



Meánsóil Iognáid Rís

Study Skills Programme
2nd Years



Study Skills Video



Study Skills for School Success

Do well

Students want to do well in school



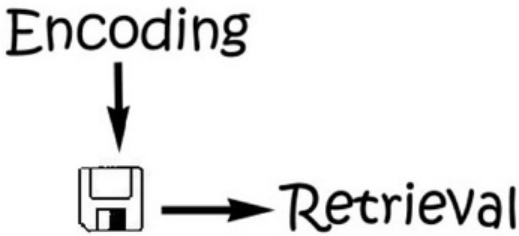
Good Study Habits

Students who consistently do well in school practice good study habits and are well organised

Learn Study Skills



Study skills and organisational skills do not come naturally to most people – they must be learned

How do we learn?



Exercise and practise can improve memory and improve our learning

We learn by making memories in three phases:

- 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**
- Memory is stored initially in short term memory but quickly forgotten
 - If successfully transferred to long term memory it can last a lifetime
- 
- Retrieval**
- Retrieval is remembering what was learned.
 - The better the material is organised the easier it is to remember

Memory Challenge

Take 1 minute to remember 25 items

Red
Banana
Soccer
Green
Duck
Sheep
Hurling

Bed
Horse
Chair
Shelf

Golf
Pink
Apple
Blue
Desk
Pig
Badminton

Rugby
Kiwi
Stool
Pear
Dog
Black
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

Pink

Pig

Kiwi

Green

Duck

Pear

Red

Sheep

Apple

Black

Dog

Banana



Bed



Hurling

Chair

Badminton

Desk

Golf

Stool

Rugby

Shelf

Soccer

How many did you get?

Hopefully that was a little easier.

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



Tips for different types of learner

Visual



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

Auditory



- 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

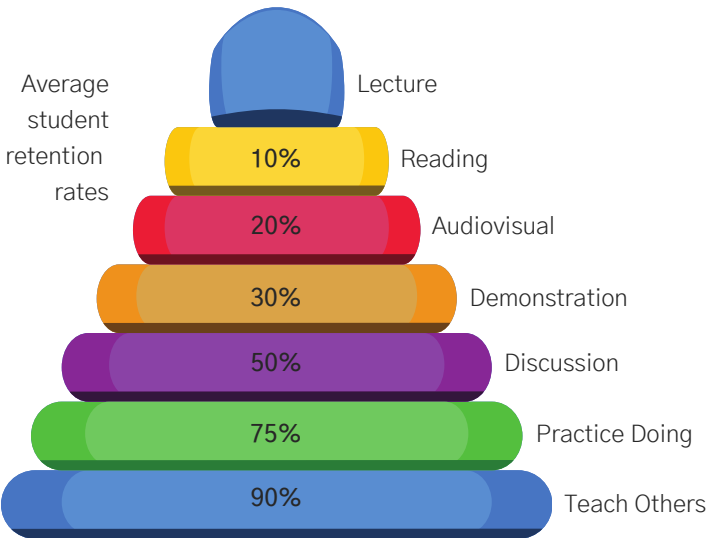
Kinesthetic



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

Learning Pyramid

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

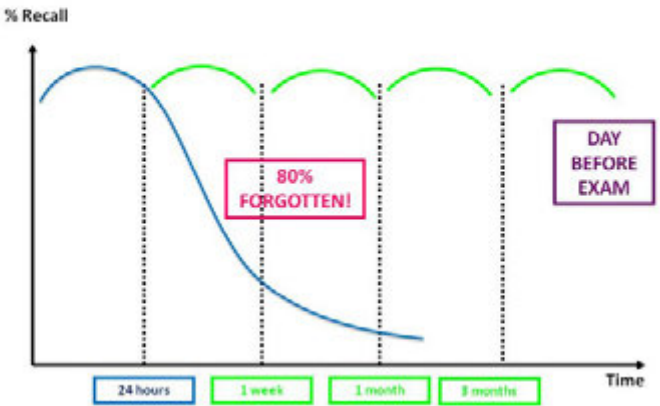


Source: National Training Laboratories, Bethel, Maine

Optimal Revision Schedule

- Revision should be repeated at intervals
- Regular revision of a topic allows higher levels of retention

OPTIMAL REVISION SCHEDULE



Preparing & 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 ?

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

Remember....

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



<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 your work
- Writing it out again
- Highlighting



Re-reading gives a false sense of confidence in comparison to practice-testing

Highlighting text is a great way to guide your eyes, emphasise words or topics and locate ideas but won't deepen your memory



It might feel like you're revising well but 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

Use graphic organisers to prepare an essay or to plot keypoints.

Cue Cards / Flash Cards

Prepare keywords and/or visuals on cards and use them.

Split Revision

Split revision of one subject into two separate parts and complete in two sessions.

Self Explanation

What is important?...
Why?

