

Planning for Finals

Dr. Pat Patterson: Alright, good afternoon. I'm Dr. Pat Patterson and this is the lecture on... preparing for finals. How many of you are freshman? Okay, majority people. How many are here because you want to know this information or you're here because you have to get some extra credit points. Okay, alright, both probably huh? What I want to do is keep in mind that the grades you get at a university are chips you cash in for future opportunities. So how well you do on your finals, will determine how well you do in the class; and how well you do in your classes will determine how many options you have for yourself after you graduate from college because you don't make good grades in graduate school. I see so many students... I've been at this university for 31 years and I see so many students who tell me they want to be lawyers and nurses and doctors and all kinds of professional jobs and they don't have the grades to get into graduate school. They are not gonna let you in because you good-looking. Their gonna let you in because you show that you have the skills necessary to perform at a higher level and as a result you will be paid for it. If you have attended any of my other lectures, you know that the average college graduate makes \$1 million more in a lifetime than the high school graduate. And as you get up the educational line, you will make more money. You get a master's degree, you get a doctorate, or you get a professional degree; you'll be in a better position to take care of your family.

And I want to remind everybody in here that this is not a dress rehearsal. You're not on vacation and I want you to take your academic career a little bit more seriously because the time and commitment you put into it will pay off for you. And so many of you come from all backgrounds where your first-generation college students and your families depending on you to be successful and you gotta make sure that you don't approach it in the casual way. This is an opportunity for you to do, and be who it is you want to be and I wouldn't take that casually. Everybody here is a lottery winner. You've all been given an opportunity. Your numbers were called. You all been given the opportunity to make your dreams come true. So I want you to put in the time the next few weeks to get it together, so that you could go in there blow those final exams away. Does that make sense? And Imma tell you in a quick way what I think you need to do in order to optimize your performance, to get the most out of your time and to do the best you can because ultimately when you do that, you have to ask yourself 20 years from now, "did I take advantage of that opportunity? Or should I've done something different?"

I had a student come by the other day. I'm a psychologists at the counseling center and my secretary calls me and she says, "There is a student out here and wants to see you and she brought you lunch." That's the first time that's happened. So she brings me lunch, and she just doesn't want anything; she just wanted to have lunch with me and the reason why she wanted to have lunch with me was because she started college here in 1993 and she graduated last year. That's 20 years, and she had lots of ups and downs and trials and tribulations in her life and if I would ask her that question, if I would have asked her that 20 years ago, if she thought she would have still been in school; she would have said no. But she didn't go continuously and I'm really proud of her because she stayed focused, but I don't want you to be the student that was here, did poorly and had to withdraw from school instead of graduating when you're 22, you graduate when you are 42. Does that make sense? So Imma tell you what to do.

The first thing you need to do is to take inventory. And I want you to look at your course outlines and I want you to figure out what it is you have left to complete the rest of the semester. You need to get a clear idea what it is you have to complete for the rest of the semester. It's a funny thing how it works. How many of you are freshman? Freshman? Funny thing about this university, the way it works. The more stuff you have to do, that's when the number of social events increase; The closer you get to finals, the more parties they'll be here. And most of you have not been students here during the spring, so you don't know how it is. But the weather is getting ready to pop off and there's going to be all kinds of things happening on the quad and all down Ivy and all these streets are going to have all kinds of parties and barbecues and red cut giveaways and everything else they do. And people playing ping-pong in bathing suits and "Susie oh so fine" and "Joe oh so cool" is going to be out there. And you want to participate, right? And I'm gonna tell you to have a good time, but you gotta you gotta organize yourself in order to do that, but what I want you to do is to take inventory of what it is you have to do. Look at your syllabus, look at your course outline and have a clear idea of what that is and that includes what assignments you need to complete before the semester is over.

