

1st Year Study Skills Presentation

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Study Skills Programme



LEARNING
ENGLISH
BBC

STUDY SKILLS

for students like you

1: BETTER LEARNING

WHY LEARN HOW TO LEARN?

1. Reduce my workload

The amount of work
I need to do

* Sounds
good!

ter result

BETTER
LEARNING



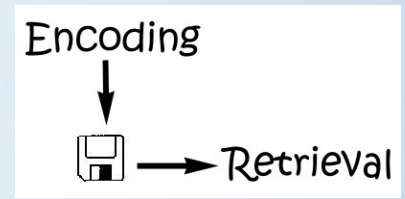
Study Skills for School Success!

- Students want to do well in school
- Students who consistently do well in school practice good study habits and are well organized
- Study skills and organizational skills do not come naturally to most people;
- *they must be learned.*



How do we learn?

We learn by making memories which occurs in three phases



Encoding



Storage



Retrieval

Exercise and practise can improve memory and improve our learning

Encoding

Our brain processes what we see, hear, feel to make a memory

Encoding is more successful if it is linked to something we know.

Double coding (eg picture with words) makes memory stronger.

Storage

forgotten

Memory is stored initially in short term memory but quickly

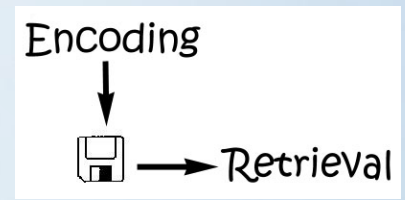
Retrieval

a lifetime.

If successfully transferred to long term memory it can last a lifetime.
Retrieval is remembering what was learned.

The better the material is organised the easier it is to remember

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Memory Challenge

Take 1 minute to Remember 25 items

Golf

Rugby

Red

Pink

Bed

Kiwi

Banana

Horse

Apple

Soccer

Stool

Green

Blue

Dog

Chair

Pear

Duck

Black

Sheep

Pig

Desk

Hurling

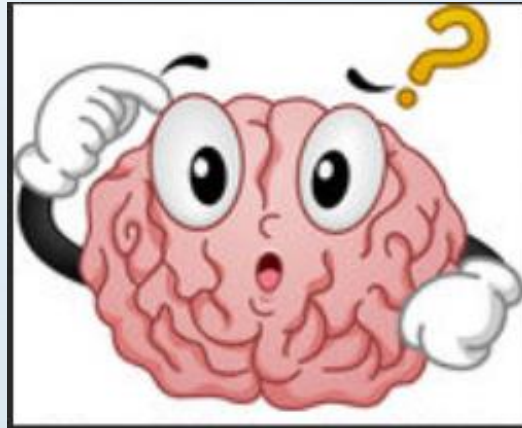
Shelf

Badminton

Grapes

How many did you get?!

The task was made difficult as your short term memory experienced overload.



Memory Challenge.....Now Try Again



Blue

Horse

Grapes

Bed

Hurling

Pink

Pig

Kiwi

Chair

Badminton

Green

Duck

Pear

Desk

Golf

Red

Sheep

Apple

Stool

Rugby

Black

Dog

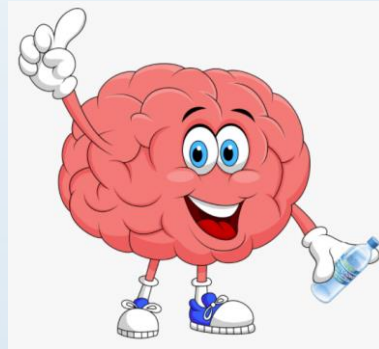
Banana

Shelf

Soccer

HOPEFULLY THAT WAS A LITTLE EASIER.

**The items were structured into lines,
grouped together and could be
associated with the picture.**



Tips for the Different Types of Learner

Visual Learners



- Use charts, diagrams and pictures.
- Colour code notes and circle keywords
- Use flashcards

