



Study Skills Questionnaire

The purpose of this questionnaire is to help you learn more about what you already do very well and the areas where you could develop your academic skills further. Read the statements and put a check mark in the box of the statements that describe your approach to school work. Add up your checkmarks in each section.

Project Managing Your Academic Experience

Organization		
1	I know where my professors post online learning materials, class notes and presentations.	
2	I read and follow the course outline, for all my classes, in order to understand the course requirements and completion dates for all assignments.	
3	I understand the learning objectives for my classes, how to use the equipment/resources and how my grades will be calculated. If I do not understand, I ask, or plan to ask my professors/instructors.	
4	At the beginning of each semester, I develop a master schedule (paper or digital) of all classes, quizzes/tests and assignments. I also include all personal life obligations like work/volunteering and exercise times on the same schedule.	
5	I plan for daily study times in my schedule.	
6	I have a "to do" list for each day.	
7	I plan ahead for tests and begin to review, ask questions, and seek tutoring, several days or weeks in advance.	
Time Management		
8	I believe that I have enough time in my life and I try to optimize the time I do have.	
9	I set goals for the amount of work I want to complete each day, each week and each month.	
10	I devote sufficient study time to each of my courses.	
11	I arrive at classes and other meetings on time.	
12	I take advantage of the time before, after and between classes to review, edit notes, read and/or complete assignments.	
13	I divide longer assignments into smaller workable parts before I begin my study sessions.	
14	I take a break after I have reached my study goal for a subject before moving onto the next subject.	
15	I try to avoid activities that tend to interfere with my planned schedule (or at least make sure I have a plan to complete my studies at another time).	
16	I use prime time (when I am most alert) for studying.	
17	I begin major course assignments well in advance.	
Organization		/7
Time Management		/10
TOTAL SCORE		/17



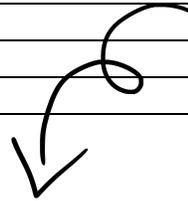
Note-Taking Strategies

1	I am able to take notes on my laptop/tablet and not get distracted by searching the internet for unrelated topics.	
2	I take notes by a combination of by hand and by computer.	
3	I have a separate notebook/section/digital folder for each class.	
4	I organize notes, from all sources (PowerPoint, text book, in-class notes, etc.), in some meaningful manner.	
5	I put the date and page numbers on my notes.	
6	I am able to understand the lecture and classroom discussion while I am taking notes.	
7	While I am taking notes I think about how I will use them later.	
8	I leave a space along the left-hand margin for adding comments and questions later.	
9	I have a set of abbreviations that I use to make note-taking faster.	
10	I edit my notes as soon as possible after class to make sense of them.	
11	When reading over my notes, I turn the key points in my notes into questions using how, what, and why, to test my understanding (study strategy).	
12	I review my notes and questions several times a week in order to check my comprehension and avoid cramming the night before the test.	
13	I take notes on supplementary reading materials. I organize those notes with the same topics from the class lectures.	
TOTAL SCORE		/14

Leaning Into Your Studies

Attitude		
1	I sit near the front of the class if possible to avoid distractions.	
2	I am alert in my classes.	
3	I understand that I sometimes must work hard to understand course material.	
4	I volunteer answers to questions posed by the professors/instructors in the class.	
5	I participate in class discussions.	
6	I attend class regularly.	
7	I take initiative when in group activities. I participate fully because I think it is important.	
8	I use a study method, which helps me develop an interest in the material to be studied, even when I am not interested at first.	
Learning Style		
9	I know what my "learning style" preference is.	
10	I use study strategies that work well with my learning style.	
11	When learning something new, I try to learn through visual, auditory (hearing) and kinaesthetic (hands on) ways.	
Active Learning		
12	I prepare for class by at least "skimming" over the readings to get an idea of the main themes.	
13	I like to discuss what I have learned in class so that the information "sticks" with me.	
14	I relate material learned in one course to materials of other courses.	
15	I read over my notes after class and make note of what I do not understand.	
16	I ask questions in class.	
17	I relate material I learn in class to what I already know or have experienced.	
18	If I don't understand a topic, I try and use other resources to enhance my learning experience (books, internet, video, etc.).	

