Christine Connerly: I’m going to show a short little video to get started with while we’re getting organized. This is from South Africa, actually a whiskey commercial. It’s actually pretty good for whiskey commercial.

[Commercial Played Here]

That came across my professional listserv the other day and I really liked it and that it would share with you. Like I said for a whiskey at it’s pretty good.
Okay and also I think really illustrates the power of reading I think. Kind of thinking about reading is a really powerful thing and sometimes we tend to look at it as a burden and a chore but a lot of times it is really there is really great things that we can get out of it. And so I want to welcome you. Make sure that if you haven’t signed the sign in sheet going around, that you do initial next to your name or add your name if it is not on the list. Make sure that everyone has three blank index cards. I think a few of you have come in since we started.

So I’d like to introduce myself I’m Christine Connerly I coordinate the Student Learning Center. I’ve been teaching study skills and coordinating tutoring for a long time. Since 2003 actually on this campus then before that and another campus. And so first of all just to get started, thinking about reading. What are some of the things that you struggle with, that are challenging for you with reading?

**Audience member:** [inaudible]

**Christine Connerly:** Okay, absolutely yes. Trying to keep up with all the reading and trying to read it quickly enough and then remembering it and I've been able to receive the information when you need it right? Okay? What else? What are some other things?

**Audience member:** Vocabulary.
Christine Connerly: Oh yeah. Exactly. Vocabulary. That is really key thing, especially if you're...how many of you are first-year students? Okay. So as a first year student most, of a lot of the classes you're taking our introductory classes. So you're being introduced a whole new vocabulary for each class because it’s the vocabulary of that discipline. So even though they are words that you might even have known before in a different context now it might mean something else because it’s in that discipline. So we’re going to go over some strategies and that'll help you with learning vocabulary. Anything else that people struggle with reading?

Audience member: Paraphrasing.

Christine Connerly: Okay, paraphrasing. Trying to put it in your own words that make sense to you. Is that what you are talking about? Okay anything else? Anyone fall asleep while reading? I think that is probably a pretty universal thing. If they could only invent some way to absorb information through your fore head when you fall asleep on a book that would be great but unfortunately that's the way it works. We’re going have to look at him other strategies to learn.

Okay so everybody has three blank index cards. You will need them later. And the sign in sheet is still going around? The sign in sheet is still going around to make sure you sign-in before you leave.
So some information about why read. “Reading is to the mind what exercise is to the body.” Basically reading expands your mind and helps strengthen your mind well. And reading really is thinking. I like to think reading is like a conversation so that you’re, you’re kind of talking to whatever is your conversing with whatever text is that you’re reading.
Some possible effects of not reading, less understanding of the key concepts, possibly lower test scores, and possibly lower course grades. So obviously reading is an important thing to do as well.
So reading really benefits the brain. As I mentioned which is one of the reasons why it’s like exercise for the mind. It is more neurobiologically demanding than processing images or speech. So you know people think I’m a visual learner because you can process images pretty quickly with your brain but reading demands more attention and more thought. It actually stimulates brain activity and it improves your ability to learn. So the more you...the better reader you are and the more you learn to apply different reading skills the more that you are going to be able to learn effectively.
Speed reading this is kind of what you talking about a minute ago about reading quickly. It is definitely possible for the average reader to increase their speed. But something to keep in mind along with that is that reading faster, while improving comprehension takes a lot of practice and it takes some hard work but we will give you a few strategies help you read a little bit faster. And there are some benefits to reading faster that will talk about too.
So some things that slowdown reading. A big one is going back to reread material already covered. I think this is a common one especially if it is new vocabulary for you, or new information or if you’re maybe reading in bed and you’re kind of sleepy. You have to keep rereading information. And that’s not very fun. That definitely slows down reading. Lack of background knowledge, limited vocabularies we discussed.
And then sometimes people are afraid they are going to important words. And there are actually over 600,000 words in our language but four hundred of them make up 65% of printed material. And so some of the words are like “but” “of” “the” and these are not necessarily words you need to focus on. And just to get an idea, our brains are actually much more powerful than we know and you can actually make sense of material that might look like gibberish.
So I’m just going to give you an example that and maybe some of you have already seen this before.