Auditory Learners



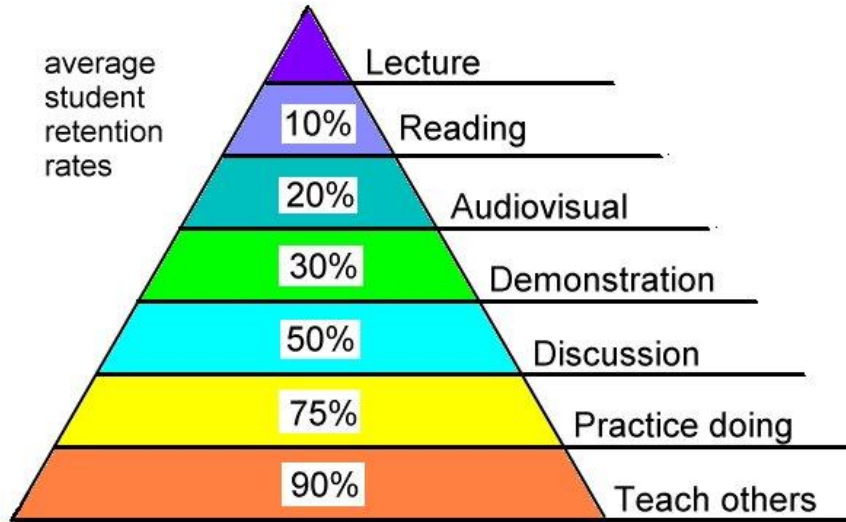
- Understand concepts better by talking about them
- Have someone verbally quiz you for a test
- Record aloud and listen to audio notes
- Create jingles and rhymes to learn new material

Kinaesthetic learners



- Take breaks when studying
- Have a stress ball in your pencil case
- Prepare audio notes to use when exercising
- Teach others what you are studying/what you know

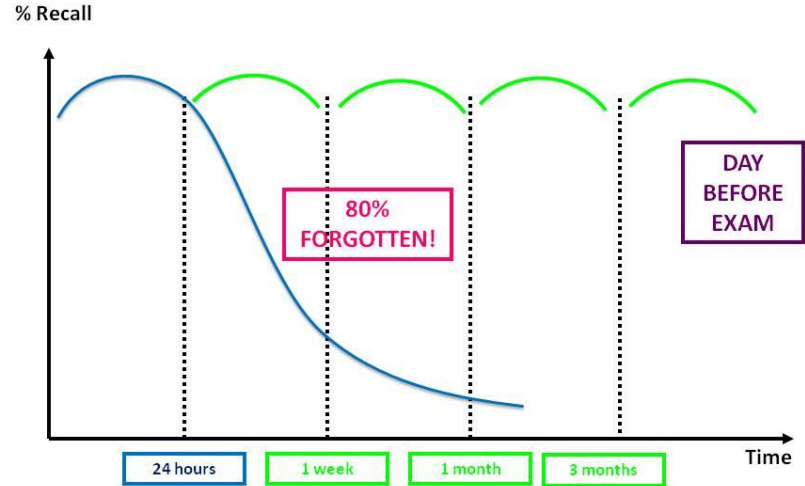
Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

Make your study more active and perhaps even interactive to improve the quality of your learning.

OPTIMAL REVISION SCHEDULE



Revision should be repeated at intervals

Regular revision of a topic allows higher levels of retention

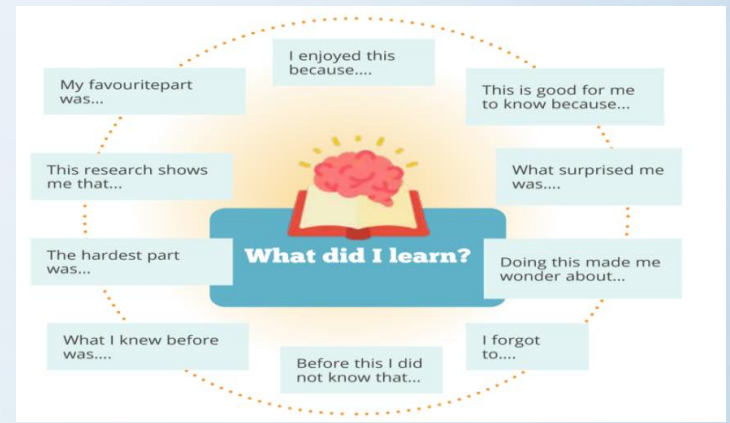
Reflections

Practicing reflection can be done using the guides in the school journal.

These questions can be asked of yourself before, during and after any exercise or assignment.

Regular reflection has many benefits such as :

- Deepen learning in an experience
- Helps to see links and joins up knowledge
- Think critically
- Learn from failure
- Identify strengths and weaknesses.



