96, 119, 120
critical thinking 14, 187–202, 319–20
bias 192, 193, 319
evaluating evidence 191–4
critical thinking 87, 100–7
Einstein, A. 66, 89
employers see work-based learning
what employers want 52–4, 57, 245, 340, 389
employment see careers planning;
work experience

Index
as posters and charts 166
when reading 171, 172, 175
for revision 172, 368, 369
strategy 172, 175
number skills 219–42
building your confidence 219, 221–2
critically questioning numbers and
statistics 192–3, 224
extreme values 235
five-number summaries 235–6
required for academic study 219, 220
technical terms for number
work 241
trusting numbers and
statistics 220, 222, 223
understanding numbers 221–2
see also averages; charts; graphs;
percentages; rounding; statistics;
tables; quartiles
numerator 226, 241
objectivity 311, 313
online searches 159; see searches
opinion 310, 315
organisation 43, 100, 101, 103, 141
of ideas in concept pyramids 215–16
of information 31, 154–5, 156, 182, 214, 217
of study space 103
using information technology
79–80, 104, 142
see writing
over-learning 214, 373
paragraphing see writing
part-time study 127
pattern notes 173, 216, 292
PDP see personal development
planning
peer review 162, 163
people skills 40, 46, 243–70
self-evaluation of 248
see working with others
percentages 228, 230
calculating from fractions 229
personal development planning
(PDP) 33, 57, 114, 386, 394–7
action plan for PDP 397
already undertaken 388
opportunities, making use of 10, 13, 24, 32, 33, 57, 63, 79, 388, 389, 393
planning your future 387, 389–91
qualities 38, 45
targets for PDP 46, 396–7
personal profiles 52
personal statements 55
personalised approaches to learning 3, 5, 59, 74–83, 84–5, 102, 110, 245
see multi-sensory approaches
pie charts 240, 356
plagiarism 177–9
planning 136–7, 138
podcasts 20, 81, 163, 183, 201
portal 20
portfolios 55, 56, 97, 389
posters 265
practicals 17, 185
presentations 40, 264, 265–8
group 265
priority-setting 26, 48–9, 125, 134–5
problem-solving 64, 65, 66, 91–6, 101
profiling 45–6, 52, 78
progress files 55–6
projects 258, 260–4, 341
checklist 262–4
management of 40, 106
managing a project 261–4
see also collaborative learning;
dissertations; groupwork;
presentations; report-writing;
research projects
proof-reading 301, 302, 303
proper fractions 225
pyramids see concept pyramids
qualitative and quantitative
analysis 241, 311–12, 352, 353, 364
quartiles 235, 236
questionnaires, designing 352–4
quotations, using 177–81
Raven’s Progressive Matrices 61–2
reading
critically 164, 168, 188, 189–96, 350
difficulty 170
to improve comprehension 166, 167, 168, 170
and note-taking 166, 171, 175, 176, 177
using questions 164, 168, 169
reading lists 21, 158, 164, 165
selectively 164, 165, 350
speed 165, 166, 168–9, 170
strategies 110, 165–7, 168, 169
reasoning, line of 187, 189–91, 197
flawed reasoning 187, 189, 190–1
recording achievement 55–7, 117, 386
recording information 176 (see notes), 182, 185
Reed, S. K., Dempster, A. and Ettinger, M. 64
referencing 143, 177, 179–81, 344, 358
citing sources 179, 180
Harvard system 180
introducing quotations 180–1
reference management tools 181
storing 182
what to include 179
writing out 179
reflection 1, 2, 26, 55, 56, 58, 87, 97–9, 307
reflective learning journal 97, 99, 110
report-writing 342, 357, 359–62, 363
characteristics of 342, 357
layout 350, 362
structure of 357, 358
research projects 14–15, 153–86
checklist 363
choosing a topic 347–8
defining the research task 154, 156, 286, 340–1, 342
design 344, 351
information management 154–5
hypothesis 349
methods 351, 352–5, 358, 360
pilots 351
process 342–3, 345
proposal 343, 346, 347
projects 339, 341–2
recommendations 31
research strategy 343, 346, 351
results, analysing data 356, 360, 362
thesis 348
tools 154, 400–1
see case studies; dissertations;
literature review; reports; writing
resilience 13, 22–3
mind-set 10
taking charge 10
see managing stress; motivation
Resnick, L., Levine, J. and Teasley, S. D. 63
resources, personal 25, 26, 29
revision 80, 367, 369–73
action plan 373
choosing what to revise 368, 373
notes and charts 166, 172
past papers 368, 371, 374
pitfalls 369–70
strategies 371
timetables 368
rounding numbers 230
sabotage of own study 116
sabotaging groups 250
samples 193, 223, 224
scientific model 311–12, 314
search methods 154, 158
search tools 154–5, 158
searching online 154–5, 154–63
advanced searches 160, 161
automated 159
narrowing a search 159, 160
for good quality materials 162, 163, 164
search tools 154, 158
strategies 155
widening a search 160, 161
wildcards 160
self-awareness 3, 12–13, 43, 59, 387