How many of you have papers due on finals week? Why not complete those papers now, why wait for finals week to do those papers, because you already know it bottlenecks. Everybody in here has finals last semester, you go through the whole semester and all of a sudden everything comes together the same time; finals, you gonna have papers due, presentations in your classes, you have gonna have 3, 4, 5 finals in that week and it never fails that you have more than one final on the same day. And so what you want to do is get work done to free you up to be able to do work on another time and it's up to you to manage your time. That's one of the primary skills you are learning as a college student unless you are a hard science major or computer science and engineering or something like that, you're not gonna really, really get a skill-based training. So really what you want to do is think, manage your time, write as if you have a college level, be able to solve basic mathematical problems and show that if given an assignment to come back with an answer. That's what most employers are going to expect in you being a college graduate and what you're learning to do... is to manage yourself. If you cannot manage yourself well enough to complete the final successfully, why would I allow you to represent my multimillion dollar corporation?

This is about being mature, it's about handling your business, it's about taking care of business and have a clear idea of what you want when you're done. Good is not good enough. You gotta try to go out there and be the best at what you do. If you approach it in a half way, you are gonna get a result. That was me [Inaudible]. Alright, I'm trying to keep it real. So you need to know what it is you have to do and when it is due and you need to write that down. If you would have attended my general study skills classes you would have learned that you need to have a a planner, you need to have your stuff written down, you, you need to know what it is you have to do and when it is when you are going to do it because that's important. Once you have an idea of what you have to do, then you need to get organized and the organization part of it is "when are you going to do this stuff?" You're looking at all the things you have to do in the next three weeks before the semester ends and when you are gonna get to do it. One of the things that I am going to suggest to you is doing as soon as possible. Do it as soon as possible. How many of you study at night? How many of you study during the day? How many of you study day and night? Well the way you should approach is this, you should study probably day and night.

Works like this, you still supposed to be studying 2 hours for every one hour in class. So if you carrying 12 units, you should be studying 24 hours a week. If you carrying 15, unit you should be studying 30. How many of you do that? Several people that that are actually doing that and those of you that aren't doing that that is the reason if you aren't performing the way you think you should perform is that you're understudying. And being a successful college students, it's not standing, is not like standing on an escalator at Sears where you go from floor 1 to floor 2 just by standing. You gotta climb the stairs yourself and if you, if you don't produce the momentum to get you there. It's not going to go there for you. You're not gonna get there, you could only fake it so far.

Sooner or later, they are going to prove you out to be a fraud. So you got to put in the time if you want to be somebody; you got to be willing to put in the work, you got to be willing to put in the time to do it. And you need to know what you have to do and when it is you are going to do it. Like I said, you need to put in that time. My general rule is this, a day, if you have a paper, it should be a day a page, plus 2, not including the day the paper is due. So you have a 10 page paper you need to start 13 days in advance, finishing that paper. This year we doing this workshop a little earlier, in in previous years we do it right before finals and that really wasn't enough time for people implement what it is that I wanted to teach them. Same thing with your exams, if you're having an exam and it's gonna cover five chapters, you need to give yourself a day chapter, plus 2, not including the day of the exam. So you should start studying eight days in advance. That makes sense, but the problem with finals is this; you're gonna have other exams to focus on.

So once you do your inventory, a part of that inventory is you need to complete the semester, you need to go ahead and finish doing all the readings that you need to do for each of your classes you with me. How many of you take notes on what you read? How many of you don't? How many of you go back and read the chapter over again? That's a waste of time. You want to take notes on what you read. There's only 6 questions they can ask you .Do you know what those 6 questions are in an exam. Somebody help me, you learned them in third grade: who, what, when, where, how, and why. So as a thinker, as an exam taker, as you prepare for finals, a good test taker is a good test maker. So you need to think like a professor in order to figure out what the heck they are gonna ask you.