Who would like to read it out loud? Take a stab at it. Go for it, come on. Yeah, go for it.

**Audience member:** According to a research at Cambridge University, it doesn’t matter what order the letters in a word are, the only important thing is that the first and last 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 Connerly:** Pretty good. Amazing. Amazing what your brain can do. You can actually don’t have to read every single word you don’t have to even see the words in their proper format to be able to you for your brain to make sense of it.
So this really does matter because you don't have to concentrate on every single word. And you can actually learn to skim and just pick out important information without processing every single word. I think that's something that really does slow us down a lot when we try to read every single word. So ways to improve reading speed ...
you can read with your hand on, like if you have a book and you’re wanting to know read fairly quickly, this is fairly dense text, you could read with your hand or could use an index card. Does anyone read with an index card? Has anyone tried that? That really helps I think a lot because then you are focusing just on the line, one line at a time. And you can kind of drag it down and can get a sense of it and you’re not distracted by what else is on the page. So that’s a really good way to do it. And that keeps your mind and your eyes wondering. It is also helpful to hold the book not too close or too far but a fairly comfortable distance away.
Another way to improve your reading rate is break large assignments in the smaller parts. Set a specific reading goal. So if you choose a number of pages that you feel that you can read in a short amount of time, say something like this is fairly dense, thick material, oh I'm going to read about three or four or five pages in about 20 minutes. So it is 3:11 right now, so by 3:30 I'm going to have this much read. Has anybody tried doing that? It really does help you for a variety of reasons. And one of those reasons is it helps break it up so that you've read this short section and also how to read a little bit faster because you know that you can get you give yourself a little bit of a break you. You know at 3:30 are going to have a little bit of a break from this.

So psychologically it helps to know that you have an endpoint. Because lots of times some people will sit down to do, a student will sit down and think, “Okay I'm going to read until I'm done.” And not think about breaking it into smaller chunk and they kind of get overwhelmed and can feel really stressful. Breaking it into smaller chunk it helps your mind process the material.
I'm also another strategy that I found that I really like actually is, I found this in this speed reading book. And it said to use rubber bands to, to break, set apart the material you're not going to be reading in that session. So you can put rubber bands around say I’m going to only read these two articles. Can anyone guess why that might help?

**Audience member:** So you know your endpoint?

**Christine Connerly:** Exactly. You have a goal. Exactly you're setting a goal. And it's a lot less intimidating to think about just reading this much than it would be if you're looking at whole textbook. Some of those books are really thick and heavy and you are just like “eck” and it just feels depressing, right? But if you are looking at this, oh yeah I can do this. I’ve got this. This is just a psychological trick but it actually really does help. I used to work in the Admissions Office at University of Washington in Seattle. I used to have these folders, this was before they had everything on computer, had these folders that we had to work on to come up with transfer units and all that, they give us these bins and they were this thick. And it was horrible. I’d come into work and there would be this thick line of bins. I would basically take out just the folders that I could work on that day and that help me feel like I could get through it and was worked out so much better. So this is kind of the same idea, so break up you’re reading into using rubber bands. And is also really important to take breaks after reading longer sections.
And short breaks actually help your brain consolidate the information you’ve been reading. So just like eating with food and if you try to eat all the food you were going to eat for one week in one setting. What kind of impact would that have on your digestion? It wouldn’t be very pleasant would it? It would not be a very pleasant experience. And with reading it’s really kind of the same thing your brain actually needs time to digest the material and process the material. So take short breaks in between, set your reading goal. Reach that goal and then take a short break.
And actually as I mentioned before there are benefits to reading faster. Reading faster can actually help you focus better than trying to read slowly. Sometimes we think, “Well if I take my time with it I'll actually be able to pay attention to it,” but actually research shows if you read slower your mind is more apt wonder and you are less apt to remember and comprehend what you’re reading. So reading slowly does not ensure retention. And the way to retain the information is to practice recall not by reading more slowly. Did anyone go to Dr. P’s workshop last week? The Mastering Study Skills Workshop. He talked about some strategies for reading that we’re going to review a little bit today and then we will talk about a new one as well.
So a common study myth, and this comes straight from Dr. P, reading if not studying. Mastering the material studying. Sometimes we think “I’m studying because reading,” but if you’re not doing anything with the information you’re being very passive, you may not actually be learning that much. So find some ways to master the material and we will talk about some strategies.
So many students read very passively. They’re just setting there, start at the beginning read every single word. But if you actively use the material before, during, and after you read will help you master it and remembering it when you need it. So what kinds of things can you do to read actively?
This SQ3R Dr. P likes to have SQ5R is a study/reading method that they came up with during World War II to help soldiers learn quickly. And the way they discovered it was by interviewing people who read, who were really good readers who could pick up and remember information quickly. And they found that these are the steps that they take when they're reading. So first thing is they survey the material that they are going to read. They look it over. Has anyone ever heard of the SQR 3, or 5? Okay. So, you look over the material you're going to read ahead of time. That helps you focus your attention. It helps you figure out where the chapter is going. It is kind of like looking at a map of the chapter. I'm gonna plug this in and get an idea where I'm going what are the landmarks. What am I looking for?
What kind of things should you survey?

