Christine: I am Christine Connerly. I'd like to welcome you today. I coordinate the student learning center, and I've done this reading workshop quite a few times and I've taught study skills for longer than many of you have been alive so quite a long time. But I also try to stay current on new things. And, you know, reading is changing a lot, and I don't want to address a lot of the technical aspects of reading on textbooks through e-learning and things like that, but there will be a workshop next week called The Tech Savvy Student and I'd encourage you to go to that if you're interested in learning about various technologies that you can use, and kind of more e-reading types of things. So welcome to the reading workshop. I'd like to kind of get some ideas from you what kinds of things with reading do you find the most challenging. Some of you can share.

Audience: Remember what you read.

Christine: Remembering what you read. I think that's a huge one and we're going to deal a lot with that today because we've all experienced where you've gone through several pages, your eyes have gone over it, but it didn't go through the brain so we all understand what that's like. What other kinds of things have you struggled with reading? Anything else?

Audience: Having enough time to read but making the most of that time you do have.

Christine: Absolutely. Yeah. Having enough time to read but making the most of the time that you do have because it's a very time consuming process but you want to make the most of it. If you don't have a lot of time then how are you going to make that work. So we're going to address some of those issues as well as some other things that maybe you didn't mention but will probably resonate with you once I mention them.
So a couple quotes that I really like that relate to reading. "Reading is to the mind what exercise is to the body." And "Reading is thinking." Both of those, I think, are great ways of realizing that reading is actually a physical exercise in many ways. It doesn't feel like it because it feels very passive. But your brain is like a muscle and it does need exercise just like anything else. And reading is also thinking. They've actually done a lot of studies recently showing which parts of the brain are engaged while people are reading, and it's way more than you would anticipate. And like even if people read the words like "lavender" or "vanilla" it actually activates sensory aspects of their brain so they can almost smell and see things. So it's a very active process.
Possible effects of not reading. Obviously less comprehension of the material in a course. You tend to miss key concepts in material. I do know that there are quite a few students who do try to get by without reading in courses and these are some of the things that can happen if you don't. Obviously lower test scores can be a huge impact if you aren't reading; and lower course grades overall if you aren't able to get the textbooks and read.
And as I mentioned before reading really is a benefit to the brain. It's actually more neurobiologically demanding than processing images or speech. So if you're watching a movie, I mean how many times have you maybe watched a movie when you were assigned a novel or something and you watch the movie version of it to try to process the information, your brain actually isn't as active when you're watching a movie or doing something that's more visual than reading. Reading is actually a much more active process. And it actually helps you learn other things as well. So the more you improve your reading, the more you're improving your learning in other ways as well. So it's a very complex process and it really helps you in a lot of ways. They say that continuing on to read helps keep the mind active throughout your life so it's a very good thing to do.
“Speed Reading”

- It is possible for the average reader to increase reading speed, but...
- Reading more efficiently and improving comprehension takes practice.

So speed reading, you've probably all heard about speed reading. Has everybody heard about speed reading at some point or another? They used to offer these courses. They'd charge tons of money to help people speed read, and I don't see so much of that anymore. I know that the university through distance learning does offer some speed reading courses. You can actually learn to read a lot faster. However, one thing that people don't realize about this is if you do read faster, it actually takes a lot of practice and it's very difficult. You take the same amount of energy and effort that it takes to read over a longer period of time when you're reading in a shorter period of time. I used to teach a speed reading section in a study skills class and the students hated it because I would do this exercise called The Pushup Drill. And what they would do is they would read for like 30 seconds, they'd read whatever speed they normally read at. Then I'd ask them to add a page. Read the same material plus new material and then add a page. And pretty soon they were like in 30 seconds, they're reading just a ridiculous amount. And they're like, we're not getting anything out of it and then we would go back to 30 seconds, and they were reading way faster in new material. So it worked but it took a lot of practice and it was a lot of energy and like I said, they didn't really like it very much.
However, there are some things that can slow down reading that you can avoid that will help you read faster. Going back to re-read material that you've already covered, and I think that relates to not getting the comprehension. I think everyone's had that experience where you've read something and then you realize you didn't really get anything out of it. You have to go back and re-read the material. So re-reading can slow you down quite a bit.