self-evaluation 2, 43, 44, 97–9, 267, 269
self-management 7, 9, 13, 22–3, 24, 37, 38
seminars 16, 53, 245–54, 268–9
SHAPE 74
Simon, H. 307, 217
skills 35–58
  audit 35, 44, 45, 46
  brought to university 44–6
  clouds 41–2
  components 43
developed at university 36–41, 53–4, 55, 57, 388, 393
  identifying your skills 44–9
  priorities 48–9
  ‘soft’ skills 52–4
  transferable skills 44–7, 53–4
sleep 24, 25–6
social networking 81
speaking skills 251, 252, 253, 265–9
Spearman, C. 61
spider diagrams 110
statistics 191–3, 222, 223, 224
  samples 223, 224
Sternberg, R. 64
stress 22, 147, 379–81
strategies
  see active learning; CREAM strategy; exams
  study strategies 6, 43, 59
  student experiences of 16, 19, 27–8, 32, 33, 63, 124, 126, 170, 174
  student life 22–3, 24, 32
  study groups 78, 256, 257, 258, 259
  study support groups 23, 25, 26, 31, 345
study options 8, 15
study skills 1, 3, 6, 13, 36, 37
  achievement 326–31, 385–6
  evaluating 332, 386
  priorities 48–9
  recording 38, 326–31
  see also APT-S study skills model; monitoring progress
subject knowledge 12, 14, 15, 39, 340
subjectivity 313
success as a student 9–34
  making Higher Education work for you 10, 12–13, 27–8, 32
  marks 156, 316, 323–4, 327–8, 330, 334, 337
  personal vision of success 33
  see also resilience; career planning
supervisors 345, 346
Suzuki Violin Talent Education Programme 63
synthesis 14, 94, 155, 197, 287, 319, 323
tables 237, 239
  presenting data in tables 239, 356
  raw data in tables 356
  understanding tables 237
talks, giving talks 265–7, 268
target-setting see goals; personal development planning
task management skills 36, 40, 43, 271; see APT-S study skills model
teaching methods 16–17, 19, 20
  see independent study
technology enhanced learning 17, 21, 79–81
terminology 241, 404–6
Terman, L. M. 43, 61
thinking skills 14–15, 39, 351; see critical thinking
Thurstone, L. L. 43, 61
time 100, 123
  blocks and breaks 140
deadlines 139, 141
  and independent study 19
  organising 10, 11
  managing distractions and procrastination 142, 144, 145
  management of time 18, 121–52, 345, 380
  monitoring use of time 131–3, 129–30, 149
  requirements 31, 125–8
  student experiences of 27, 124
time circles 131–3
time-saving techniques and strategies 140–3, 148
titles
  analysing assignment titles 284, 285
devising your own for assignments 286, 343
  ‘To do’ lists 137
  transcripts 55, 56, 57
  truncated symbols 160
tutorials 16, 99, 345, 346
understanding and learning 69–71
university see expectations; Higher Education
culture of 14, 15
research 14, 15
university level study 10, 12, 14–15, 71
variables 312
virtual learning environments 20, 21
visual perceptual difficulties with text 179
visual learning strategies 2, 4, 5, 115, 166, 168, 173, 204, 205, 213–14, 216; see multi-sensory learning
vulgar fractions 241
  see also fractions
Vygotsky, L. 63
web addresses, saving 182
websites, Palgrave 2
wheel diagrams 279
wikis 21, 81, 163
group wiki 260, 261
Wikipedia 163
Wiktionary 163
wildcard symbols 160
word limits (in study tasks) 143, 290, 291, 296
  using efficiently 164
work-based learning 16, 19
benefits of work-based learning 105
  combining work and study 105, 106, 107
  managing study-release time 107
  managing work-based projects 106
  workplace mentors 106
work placements 16, 107, 389, 392
  working with others 10, 11, 23, 82
  see collaborative learning; groupwork; people skills; study groups
writing 273
  academic writing 273, 307, 338
  analysis 187, 188, 197–8, 284, 285, 287, 312–13, 317, 319
  anxieties 275, 276
  argument 317–18; see reasoning, line of assignments 282–3
  blocks 275, 276, 278, 280
  checklists 363
  compare and contrast 319–21
critical thinking and writing 188, 197–200
  conclusions 197, 290, 361
drafts 276, 278, 283, 297, 344
  editing 300, 302, 303, 304
evaluation of writing skills 268, 274
evaluative 319
focus 284
  from experience 275, 322
generating ideas 275, 276, 278, 279
getting started 275, 276, 278–80, 290
  introductions 290, 315, 359
  linking ideas 301
  managing writing tasks 273, 274
  organising 276, 277, 282–3, 304
  paragraphs 288, 289, 290, 291, 298–301
  plans 282, 283, 289, 291, 292
precision 310
  presenting 304, 362
  procedure for writing assignments 282–3
proof-reading 302
  sentences 298, 300
speed 368
  structure 283, 284, 288–90, 296, 297, 303
style 175, 287, 290, 302, 308–9, 315–22, 360, 362, 365
  skills 39, 274
  see also case studies; description; critical analysis; dissertations; essays; reasoning, line of; referencing; report-writing; word limits