Use the new pages in the journal to help guide reflections on your work and projects



Preparing and Planning to Study

- ★ Find a quiet place to study.
- ★ Try to have good light with suitable desk and chair.
- ★ Switch off your phone.
- ★ Clear your workspace so it is tidy, welcoming and comfortable.
- ★ Let others in the house know that you are studying.
- ★ Be prepared with pens, notepads, flashcards.
- ★ Have some water at hand.



Why use a study timetable?

- ★ It allows you to give enough time to each subject.
- ★ It helps you to settle down to work more quickly.
- ★ It improves focus and makes every minute count.
- ★ It increases concentration.



Remember.....

- ★ Make it real. Work in 20-30 min blocks between short breaks
- ★ Include separate homework time and study time
- ★ Include downtime and exercise.
- ★ Include other commitments (training, rehearsals etc.)

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Time</u>	<u>Saturday</u>	<u>Sunday</u>
4:30pm						<u>10:00am</u>		
5:30pm						<u>12:00am</u>		
6:30pm						<u>2:00pm</u>		
7:30pm						<u>4:00pm</u>		
8:30pm						<u>6:00pm</u>		
9:30pm						<u>8-10pm</u>		
*other time						*other time		

Low Impact Strategies

Achieving little transfer to long-term memory

If you study by ‘re-reading my work’, ‘writing it out again’ and ‘highlighting’ little transfers to long term memory

‘Highlighting text is a great way to guide your eyes, emphasise words or topics and locate ideas. Unfortunately, highlighting won’t deepen your memory.’

“But it helps me and I feel like I’m revising well when I do it!”

Re-reading gives ‘false sense of confidence in comparison to practice-testing.’

That’s because it feels familiar and comfortable. You need to be challenged, and this is not challenging enough.

Better Impact Strategies

Achieving better transfer to long-term memory

Planning and/or writing answers.

Split Revision

*Use graphic organisers to
subject*

*prepare an essay
into two separate parts
or to plot keypoints.*

completed in two sessions.

Self explanation

*What is important...why?
diagrams and words*

Dual Coding

Helps to categorize information

Cue Cards/Flash Cards

Prepare keywords and/or visuals

on cards and use them

revision of one

Colour Coding

Mix

BRAIN DUMP



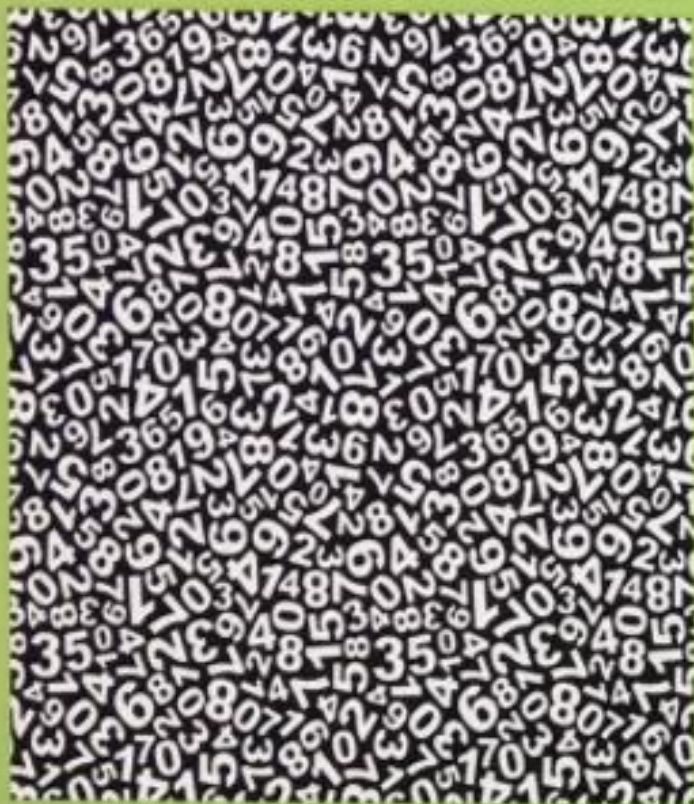
Self Quizzing:

Task 1: 5 minutes to write down everything that you can remember about 'the characters from Othello'

Task 2: When the time is up, use a different coloured pen and your notes or book to correct and add detail to what you have written

50 - 25 - 10

Demonstrate your knowledge



Condense your learning today into exactly 50 words.

Then 25 words.

Finally, can you demonstrate your learning in 10 words?

Flash Cards

Double-sided cards used to learn and revise details, keywords and vocabulary.

How do they actually work?