And they are only going to ask you who, what, when, where, how, and why; and they're gonna ask you to compare and contrast, they're gonna ask you to give them similarities and asking you to give them differences. In mathematics you gotta know how to do it, but for most of your classes they're gonna know what, why, and how. In the history class, they care about Columbus sailed the ocean blue in 1492, but most of time they care very little who did it. You gotta start to think that way, when you start preparing for finals, you have to organize your notes in a way that puts you in a position to maximize your performance in a testable form and if you can do that you will anticipate all the questions. And if you give yourself enough time to prepare you will do very, very well on an exam. Cause everybody in here has unlimited potential if you willing to put in the time that it takes to be the person who you actually believe you can be. And a part of it is self-belief. If you can believe, you could achieve it. If you don't believe it, it is going to be hard for you to achieve it. Put in the time, it will pay off.

So, so inventory, organize. What do you have left to do? If you're behind catch up. If you are caught up, get ahead because once that time is gone you're not going to be able to get it back. That's why I asked "who studies that night?" because the nighttime is as cool to study. The problem is everybody else wants to hang out with you too, right? This is when your mama calls, "Whatcha doing?" This is when "Joe, Joe oh so fine" wants to come by your dorm room and talk to you right? "Mrs. Susie oh so cute, whatcha doing? What you thinking?" Nothing, right? You got all this work to do. Sit on down right? This is what we gotta watch. We gotta watch the voice. We gotta watch you know American Idol. We gotta watch scandal. We gotta watch your shows right? So and that's when our friends wanna play the computer games. They they tap in on us and Southern California. We wanna do all that, right? And I call that a prime time conflict and you have a conflict between what's going on in prime time. Whatcha want to do and what you need to do; and most the time we gone choose what we want to do over what we need to do. So what I'm suggesting to you as college students, do what you need to do first, to free you up to do what you want to do. By now your peeps... They're predictable, you already know who gone knock on your door Thursday night, talking about "you wanna go downtown? Walk around and check out the Greeks. Everybody knows that right? You know who those people are. It's predictable. Come on, I've been on college since 1972. I haven't even left, I know what's going on around here. You, you can't BS me, I know what's going on. So my point is, if you want to do that, free yourself up by handling your business first, then allow yourself to go out and have a good time. That's why you need to be organized. You need to be organized. You need to know what it is you have to do and when it is you have to do it and how much time it's gone take you to accomplish what it is you want to accomplish. And you got to do it in a very organized fashion cause you already know that when you have four or five classes you're playing ping-pong on four or five tables at the same time; and you cannot afford to let the ball hit the ground. So that means you need to be able to keep up on all of those, but what most students do is they have an exam and they focus on that class and they don't do diddly in the other classes.

They do stop focusing on those classes and they focus on one class. How many of you do that? And then what happens in the other 4 classes? You fall behind don't you? And then you say, "Oh my god, I'm so behind. I have so much work to do. I don't know what I'm going to do. I'm under stress." Well yeah, you under stress because you ain't managing your time. You want me to feel all sympathetic for you, showing up in my office crying, singing the blues, and everything; and I just bring out my guitar. Start playing, "oh Dr. P... [Inaudible]" right? It is about getting organized so that you can do what it is you need to do for you. And you got to keep the ball bouncing and everything. Which means, if you know you gonna have an exam on Monday, make sure you do the stuff due for the on Tuesday and Wednesday before so if you fall behind on the money clash don't fall way behind in the others. That way you keep the ball bouncing, you stay up and you are able to get your sleep and you're able to focus. That's why if you have papers to do, write those papers now, get 'em done.

And then figure out all... based on what you have to do, how you gone approach it so that you are successful in all those other classes. You gotta have a clear cut plan of how you approach it. It involves strategy, keep in mind ladies and gentlemen, you are, are the writers, the actors, the directors, the producers and the stars of your own life drama. It could be a comedy. It could be an action flick. It could be a love story. It could be a life drama. It could be a horror story. That's up

to you. What I'm telling you right now. Now is your time that it's gone help you. Is that helpful for you? Write it down. We know that people get stuff done, have it written down. If it's not written down, if you don't have a written down, you are not likely to do it. You need to come look at everything and just, figure out a multifaceted strategy. How many of you play sports in high school? You know when you go you go to practice and get this big game, no matter what the sport is, the coach is up on the little board like that. They know where everybody is supposed to be and they are telling you what you're supposed to do. And they already scouted the other people and they know who does what. And it has to be coordinated in a way so that you work as a team. Then you got to coordinate all the things you need to do so that you can work as a team within yourself to maximize what you do.

