

Exercise walk-through

1.6

Effective Study Strategies

GAC Study and Communication Skills

Method — Key knowledge: check the learning and the claim

Active recall means answering before looking it up. **Spaced practice** uses separate sessions. Check responses against reliable material, correct errors and plan a later check. Difficulty or confidence alone does not establish correctness. Research with prose passages found a delayed-recall benefit from testing; repeated study did better on the immediate test. Timing and task matter. This does not prove a universally best interval or that discomfort causes learning. Retrieval study · Spacing review.

The **Cornell method** separates notes, cues and a summary. Answer cues without notes, then check. Compare summary claims with the source; filling boxes does not establish accuracy.

Follow the actual CV and statement brief. Name your contribution and outcome, retain team roles and keep qualifications accurate. One project does not prove professional status or future success.

Method — Source A: Mei's study record

On Monday Mei answered six citation questions with the notes closed. Four were correct. She compared all answers with the course material and corrected two errors. On Thursday she answered the same questions without notes; five were correct. Only these questions and this learner were checked. There was no comparison group. Her Cornell notes have the cue “What does a citation connect?” and the note “A borrowed claim to its source”. Her first summary says, “A citation proves that the claim is true.” The course material says that citing identifies the source; its evidence still needs evaluation. Mei has not yet revised that summary or tested new questions.

Method — Source B: project and fictional application brief

The application requests a one-page CV giving education, relevant skills and experience; it excludes photographs. Its statement asks for a specific computing interest, an example of the applicant's own work and a learning direction.

Mei wrote a spreadsheet formula to flag overlapping club-room times. A teammate entered the event data. Testing one eight-event list revealed two clashes, which the team corrected. No other list was tested. Mei enjoys making checking tools and wants to study computing. She has no professional software qualification.

Her first CV bullet says, "I independently managed the whole project as a professionally qualified software engineer. My tool guarantees that every future event list has no clashes."

Method — Worked example: evidence supports a bounded statement

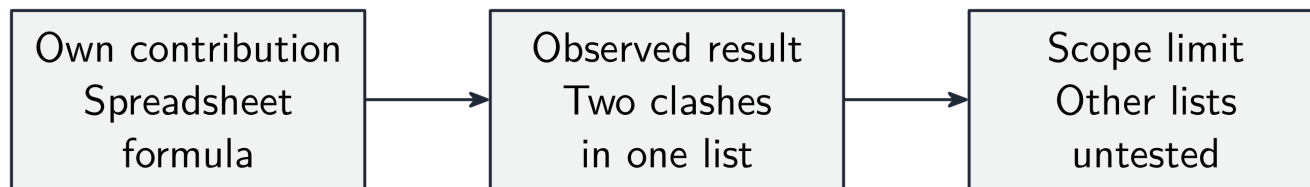
Known: Mei wrote the formula, another person entered the data, and one list revealed two clashes. A truthful bullet is: “Wrote a spreadsheet formula to flag room-time overlaps; testing one eight-event list identified two clashes for the team to correct.”

This names her contribution and a result. It does not invent a qualification, sole responsibility or a guarantee for untested lists.

For study, the later five-correct result supports progress on the same six questions. It does not establish that every related question is mastered or isolate the cause of the improvement. The next check should include the corrected summary and new questions, with results recorded rather than promised.

Method — Worked example: evidence supports a bounded statement

A truthful bullet is: “Wrote a spreadsheet formula to flag room-time overlaps; testing one eight-event list...”



Teammate entered the data; team corrected the clashes
No professional qualification claimed

An applicant's own formula, one test result and a limit support a bounded skill claim.

Exercises 2.1-2.3

2.1 Identify the active-recall action in Source A and state the recorded change in correct answers. [2]

2.2 Answer Mei's cue question and correct the misleading claim in her first summary. [2]

2.3 Identify THREE unsupported claims in the CV bullet and give the relevant evidence or limit for each. [3]

Exercises 2.1·2.3

2.1 Identify the active-recall action in Source A and state the recorded change in correct answers. [2]

2.1 Answering the questions before looking at the notes is active recall. Correct answers increased from four of six on Monday to five of six on Thursday on the same questions. The record does not isolate a cause.

2.2 Answer Mei's cue question and correct the misleading claim in her first summary. [2]

2.2 A citation connects a borrowed claim to its source. It identifies where the claim comes from; the source's evidence still needs evaluation and the claim is not automatically true.

2.3 Identify THREE unsupported claims in the CV bullet and give the relevant evidence or limit for each. [3]

2.3 Sole management is unsupported: the teammate entered data and the team corrected clashes. The professional qualification is false under Source B, which says Mei has none. A guarantee for every future list exceeds the one eight-event test.

Exercises 2.4-3.1

2.4 Propose a specific next study task, an accuracy check and a review point for Mei.
Do not invent a successful result. [3]

3.1 Evaluate these THREE claims: “Finding recall difficult proves more learning”; “Five correct answers on the same questions proves complete mastery”; “This application’s photo rule is the rule for every university”. Explain the correction and its practical implication for each. [6]

Exercises 2.4·3.1

2.4 Propose a specific next study task, an accuracy check and a review point for Mei. Do not invent a successful result. [3]

2.4 For example: revise the summary and attempt new citation questions without notes in a confirmed Friday study slot. Compare every response with the course material and identify errors. Record the results that evening and choose a follow-up for any remaining gap. Accept another specific feasible task with a review point. Do not award a promised perfect score as the check.

3.1 Evaluate these THREE claims: “Finding recall difficult proves more learning”; “Five correct answers on the same questions proves complete mastery”; “This application’s photo rule is the rule for every university”. Explain the correction and its practical implication for each. [6]

3.1 Award 2 per evaluation: evidence/limit, practical implication. Difficulty alone does not show correct understanding; check and correct the response. One response is still wrong and only the same questions were tested; revisit that gap and try new questions before a wider mastery claim. Source B supplies one fictional brief, not every institution’s rules; read the actual application instead of generalising the photo requirement.

Exercise 3.2

3.2 Write an 80–110 word statement excerpt for Mei that meets the fictional brief. Use her computing interest, own contribution and observed result. Keep the team role, qualifications and test limit accurate, and propose one feasible next learning step. [8]

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3.2 Local analytic rubric, $8 \times B1$: specific computing interest; own formula contribution; teammate role retained; one eight-event test; two clashes found/team correction; no invented qualification or future guarantee; specific feasible next learning step; coherent truthful 80–110 word excerpt. Example: “I want to study computing because I enjoy making tools that help people check their work. For a club-room project I wrote a spreadsheet formula to flag overlapping times, while a teammate entered the event data. Testing one eight-event list identified two clashes, which our team corrected. That result is useful, but it does not establish reliability for every event list or give me a professional software qualification. I want to test another list, including events that start when others end, and compare each flag with a manual check. I will record any error before revising the formula.”