- 3-5 chunked pieces of information – images will make them better.
- Look, cover, recall then check. Use them to test yourself, not just to re-read them over and over

Different ways you can use them:

- Write questions on one side and answers on the other side, then test yourself or ask someone else to test you.
- Write key names or terms on one side and a summary of what they mean on the other side.
- Write the advantages of something on one side and the disadvantages on the other side.
- Write about something in reasonable details on one side and the use other side to summarise the key points as a short list (max. 5 points)



The 4 R's

- **Read** - read a piece of text. A paragraph or page
- **Recall** - close the book, recall what the text was about
- **wRite** - check the book. Write some keywords or ideas
- **Repeat** - do this again until you know it

Mnemonics

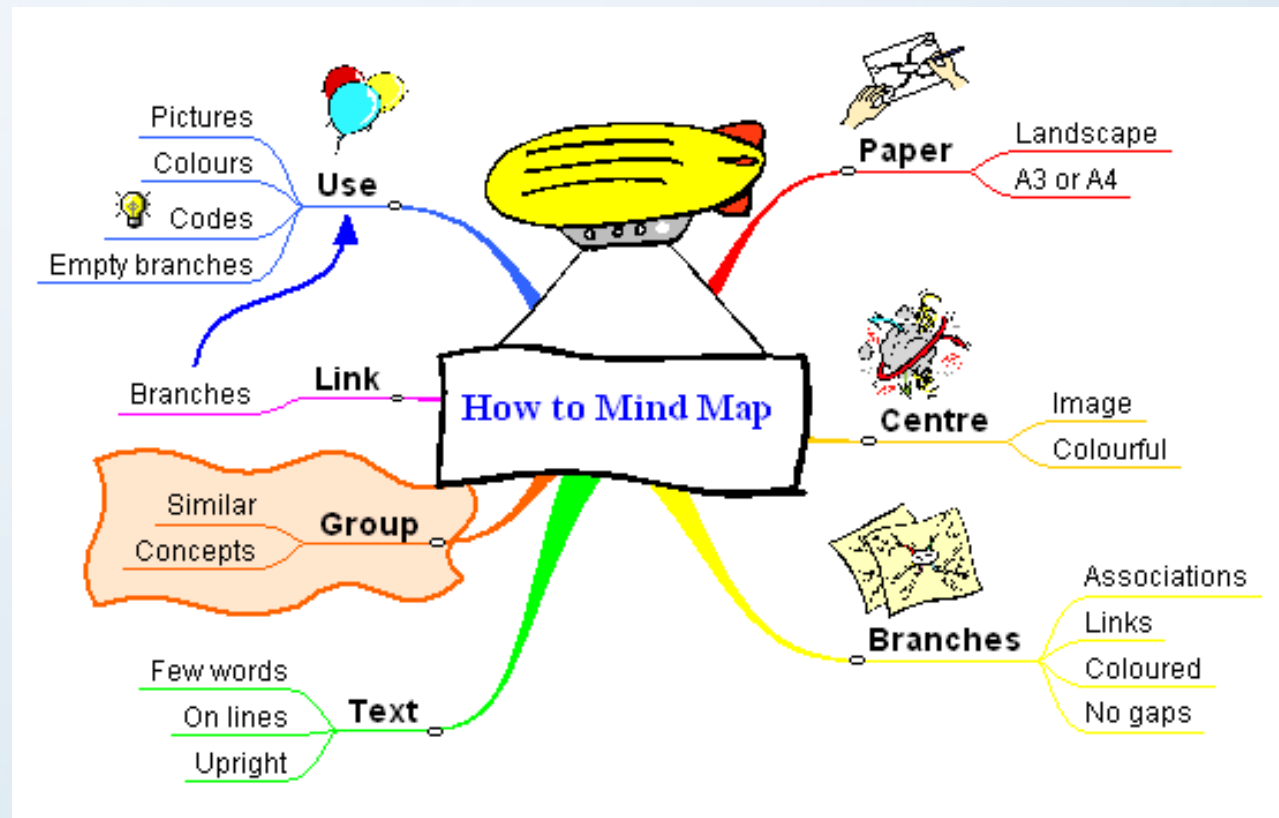
Mnemonics are techniques that allow learners to remember information using short cues.

EXAMPLES:

- In fourteen hundred and ninety-two, Columbus sailed the ocean blue
- My very easy method just sums up nine planets (to remember the order of the planets)

Do you know other examples?

