

Study Skills Questionnaire

This questionnaire is designed to help you to think constructively about the ways in which you approach your study, and to identify your strengths and weaknesses. If you would like to do some preparation in this area before you come to Oxford, there are many study skills books now available, but one you might like to look at is “12 Steps to Study Success”, Lashley and Best, Continuum, 2001, London (£9.99).

Deep Approach

Seeking meaning

- I usually set out to understand for myself the meaning of what we have to learn.
- When I'm reading an article or book, I try to find out for myself exactly what the author means.
- When I am reading I stop from time to time to reflect on what I am trying to learn from it.
- Before tackling a problem or assignment, I first try to work out what lies behind it.

I need to use this more	I already use this technique

Relating ideas

- I try to relate ideas I come across to those in other topics or other courses whenever possible.
- When I'm working on a new topic, I try to see in my own mind how all the ideas fit together.
- Ideas in course books or articles often set me off on long chains of thought of my own.
- I like to play around with ideas of my own even if they don't get me very far.

Use of evidence

- I look at the evidence carefully and try to reach my own conclusion about what I'm studying.
- Often I find myself questioning things I hear in lectures or read in books.
- When I read, I examine the details carefully to see how they fit in with what's being said.
- It's important for me to be able to follow the argument, or to see the reason behind things.

Interest in ideas

- Regularly I find myself thinking about ideas from lectures when I'm doing other things.
- I find that studying academic topics can be quite exciting at times.
- Some of the ideas I come across on the course I find really gripping.
- I sometimes get 'hooked' on academic topics and feel I would like to keep on studying them.

Strategic approach

Organised studying

- I manage to find conditions for studying which allow me to get on with my work easily.
- I think I'm quite systematic and organised when it comes to revising for exams.
- I'm good at following up some of the reading suggested by lecturers or tutors.
- I usually plan out my week's work in advance, either on paper or in my head.

Time management

- I organise my study time carefully to make the best use of it.
- I'm pretty good at getting down to work whenever I need to.
- I work steadily through the term or semester, rather than leave it all until the last minute.
- I generally make good use of my time during the day.

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Alertness to assessment demands

- When working on an assignment, I'm keeping in mind how best to impress the marker.
- I look carefully at tutors' comments on course work to see how to get higher marks next time.
- I keep in mind who is going to mark an assignment and what they're likely to be looking for.
- I keep an eye open for what lecturers seem to think is important and concentrate on that.

Achieving

- It's important to me to feel that I'm doing as well as I really can on the courses here.
- I feel that I'm getting on well, and this helps me put more effort into the work.
- I put a lot of effort into studying because I'm determined to do well.
- I don't find it at all difficult to motivate myself.

Monitoring effectiveness

- I go over the work I've done carefully to check the reasoning and that it makes sense.
- I think about what I want to get out of this course to keep my studying well focused.
- Before starting work on an assignment or exam question, I think first how best to tackle it.
- When I have finished a piece of work, I check it through to see if it really meets the requirements.

Memorisation

- I spend time memorising important facts.
- I identify important material and make an effort to remember it.
- Making sense of the big picture helps me to remember isolated facts.
- I like to make sense of my notes to help me to remember them.

Syllabus-boundness

- I like to read beyond what is required to pass.
- I like to know more than just those bits I need to pass.
- I spend time reading more than is required just to complete assignments.
- I like some freedom in essays and assignments to do what I think is relevant.
