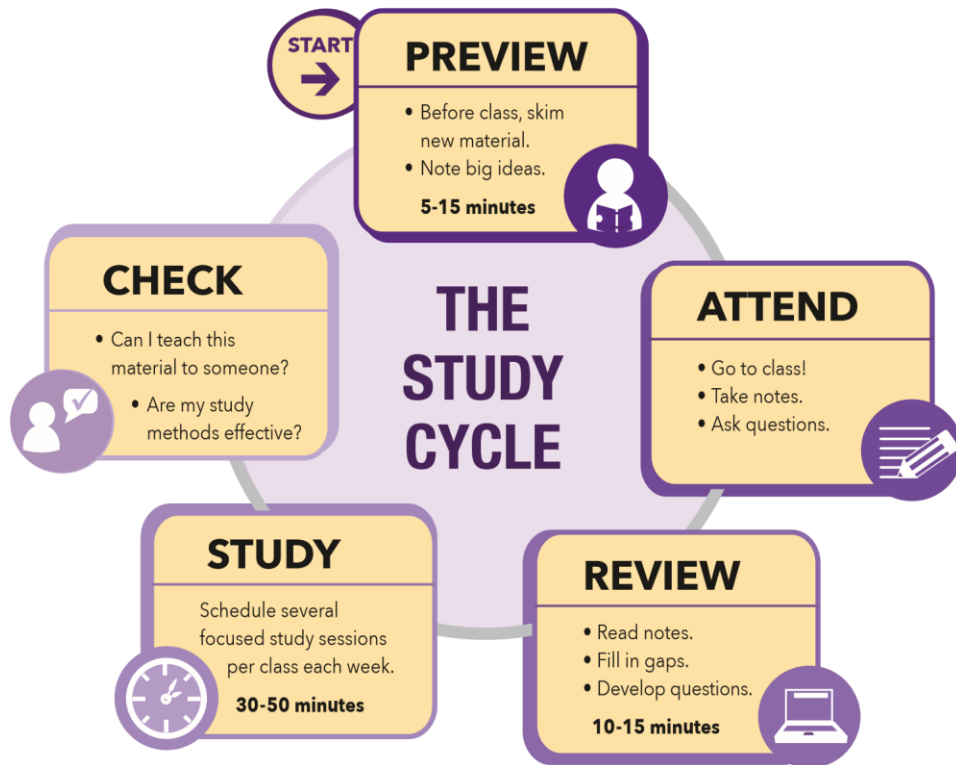


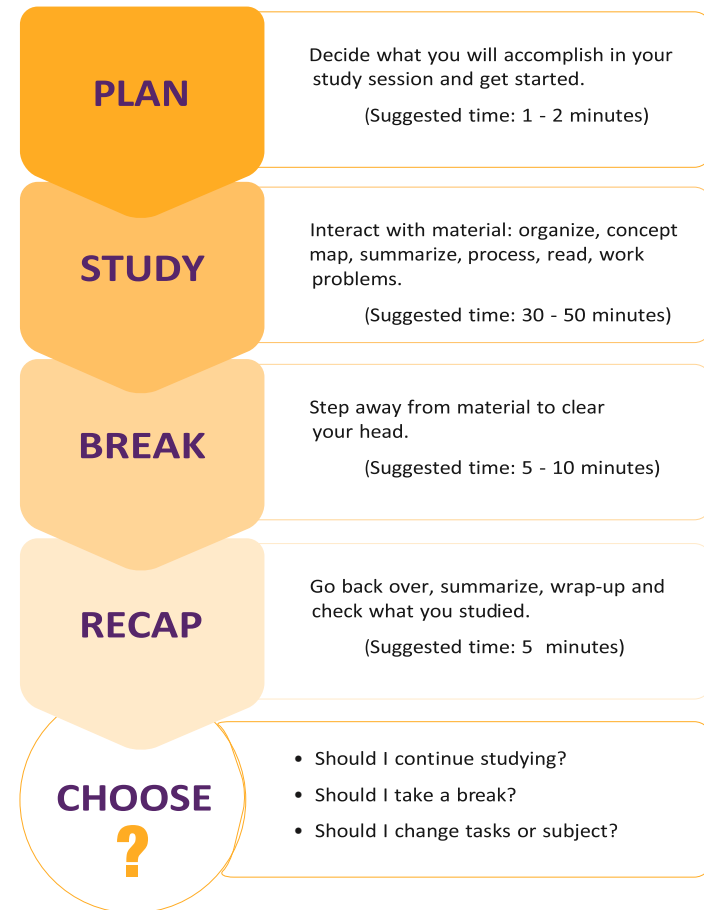
The Study Cycle

Use the Study Cycle to improve your study techniques and ability to remember information.



Focused Study Sessions

Focused Study Sessions (FSSs) work with the way your brain learns best: in short, focused increments. Schedule several focused study sessions per class each week.



Adapted from Frank Christ's PLRS system.
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Thinkwell-Learnwell™ Diagram Making Learning More Visible, Manageable and Effective



	Metacognitive Learning Goals	Bloom's Higher Order Thinking Skills	Corresponding Learning Outcomes	Outcome Valuation	
Lower Order Thinking Skills	To Identify or Define Information Students seek to answer some form of this what-based question: Can I list and/or define the key terms?	Remembering Students work to recall/recognize information, ideas, and principles in the approximate form in which they were learned.	Able to Recall or Duplicate Information Students will be able to reproduce information in similar form as the original source. Corresponds to tasks in which cues are embedded		Surface Approach to Learning
	To Explain Information Students seek to answer some form of this why-based question: Can I explain the reasoning behind the ideas/concepts.	Understanding Students work to explain and provide rationales to support concepts and/or principles.	Able to Provide Rationales for Information Students will be able to explain why concepts are essential to understanding the topic, subject, story, etc. Corresponds to tasks that require explanations or elaborations.		
	To Apply Information to New Situations Students seek to answer some form of this how-based question: Can I apply this information to a new or different situation, problem or context?	Applying Students work to transfer principles and/or concepts to a different problem or task with minimal cues or direction.	Able to Apply Information to Different Situations Students will be able to use information to complete a problem or task with minimal direction or cues. Corresponds to tasks that require application of knowledge to a situation.		
Higher Order Thinking Skills	To Compare and Contrast Information Student's seek to answer some form of this analytical question: Can I distinguish processes, procedures or principles from seemingly identical processes, procedures or principles?	Analyzing Demands that students be able to distinguish and differentiate between comparable processes, functions, methods, etc.	Able to Discern Nuances of Information Students will be able to discern patterns, differences and similarities within information. Corresponds to tasks that require students to distinguish between similar sets of information, processes or outcomes.		Deep Approach to Learning
	To Make Judgments About Information Student's seek to answer some form of this evaluative question: Can I determine the best rationale, plan, solution, course of action, etc., given the information.	Evaluating Demands that students be able to make judgments with information.	Able to Reach Conclusions with Information Students will be able to make judgments about information they've analyzed. Corresponds to tasks that require students to decide which course of action, solution or option is best.		
	To Introduce, Develop a Viewpoint Students seek to answer some form of this generative question: Can I synthesize the information in an original way?	Creating Demands that students be able to construct new information from existing information.	Able to Produce New Information Students will be able to present new meaning or generate new knowledge. Corresponds to tasks that require students to produce authentic work.		