Study Skills



Chain of events summary

First..

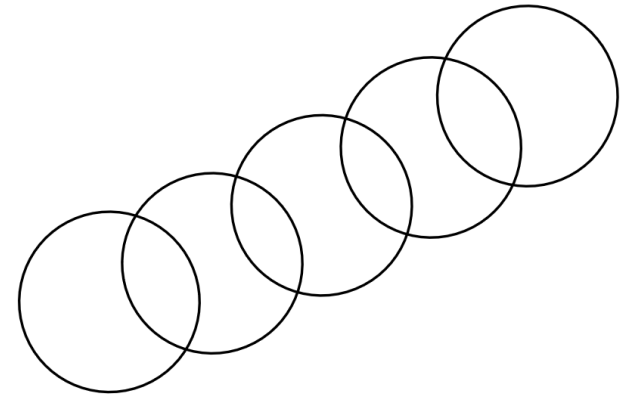
Then..

Then..

Then..

Finally

Chain of Linked Events



Starting Idea

When a topic involves a series of interlinked events.

Preview — Skim and scan the text to get the gist

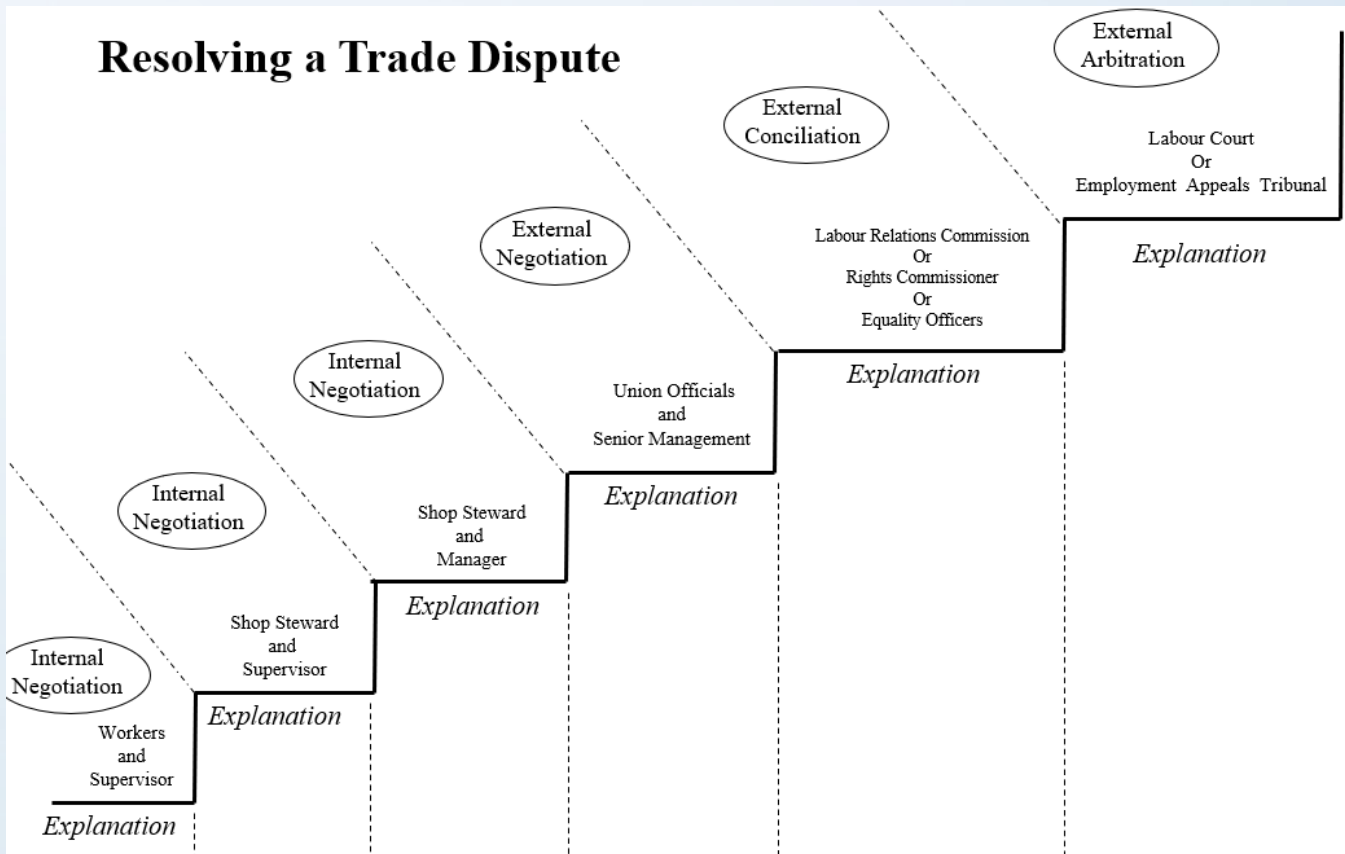
Question — Ask yourself questions about what you have read

