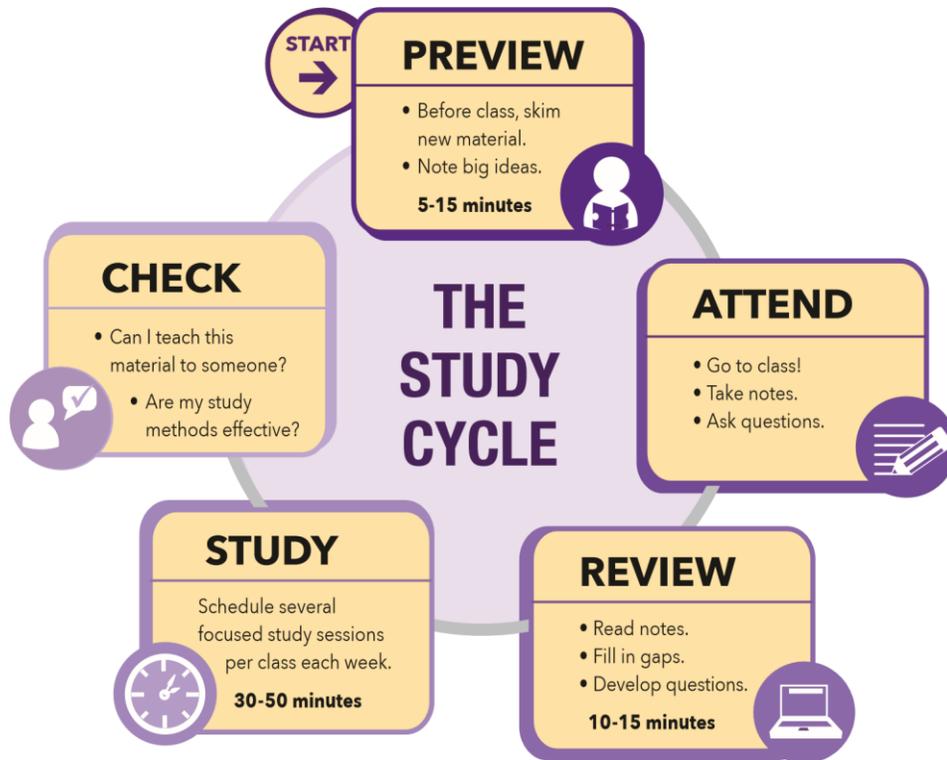


# The Study Cycle

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	<b>To Identify or Define Information</b> Students seek to answer some form of this what-based question: Can I list and/or define the key terms?	<b>Remembering</b> Students work to recall/recognize information, ideas, and principles in the approximate form in which they were learned.	<b>Able to Recall or Duplicate Information</b> Students will be able to reproduce information in similar form as the original source. Corresponds to tasks in which cues are embedded	
	<b>To Explain Information</b> Students seek to answer some form of this why-based question: Can I explain the reasoning behind the ideas/concepts.	<b>Understanding</b> Students work to explain and provide rationales to support concepts and/or principles.	<b>Able to Provide Rationales for Information</b> 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.	
	<b>To Apply Information to New Situations</b> 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?	<b>Applying</b> Students work to transfer principles and/or concepts to a different problem or task with minimal cues or direction.	<b>Able to Apply Information to Different Situations</b> 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	<b>To Compare and Contrast Information</b> 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?	<b>Analyzing</b> Demands that students be able to distinguish and differentiate between comparable processes, functions, methods, etc.	<b>Able to Discern Nuances of Information</b> 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.	
	<b>To Make Judgments About Information</b> 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.	<b>Evaluating</b> Demands that students be able to make judgments with information.	<b>Able to Reach Conclusions with Information</b> 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.	
	<b>To Introduce, Develop a Viewpoint</b> Students seek to answer some form of this generative question: Can I synthesize the information in an original way?	<b>Creating</b> Demands that students be able to construct new information from existing information.	<b>Able to Produce New Information</b> Students will be able to present new meaning or generate new knowledge. Corresponds to tasks that require students to produce authentic work.	