

MANAGING TEST ANXIETY AND STUDY SKILLS

RESOURCES FOR STUDENTS

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POSSIBLE CAUSES OF TEST ANXIETY


The Nature of One's Fears May Change the Behavior of the Thought Process.

Realistic Fears

- Students should work on time management and not on their perfectionism. You don't need to score a 100% on every test.
- A fear can be, "If I fail this exam, I might have to repeat the class."

Talking to the advisor, dean, counselor, or professor can help with realistic goals about one's options. In most cases, second chances are built into the system, **and there is always tutoring.**

Unfounded Fears


- "My family, classmates, and professors will think that I'm not very bright."
 - At this level of education, everybody is smart; intelligence is not the primary factor separating top students. Upon graduation, the individual is judged on work performance; thus, there will be plenty of opportunities to distinguish oneself later.
 - "I used to think I was smart, but now I'm no longer sure." Almost all students experience self-doubt; its natural.
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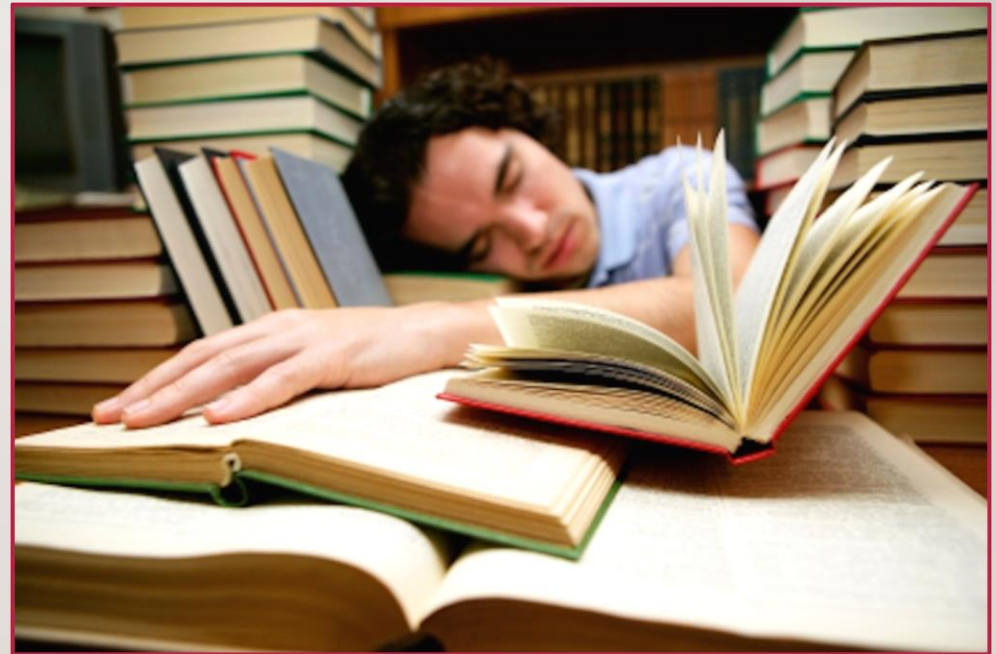
Letting Go of Perfectionism

Before entering college, a potential student may have been a perfectionist who went into exams feeling that he/she had studied everything needed. It can be emotionally difficult to let go of the perfect score. In college, it is virtually impossible to learn every detail of every class.

- Comprehending the main concept will help guess correctly on some of the details that one may not remember.
 - One can set a time limit and then go through a set of lecture notes with the goal of pulling out only the most significant information.
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BEFORE THE TESTING

1. Put things in perspective. The exam is important, but the entire future doesn't depend on it, and when it is finished, no terminal diagnosis will follow.
2. Past successes can be good motivational tools.
3. One should not give a test the power to define oneself.



BEFORE THE TESTING

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4. Visualize finishing the test successfully.
5. Remind yourself that a certain level of anxiety is actually helpful.
6. Practice tests are always useful.
7. Get a good night's sleep before testing.
8. High anxiety can increase the impact of caffeine, so on test days reduce intake.
9. Do not obsess over the test.



STUDY



TESTING



- 1. Approach studying seriously, but think of the test as a game: the goal is to collect as many points as one can in the time available.
- 2. If unsure of the answer, guess and move on. Remember: everyone can miss several questions and still do well on the test.

2. STUDY SKILLS

Getting Organized to Study is an Important First Step To Success.