Does anybody have any things if you're looking at a chapter in a textbook what kinds of things you think you might look at?

**Audience member:** Main topic.

**Christine Connerly:** Main topics. Okay, how would you know it is the main topic?

**Audience member:** It might be in bold.

**Christine Connerly:** Exactly, bold print. Anything else? What comes to mind?

**Audience member:** Italicized words.

**Christine Connerly:** Yes, words that are italicized. Absolutely. Anything else?

**Audience member:** Title.
Christine Connerly: Yes, the title is very key. Absolutely. So here are some of those things. Maybe there is a chapter title and chapter summary, first and last paragraph paragraph, chapter questions, pictures charts, graphs. Anything else I left out? I forgot the italicized words, so you mentioned that. Anything else that you might look at? Has anyone ever talk to you about reading the first and last sentence of the paragraph? Usually the first sentence of paragraph will introduce the topic and the last will kind of summarize it. Same with the chapter. Yeah.

Audience member: I like to read the chapter questions.

Christine Connerly: Absolutely, a lot of times they have the chapter questions at the end and an excellent thing to read as well.
So as you are surveying, you want to ask yourself these questions. What do I already know about the subject and how is the information organized? We will get a chance to practice that in a minute.
So a survey is like a skeleton. You’re kind of getting the skeleton of the chapter and then when you actually read it you are putting the meat on the bones.
And the second letter of this SQ3R is Q, which is question. To ask yourself questions about the material. So why do we ask questions? Why do you think you’d ask questions?

**Audience member:** [inaudible]

**Christine Connerly:** Exactly, so you can answer them as you read. Absolutely. You’re looking for something. One of the things in memory strategies that they talk about its intent to remember. If you're asking questions then you are you are setting up an intent to remember situation. So it actually motivates you to read and it creates a sense of curiosity and it might actually turn into real interest in the subject at times.
So what kind of questions you can ask. Really this only six questions: who, what, when, where, why, and how. So for example, here are some questions you might ask in a psychology textbook. Who was Sigmund Freud? What is the function of the hypothalamus? When did the Civil War begin? Why is the 1st Amendment part of the Constitution? Where’s the femur located? How do you read more efficiently? So just some basic who, what, when, where, why, and how questions.
So here is a little way to practice that.

Here are some sample headings from a psychology textbook. How could you turn this into a question? So the nature of memory. What is the nature of memory? Exactly. Not challenging to figure that out. But that is something you will then be looking for - the nature of memory as you read. How about explicit and implicit memory?