If you organized, if you start early, if you get it done during the day, then you could go to sleep at 11 o'clock instead of coming to see me and brag about, "I stayed up all night studying." I am not impressed. If you tell me you stayed up all night studying, that means you were behind, that you did not manage your time, that you've been procrastinating and all of a sudden you decide you will be brave and noble and spend some time, but what does that do to you when you stay up all night. How does that affect your brain? Somebody tell me how does that affect your brain? Cranky, irritable, inability to focus, how does that affect your performance on an exam? If forget what you learned. "Oh I thought, I knew it last night." and you know, funny thing about your brain, your brain says, "you could go ahead go to exam. I'm going to sleep." So you get an exam situation and now all of a sudden you can't remember. Or I love this on, students who don't drink coffee, stop at 7-Eleven and come in with a big gulp, right? And they walk in the class and had all this coffee, what does coffee do to you? Speeds you up. It's a stimulant, they had all this coffee cause they haven't had any sleep and now their brain going like this... [Inaudible], right? And the brain is just moving, it's flashing on them. They can't figure out for a minute, they cannot hold it. I'm just trying to tell you how it is to trying to prevent it from happening from you. So you got to figure out that strategy out for you. Let's look at some stuff, let's get planned. You need to write it down. You need to know exactly when stuff is due. You need to have a clear idea when you going to study and what you do when you need to be real, real, real, real specific about it, okay? Do not mess around here. Get it done.

Write it down, plan about, organize it, get it done, do it early. I know I'm repeating myself cause I have to cause I want you to hear me. I want you to make sure that you got what I'm telling you because I got lots and lots of years of experience and I got lots years given these lectures and I know what I'm talking about. So how are you going to prepare for an exam? What are you going to do that's gone help you organize yourself? When you heard me earlier say that if you are behind you need to catch up. Several things you want to make sure you have, you need to have class notes, lecture notes. And why are lecture notes important? To review, but why are they really, really important because that's what the teacher is talking about that. So if the book says something different than the teacher, which answer you gone give, the book's answer or the teacher's answer. Teacher. Let me give you a little tip, your teacher is a so-called expert, I'm saying so-called cause you already figured out some of them don't know what they are talking about right? But most of them do, right? So an expert is telling you when you go to the lecture what they think is important for you to know. If you have the notes, focus on the notes. There is a good chance at the lower division level, which most of you are. That if they don't talk about it,

it probably is not on the exam. Another point here it should help you out, if they talk about it and they spent a lot of time talking about it. It's on the exam. That make sense? There's a direct correlation between what they talk about and what they test you on. If they gave you any homework that dealt with certain topics, that is what on the exam. If they gave you math problems in a math class and they wanted you to know how to do it. Guess what, they're on the what... they're on the exam. They're not giving you homework because they think it's cute. They given you homework because they giving you a chance the master it because they are going to ask them about it later, all right? So if you have missed classes, if you just decided you didn't want to go, if you had got sick and you couldn't go, Then you need to find somebody in that class and say, "hey, can I buy you a cup of coffee, a sandwich or something and would you be willing to walk with me over here to copy your notes for the lecture that I missed.