Wong D., (January 17th, 2019), How to Get Organized for

School: 30 Simple Tips for Students, Retrieved, from:

[https://www.daniel-wong.com/2017/04/10/students-get-](https://www.daniel-wong.com/2017/04/10/students-get-organised-for-school/)

[organised-for-school/](https://www.daniel-wong.com/2017/04/10/students-get-organised-for-school/)

- 1. Develop a routine: consistency is the key to success.**
- 2. Set rules for study; determine a time limit when a paper is due; complete all projects and assignments at least two days before due date.**
- 3. Write everything down.**
- 4. Create your deadline before the actual due date.**
- 5. Work on one task at a time; do not multitask.**

STUDY SKILLS

(CONTINUED)



6. Use the following websites and apps:

Habitica is an app that turns your goals into a fun game. It makes it more likely that you'll stick to your goals and enjoy the process.

MyStudyLife - This app replaces a planner to help organize schedules, tasks, and exam preparation. It also sends reminders of upcoming events.

KeepMeOut is an online tool that prevents students from visiting distracting websites. It helps to concentrate.

8. Declutter once a week.

9. Put sticky notes on the front door to help remember things you need to do.

10. Keep one notebook for each subject.

STUDY SKILLS

(CONTINUED)

11. Bring an accordion folder to school every day to keep track of each subject.
12. Do five minutes of daily planning each day, and restudy new materials after each class within a week after learned, throughout the semester. This way, when the test comes, you already know most of the material.
13. Learn to say no; decide on the boundaries set for yourself. Decide how many times you'll go out with friends each week; how many days each week are devoted to study and to spending time with friends, activities, and other tasks.
14. Block out time in your schedule for the things that matter most.

1. Ensign, J., & Woods, A. M. (2014). Strategies for INCREASING ACADEMIC ACHIEVEMENT in Higher Education. Journal of Physical Education, Recreation & Dance, 85(6), 17-22. Retrieved from <https://search.proquest.com/docview/1558845578?accountid=14375>
2. Brandall B., (July, 2018), [How to Prioritize Tasks and Do Only The Work That Matters](https://www.process.st/how-to-prioritize-tasks/) retrieved from: <https://www.process.st/how-to-prioritize-tasks/>

3. PRIORITIZE YOUR ASSIGNMENTS.

- Ensign, J., & Woods, A. M. (2014). Strategies for Increasing Academic Achievement in Higher Education Journal of Physical Education, Recreation & Dance, 85(6), 17-22.
Retrieved from <https://search.proquest.com/docview/1558845578?accountid=14375>
- Discusses practical strategies to increase students' academic achievement and prioritize the most important material.

PRIORITIZE YOUR ASSIGNMENTS

(CONTINUED)

- Brandall B., (July, 2018), [How to Prioritize Tasks and Do Only The Work That Matters](https://www.process.st/how-to-prioritize-tasks/matters) retrieved from:
<https://www.process.st/how-to-prioritize-tasks/>
- Suggests that students must prioritize the assignments and the date each one is due.



PRIORITIZE YOUR ASSIGNMENTS

(CONTINUED)

PRESIDENT DWIGHT D. EISENHOWER

In 1954, President Dwight D. Eisenhower said:

“I have two kinds of problems: the urgent and the important. The urgent are not important, and the important are never urgent.”

It was this quote that created the **Eisenhower Matrix**, a 4-box system for organizing one’s tasks by urgency and importance, and getting them done (see next slide).



EISENHOWER'S MATRIX

Urgent & Important

do it now

Important not urgent

decide when to do it

Urgent not important

delegate it

Not important
not urgent

delete it

4. TIME AND PROJECT MANAGEMENT; PROBLEM SOLVING

- Time and project management; problem solving; managing time and tasks

Retrieved from:

<http://www.studygs.net/shared/mgmnt.htm>

Study Guide and Strategies, helping students

succeed since 1996



5. GET EXERCISE TO IMPROVE MEMORY AND THINKING SKILLS

- Godman H., Executive Editor (April 05, 2018), Harvard Health Publishing from Harvard Medical: Regular exercise changes the brain to improve memory, thinking skills.
- Retrieved from:
<https://www.health.harvard.edu/blog/regular-exercise-changes-brain-improve-memory-thinking-skills-201404097110>

Exercise and the Brain

Exercise helps memory and thinking through both direct and indirect means. The brain is a muscle, just as others in our body. The benefits of exercise come directly from its ability to reduce insulin resistance, reduce inflammation, and stimulate the release of growth factor, chemicals in the brain that affect the health of brain cells, the growth of new blood vessels in the brain, and even the abundance and survival of new brain cells.

EXERCISE

Dr. Scott McGinnis (a neurologist in Brigham and Women's Hospital and an instructor in neurology at Harvard Medical School) says that most “exciting is the finding that engaging in a program of regular exercise of moderate intensity over six months or a year is associated with an increase in the volume of selected brain regions” connected with memory and other parts of the brain.

Also, indirectly, exercise improves mood and sleep, and reduces stress and anxiety. Problems in these areas frequently cause or contribute to cognitive impairment.

Many studies have suggested that the parts of the brain that control thinking and memory have greater volume in people who exercise both the body and the brain, versus people who do not.