19	I practice the materials I am learning by reciting out loud, or by drawing “mind maps” to connect knowledge and topics or look for opportunities to “try it out” (volunteering, observing others who have learned the process, watch step-by-step videos, etc.).	
Memory Enhancement		
20	I study in a place free from auditory and visual distractions.	
21	I find that I am able to concentrate, with undivided attention, to focus on the task for at least 20 minutes.	
22	I recall easily those things, which I have studied.	
23	I learn with the intention of remembering.	
24	I have developed a “study-place habit,” which means that when I am in that place I am able to start focusing easily on my studies.	
25	I am confident with the level of concentration I am able to maintain.	
26	I have an accurate understanding of the material I wish to remember.	
		Attitude /8
		Learning Style /3
		Active Learning /8
		Memory Enhancement /7
		TOTAL SCORE /26



Being Tested: Strategies for Writing Quizzes, Tests and Exams		
Text Book Reading:		
SELECTING MAIN IDEAS/SELF-TESTING/READING		
1	Before reading, I survey the chapter by looking at the title, introduction, headings and subheadings, diagrams, illustrations, boldface words, end of the chapter questions and chapter summaries.	
2	Just before I start reading, I divide my reading into manageable sections.	
3	When reading, I can distinguish easily between important and unimportant points.	
4	When reading, I try to relate the new information to knowledge I already possess.	
5	I have a system for marking textbooks. When reading, I mark or underline parts I think are important. While I am reading, I make margin notes in my own words explaining key concepts.	
6	I mark sections in my text that I do not understand and write out questions to ask my professor.	
7	After reading, I test myself by answering the questions at the end of the chapter.	
8	If I lack background information on the assigned subject, I consult other textbooks or the Internet	
9	When learning new material, I summarize it in my own words.	
Test Preparation		
10	I begin to prepare for my test at least a week in advance.	
11	I study highlighted material and review all end-of-chapter questions.	
12	I review the questions that I have written down in my notes, and the ones in handouts and study guides.	
13	If I know I must reproduce a chart, graph or sequence of events on a test, I test myself before the exam by reproducing the material.	
14	If I know the test is an essay, I practice creating outlines for possible essay topics.	
15	I make flashcards to test my knowledge of key terms, events, concepts, etc.	
16	When I study, I try to replicate the testing situation (practice with ear plugs if you use them, study in a place with lots of people around if writing in a gym, have only the tools available that are permitted in the testing environment, etc.)	
17	I find out what the exam will cover and how it will be graded.	
18	I study with a classmate or in a group.	
19	I can anticipate questions that will be on the test and make sure that I know the answers.	
20	I can easily identify what I have learned and not learned before a test.	
Quiz/Test/Exam Writing		
21	When I receive the test, I carefully read the directions.	
22	I preview the test to allow sufficient time for each part of the test.	

23	Before changing an answer, I am positive my first answer choice is incorrect (I have a reason/evidence that tells me I need to change my answer).	
24	I analyze returned tests to understand the types of questions I missed and why.	
25	I have a method for writing multiple-choice exams.	
26	I do a "brain dump" and write down formulas, ideas, steps, etc. on my exam as a memory aid.	
Test Anxiety		
Before		
27	I try to find out what the exam will cover and how the exam is to be graded.	
28	I try to imagine possible test questions during my preparation for an exam.	
29	To reduce test anxiety I schedule a daily study time instead of cramming the night before the test.	
30	I divide my material into manageable parts instead of trying to study too much material in an insufficient amount of time.	
31	I always attend class so I don't miss any important information, assignments, handouts, and study guides	
32	I always test myself before an exam so I feel confident that I know the material.	
33	I get enough sleep before the exam so I am well-rested and able to concentrate on the test.	
34	I understand the structure of different types of tests and am able to prepare for each type.	
During		
35	Before I start the exam, I do a quick "brain dump" and write down information that I am worried that I will forget (formulas, graphs, definitions, memory aids, etc.).	
36	I am calmly able to recall what I know during an exam.	
37	I follow directions carefully when taking an exam.	
38	I take time to understand the exam questions before starting to answer.	
39	When I feel myself starting to get anxious, I take a moment, take a slow breath and calm my brain.	
40	I know how to deal with my brain "blanking".	
After		
41	I review my answers to the questions on the test, both the ones I got right and the ones that I struggled with to learn from what I do well and where I need more practice.	
42	I practice calming myself down in many situations, out side being tested, when I feel anxious.	
43	I try to learn from my mistakes and use new strategies when studying.	
	Textbook Reading	/9
	Test Preparation	/11
	Quiz/Test/Exam Writing	/6
	Test Anxiety	/17
	TOTAL SCORE	