Lack of background knowledge or limited vocabulary. This is especially true if you're a student that's new to a discipline and especially with freshmen, a lot of times you're taking these survey courses that introduce you to a ton of vocabulary, new words, new context, that you may not have any background or experience in. So limited vocabulary can really slow down your reading a lot. And you'll find this anytime you're taking a survey class in a new discipline. Is anybody here taking, like, history, psychology, any of those classes? What is your most difficult class would you say?

Christine: Anthropology. Anthropology has a huge amount of terminology and words that you might think that you understood in certain contexts, they mean something completely different in the context of anthropology. So lack of vocabulary and we're going to address strategies that you can use to improve your vocabulary.
A lot of times people think, oh, I'm going to miss important words if I just skim or read faster. But there actually are over 600,000 words in our language but really only about 400 of them tend to be in 65 percent of printed material. And there are a lot of structure words with no particular meaning like "but" "of" "the." And if you take those words out and you sort of ignore them and focus on the nouns and the verbs and the more meaningful words, you can still read the material. And it's amazing how the brain can process reading material.
Even if you don’t read every word, your mind can usually fill in the gaps:

According to a research at Cambridge University, it doesn’t matter in what order the letters in a word are, the only important thing is that the first and last letter be at the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.

And here’s an example. Who would like to take a stab at reading this out loud? Go ahead. **Audience:** According to a research at Cambridge University, it doesn’t matter in what order the letters in a word are, the only important thing is that the first and last letter be at the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole. **Christine:** Excellent. Well done. Now, it’s amazing isn’t it? I mean you look at that and you think how could I possibly read that. But your brain does a phenomenal amount of work when it's reading and a lot of times this is why sometimes re-reading over your own paper that you've written. Sometimes it's good to have somebody else read it because your brain automatically fills in words that you might have left out. The brain is a very powerful tool, and you can imagine all kinds of things. So you can actually read a lot more quickly even if you skip certain words like "of" "but" "and" and even if you see something like this, quite often you can read it.
So you don't have to actually concentrate on reading every word. Learning to skim is an extremely important skill for college students; and picking out the important information without processing every single word. And that's going to help you read a little bit faster.
So to improve your reading rate, one of the things they recommend is using your hand as you can see in that little thing there. Reading with your hand, it helps prevent backing up and re-reading. I tend to read like with a pencil or a pen. And I don't necessarily underline everything, but I do at least kind of sort of go through the words a little bit, or I use my hand. It helps keep your eyes from wandering and your mind from wandering. And then holding the book kind of a certain angle, like 15 inches or so away from your eyes really helps a lot too in terms of being able to read. As I'm getting older it either has to be closer or further away depending on the size of the print. And I was talking to my boss today and she was telling me that her son actually found that he had to sort of turn the book at an angle to really be able to see all the words. For some reason the way his eyes and brain work, he needed it at a certain angle. So find something that's comfortable for you and works well for you.