**Audience member**: [inaudible]

**Christine Connerly**: Exactly. Compare and contrast or with difference between thing same idea basically. So just kind of thinking about those questions as you are surveying will help you focus on the chapter.
Then we get to the first of the “R”s. The read. So you read actively with a pen or pencil or highlighter in your hand. How many of you do that? Read with pen or pencil, Good. All the girls. [Laughs] not necessarily but it did seem like more females. So pen, pencil, or highlighter you read to the questions. You pay attention to important term there are those italicized or underlined words and phrases.
So you underline key words and phrases as you read. Maybe you highlight and create flashcards for the words in bold print and words or phrases that you are not familiar with.
This is actually one my college textbooks and how I would read it. It was kind of a dense educational psychology textbook. And as I said I would actually feel good conversation you could tell i'm writing all kinds of stuff in the margins. Circling things and underlining and it really did help me with this particular book. Later I ended up being a TA for this class so it turned out really helpful that I’d done such a good job of marking the book. Some people don’t want to mark up their books and they prefer to use like you can use little post-it notes or other ways of doing things as well.
So we are actually going to practice improving your vocabulary to increase your comprehension and reading speed.
So on the first of the cards that I gave you or that you took. So everybody has their three cards. So on first card I want you to write this word “acquiesce”. Write it on one side of the card. You don’t have to write all of this just right the word and then under that the on the back of that write the definition on the back of the card. To submit to doing something without complaint. And leave a little space, leave a some space with the definition to make sure you have room to draw a picture because what I would like you do is after you’ve written the word and written the definition to submit to doing something without complaint. I want to draw a picture of something that you submit to doing without complaint. Something that you might have to do that you may not want to do necessarily but you do it and you don’t bitch and complain about. I’ve seen people draw pictures of all kinds of things. Walking their dogs, doing dishes, cleaning their room. Things you acquiesce to. Driving their brothers to school. It doesn't have to be great art. Stick figures, whatever it is. However you want to draw it. Basically it is something that means something to you. People are taking a lot of time drawing this masterpiece. Once you have your drawing turn to a neighbor, turn to somebody near you and show them your drawing and try and tell them what it means to you.

Okay what are some of the pictures of people had? You can share your own or your neighbors. If you feel more comfortable. Doing laundry. Absolutely. Folding laundry which I can totally relate to that when I don’t like doing or putting it away. What else?
Doing your homework. Absolutely. That’s one we acquiesce to doing that no one is enthusiastic about. Anything else? Let’s have a couple more. Taking out the garbage, a very important thing to do. My son lives over on Nord Avenue in an apartment, he is a student here. And I go ... and their recycling tends to overflow. They drink a lot of Coke and there are Coke cans and bottles piled up in the corner and it’s a little disgusting. Anyone else?

Audience member: I have goldfish that I feed.

Christine Connerly: Well that’s a very important job. We all know what happens when you don’t feed fish.
So the word acquiesce, why do you think I had to draw a picture. What do you think the purpose of that?
Audience member: To create a picture in your mind.

Christine Connerly: Exactly. To create a picture in your mind and a picture of what? Something that’s familiar, right? Something you can relate to. So basically when you have a word that may seem very foreign and different or not familiar to you at all, if you draw pictures of something that you can relate to your connecting it to your own memory you’re building a neural pathway to that word. So I highly recommend using this. I actually got this from an education professor on campus here, Kathleen Gabriel. And she wrote a book that included this particular technique. And I think it’s a really, really great one so I encourage you to use it.
So would you say just looking at this quickly? What would you say that this paragraph is about?

Do you see any words that stand out?

**Audience member:** [inaudible]

**Christine Connerly:** Okay human memory is the first word. So, “Human memory, like the 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 you think encoding means based on this? Does anyone have a definition?

**Audience member:** [inaudible]

**Christine Connerly:** Exactly, breaking it down something you that you understand yourself.
So it is the process we use that transform information that so it can be stored into long-term memory. So basically what you just did with the first card, you did drawing a picture, something you can relate to, you were actually encoding. So what I want you to do is create another flash card for the word encode and draw a picture showing how you might encode information to remember it. What are some of the things that you do to help you remember information to make it meaningful to you? Draw a picture of yourself drawing a picture. That is very meta. Reading, taking notes. Highlighting. Saying things out loud. Talking to people about it. Anyway that you to use encode information. So a few of you are done. What are some of the things you have been drawing? Do you have one?