Research & Writing Skills

Research Skills		
1	I know that the library provides online guides to support research.	
2	I know how to use the library's online search tools to find books and articles.	
3	I am familiar with other research databases.	
4	I know how to obtain a book or a journal article that is not in the library's collection.	
5	I am familiar with Google Scholar.	
6	I know how to find credible sources of information (journals, information direct from the source, educational institutions, government documents, etc.).	
7	When I collect information for my project/paper I make note of the quotation content and the source in my research notes.	
8	If I need to, I know where to get advice on putting together my research findings in a coherent manner (writing a position paper, research paper, opinion piece, etc.).	
Writing Skills		
9	I find that I am able to express my thoughts well in writing.	

10	I write rough drafts quickly and spontaneously from notes.	
11	I put aside a written assignment for a day or so, then rewrite it.	
12	I review my writing for grammatical errors.	
13	I have someone else read my written work and consider their suggestions for improved writing.	
14	I am able to narrow a topic for an essay, research paper, etc.	
15	I allow sufficient time to collect information, organize material, and write the assignment.	
Research Skills		/8
Writing Skills		/7
TOTAL SCORE		/15



Presentations

1	I know how to create a presentation (relevant and interesting content, using technology, organization that is paced well for the audience, etc.).	
2	To prepare for my presentation, I think carefully about the message I want to send.	
3	When I prepare, I try to visualize myself delivering the presentation (the room, the materials, the possible questions, the audience, etc.).	
4	I am aware of what parts of presentations make me the most nervous and then try to develop strategies to cope or improve.	
5	I try and practice my presentation to make sure that I do not go over the time allotted.	
6	I plan and practice my presentation until I can speak fluently and comfortably.	
7	I practice using the technology in advance.	
8	Before I present, I become familiar with the room and the space in which I'll be speaking.	
9	The visuals/pictures/graphics in my presentation match well with the information that I am communicating.	
10	I assume my audience knows very little, and that it is my responsibility to give them all the information they need. (anxiety management strategy)	
11	I encourage my audience to ask questions at the end of the presentation to make sure I can manage the time.	
12	I pay attention to my nonverbal behavior, like facial expressions and eye contact, to make sure I stay engaged with the audience by adjusting to the situation (asking questions, encouraging audience participation, appropriate jokes, etc.).	
13	I use examples to support my points.	
14	After the presentation, I reflect on my performance. What went well? What I would like to improve.	
TOTAL SCORE		/14

Working In Groups

Communication Skills		
1	In a group, I can explain my own ideas easily.	
2	I try to express my feelings in an open but non-threatening way.	
3	I am able to listen carefully to others.	
4	I ask questions to clarify the ideas and emotions of others.	
5	I can sense how others feel based on their nonverbal communication.	
6	I initiate conversations about group climate or process if I sense tensions brewing.	

7	I am able to reflect on the activities and interactions of the group and encourage other group members to do so as well	
Fostering a Productive Group Climate		
8	I am responsible and accountable for my part of the group work (being prepared for meetings, doing my fare share of the work and meeting deadlines).	
9	I am able to offer positive solutions to issues that arise in the group process.	
10	I am aware of group roles (e.g., facilitator, idea-generator, summarizer, evaluator, mediator, encourager, recorder) and that some members are stronger in certain roles.	
11	I know how to make sure all members get a chance to participate and have their contribution/voice heard.	
12	I work very hard to treat all group members with respect.	
Communication Skills		/7
Productive Group Fostering Skills		/5
TOTAL SCORE		/12

Results

Record your total scores next to the topic.

- **Project Managing Your Academic Experience:** Organization & Time Management: ____
- **Note-Taking Strategies:** Capturing the Knowledge: ____
- **Leaning into Your Studies:** Attitude, Learning Style, Active Learning and Memory Enhancement: ____
- **Being Tested:** Strategies for Writing Quizzes, Tests and Exams: ____
- Learning to Communicate: Research and Writing Skills: ____
- **Presentations:** Learning the Tips & Tricks: ____
- **Working in Groups:** Strategies for Making the Process Smooth and Effective: ____

Plan

Make a list of skills that you have. Make a list of skills you want to build. This will become the map that you will use to select the topics, tips, strategies, videos, etc. that will help you to build your Academic Self-Efficacy.