A good way to improve your reading rate as well is to break large reading assignments into smaller parts, and we'll talk about some strategies to do that. And that's a really big thing because I think a lot of times, especially it can be very intimidating like for anthropology I would imagine, for science classes. Having you get these giant reading assignments and they seem very intimidating. So if you break them into smaller chunks and you set specific reading goals, it's going to help you read more quickly. So you think it's 4:14 right now. How many pages can I read in the next 20 minutes, and it's almost like you set a little goal for yourself in your mind and it forces you to read a little bit more quickly. So say this is really dense, thick material, I can read about 3 pages in 20 minutes. So you look at how long it's going to be when you're done and then you go ahead and set a specific goal. A lot of times when students sit down to read they think I'm just going to read until I'm done. Well, it's nice if you have a goal. For one thing, you can then give yourself a little break once you reach your goal. And it also gets your brain to focus a little more. There's been studies done where some people were put into a room and they had this loud obnoxious noise going on. And the people were told, oh, sorry about the noise; we don't really know when it's going to stop. And these people got very agitated and they were kind of monitoring their stress levels. And they thought they were going on to some other study but it was actually monitoring their stress level with this loud noise going. Another group was brought in, same thing, same noise, same everything. But they said, sorry about the noise; it's going to stop in 10 minutes. And that group wasn't as stressed out because they knew it was going to stop. And I hate to compare reading to a loud obnoxious noise but at times, it's something that maybe you don't, you know, really aren't excited about doing. So if you set a specific reading goal, it can help you a lot to reward yourself by a little break when it's
done, and you know that you have a time that it's going to end.
Something else, a strategy that I found that works really well for students is to mark off the amount that you're not going to read during your reading session. So basically there's the textbook supposedly, here's the part that you're going to read in your reading session. That doesn't look so bad and actually it's psychological but it does actually help you focus a little bit to say, oh, I can do that; that doesn't look so intimidating. And it will help me just kind of focus on just what I need to do and also be able to monitor when you're done with your goal. So that was actually in a speed reading book and I've used this strategy quite a bit and it works really well. And then once you've read a long section, make sure that you take a little bit of a break. Not a huge long break but at least a short break, maybe get a snack, something to drink, walk around a little bit. Your brain will actually process the information better after a break. Because it will help you consolidate the information that you've been reading.
Reading faster can actually help you focus more than reading more slowly. A lot of times people think, oh, I'll read it really slowly and that will help me learn it, but that's not always the case. A lot of times if you read more slowly your mind starts wandering or you fall asleep which can happen sometimes. And then you actually have less comprehension and recall. So reading slowly does not ensure retention. And the best way to retain the information is by practicing recall, not by reading more slowly. So this is why I like setting a reading goal, figuring out what you're going to read, making sure that you have some sort of a little break planned so that you know, like, maybe after you endure this workshop, you're going to do something fun afterwards.
So a common study myth is that reading is studying but reading by itself is not studying. But mastering the material is studying. Just reading is a very passive activity.
So active versus passive reading. Many students read just passively. They're just sitting there with the book open and they're throwing their eyes across the page and they may be seeing words, but they may not processing the information in their brains. And so if you actually use your material before, during, and after you read it's going to help you master it. And we'll talk about how to do that. So what kinds of things do you do to read actively? What are some of the things that you maybe do or have done?

**Christine:** Take notes. Okay. Highlight. That's good. So did you say highlight? You take notes? So do you take notes on everything or kind of just a little bit as you go? Okay. Great. How about with highlighting? What do you choose to highlight?

**Christine:** Okay. Great. So anything that you're not sure about that you want to know more about or anything that is confusing, or that you know is going to be a main point. Anything else that anybody else does? Well, we'll talk about some other strategies here.
Keeping your brain active and working: 
SQ3R: A Study Reading Method

- Survey material you will read
  - To focus your attention
  - To figure out where the chapter is going
  - Surveying is like downloading a Google map of the chapter!