Read — Find the answers to your questions as you read carefully

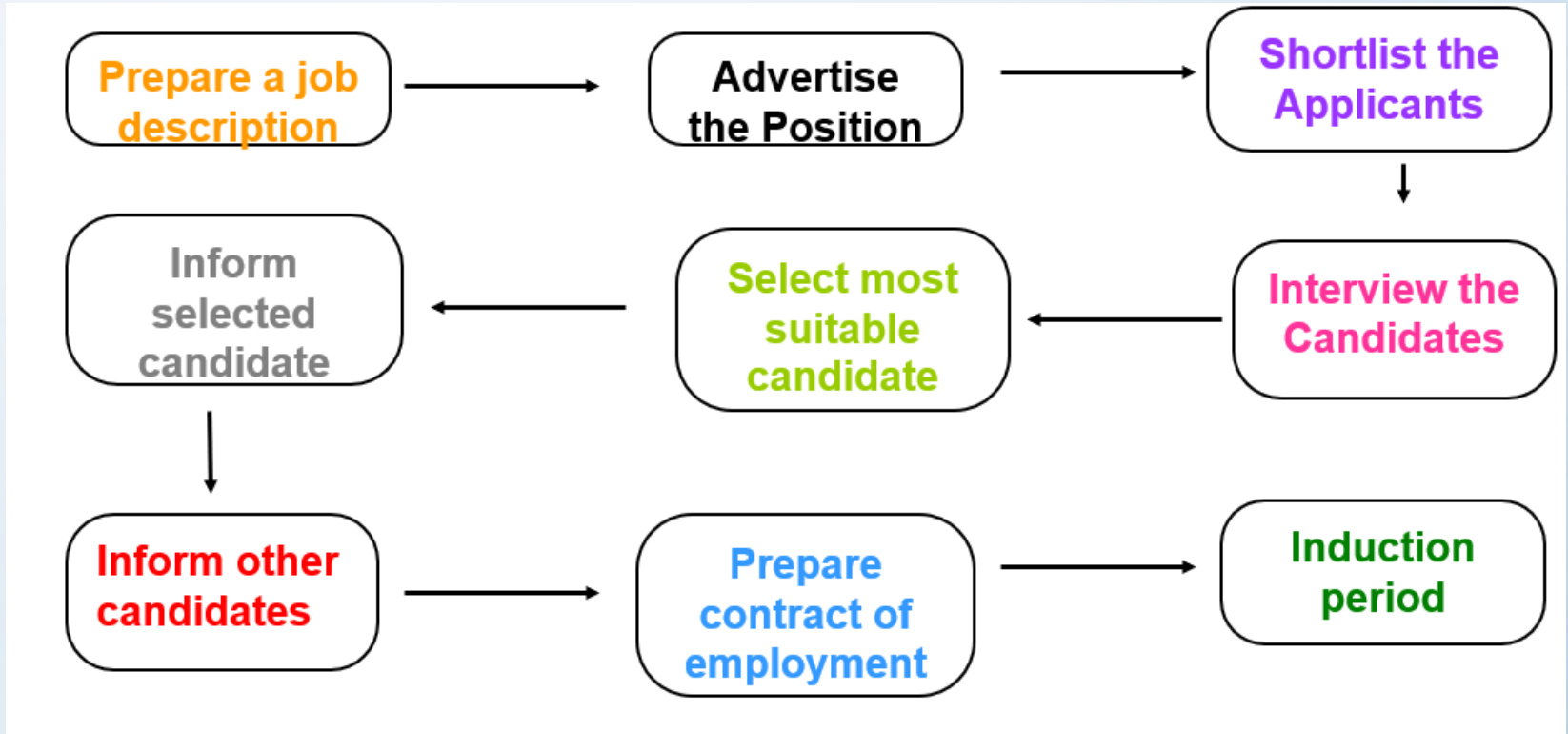
Summarise - what you read in your own words

Test — yourself immediately and later!