Colour Coding

Helps to categorise information.

Dual Coding

Combine words and visuals; eg words, pictures, diagrams, graphic organisers.

Self Testing

Create short questions to check you know it.

Chunking

Arranging information you are learning into blocks. This will help you not overload working memory or be overwhelmed.

Project Work & CBAs



- 1 Planning and preparation are essential
- 2 Know what CBAs are on and when
- 3 What is required for the project/CBA?
- 4 Read the brief carefully and check again at the end that you have answered it fully
- 5 Decide a timeline or plan of work during the three week period and stick to it
- 6 Develop an outline of your project from beginning to end – include personal opinions if appropriate

Project Work & CBAs



- 7 Research the project from different perspectives
- 8 Be careful to use reliable sources for your project
- 9 Present the project well:
 - Use headings and subheadings
 - Make clear concise points
 - It must be original work
 - Practise your presentation in advance
 - Be creative
 - Put your own stamp on it
 - Use colour

Referencing

- All sources used must be references at the end of your project
- Title, Author, Page (or/and Chapter) must be listed
- Correct website address and date accessed must be listed



Reflections

Practising reflection can be done using the guides in the school journal

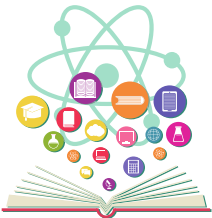
Ask these questions of yourself before, during and after any exercise or assignment

Regular reflections has many benefits:

- Deepens learning in an experience
- Helps to see links and joins up knowledge
- Critical thinking
- Learning from failure
- Identifying strengths & weaknesses

What did I learn?

- 1 I enjoyed this because...
- 2 This is good for me to know because...
- 3 What surprised me was...
- 4 Doing this made me wonder about...
- 5 I forgot to...
- 6 Before this I did not know that...
- 7 What I knew before was...
- 8 The hardest part was...
- 9 This research shows me that...
- 10 My favourite part was...



How will I use that information?

- 1 I did really well because...
- 2 From making this mistake I
- 3 learned...
- 4 Next time I will...
- 5 I need to...
- 6 I want to find out...
- 7 This has inspired me to...
- 8 I wonder...

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 20 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 to 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 detail on one side and use the other side to summarise 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



wWrite

Check the book; write some keywords or ideas



Repeat

Do this again until you know it

Mnemonics

Techniques that allow learners to remember information using short cues

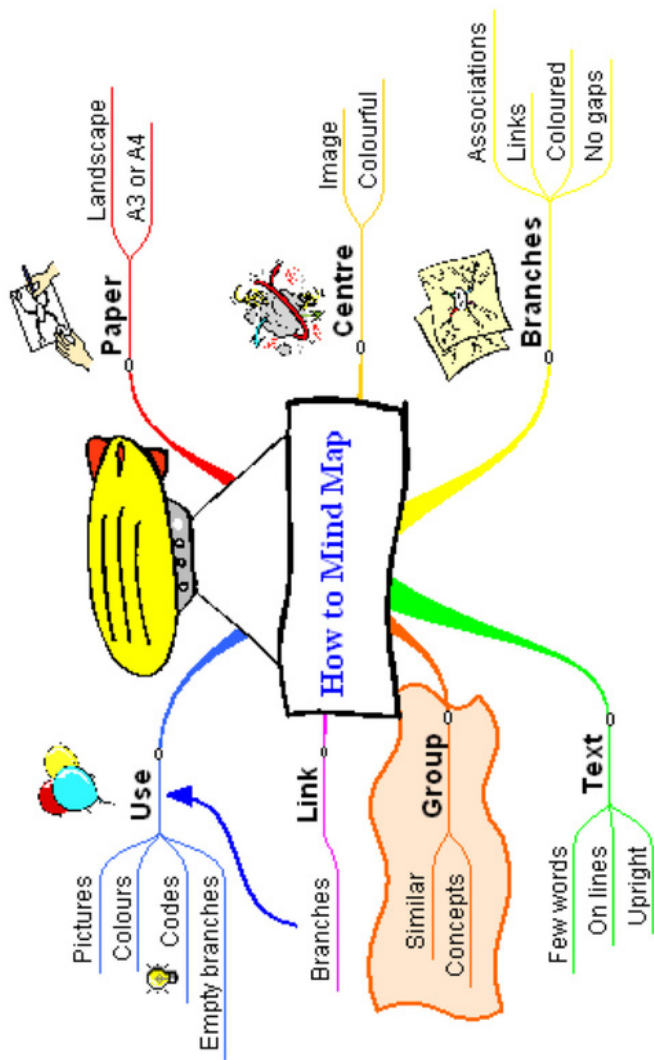


Examples

- 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?

How to mind map





Chain of events summary

First...

Then...

Then...

Then...

