# GAMES© Study Model

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| **G**OAL-ORIENTED STUDY | |
| G1. | Analyze what I have to do before beginning to study. |
| G2. | Set a specific content learning goal before beginning to study. |
| G3. | Set a specific work effort (time or amount) before beginning to study. |
| G4. | Figure out why I am learning the material I'm about to study. |
| G5. | Be sure to understand what is expected of me in terms of learning and assignments. |
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| **A**CTIVE STUDY | |
| A1. | Make notes in the margins of the text when I read. |
| A2. | Ask myself questions before, during and after studying. |
| A3. | Pause periodically to summarize or paraphrase what I've just studied. |
| A4. | Create outlines, concept maps, or organizational charts of how the ideas fit together. |
| A5. | Look for connections between what I'm studying right now and what I've studied in the past or heard in class. |
| A6. | Write down questions I want to ask the instructor. |
| A7. | Reorganize and fill in the notes I took in class. |
| A8. | Work through any problems that are illustrated in the text or in my class notes. |
| A9. | Create vocabulary lists with definitions and my own examples. |
| A10. | Take breaks periodically to keep from getting too tired. |
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| **M**EANINGFUL AND MEMORABLE STUDYING | |
| M1. | Make up my own examples for concepts I am learning. |
| M2. | Put things into my own words. |
| M3. | Make vivid images of concepts and relationships among them. |
| M4. | Be sure I understand any example the instructor gave me. |
| M5. | Create concept maps and diagrams that show relationships among concepts. |
| M6. | Ask the instructor for more concrete examples and picture them in my mind. |
| M7. | Look for practical applications and real life settings for the things I'm learning. |
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| **E**XPLAIN TO UNDERSTAND | |
| E1. | After studying, meet with a partner to trade questions and explanations. |
| E2. | Write out my own descriptions of the main concepts. |
| E3. | Discuss the course content with anyone willing to listen. |
| E4. | Answer questions in class. |
| E5. | Make a class presentation. |
| E6. | Help another student who is behind in progress. |
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| **S**ELF-MONITOR | |
| S1. | Make sure I can answer my own questions during studying. |
| S2. | Work with another student to quiz each other on main ideas. |
| S3. | Keep track of things I don't understand and note when they finally become clean and what made that happen. |
| S4. | Have a range of strategies for learning so that if one isn't working I can try another. |
| S5. | Remain aware of mood and energy levels during study and respond appropriately if either gets problematic. |

| | Sequential | Precision | Technical | Confluence |
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| Strategies | Analyze what I have to do before beginning to study.<br><br>Set specific goals before starting to study<br><br>Set a specific work effort (time or amount) before beginning to study.<br><br>Make notes in the margins of the text when I read.<br><br>Pause periodically to summarize or paraphrase what I've just studied.<br><br>Create outlines, concept maps, or organizational charts of how the ideas fit together.<br><br>Reorganize and fill in the notes I took in class.<br><br>Work through any problems that are illustrated in the text or in my class notes<br><br>Take breaks periodically to keep from getting too tired.<br><br>Help another student who is behind in progress.<br><br>Make sure I can answer my own questions during studying.<br><br>Have a range of strategies for learning so that if one isn't working I can try another | Be sure to understand what is expected of me in terms of learning and assignments.<br><br>Write down questions for the instructor<br><br>Make notes in the margins of the text when I read.<br><br>Ask myself questions before, during and after studying.<br><br>Pause periodically to summarize or paraphrase what I've just studied.<br><br>Look for connections between what I'm studying right now and what I've studied in the past or heard in class.<br><br>Reorganize and fill in the notes I took in class.<br><br>Create vocabulary lists with definitions and my own examples.<br><br>Put things into my own words.<br><br>After studying, meet with a partner to trade questions and explanations.<br><br>Write out my own descriptions of the main concepts.<br><br>Discuss the course content with anyone willing to listen.<br><br>Answer questions in class.<br><br>Help another student who is behind in progress.<br><br>Make sure I can answer my own questions during studying.<br><br>Work with another student to quiz each other on main ideas.<br>Keep track of things I don't understand and note when they finally become clear and what made that happen.<br><br>Have a range of strategies for learning so that if one isn't working I can try another | Analyze what I have to do before beginning to study.<br><br>Figure out why material is important<br>Make notes in the margins of the text when I read.<br><br>Create outlines, concept maps, or organizational charts of how the ideas fit together.<br><br>Look for connections between what I'm studying right now and what I've studied in the past or heard in class.<br><br>Work through any problems that are illustrated in the text or in my class notes<br><br>Create vocabulary lists with definitions and my own examples.<br><br>Take breaks periodically to keep from getting too tired.<br><br>Make up my own examples for concepts I am learning.<br><br>Be sure I understand any example the instructor gave me.<br><br>Create concept maps and diagrams that show relationships among concepts.<br><br>Ask the instructor for more concrete examples and picture them in my mind.<br><br>Look for practical applications and real life settings for the things I'm learning.<br><br>Have a range of strategies for learning so that if one isn't working I can try another | Look for connections between what I'm studying right now and what I've studied in the past or heard in class.<br>Put things into my own words.<br><br>Make vivid images of concepts and relationships among them.<br><br>Create concept maps and diagrams that show relationships among concepts.<br><br>Ask the instructor for more concrete examples and picture them in my mind.<br><br>Make a class presentation.<br><br>Have a range of strategies for learning so that if one isn't working I can try another |