So keeping your brain active. We've got this SQ3R which is a reading study method. It was actually developed during World War II to help soldiers learn material faster because they had to train them very quickly. And what they did is they surveyed all these different readers who were getting a lot of information and processing information really well and they figured out, well, what do they do to do that; and these are the things, the steps they found that good readers do without necessarily even knowing that they are doing it. The first thing they do is they start out surveying the material that they're going to read. So surveying it kind of helps them focus their attention, figure out what is the main concept, the main idea. Figure out where is the chapter going. And it's kind of like downloading a Google map. If you were going to a party, you would want to know where it was. The first thing you're going to do is you're going to pull out your phone or you're going to look online; you're going to figure out where is the place. It's the same idea with skimming or surveying the material. You're basically thinking, okay, where is this chapter going? What is it about? What's the big picture? So that will help you figure out where it's going.
So what to survey? You want to look at the chapter title, the chapter summary, the first and last paragraphs, chapter questions, pictures, charts, graphs. Can you think of anything else you might look at or survey? It's a great time for a workshop; isn't it? 4:00 o'clock. Can't think of anything else? So do you have textbooks, are most of these things in your textbooks? Charts, graphs, things like that? Some textbooks do, some textbooks don't. So you have to kind of base it on what your textbook has and survey it based on that.
Then as you're surveying, you want to ask yourself some questions. What do I already know about the subject is huge because you're more likely to remember things that relate to information that you already have. If you already know something about the topic, you're much more likely to be able to relate it. And this word relatable, it's a word that's being used a lot now and I think it's because we realize that the things that are relatable are things that we are going to be able to remember better. Now some of your professors probably do a really good job of relating the information that you're learning to things that are relevant to you and meaningful in your life; and some of them maybe not so much. So it may be up to you to make those connections. Think about how is the information organized in this book or chapter.
So the survey is like a skeleton. It helps you get the basic concept of the chapter. And then reading is like putting the meat on the bones. So you’re basically just kind of survey just to get what’s this about and then you’re going to get the details and fill in the dancing little skeleton guy by reading and filling in the details.
So next step is a question. Ask yourself questions about the material. Why would you ask questions? It's not a rhetorical question. Why would you ask questions? Yes? Absolutely. To check your knowledge. What else might be a good reason to ask questions about what you're reading? How are you going to be tested on the material?

Christine: Would you have questions perhaps that might test you on the material? Yes. So basically if you're asking yourself questions, you're basically doing what the professor is going to do with you about the material. If you have a pop quiz over the reading, you're going to be far more prepared if you've asked yourself some of those same questions. You'll be a lot more prepared and once you get to know how the professor quizzes and tests you, then you're going to be able to anticipate the kinds of questions that they're going to ask; and that will help you figure out what kinds of questions I need to ask. It can also help to motivate you to read. It kind of creates like an artificial sense of curiosity. A lot of times we're not really that interested in our classes, but maybe as we start to ask ourselves questions, it helps gives us a purpose and a meaning for reading.
So what kinds of questions should you ask? I mean there's really only, you know, 6 questions - who, what, why, when, where, and how. So any of those you can use to turn something into a question. Like who was Sigmund Freud? What is the function of the hypothalamus? When did the Civil War begin? Why is the First Amendment part of the Constitution? Where is the femur located? How do you read more efficiently? Those are the kinds of questions you might ask yourself as you're reading.
So how can you turn these headings from a psychology textbook chapter into questions? If you had saw a chapter title, The Nature of Memory, give me an idea of a question you might ask yourself about that? Come on, people. Talk to me. What is the nature of memory? Can anybody else come up with another question? Who, what, why, when, where, or how? What is memory? That's a good one. What if you saw this chapter heading, or little subject heading, Explicit and Implicit Memory? What might you ask yourself about that?

Christine: Okay. That's very good. I like it. Very good. What is the difference, that's exactly what I was thinking, same thing. So those are great compare and contrast questions. So these are some things that you can actually do and put into practice as you're reading.
So try this. Next time you're reading, try it. The first R is reading. Reading actively. So you've surveyed the material; you've asked yourself some questions about it. Another question you might ask is how does this relate to what we're learning in class with what's going on with the lecture? So then you start reading. You're going to read actively with a pencil/pen/highlighter, something like that. Post-it notes, whatever it is. Taking notes as you read; and you're going to read to answer the questions that you asked yourself as you surveyed the material. You're going to pay attention to important terms, italicized or underlined words and phrases.
So underline key words and phrases, create flashcards for the words in bold print, and words and phrases you aren’t familiar with.
And we're going to do a little practice with this in a second, but first I want to show you something. From the ancient past, this is a textbook that I had when I was in this college on educational psychology. And this is kind of how I like to read. Because it wasn't the most fabulously interesting fascinating material in the world, but I would tend to try to look for the key words. This one's in italics. And I would try to look at, okay, safety needs; what would those be? Drives to escape danger. And I would take notes in the margin of the book. So I kept this book all these years, all these very, very, very many years. And I'm glad to be able to use this as an example because it really helped me focus and really helped me pay attention and learn material that I still remember thirty years later. I told you it was a long time ago.
Increase Your Vocabulary

