

Section IV

Students Guide to Studying with Audiovisual Materials

Introduction

The purpose of this section is to help the students use the test preparation materials to their maximum benefit. This section offers some suggestions on how to successfully complete a study project, learning to do many of those tasks normally performed by a teacher.

Materials

Each program consists of several DVDs, audio or videotapes, a textbook, and a student study guide. The textbooks and study guides are recommended in order to achieve maximum benefit from the program because the components fit together to form a coherent learning system. The study guide integrates all of the program elements and is critical for successful completion of the program. The student will also need a notebook (8 ½ x 11) for taking notes.

Getting Started

THE STUDENT ARE RESPONSIBLE for their learning and for getting the most out of the program. They will be forced to make choices and to discipline themselves as never before in order to take full advantage of the wonderful opportunities that awaits them.

ONE'S ATTITUDE toward learning is going to be important in determining whether or not they get the most out of this program. Students who have the motivation, or desire, to learn will SUCCEED.

Their ability to MANAGE TIME well will be an important factor in completing the program and passing the corresponding test.

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Study Plan

Students should spend a few hours setting up a personal study plan. A study plan is a chart or schedule that shows well-defined activities or goals assigned to each day or to certain hours of each day. They will also need to develop their own lesson plan to ensure that you have adequate time to cover all the material. It is quite easy to make a lesson plan, so let the formulation of the students plan be the first goal.

1. Study Schedule:

Use a daily calendar to develop a study schedule.

Let's assume that a student will need a total of **12 uncommitted hours a week for study**. This figure is the classic one used by enrolled college students for the total time they devote to each three-credit course. We will also depend upon the experience of many college students and assume that the most profitable unit of time to spend on any one subject is a period of not less than one, not more than two hours. The 12 hours, in other words, are best divided into six or eight sessions per week.

Another factor to consider in developing a study schedule is access to the equipment needed: *television monitor, VCR/DVD player, and/or cassette tape player*. The student will need to plan to use the equipment when there will be the least interruption by other family members or friends.

Once the students have decided upon study periods, they should make a time use chart, and mark these periods off distinctly. Displaying it prominently reminds them and more importantly, those around them of the requirements of the undertaking and the seriousness of their intentions. The mastery of college-level work requires serious application.

Having determined the most suitable study periods during the week, the students can set up their complete study schedule. Begin by counting the number of weeks remaining until the audiovisual components must be returned. If possible, set aside one or two weeks at the very end for intensive review. Now, on a separate sheet of paper, write the exact dates of each of the study periods. The students will now know how many study periods they have in which to accomplish their study goals. For example, if they have 3 months before the material must be returned, and they intend to use the last two weeks for reviewing, they will have about ten weeks of study, or about 60 study periods.

When the complete study schedule is written down, with each study period marked off and dated, students are ready to coordinate this with their lesson plan.

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2. Lesson Plan:

By looking over the exam fact sheet the student will be able to determine the breakdown of the examination content and determine which aspects of the subject they are expected to know for the examination. Carefully compare *the table of contents of the textbook and study guide to the exam content*. Develop a list of the chapters (or pages) on which to concentrate. Keep in mind that the final examination is a standardized examination covering the equivalent materials normally covered in a college course so the composition of the exam may be very broad.

3. Combining the Study Schedule and Lesson Plan:

When the students have completed the study schedule and lesson plan, they are ready to coordinate the two into a study plan. The goal is to assign specific items on their lesson plan to specific dates on the study schedule. Try to allow for differences in time needed to skim over familiar materials or to study difficult materials closely. They may have to adjust the study plan, but they're still better off having an overall plan to study.

Having coordinated the study schedule and lesson plan, the student has accomplished their first major goal: to draw up a personal study plan. They have transformed those large, perhaps awesome goals, such as "pass the examination" and "study" into a series of smaller goals, well defined and manageable. Be sure to note on the lesson plan to make arrangements to take the examination.