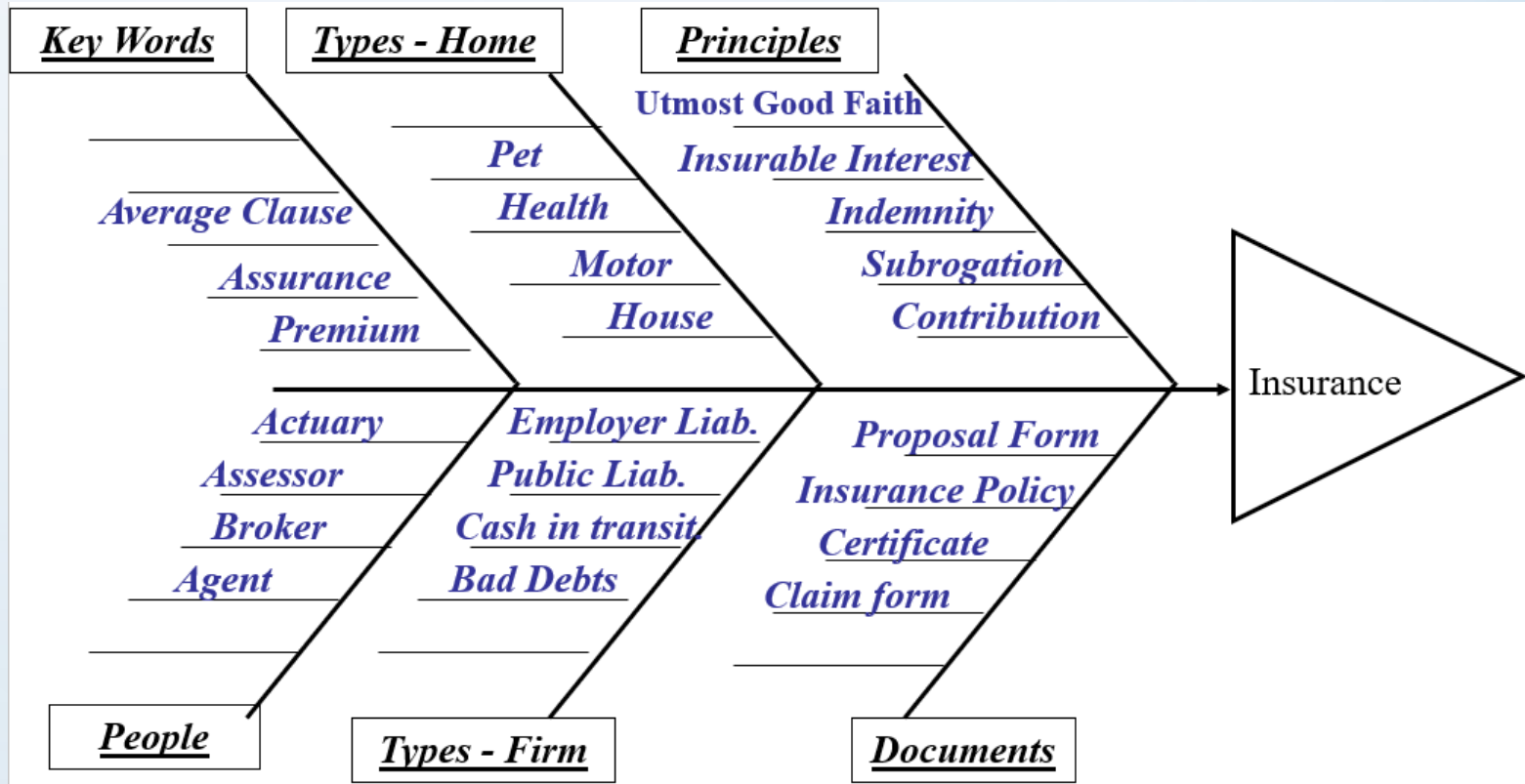
Graphic Organiser 1 Steps of the Stairs



Graphic Organiser 2 Sequence Chart



Graphic Organiser 3 Fishbone



What are you revising?

What types of question might you be asked in this topic?



Build a revision wall!

What are the key dates?

What keywords do you need to know?

Who are the key people and what did they do?

What specific key features are there?

What were the causes?

What were the consequences?

How important was this event?

What was the turning point?

What was the short-term impact?

What was the long-term impact?