Improve your vocabulary to increase:

• Comprehension

• Reading speed

So making sure that you improve your vocabulary to increase your comprehension as I mentioned also your reading speed.
So we're going to practice this. We're going to actually come up with a way to do this. We're going to take some flashcards so grab a card. So the first word we're going to do this with is acquiesce, a-c-q-u-i-e-s-c-e. So I want you to write that on one side of the card. Whatever side you want. And on the back of the card, I want you to draw a picture of something to help you remember this word. And the definition of the word is, to submit to doing something without complaint. So think about something that you might submit to doing without complaint. Something that you maybe do on a regular basis, or maybe something you do every once in awhile and you maybe don't love doing it, but you submit to doing it and you don't complain, you don't bitch about it; okay, you just do it. So draw a picture. If you stick figure, artistic, it doesn't matter. It just matters something that's meaningful to you that you would recognize if you saw it. And I've seen a lot of interesting things because I've done this workshop several times and I've seen a variety of things including someone drawing a picture of sitting in a reading workshop. I wasn't insulted. So acquiesce, to submit to doing something without complaint. I can tell you what my son would not draw. Cleaning his room because he doesn't ever do it. It's never done so, and if he did do it, he would complain about it a lot so that would not be one for him.

So has everyone got something that they've drawn? Having trouble coming up with something? Maybe taking notes, maybe washing dishes? You never wash dishes?
So what are some examples of some of the things that you've drawn? What did you draw?

Audience: Cleaning a table.

Christine: That sounds like a good one. How about you?

Audience: Driving a car.

Christine: Especially if you're giving someone a ride. So a lot of focus on cleaning and things like that. And my son and his roommates, last year was the first year they lived in an apartment, and I went to pick him up to take him to Christmas break and his apartment, the kitchen, the dishes, they had not done for like, I don't know, maybe a month. It felt like. And they had like this pan of disgusting grease, like bones and stuff sitting on it. And I go, can you at least put that in the fridge. And I guess with the roommate came back earliest after break had to clean it and he found this like big, fuzzy, furry thing; and he thought at first it was a mouse, but it was just some kind of moldy thing. I know it's disgusting so I think after that, they came up with a system of cleaning so that the dishes would get done because they really didn't want to have little furry, disgusting things in their apartment any longer so that is something now they submit to without complaint. Okay. So acquiesce, this is probably a word now that you've heard it, you will start hearing it other places. Because that's the way it is. Once you learn a piece of information, you might notice that suddenly you start seeing that information other places. Okay.
What is this passage about?

- Human memory, like memory in a computer, allows us to store information for later use. In order to do this, however, both the computer and we need to master three processes involved in memory. The first is called **encoding**; the process we use to transform information so that it can be stored. For a computer this means transferring data into 1’s and 0’s. For us, it means transforming the data into a meaningful form such as an association with an existing memory, an image, or a sound.

So what would you say, based on this very subtle note here, what would you say that the main idea of this chapter is? Encoding; right. Okay. So based on this passage here about human memory, what is encoding? The process we use to transform information so that it can be stored. Okay. For computer, that means transferring data into 1s and 0s. For us it means transforming the data into a meaningful form such as an association with an existing memory, an image, or a sound. So can you think of an example of encoding from the recent past? Like maybe drawing a picture to remember a word? Yeah. So encoding is what you've just done basically by drawing a picture for acquiesce, you have just encoded that information in your brain memory. So now you can actually bring that word out more easily because you actually have associated it to something you know, something that's meaningful to you.
So, of course, to make sure you really remember this word what I'm going to ask you to do is to draw a picture showing how you might encode information to remember it. And it may be a picture of you drawing a picture, or it may be a picture of you making a flashcard; it may be a picture of you taking notes while you're reading, or taking notes in class; or whatever it is you're doing. Reading a book; talking to someone about information. Something that you do to remember information, to encode information. Well, it really makes me happy is how quickly everybody got down to doing that right away; okay, after the last exercise so. So what kinds of things have you drawn? What are you drawing?

