

Effective Strategies for Study Groups

Beginning of the Meeting

1. Delegate responsibilities
 - a. Moderator—gives direction to the meeting and keeps track of time and the agenda
 - b. Record Keeper—write down the agenda and any unfinished business to be taken care of at the next meeting
2. Review any notes from the previous meeting
 - a. Were there unanswered questions?
 - b. Was there a plan to work on or discuss something?
3. Establish an agenda
 - a. Each member tells about current needs in the course. Write these down.
 - b. As a group, prioritize the needs. Which ones are more immediate?
 - c. Decide on study activities for working through each agenda item (more on this below).

During the Meeting

Work through each item on your agenda. If you start running out of time, you will need to discuss whether to extend your meeting or move on to other items. The moderator's role is to keep track of time.



Closing the Meeting










In the final 5-10 minutes, discuss the following questions as a group:

- What did we accomplish?
- What do we want to work on next time?
- What does each member need to do to prepare for the next meeting?

Learning Activities

Learning activities can be done by the whole group or by smaller groups of students. They are designed to increase learning effectiveness. You may find that some strategies work better for you or your group than other strategies. Try them out, modify them, or add others to your repertoire. If you discover something new that should be added to this list, please share it with the Student Success Centre.

Learning Activities

	Take Turns "Teaching"	Divide your material into sections and have each member take one. Focus on summarizing the section and highlighting any key ideas.
	Compare Notes	Check your notes with a partner or compare with the whole group. Make sure you took down the correct information and fill in any gaps you have.
	Generate a List of Test Questions	Using your notes and textbook, predict questions that might be on the test. Create a "test" that can be used in the study session or as a take-home tool.
	Write Summaries	As a group or in small groups, write summaries of chapters or lectures. One person can write, another dictate, and another cross-reference the text and notes. This is helpful for read/write learners.
	Make a Mind Map or Flow Chart	Show the relationships between concepts for several lectures or chapters. This can be done as a whole group, or smaller groups can work on different sections of the map. This is a great strategy for visual learners.
	Discussion	Talk about important issues or key concepts. You can compare and contrast two different theories or processes, discuss the application of theories, or discuss problem areas. This is a great strategy for auditory learners.
	Flashcards	Create flashcards for key vocabulary terms. Alternate between quizzing each other on the word and definition. Consider illustrating flashcards. These can be effective for all learning styles.
	Make up Metaphors and other Mnemonic Devices	Create word pictures or metaphors to help you remember abstract concepts. Use other mnemonic devices such as: <ul style="list-style-type: none">▪ Music▪ Names: Create a fictitious name using the first letters of a list of items▪ Expressions: Make an expression using the first letter of each item to create a phrase.▪ Model: Design a representation to help you understand key concepts.▪ Rhyme: Put the information in a poem.▪ Notecards: Put your test questions on notecards for self or group quizzing.▪ Image: Construct a picture in your mind that will help you remember the concept. The sillier the better.▪ Connection: Connect something you are learning to something you already know.
	Games	What is better than playing a game? Two Truths and a Lie, Charades, Pictionary, Hot Potato...do an internet search for options. Online quizzes made with Kahoot! can add some fun to your session.