

Reading Assignments

PQ3R and or SQ3R methods are both active reading strategies that will help you to read faster, concentrate better, and increase comprehension and retention. They are developed by psychologist F. Robinson.

PQ3R is an acronym for PREVIEW, QUESTION, READ, RECITE, REVIEW
SQ3R an acronym for SURVEY the same as the preview.

Just putting in time and reading a text will not be enough because of the large amount of assigned reading and short period time to do it.

1. PREVIEW or Survey
2. QUESTION
3. READ
4. REFLECT
5. RECITE
6. REVIEW

PREVIEW the material like a road map

Scan the material before you start reading word by word. Read the headings and subheadings, introductory and summary paragraphs, tables and figures. Try to identify several main ideas of the chapter.

QUESTION while you are reading the material. You can turn headings and subheadings into questions but you can generate other questions. You might use terms “what, who, where, why, compare, contrast etc.” The questions will help you with concentration and what do you need to get out of the reading.

READ by answering questions that you formulated.

Highlight the answers to your questions, key points, terminology, definitions and examples. DO NOT highlight entire paragraphs.

DO NOT TAKE EXTENSIVE NOTES.

Be sure to look at graphs, tables and illustrations. Be alert to bold and italicized print.

REFLECT while you read and focus on understanding the material.

1. Connect what you read to your previous knowledge
2. Relate subtopics to primary concepts
3. Compare and contrast, clarify contradictions
4. Relate material to your personal experience and your own examples
5. Think what questions you could be asked on the exam.

RECITE

When you read, stop periodically to **recall** information. Cover the section that you just read. Try to answer questions that you formulated and summarize the major points in **your own words** from your memory. You can say it loud or write them down.

REVIEW the material that you covered.

While reviewing the material again, you want to find out what you know and what you don't know. Reread highlighted material. If you created outlines of the main points, cover them and see if you can recall them. Answer your questions that you formulated, review questions at the end of the chapter or practice questions given by the instructor. Try to create questions that you could be asked on the exam. Think about application of the material and its significance.

You can review the material with a classmate, a peer-tutor, or in a study group.

Be aware that distributed learning which occurs over time will help you to retain information by storing it in a long term memory.

References

David Geffen School of Medicine Learning Skills Office

<http://www.medstudent.ucla.edu/Current/careeradvising/LearningResources.cfm>

Reading course textbooks. Office of Academic Support and Counseling/ Albert Einstein College of Medicine. <https://www.einstein.yu.edu/education/student-affairs/academic-support-counseling/study-methods/reading-course-textbooks.aspx>

SQ3R (2002), Auburn University English Center. <http://www.aum.edu/docs/default-source/Learning-Center-Docs/read-critically-.pdf?>

Textbook Reading Systems. Cornell University Learning Strategies Center

http://lsc.cornell.edu/Sidebars/Study_Skills_Resources/readingsystem.pdf

Santrock, J. W. (2009). Educational psychology, 4th Ed. New York: McGraw-Hill