**Audience:** Taking notes.

**Christine:** Okay. Great. Taking notes in class; that's a good one. How about you? What were you drawing?

**Audience:** Going through flashcards.

**Christine:** Okay. Great. Going through flashcards; excellent. Okay. So you can see making associations between something you already know is one of the best ways to remember something later. So this is a really easy way to do it. And when we talk about reading actively, some books may just be so full of vocabulary that you're not that familiar with, it may be almost more productive for you to go through and make these kinds of flashcards and draw pictures with things that associate to ways that you can easily remember them than actually just going through and starting at the beginning and reading through without take some kind of notes or without processing the information. Anytime you're reading something that has a lot of new words and a lot of new vocabulary, I highly recommend that you try doing this, this technique of drawing a picture, making a flashcard. You can do it on a note page, whatever you need to do.
So we've done the first R which is read and now we're going to talk about reciting which is basically recalling what you've read. And there's a lot of different ways to do that. Reciting helps you organize the information, form associations, fit it into what you already know.
So one of the tools for reciting may actually be making these kinds of flashcards. So when you're reading, you might actually write a brief summary of the chapter with just one or two sentences, 3 to 4 bullet points. What's the big picture of this chapter? What's it really about? And maybe that's all you have time to do. One of you was mentioning earlier how having a lot of time to read is one of the big issues, some problems with reading. So if you do this, it's going to give you something to study later which is really helpful. It also helps you read actively. So it helps you consolidate the information and think, okay, how does this fit in.
The next R is reviewing. Looking over the material regularly to make sure you understand it, and it keeps it fresh.
This is one of my favorite charts. I love this chart. It's advantages to regular studying. This is how much you're likely to recall if you review and how much you're likely to recall if you don't review. So if you're thinking about your grade, looking over information regularly, after one day if you review the material, you're likely to remember between 80 and 90 percent of it. After one day if you don't review it, oh, wow. That doesn't look so good. So if you're thinking about your grade in a class, being able to review the material, go over it regularly, if you make these flashcards, that makes it a really easy way to go over the material regularly. If you take notes on what you read, instead of having to go back and re-read the whole thing, or if you highlight as you were mentioning, you can go back and just look at the words that you highlighted. I showed you my textbook notes that I used to take and that used to really help me because I could just look at the key concepts and review what I wrote in the margins instead of having to re-read all of the material. It seems like more work sometimes, this SQ3R thing. It seems like, oh, this is a lot more work. It actually really isn't that much more work because what you're doing is going to be more efficient and help you remember. And at the end of 9 weeks of a class, you'd rather be up here with your grade than down here. So keeping it fresh is extremely important so reviewing is essential.
This is another R that isn’t really a part of the SQ3R but reflecting about the material is also really helpful. That helps you think about it. How does it fit in with what we’ve been learning in lecture? What examples and applications of the concepts are there?
And if you can, you know, I like this quote a lot. "To read without reflecting is like eating without digesting." So obviously you want to digest the material as best you can. And then it actually becomes part of you and you can use it. If you don't digest the material that means you're not really ever going to use that information later. And there is usually at least one or two things in every single class that you take that can actually use in real life, believe it or not.
So once you are able to reflect on the material, that means that you've really mastered it and that is true studying.
Some common reading problems that come up is falling asleep while reading. I know that happens a lot. If somebody here could patent and discover a way to actually absorb information through your forehead, you would be a total millionaire, gazillionaire, because that would be pretty darn awesome. They have done some research to find out if, like, listening to tapes and things if people can actually learn while they're asleep. But actually they found that you can actually learn a few things but it's very simple, very minimal types of learning. But eventually they may be able to help you learn while you're asleep. Another way to kind of deal with falling asleep while reading, try reading aloud while standing or walking, reading while you're on the treadmill, something like that. And don't pick a chair that's too comfortable; don't read in bed. That's something that all of us tend to want to do once in awhile, but reading in bed can be a real problem. Sitting at a desk with a straight back chair, plenty of light. I was just in the library. There were a lot of people in the library and they have some nice comfortable chairs there these days like the roller chairs and things like that. And then they also have those poofy chairs. Have you been up to the fourth floor of the library where they have those real comfy, puffy chairs? Yeah, those aren't so good for reading. I would say it's not much different from reading in bed. People were pretty much sacked out asleep there.
So reading actively, why is your bed not a good place to read? Any thoughts? What do you usually associate your bed with? Sleeping. Yeah. So if your mind is associating bed with sleep then it's going to either help you, you know, you're going to fall asleep while you're reading, or you'll have trouble sleeping when it's time to sleep.
So make sure you find a good place to read as best you can.
So getting distracted easily is something else that happens a lot, especially now. It’s way easier to get distracted than ever before. So try to minimize distractions when you sit down to read. TV, computer, phone, other people. Maybe those are the things that you plan for breaks and you reward once you’ve finished your reading goals. So it’s like, okay, I’m going to read this amount of material, then I’m going to start, you know, text my friend or I’m going to go online, or check Facebook, or whatever. Take short breaks after extended reading. That’s what I mentioned earlier. At least 5 to 10 minutes after every hour.
Multi-Tasking Myth