Studying Tips

The student will need a quiet place to study, whether they're using the textbooks or the audiovisual materials. They will learn better if away from distractions, interruptions and noise.

Study periods should normally be 1-hour long, followed by a 10-minute break. Many students find it best NOT to attempt to study for more than two hours at any one time. The ability to concentrate will greatly affect the student's ability to learn. Experts find that most people need a change of pace after an hour's concentration.

It is recommended that they review the textbook and study guide assignments for each lesson prior to using the audiovisual equipment.

Textbooks

Textbooks are very different from novels, short stories, or plays. Textbooks are written to help the reader learn the information within them as easily as possible. Thus, they are usually organized into chapter and sections, with chapter titles and section heading.

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A way of reading textbooks that takes advantage of this organization is the SQ3R Method.

S----SURVEY Quickly look over the chapter title, section headings, and chapter summary to get an idea of what the chapter is all about.

Q----QUESTION Go back to the beginning of the chapter; turn the first heading into a question, so the student knows what they're trying to find out when reading.

R----READ Read the section to find the answer to questions.

R----RECITE The student should tell themselves the answer by taking brief notes for that section in outline form. Write the question on the left side of the paper, the notes on the right.

Repeat the **QUESTION, READ, AND RECITE** steps for each section of the assignment.

R----REVIEW Cover the right side of the page; ask the questions on the left and answer them. If the student can't answer them, go over the notes again.

Study Guide

The study guide provides learning objectives, a glossary of key terms, self-tests, and lesson reviews; more importantly, it correlates the text with the video or audio portions of the program. In one sense, the study guide takes the place of the tutor or the teacher.

Taking Notes

Taking good notes will take practice. Listening carefully and writing down the important points is the key to successful note taking. The process of listening and writing at the same time will also help you understand.

The purpose of taking notes is to record the lesson in a manner that will allow the student to review and understand the material afterwards. The objective, therefore, is to outline the main and supporting ideas and facts so that they are clear and understandable.

A lined 8½ x 11 notebook is recommended. It is best to write on the right hand pages only. The student can then make their own study, review or textbook notes on the left-hand pages.

Don't try to take down everything – keep to the main points. The student should develop their own style of abbreviating and condensing the important data.

Indenting and spacing will help make notes more readable. Start a new line out to the left for an important heading. Indent subheads under this and so on.

Start a new page for each tape, with the date and topic heading the page. When a new major topic or division is introduced, begin another new page so that there will be enough room to record the appropriate material under it.

A/V Components

Before viewing the videotapes or listening to the audiotapes, it is recommended that the student reviews the textbook and study guide assignments for each lesson. This review will help them understand the lesson and will help minimize note taking.

When using the audiovisual components the ability to listen and understand what has been heard will be extremely important.

LISTENING is a skill. It takes effort and practice to learn how to be a good listener. The key to being a good listener is being an *active listener*. How does a student become an active listener?

1. The student should regularly remind themselves of what's already been said while they listen. *Ask: how does what's being said not fit with what's already been said?*
2. Try to think ahead of the speaker. *Ask: what do I think he or she will say next?*
3. Try to listen "between the lines." *Ask: is there anything the speaker is hinting at or saying indirectly?*
4. Listen first, judge later. The student shouldn't try to evaluate what has been heard until hearing what the person has to say.
5. Take notes to remember what's been said.
6. Listen for overall ideas, or major points. Don't get lost in details.
7. Listen for the phrases that announce a new topic, signal a change of topic, or summarize what has been said.
8. Stop and back up the tape to make sure to understand the topic and improve notes.

Ordering the Test

The test that corresponds to this program will be administered by the DANTES Test Control Officer (TCO) or at a National Test Center for your area. Contact the Education Services Officer to determine who the TCO is or where the nearest National Test Facility is or visit the following website for National Test Center locations <http://www.collegeboard.com/student/testing/clep/about.html>. Also review the DANTES homepage at <http://www.dantes.doded.mil> to determine where the nearest DANTES Test Center is located.