

PARROT*



SYSTEM FOR TEXTBOOK STUDYING

Developed by Barbara McLay *(reprinted with permission)

P**REVIEW** Previewing involves looking over the entire reading assignment with the purpose of familiarizing yourself with the concepts that will be covered. Be sure to skim the major headings and take note of the illustrations, charts, figures, and anything else that stands out in the text. If there is a summary, read it as you finish previewing. This helps you prepare for what is to come and understand how concepts relate to one another. As you **preview**, in your mind begin to . . .

A**SK & ACTIVATE** While you are previewing and preparing to actually read the material, it is important to formulate questions based on the topics and sub-headings. **Ask** yourself if anything is familiar, hence **activating** your prior knowledge on the subject. Ask yourself what you can expect to learn or what you need to find out. This creates a **purpose** for you to begin to . . .

R**EADE** Do not attempt to read an entire chapter all the way through in one sitting without stopping. Instead, **read** a textbook one section at a time, stopping at the end of each section to use the next step - **Review**. The amount you cover before stopping to review differs for each person, the type of information, your prior knowledge, your purpose, and your level of interest.

R**EWIEV** **Review** refers to stopping to check your comprehension by describing either aloud, on paper, or in your head, a summary of the material as you understood it, **in your own words**, to help you make a personal connection to the information. As you review or explain it to yourself, you should be taking note of how the information is organized and use this awareness to . . .

O**RGANIZE** **Organize** the information in a format that will help you better comprehend and study. This may involve highlighting the key points, making notes in the margins, creating an outline, developing study cards, constructing a concept map, merging information into your class notes, or another process that matches the **purpose** and the **level** at which you need to recall the material. If you are preparing for a test, you should organize your study materials according to the level of knowledge that will be expected. For example, do you need to recognize the information, or explain it, or apply it, or analyze it (compare/contrast), or synthesize details into a larger concept, or evaluate an example or case study? And finally, don't forget to . . .

T**EST** Stop periodically to **test** your knowledge. Are you able to define concepts, answer questions, solve problems, or write a sample essay? Use your study cards or notes, attend a study group, or practice applying the concepts to new examples. Try to predict a variety of questions. Remember, you don't know what you don't know until you actually **test yourself!**