And I talked to so many students don't have the notes. My philosophy is 2 sets of are notes better than one. And three better than 2 and I used to always have three different copies of notes and then from that information you need to kinda have an idea of what you think they might ask. You need to then form questions and write the answer down related to the question. Same thing with your book notes I gave you a hand on SQ 5R. That is a reading study comprehension technique and it works like this... the S for SQ 5R is survey. Survey basically means check it out. Ever go to a party, you step in, and you just kinda stand back and you look and see who is in the room. That's what you call "Checking out the room." Right? Same thing with your book. You need to check it out. You need to notice with the headings, the subheadings, the title is... you need to read the italicized words, the captions under the pictures. You need to look at the summary questions because all that stuff is information you might be tested on and I can tell you when I was professor in the psych department. I used to take a lot of exam questions right from the summary questions. So it's important to pay attention to that. When you check it out, it gives you an idea of the roadmap that the professor who wrote the book has laid out for you in reading the book. Your job as a student is to take a 30 page chapter and find the original five or six page outline the professor wrote the book from. It will be easier for you to, to master six pages of notes than 30 pages of notes. And that's why want you to read it and then write down what's important to know. You want to form the first thing after the S is the Q. You want to form a question initially to the title, because when you read, you wanna... you're looking for the answer to that question. When you read like that, you're becoming an active learner, not a passive learn

I don't know about you, when I was a student I could read a chapter, get to the end and not have a [inaudible] thing they were talking about. Has that ever happened to you? It's like the work... it's like the words... just... my eyes were over words, they went inside my brain and they right off the back of my head. Has that ever happened? If someone was to say, "What did you just read?" I don't know. Or I love this one, somebody would come over and say, "hey man, you wanna go over with us and go get some pizza." I said, "I'll be with you in a minute" and I pick up my speed reading and I finished and I'm done. And I knew about as much speed reading as I did reading it slow because I did not have a reason or some kind of a pattern or an organization schematic in order to collect the information and forming a question helps you. So let's say that the chapter is is.... on Chico states. So the first question is, "what is Chico State?" That's what you're looking for, you're looking for an answer to it. And so the first subheading might be

California State University system and the question then is, "what is the California State University system?" So it will say something like first or second Cal State. That would be Chico. Chico State University is located in the foothills of Sierra Madre has 15,000 plus students from this blah blah..... socioeconomic blah, blah, blah, blah, right? So now you have a clear idea. So what you do with SQ-5R, you survey the chapter 1st. Then you, form of a question with the heading and you want to form a question with each subheading, okay? So what you want to do then is.... you going... you survey, question, and then read. And so when you form the question is subheading to the next subheading. So in other words, you read from one subheading to the next subheading and then you stop and then you would then record the information. And what you recording is the answer to the question; who, what, when, where, how, and why. And after you recorded who, what, when, where, how, and why; then you recite it out loud and then these 4 are repeated and they are repeated for each subheading.

You form a question, you read it, you record it, and you recite it. Now when you record it... You get the question on one side and the answer another. You need to get yourself some note cards. 3 x 5 note cards, 2 x 3. Get yourself some flashcards How many of you use flashcards? Flashcards man, flashcards cause what I love about flashcards is you can narrow it down. Know when you study for an exam, do you want to focus on what you know or what you don't know? What you don't know, but most students what do they do, they read the notes over and over again. So they spend a lot of time wasting a lot of time going over what they know. You need to know, you know... what you know and then you want to focus, you want to focus on what you don't know and having flashcards helps you do that. You need to label your flashcards for whatever chapter it is you are reading. You need to put the chapter name and then you need to number your cards, right? And then when you study, you can break those cards down into categories: Know and don't know. And when you have information broken into the know and don't know, the you could focus on what you what.... don't know. So what you want to do is form a question with subheading, read the information from one subheading to the next subheading, stop, record that information. What you're recording is who, what, when, where, how, and why; focusing on what, how, and why. Okay? What, how, and why and then you want recite information. When you recite information that basically means to state out loud. Okay? Stated out loud cause ultimately you gotta know the information that you study well enough to talk about it. If you can't talk about it, you don't... you don't know it. If you don't know it you can't.... show it. If you can't show it, you gonna do what? Blow it, right? Then you be headed back home. "I thought you were in college?" "Yeah, I was. It's a long story. I didn't study to know it, didn't show it then I blew it. Now I'm back." So does that makes sense? You want to set the materials up in the testable format. If you cannot talk about it, you don't know it. So you gotta give yourself enough time in advance to review the information over and over again so that it encodes in your brain, so that you can spew it up when asked the questions. Does that make sense? And that's why time is important. When students put forth... The beautiful thing about students is that everybody in here is smart.