**Audience member:** Note taking.

**Christine Connerly:** Note taking, okay. What about you?

**Audience member:** I drew flashcards.

**Christine Connerly:** Okay, flashcards, excellent. Well obviously I like those. Okay what else?

**Audience member:** Repetition.
Christine Connerly: Repetition, absolutely. That's a really great way to remember something. Let’s have a couple.

Audience member: Homework.

Christine Connerly: Doing your homework, absolutely, yes. One more. Maybe from somewhere in here. I can wait. I’ve got time. Of course others may prefer that you share rather than allowing me to stand here forever. Does someone want to share back here?

Audience member: [inaudible]

Christine Connerly: Well there you go flashcards. Because they’re great that’s why.

So basically encoding is what we're doing, right, by making these flashcards. We're actually helping to transform this information.
Okay so we’ve read the material. We’ve maybe created flashcards. For words we don’t know we’ve highlighted, we’ve underlined may be taken some notes in margins. And then we went on to the next “R” which is recite, to recall what you’ve read and that’s the repetition piece. So basically by recalling what you’ve read, it helps you organize the information, form associations and fits it into what you already know. One of the ways to recite would be to use your flashcards. You should actually carry them around with you, pull them out and use them when you’re waiting in line for coffee or something like that instead of looking phone. Although they do actually have a pretty darn good flash card apps for the phone if you are interested. There is Study Blue and Quizlet. Both have flashcards that you can actually create on your phone. You can’t do drawings that’s the one thing. But you could actually take pictures of things that would help you relate.
So reciting might mean, when you finish reading you might write a brief summary of the chapter just two sentences 3 to 4 bullet points, focusing on the big picture. It helps you read it actively. It kind of gives you something the study later. That helps you not have to go back and reread the whole chapter. The whole point of this stuff isn't to make your studying more complicated or difficult, it's basically to help you be more efficient so you don't have to reread and reread and reread. And you are breaking the material down into what's most important part.
And once you have done a little reciting, then you review. Look over the material to make sure you understand it and go over regularly to help keep it fresh.
This is one of my favorite charts. Advantage of the regular studying. So basically how much you are likely to recall if you actually do review. After one day you got about 90 some percent if review it. If you don't review it – it you've really lost a heck of a lot of it. So if you don't do something with the material over the course of the semester you really can be losing a lot of it and not remember very much. So reviewing regularly keeping things fresh is really important. And also saving yourself time because if you are making flashcards, you taking notes, you don't have to go back and reread the whole book. All you have to do is work with flashcards or with the notes you taken.
And then with another “R”, that I’ll throw in there for Dr. P’s sake because he really likes this one, reflect. Think about the material, how does it fit in with what you’ve learned in lecture. And think of examples of applications of the concepts.
So, “To read without reflecting is like eating without digesting.”
And if you can actually reflect on the material that means you actually mastered it.
So we are going to practice with a different system. It is basically similar to SQ3R but it's a little bit different KWL+ reading system. And it creates the schema for what you will read. A schema is basically a pattern of thought or behavior that organizes or categorizes information. So it is helping you categorize.
Here is an example the schema for the letter “h.” Just to kind of give you something you can relate to. What do We already know about the letter “h”? So basically kind of helps organize this information.
Okay, so the first ‘K’ in the KWL+ is “know”. What do you already know about the topics covered in the text? And this is kind of a pre-reading strategy. It is very similar to skimming, the surveying, the chapter. It is going to help you remember and pay attention to what you're reading.
The “W” is “want”. What do you want to know about the topics covered in the text? And is of a lot like the “Q” part of SQ3R. You are questioning. You are coming up with interests in what you are going to read. And interest is a key element in remembering.
And then the “L” is “learn”. And what did you learn about the topics covered in the text? And this is a post reading step, so it will help you review and recite what you learned from reading. And reciting is key to creating neural connections to what you read? We already talked about that little bit. It helps you remember and retrieve the information. Cause a lot of times you might remember the information until you get into take the test, and that’s kind of when you need it the most. So being able to retrieve the information is as important as remembering it at the right...you want to be able to remember it at the right time.
And then the plus (+) part is what questions or additional thoughts you have about the topics covered in the text. This is also a post reading strategy and it helps you reflect on the material. And it means you mastered it.
We are going to practice this. And I’m going to handout. Pass these around. I want everyone to have one of these handouts. For this is a worksheet to go along with the process. So this is a worksheet to go along with this process. We’re going to practice it. Okay so I’m going to give you the photos and some captions and I want you to fill in the first two columns. What do you already know about the topics that you think might be covered? What do you know about this? And what you want to know about what this? What kind of article do you think is going to be? And what do you want to know more about, okay?
So here are the pictures. You have Spiderman washing windows. Wonder Woman doing laundry. Superman. Write down a few things in the “K” column that you already know or you think you know about. Do you think you there is enough information and what do you want to know more about.

