

Included in this kit:

1. Studying for multiple choice exams tip sheet.
2. Study schedule block template.
3. Study strategy flashcards.

Studying for Multiple Choice Exams

Tips & Tricks for Preparing for the Exam

- ❖ Review all course materials. This includes lectures and reading notes.
- ❖ Create a separate set of study notes. These are compiled from your course materials. Re-write your notes in your own words.
- ❖ Reviewing study notes can happen in various ways:
 - Create cue cards (recall method).
 - Create practice questions/mock tests.
 - Teach your material to a friend (or read aloud).
- ❖ Practice for different types of multiple-choice questions:
 - Factual questions (definitions)
 - Conceptual questions (applying a concept)
 - Applied questions (analyze a situation)

Tips & Tricks for Writing the Exam

- ❖ Analyze the prompt and responses of questions
 - Read the question first. Then highlight key words.
- ❖ Physically cover each response and reveal one at a time.
 - Note: you may cross out responses that are incorrect.
- ❖ Look for qualifiers:
 - Relative terms: generally, sometimes, may, usually, etc.
 - Absolute terms: always, never, only, etc.
 - Look out for questions in the **negative** form - “which is **not** an example of...”
- ❖ If you come to a question that you do not know – mark it with an asterisk and come back to it.
 - Answering other questions may spark your memory for the harder questions.
- ❖ Revisit all your answers prior to submitting your exam.

Examples

Factual Questions

Factual Questions require simple recall of a definition, formula, place, name, or date.

Example:

The first hominid species to populate Europe and Asia was most probably

- a. Homo erectus
- b. Homo radiensis
- c. Homo habilis
- d. Homo sapiens

Conceptual Questions

Conceptual Questions can be tougher than factual questions because they test your knowledge of definitions, theories, and process by asking questions that require you to think about them, often in a way that is different from how the concept was discussed in the text or in class. These questions generally address one part of a larger concept.

Example:

The number of patrons at Tim Hortons in a given time period is an example of which level of measurement?

- a. Interval
- b. Ordinal
- c. Ratio
- d. Nominal

Use your knowledge of how each of these terms is defined to correctly respond to the question. Focus on the key words in the question – “number of patrons” and “given time period” – and match it to the term which is defined the same way.

Applied Questions

Applied Questions require you to use what you have learned to identify the appropriate response for a question using a new situation or scenario.

Example:

A systems review of Mr. Lawson, a 101-year-old man in Peterborough, reveals wrinkled skin, pear-shaped body, 10-pound weight loss in the last decade, diminished appetite, “pasty” mouth, dentures, and constipation. Mr. Lawson has edematous, cool feet and is unable to go up one flight of stairs without shortness of breath. A possible explanation for Mr. Lawson’s edematous feet is:

- a. constricted arteries.
- b. use of diaphragm for expiration.
- c. dilated and tortuous veins.
- d. an increase in anteroposterior chest diameter.

To respond to this question, first consider common causes of edema, and then consider the current state of the patient, identifying key factors that match the causes for edema. More than one of the responses may correctly identify a cause for edema, but only one will correctly identify its cause for this particular patient. Be sure to answer with the presented case in mind.

Study Schedule – Time Blocks

R3 Method

Read-Review- Rehearse

Test-taking is a skill, in and of itself. Practice this skill by using sources to create your own tests and then taking them. Replicate test format and conditions as closely as possible.

The Pomodoro Method

Work for 25 minutes at a time, followed by a 5-minute break, for a total of 2 hours.

It's a good to set aside distractions and remember to take breaks.

The Rule of 2-2-2

Start reviewing for a test at least **TWO** weeks before. Study every **TWO** days for **TWO** hours at a time, using the Pomodoro Method.

SQR3 METHOD

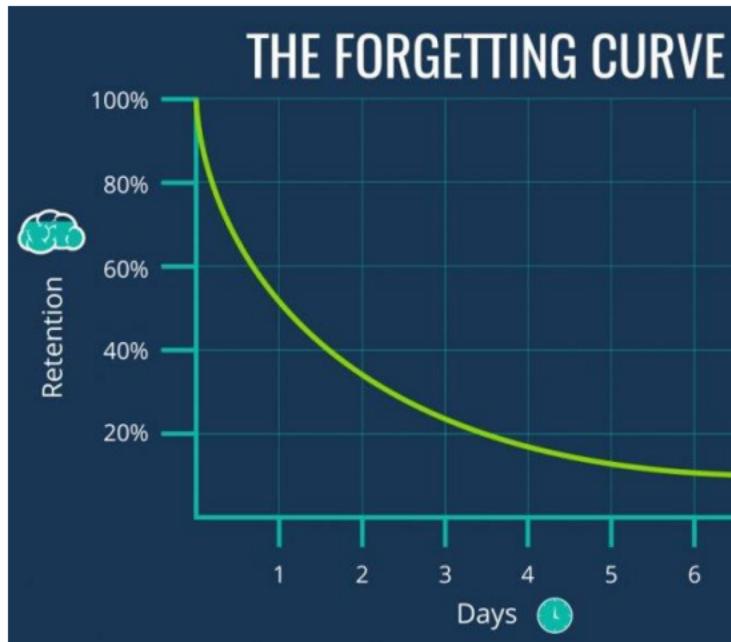
1. Survey – overview
2. Questions – ask them
3. Read (3x)
 - Read only
 - Record (notes)
 - Review

Teach Your Subject

Nothing helps you learn more effectively than helping someone else learn!

Pretend-Teach your subject to someone (or yourself).

Remember the "Forgetting Curve"



The Feynman Technique

Translate complex ideas into plain language that anyone could grasp. Do this in writing and review several times, revising for clarity.

Eat the Frog

Choose the most challenging or least appealing task to begin with and get it out of the way. Everything will seem easier by comparison, once it's done.

Make a Podcast

Record yourself reading your material and listen to it while you exercise, cook, or work with your hands. Avoid mental multi-tasking though!

Set up a Work-Flow

Plan and decide when and where you will study – and what. Make an overview of everything you want to accomplish by the end of the term and budget your time in 2-hour chunks

Use Mnemonics

Make the random make sense.
For definitions, processes, or
other grouping of information,
use patterns of letters, sounds,
rhythms, or association to
remember them

Chunk it!

Break material down into more easily digestible chunks.

Make an Outline

Make outlines for responses to short answer or essay test questions.

Do the same in a test situation, that is, a brain dump followed by a quick outline before beginning to write.