So when you study at the last moment, you go in and get a C, that's great for the amount of time you spent, in which did at the last moment. Imagine if you would've give yourself two weeks to study. I would rather you study an hour a day for 10 days, then study 10 hours the night before the exam or five hours two days before the exam. I'm telling you to break it down into chew-

able, doable-chew-able, bite-size pieces. I want to use what you use a technique that I call, "chunky." It is better that you take a little bit in over time; you're more likely to remember it than if you take a lot in at the last moment and that's what most students do. Your brain is like a funnel. How many of you have ever used a funnel? If you pour stuff in a funnel, it will only go as fast as the hole... as the small hole, no matter how big the hole is at the top. The drain is only going to go as fast as the hole at the bottom; and when you study you engage in overflow, only so much of that stuff is going to go in your brain at a place where you can recall the information and bring it back when you need I think it. I think it goes into your brain, but you just not able to recall it. Makes sense? And so what you want to do is allow it in overtime and then you are more likely to remember it. The more times you see it, the more like-times you are remember it. The more you review it, the more times you are to remember it. Does that make sense?

And so then the last two hours, after you have gone through all the steps for SQ-5R, the beautiful thing about going from one subheading to the next subheading if you don't have an hour, you put in an hour doing this and you're able to get to seven pages and you know you have three more hours to complete it. You can stop at any point, but what I want you then to do is to review, which is the next R. And what you reviewing are the questions and the answer to the question. Okay. And then at the end I want you to reflect. And reflection is when you think about it. You allow yourself to have it makes sense to you. So when you can have it makes sense to you, then you can understand it your lectures are presented to you like pieces of a puzzle; and every lecture they give you another piece of the puzzle. Your job is to master the piece that came before the pieces= that's coming today, so when you giving those pieces, you can put them together. You can see how those pieces fit and when you can see how those pieces fit over time, you can see the big picture that the professors want you to have when you're studying and preparing for their courses, but if you do it the last moment you're not going to get the big picture. How many of you are in class and you say, "I have no idea what to talk they're talking about." You just kind of lost in class. And that's because you haven't pieced the pieces together. The idea, if you are at my preparing for general study skills workshop, I would tell you be ahead in every lecture. Read what the professor is going to talk about before he or she talks about it. Then go class and take notes, then review your notes right after the lecture and then have end of the week reviews and do that weekly. Review all the information you learned all that week and then review all the information from previous weeks additively as you master the material. So if you started... if it's week six and you started the reviews... week one... if you do SQ-5R you've seen it seven times. If if you attend the lecture, that's eight. If you review it right after the lecture that's nine and if you review weekly, that's 10. That's week one, you seen the information 10 times. By week six, you've seen it 16 times. How much time are you willing to spend on week one information? Not a lot. So then that frees you up to focus on weeks 4, 5, and 6. It's about reviewing, so you need to give yourself enough time to review that's how you prepare for finals.

So right now don't waste the time, finish the semester; put it on note cards, start flashing through those cards. Review, review, review, review. Same thing with your lecture notes, you want to convert the information that's on your lecture notes to note cards. Ultimately, you need a master set of notes that include both the book and the lecture. Only reason the books is there, is for, for you to go at your own pace and mastering the materials. It is easy to take notes if you read it before the professor talks about it because then you already know what they are talking about. You also the student in class that can listen, listen to the questions, listen to what the professor

has to say and asks questions if you don't understand something. You're also the student when the professor says does anybody. You've already read it, you can answer the question. So you want to set your information up in the testable format in order to maximize your performance and that is only done through review ladies and gentlemen. Through review. Complete your classes and start reviewing the information. If you put that informational on note cards, you will then be able to flash through it and I'm recommending that she flash through the information and you break it down into "know" and what? "Don't know." Alright, any questions? Imma tell you right now, Imma give you... Imma tell you guys a secret. I don't tell everybody this now. Imma tell you the pyramid technique. So let's say you have an exam. let's say it's covering 5 chapters right? So what was my formula? Day a chapter plus 2, not included in the day of the exam.