- True or False: Study Reading can be done effectively at the same time as Facebook, TV, podcasts, or listening to loud music with lyrics.

- False: Brains do not multi-task as well as we think they do.

- Busy brains are tired brains.
  - Think of how running too many apps at a time on a cell phone runs down the battery life.

So is it true or false that study reading can be done effectively at the same time as Facebook, TV, podcast, listening to loud music, lyrics? What would you say, true or false? Of course. We all think that our brains multi-task very well. I have to say that my son, who's an applied computer graphic major and a total nerd and proud of it, he's basically listening to podcast and he's got sometimes animated movies playing at the same time as when he's trying to study. And he finds that he thinks he's concentrating really well but it definitely seems to take him a lot longer than he thinks it's going to read. I wonder if the bulb overheated. All right. Let's see if that goes back on. So basically if you think about with your cell phone, if you have a lot of different apps running, if you have one of those cell phones that has a lot of different apps that can run at the same time, it tends to wear the battery down. Your brain basically does the same thing if you're trying to do too many things.
A couple things to think about, some helpful resources. Most textbooks have websites and a lot of times those websites have practice tests, study guides, vocabulary, and other resources that you can access. I encourage you to look at those because a lot of times professors take their questions for their tests right off of those websites.

**Know Additional Resources**

- **Helpful Websites:**
  
  [http://www.studygs.net/reading.htm](http://www.studygs.net/reading.htm)

- **Textbook websites**
  
  Many textbooks have helpful websites with practice tests, study guides, vocabulary, and other resources
So what's the meaning of the word, acquiesce? Don't look at your cards; tell me. What's the meaning of the word, acquiesce? To submit to doing something without what? Complaint; excellent. Way to go.
So outside of a dog, a book is man's best friend. Inside of a dog, it's too dark to read. Very silly. Lovely picture of my dog there. So what I'd like to find out from you is what are some of the strategies that you are going to use to improve your reading? I'd like to hear from everybody actually.

**Audience:** Flashcards, highlighting, making symbols, drawing pictures, taking notes, setting reading goals, rewarding yourself when you're done afterwards, taking breaks, reflecting, connecting what you're reading to previous experiences, color coding, not multi-tasking so much, fewer distractions, exercises in the book.

**Christine:** Okay good! Well, thanks so much for coming.