Writing things about who are the superheroes. What do you know about them? Why might these people be dressed like that? Where are they from?

Does everybody have a few things in each column? I’ll give you another minute or so. Just jot down a few thoughts about what you already know and what you would like to know.

So what are some things that people wrote down in the “know” column? Things you already know what you think you might already know.

**Audience member:** That they are regular people.

**Christine Connerly:** They are regular people, right. Exactly. What else?

**Audience member:** [inaudible]
Christine Connerly: They have costumes on. Absolutely, that is something you can tell. What else?

Audience member: They send money.

Christine Connerly: Okay, they send money. So in the want to know column, you are probably thinking where and why, right? I would. So what else?

Audience member: They are from Mexico.

Christine Connerly: They are from Mexico. Absolutely. Now does everyone here know they were from Mexico? Some might know that already. Did you know that? Some might know that already and some people might not know. Some people might not know where the state of Guerrero is. So it might depend you might have that background knowledge and you may not. What else?

What might you know or want to know about this?

Audience member: [inaudible]

Christine Connerly: Yeah, exactly. Yeah you might not say this is my career goal is to do one these jobs.
Audience member: [inaudible]

Christine Connerly: Yeah, I’ve seen that thing. It might be with children and things like that. I’ve seen that before

Audience member: [inaudible]

Christine Connerly: You want to know why are they wearing costumes. Okay, anything else you want to know about while reading this article?

Audience member: [inaudible]

Christine Connerly: Why is their picture being taken? Absolutely. Why are they in costume? Where are they sending this money and why? Okay I’m going to pass out this article. It is very short. I’ll give you a chance to skim it, read it.
Go ahead and read the article and to fill in a few things, a few bullet points, whatever notes. in the “L” what did you learn after you’ve read it and what additional questions or thoughts you might have.

While others are finishing up, what are a few things that you might learn from reading this article, what is something that you learned?

**Audience member:** [inaudible]

**Christine Connerly:** Money is being sent to support their families in Mexico. Absolutely. What else?

**Audience member:** They're all Mexican immigrant workers.

**Christine Connerly:** They're all Mexican immigrant workers. Absolutely. Okay, what does it say in the article about Mexican immigrant workers?

**Audience member:** [inaudible]
Christine Connerly: Absolutely, both the US economy has become dependent on them and also Mexico’s economy has become dependent, okay. So what is the point of this article?

Audience member: [inaudible]

Christine Connerly: Exactly, to acknowledge everyday people doing heroic things. Think people that you don't assume would be superheroes are doing things that are pretty spectacular. Doing low-wage jobs and yet still managing to send money to support their families. So are there any other additional thoughts or questions you have about this? Anything in the last column? Anybody have a few things they wrote down in the last column? Anything else you would like to know?

Audience member: I’d really like to know who wrote this article and put it out.