So that's seven days in advance. So now, they want... we want to do an overview... of everything you're responsible for for the exam. That would be going over the lecture notes, reading notes, the homework information, guest lecturers, films, anything like that that you had to see. Just go over everything. You want to read that information in its entirety and then you want to focus on the first chapter. You want to go through and you want to read the information for the first chapter that you need to master. You want to do an overview of all the materials and then you want to break that information down in 2 categories and what is that: know and don't know, and you want focus here. You wanna focus on what you don't know and when I say focus, you want to read the question and then see if you can answer it from your head. If you do not know the answer, then you would look at the answer in the back and then you would read it and you would read it several times to master the information. We know that it takes seeing something 5 to 7 times before it starts to code into your memory. So then after that, so you say you only have so much time, let's say you have 30 minutes 40 minutes so you wanna flash those 15-20 cards and master those cards. Then you wanna break that information down to "know, don't know." and then you wanna spend your time focusing on what you don't know. You can study in between classes. If you just have to watch your TV program, there's 20 minutes worth of commercials in every hour on television. So if you watch 3 hours worth of TV, you could get 1 hour worth of studying. If you flashing through your cards, you could flash through them in the bathroom, waiting for the bus, sitting right before class. Flash through your cards- five minutes here, 10 minutes there, helps you out. It helps you out, 1 or 2 cards at a time. Flash, flash, flash! That's studying ladies and gentlemen.

Reading is not studying. Studying is what you do... studying is... You read to find out what's important to know and studying is the mastery of that which is which is important to know. Reading is not studying. Do not get confused. Reading is the process of searching for knowledge. Studying is once you found the knowledge you need to know, the mastery of that information and you got allow yourself to go over and over and over again to know it well enough. Does that make sense? Once again, recognizing that they can only ask you who, what, when, where, how, and why. If the professor talks about a topic and they say this theory is similar to this theory what question are they gonna ask you? They are gone ask you, "how are they similar and how are they different." Right? They're gonna ask you... They might ask you, "what, what is Sigmund Freud's theory of psychoanalysis and what is Yungs theory of psychoanalysis; and how they similar and how they different." You gotta be able to explain it in 3 different ways. You gotta anticipate the question and you focus on what you don't know. So you want to spend your time during that day... you might be studying for more than one exam at a time. So you might study this hour in

the morning. You might study for two hours in the morning for your psych exam and in the afternoon you might focus on your Poli-Sci 50 exam because those are the ones coming up earlier. So then you gotta do the same kind of things because you can't afford to just focus on one exam and put the information down for another. Does that make sense? So now you you break information into the "know" and "don't know" when you going through it during the day.

