

Study SMART

Land acknowledgment

McGill is located on the unceded Indigenous lands of the Kanien'kehá:ka Nation, known as Tiohtià:ke/Montreal. The Kanien'kehá:ka, also known as the Keepers of the Eastern Door, are one of the nations that make up the Haudenosaunee Confederacy on Turtle Island/North America. Our presence on this land contributes to the dispossession and ongoing oppression of Indigenous peoples. Our goal is to promote learning and generate allyship with local Indigenous communities, by honouring and respecting the many nations removed from, as well as those still connected to this land. Throughout the workshop we encourage you to consider active study strategies that best support your learning about the indigenous communities in Montreal. Consult [Native Land](#), McGill Indigenous Initiatives' [The Land and Peoples](#), and [Indigenous Education Resources](#) to learn more.

Session description and outcomes

Want to make your study time more productive? This workshop will introduce you to active study strategies and help you reflect on effective study-time management to support your learning.

By the end of this session, you will have had a chance to:

- Recognize yourself as an active participant in the learning process
- Identify active study strategies to support your learning
- Understand the importance of time management for effective studying

Working definitions

Learning outcomes describe what instructors expect you to be able to do or know at the end of the course.

Study strategies are the intentional use of study tactics (e.g., concept mapping) to reach a learning goal.

Massed practice is studying for long periods of time until you feel mastery.

Blocked practice is studying one topic repeatedly before moving onto another.

Interleaved practice is regularly switching between topics while studying.

The **Forgetting Curve** shows how much information is retained after a learning event.

Activities

This workshop will involve opportunities to share personal experiences with the group, individual reflection activities, and individual practices of matching learning outcomes to study strategies.

Your next steps

Following the session, reflect on the following questions:

- What is one strategy you will implement this term to support your learning?
- How will you know if the strategy is working for you?
- What do you need to stay motivated and focus?

Space for your notes

Resources

Register for [SKILLS21](#), McGill's workshop-based skills development program for undergraduate students.

Consult the [learning resources](#) created by Teaching and Learning Services, particularly the resources on [study strategies](#).

Explore [Stay on Track](#), a peer-to-peer program that enhances undergraduate students' learning and wellness skills. Learn more about the three pathways available: reminders, coaching sessions, and study groups.

Visit [Learner Supports](#) from Student Accessibility & Achievement.

Make a [Five-Day Study Plan](#).

Consult the [concept mapping resources](#) created by McGill Library.

Explore Flashcards Apps such as Anki and Brainscape.

Watch the video [Mel Robbins: The reason you procrastinate](#).

Suggested further reading:

How to be a straight-A student by Cal Newport

Deep Work by Cal Newport

10 steps to earning awesome grades (while studying less) by Thomas Frank

References

Tressel., T (2017). *Stick! mobile app: The design and evaluation of a self-regulation study tool*. Unpublished Doctoral Dissertation, McGill University.

Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Upper Saddle River, N.J.: Pearson Education.

Winne, P. H., & Hadwin, A. F. (1998). "Studying as self-regulated learning". In *Metacognition in educational theory and practice*, 27-30, edited by Hacker, D., Dunlosky, J., & Graesser, A. Mahwah, N.J.: L. Erlbaum Associates.

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Contact information

For any questions about the workshop material or other related information, visit mcgill.ca/tls/students.