

## **Learning Strategies Inventory**

**Adapted from *Teach Students How to Learn*,  
by Sandra Yancy McGuire with Stephanie McGuire  
(Stylus, 2015)**

“Study hard in college!” You’ve heard it a million times, but what does that actually mean? Here is a checklist of effective learning strategies; how many of the following are you already doing, and which ones could you try?

- I schedule about three hours of study time for each hour of class time.
- I preview each class by checking the syllabus, my notes from the previous class, and my reading notes.
- I read actively by developing questions before I start to read.
- I paraphrase information as I read.
- I always attend every class.
- I take good class notes by hand.
- I go over my notes as soon as possible after class.
- I try to do my homework without using example problems as a guide or copying answers from my class notes or textbook.
- I regularly go to office hours or Teaching Fellows to discuss problems or questions about the homework.
- I rework all of the homework problems and questions before a test or quiz.
- I make diagrams or draw mental pictures of the concepts discussed in class.
- I organize information before a test by preparing charts, outlines, or a study guide.
- I rework all of the quiz and test items I have missed before the next class session.
- I prepare as if I have to teach the information I am learning.
- I create practice exams to evaluate my mastery of the material.
- I participate in a study group where we do homework and quiz ourselves on the material.
- I keep track of the whole semester using The Big Picture.
- I keep a weekly calendar.
- I make regular use of CTL resources: Teaching Fellows, Writing Fellows, Study Mentors and Study Tables.

For more support with learning strategies, visit the Study Mentors.  
Make an appointment on StudyHub on the CTL website,  
call us at 3351, or stop in to visit us on the second floor of the library.