At the end of the day, you want to do an "end of the day review." You want to do an end of the day review at the end of the day. You want to review all the information that you learned that day. You want to review both what you know and what you what.... you don't know. Day 2, you get up in the morning the first thing you do is you read the information from day one. You go over day 1's information and you read it and you see what you know and you don't know and you just kind go over it a few times have encoded in your brain, but your focus that day is what? The second chapter. The second chapter, whatever it is you have to learn. So your focus then is chapter 2. You want to break chapter 2 information down into 2 categories. What are they? "Know" and "don't know" and you focus on what you don't know. End of the day review. What are you reviewing at the end of the day? Chat, what's your name? This is Superman, he go on superman shirt. That's exactly right, you want to focus on chapters 1 and 2. So when you go at the day, you reviewing chapters 1 and 2. How many of you studied and then dreamed about it because your brain is working. Like, you reviewing while you sleep. You flashing through those cards, that's the whole idea. When you get up in the morning for day three, what are you supposed to do first thing? What are you reviewing? Day 3 you gone review one and two and then you do an overview of three, focus on three and then you break 3 down into "know, don't know." And at the end what do you review? 1, 2, and 3. Day 4, what are we doing? We gone wake up and we are gone review chapters what 1, 2, 3. We gone focus on day four. At the end of the day, we are going to review chapters 1, 2, 3, 4. You see what we're doing. So you should know chapters 1 to 3 really pretty good by now, right? Remember it's a day a chapter plus 2, not including the day the exam. So you gone go through that for five days and you still got three days to master what you don't know. So you've giving yourself a lot of time to get the information.

Now why you're making... while you are going through the study process, you gotta put on your thinking cap and say, "if I was the professor, what questions would I ask?" Remember I told you that your classroom notes give you a guide as to what they're going to talk about. They gone ask you about, you already had exams from these people. You know that they're going to ask multiple-choice, fill-in, true/false, essay. So you have an idea, but remember if you can't talk about it, you don't know it. No matter what kind of exam it is. If you don't... can't talk about it, you don't know it, but you wanna give yourself enough time to master the materials. You can start studying right now for your exams if you have a lot to do. You just want to go over the materials and go over the materials and go over the materials. The whole idea with several days before the exams to make practice exams. How many of you have test anxiety? Test anxiety is a direct result you feel like you don't know the information well enough and that if you take the exam, the exam is going to figure it out and prove you to be a fraud. So we are going to say, "Oh my god. What if I don't know what I think I know." and soon it happens – they ask you a question and you say, "Holy crap! Oh snaps! I don't know" and your heart starts beating all fast and you tell yourself, "Awe man, I should have studied and I'm gone do trouble and my mama gone be mad." And then we start... what else we start doing now, what happens? Can't focus, re

likely you are short the more, then we already know, the more you know it, the more likely you are to show it, the more you know you know it, the more confident you are going to be. The more confident you are, the less anxious you are. So if you know it really, really well, you are going to go in and say, "I'm ready bring it on" because it's an opportunity for you to show what you know. People get test anxiety worried about the exam figuring them out and catching them. I used to have trouble test anxiety and once I learned how to properly study, I wasn't quite as anxious. It's always good to have a little anxiety. It kinda keeps you... you know, but once you go to class, sit down, close your eyes, visualize, relax your brain, take a few deep breaths, read the instructions, and optimally prepare; Go in there and do your thing. Start with what's most difficult, do you want to answer what's easiest first. Well look at the exams, you wanna answer what's easiest first and then after that you want to do, you want to go for big points first. What happens with exams as they give you little piddly stuff first and at the end they ask you the questions worth 25-30 points, right? How many of you have taken an exam and not finished the test. That's jacked up isn't? Because all of a sudden you run out time and the questions are worth 20 points, even if you get everything right, the best you can get is a B. So what you want to do is what is easiest first and it helps you with the confidence. Then you want to go to the big items and you wanna answer those questions and you will break your time down. So you have an idea of how much time you need to spend taking an exam. This is not an exam taking workshop, but I'm just going to give you that. Sometimes if you can't find an answer, if you don't can't remember something in essay, many times they ask the question in multiple-choice form and sometimes those answers are already there. Guess if you don't know. Better to get some points, then no points right? And that's basically it. So this kind of in review, want you to inventory what you have to do, I want you to organize it. Then I want you to develop a plan when you gone get it done. Then I want you to prepare, prepare, prepare, prepare, prepare. The better you prepare, the more likely you are to perform. And when you are ready, execute it. Break the information down, get you some notecards. Break it down to know, don't know. Focus on what you don't know. Go over and over and over again and if you do, you will optimally perform. I wish you luck in your exams after 31 years this is my last lecture. God bless you.