Christine Connerly: Okay, absolutely. Who did the article? Anything else?

I think based on my reading of the article that it was an art exhibit that was done. I was a curious who was the artist and why did she or he do to the exhibit. Where do they have this exhibit? My guess is probably New York City based on the fact that everybody lived in New York City.
So you can you see, get a little bit of experience of why it helped? Do feel like it helped you be a little bit more attentive to the article by thinking about it a little bit before you actually started reading? Thinking about what you already knew. Does anyone feel that that helped a little bit, so that when you actually got the article you were a little bit more curious about it, you wanted to know more information. And then afterwards you reflected little bit about it. So this is a really great strategy to use and is very easy and you can use it then to study later on specially what you learned in the last column and any additional questions you might have. Another key thing that's really important to remember with reading is the most important information to read, what do you think that is? If you are reading, say you are skimming before a lecture and then afterwards you’re actually doing the reading, what is the most important parts to read after the lecture?

**Audience member:** [inaudible]

**Christine Connerly:** Okay, first and last paragraph. What about what the professor talked about as well. So a lot of times professors...the books are huge. And the text...is there so much information in there and they can't cover all of that in the lecture but what they cover in their lecture is going to be the most important part. So everything that was emphasized in the lecture is going to be the most important part to read. So that is just another thing I want to make sure that you are aware of.
Some common reading issues that come up: getting distracted easily. It is really helpful to minimize distractions. Take short breaks after extended reading sessions. We talked about that a little bit.
Find a good place to read. That's really important.
And so can you master the material effectively when you’re also tweeting, watching TV, listening to loud music, snap chatting and whatever it is you’re doing, can you do that?

Really can you master the material while you’re doing at the same time? Some people might wish so, hope so. I might know my son tends to listen to podcasts while he is doing homework. But usually your brain doesn’t multitask as well as we think they do. And usually divided attention really leads to lack of retention. That is very interesting about how that word came out. So basically you want to be able to remember it so you can try to focus on it while you’re doing it, when you have your 5-10 minute break that’s when you are go doing what you want to do for a short period of time.
Okay so what's the meaning of these words acquiesce. Don’t look at your cards, see if you can remember. What does the word acquiesce mean?

**Audience member:** [inaudible]

**Christine Connerly:** Right to submit to doing something without complaint. Okay, now hopefully made it easier for you to remember that because you connected to something that you knew. Do you remember what the word encode means? In your own words.

**Audience member:** [inaudible]

**Christine Connerly:** Okay, transfer information basically into your memory based like by doing something to help connect it. And you may not remember this one because it really do card for it or anything but does anybody ... schema, do you remember?

**Audience member:** [inaudible]

**Christine Connerly:** Exactly, like the bubble map. Organizations use a picture to connected to that word so excellent.
Okay, so last thoughts, “Outside of a dog, a book is a man’s best friend. Inside of a dog it's too dark to read.” Yeah, that’s my dog. She doesn’t really read.
And then what I would like you to do on your last index card is list 2 to 3 strategies that you’re going to use for your next reading assignments.

We talked about several. We talked about flashcards. We talked about SQ3R. We talked about surveying, questioning, anticipating where the book is going. What to focus on. Questioning. Reviewing. Highlighting. Taking notes. We really didn’t talk about not reading in bed but it’s a bad idea. It just puts you to sleep. The reason I wanted you to write this down, because when you write things down you more likely to actually do them later. So what are some of the things people write down they are planning to do? Let’s switch it up a little bit.

**Audience member:** Highlight...[inaudible]

**Christine Connerly:** Excellent. Great. How about you?

**Audience member:** Use rubber bands to separate pages.

**Christine Connerly:** All right using rubber bands to seal off the pages. Great. One more?

**Audience member:** [inaudible]
Christine Connerly: Take breaks between reading. Did you want to add something?

Audience member: Read faster

Christine Connerly: Read faster so that you are setting goals and it will help you focus more.

I just want to thank you for acquiescing to come to this workshop. You’ve got to use that word, practice it.