

# An Introduction to Study Technology

Name \_\_\_\_\_ Date \_\_\_\_\_

## BOOK

*The Study Handbook*, based on the works of L. Ron Hubbard

### A. ORIENTATION

1. READ: Some things to know:

This learning guide is like a checklist. Initial and date each step as you complete it. Unless otherwise specified, do steps in order.

For steps requiring you to write down your thoughts, answers, examples, etc., turn your work in (manually or digitally) to the faculty training supervisor, your mentor, or another faculty member designated for checking it. A second sign-off line is for this person's initials when they have passed your assignment.

Many writing assignments on this course will ask you to give examples of particular things from your experience. If you haven't experienced something asked for, you are expected to imagine (make up) the examples.

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### B. INTRODUCTION

1. READ: *The Study Handbook*, Chapter 1 Studying: An Introduction, pp. 1–4.
2. ASSIGNMENT: Write up what the first chapter has to do with you as a student of study technology.

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### C. NOMENCLATURE

1. READ: Chapter 2 Key Words, the first three entries: *study*, *technology* and *study technology*, p. 5.

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2. READ: Chapter 3 Nomenclature, through section “Words and Speed of Progress,” pp. 11–13. \_\_\_\_\_
3. READ: Chapter 3 Nomenclature, the last two sections: “Understanding and Application” and “Summary,” pp. 17–18. \_\_\_\_\_
4. ASSIGNMENT: Summarize what you learned of value to you, as a student, teacher or both, from the sections you read in chapter 3. \_\_\_\_\_
5. READ: Chapter 7 Methods of Word Clearing, section “A. Basic Word Clearing,” pp. 69–71. \_\_\_\_\_
6. ASSIGNMENT: Describe, with examples, how you could utilize *Basic Word Clearing* (a) in your own studies, and (b) in helping others in their studies. \_\_\_\_\_

## D. MASS AND DOINGNESS

1. READ: Chapter 8 Balancing the Significance with the Doingness and Mass of a Subject, pp. 97–106. \_\_\_\_\_
2. ASSIGNMENT: Explain in your own words what you feel are the most valuable points from chapter 8, giving examples to illustrate your understanding. \_\_\_\_\_
3. READ: Chapter 9 The Use of Demonstration, section “C. Sketching,” pp. 113–114. \_\_\_\_\_
4. ASSIGNMENT: Do a sketch of something you learned today. (This does not need to be checked.) \_\_\_\_\_

## E. GRADIENTS

1. READ: Chapter 10 Instruction by Gradient, pp. 115–125. \_\_\_\_\_
2. ASSIGNMENT: Give some examples from your own experience where the gradient was too steep and caused confusion, then give an example of the opposite, where too many things were added, making the runway too long. \_\_\_\_\_

## F. INFORMATION EVALUATION

1. READ: Chapter 11 Evaluation of Information, pp. 127–136. \_\_\_\_\_
2. ASSIGNMENT: Summarize what you feel are the most important points covered in chapter 11 and why. \_\_\_\_\_

## G. PURPOSE AND USE

1. READ: Chapter 12 The Purpose and Use of a Subject, pp. 137–141. \_\_\_\_\_
2. ASSIGNMENT: Give examples from your own experience of incorrect emphasis in instruction, explaining how you think that came about. \_\_\_\_\_

## H. BARRIERS TO STUDY

1. READ: Chapter 13 Barriers to Study, pp. 143–147. \_\_\_\_\_
2. ASSIGNMENT: Give examples from your own experience of each of the three barriers to study. Describe what happened in each case. \_\_\_\_\_

## I. STUDENT INTENTION

1. READ: Chapter 14 The Intention of the Student, pp. 149–156. \_\_\_\_\_
2. ASSIGNMENT: Give some examples from your own experience of materials that don't have value or are incomprehensible. Explain how one might be able to study them for examination but not application. \_\_\_\_\_

## J. EDUCATIONAL PRINCIPLES

1. READ: Chapter 16 Education and Learning, pp. 167–172. \_\_\_\_\_
2. ASSIGNMENT: Make a list of the educational principles covered in chapter 16 that you feel are most important to your success as an educator. \_\_\_\_\_

## K. WRAP-UP

1. ASSIGNMENT: Look through any parts of *The Study Handbook* that you were not assigned to read on this course that you are interested in. Write down some things you hope to study and learn more about in the future as concerns study technology. \_\_\_\_\_
2. READ: Any parts of the *Study Handbook* that you want to review. Get help from a qualified faculty member on anything that seems confusing or difficult to use. \_\_\_\_\_
3. ASSIGNMENT: Summarize any wins, insights or positive changes you experienced while doing this course. \_\_\_\_\_

I have completed the steps of this course. I understand what I studied and can use it.

Trainee \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Training supervisor or mentor \_\_\_\_\_ Date \_\_\_\_\_



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