Finally



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

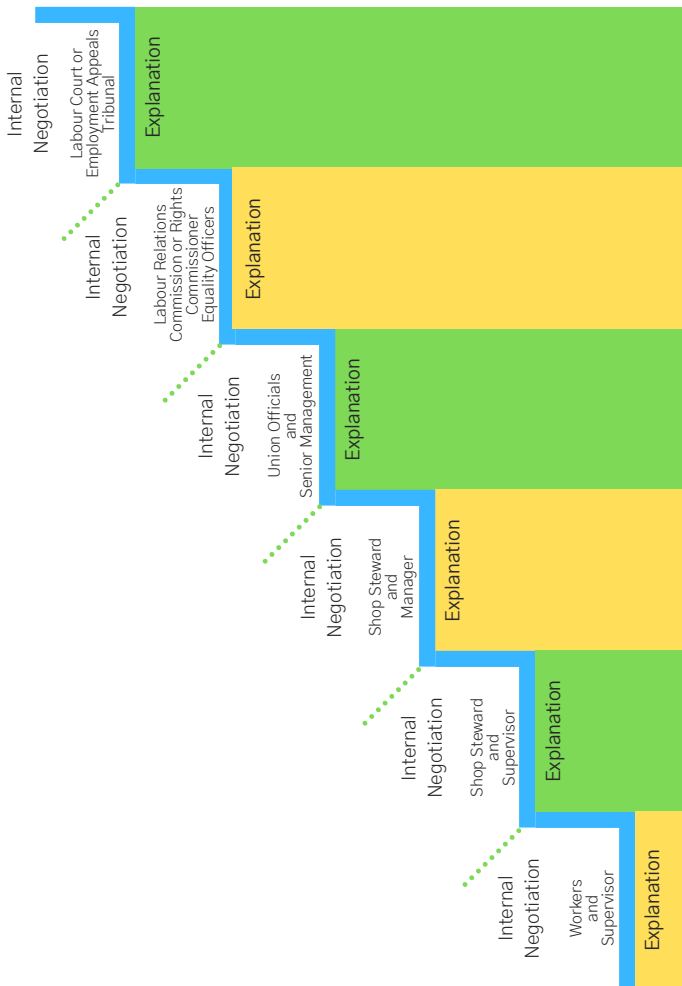


Test

– yourself immediately and later!

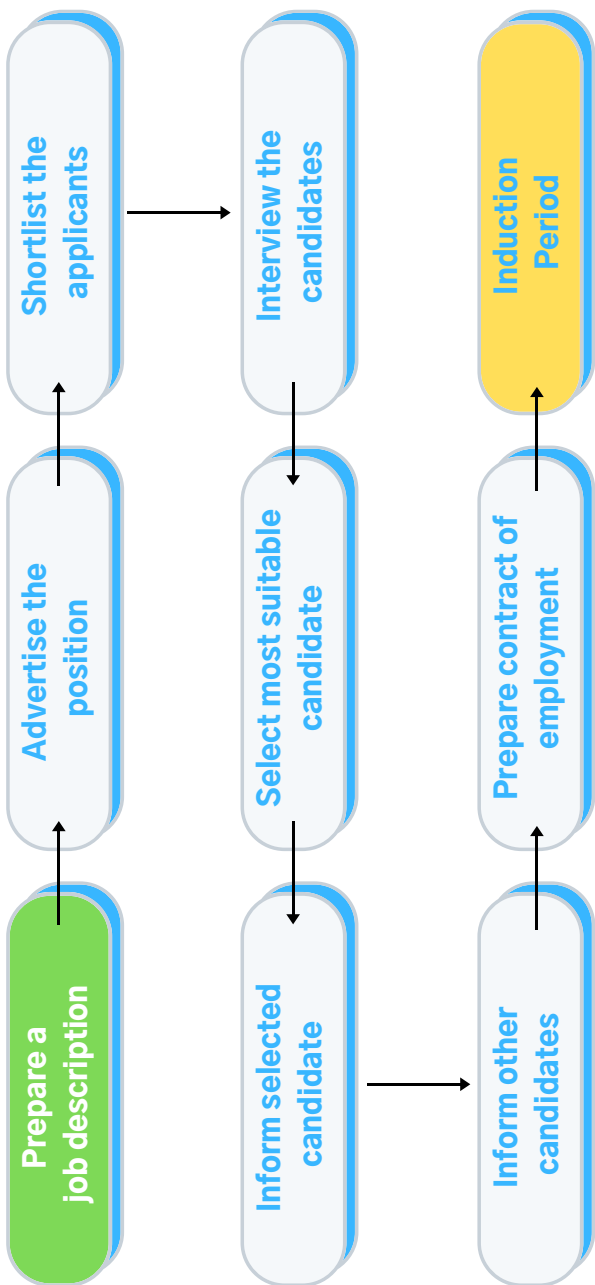
Graphic Organiser 1

Steps of the Stairs



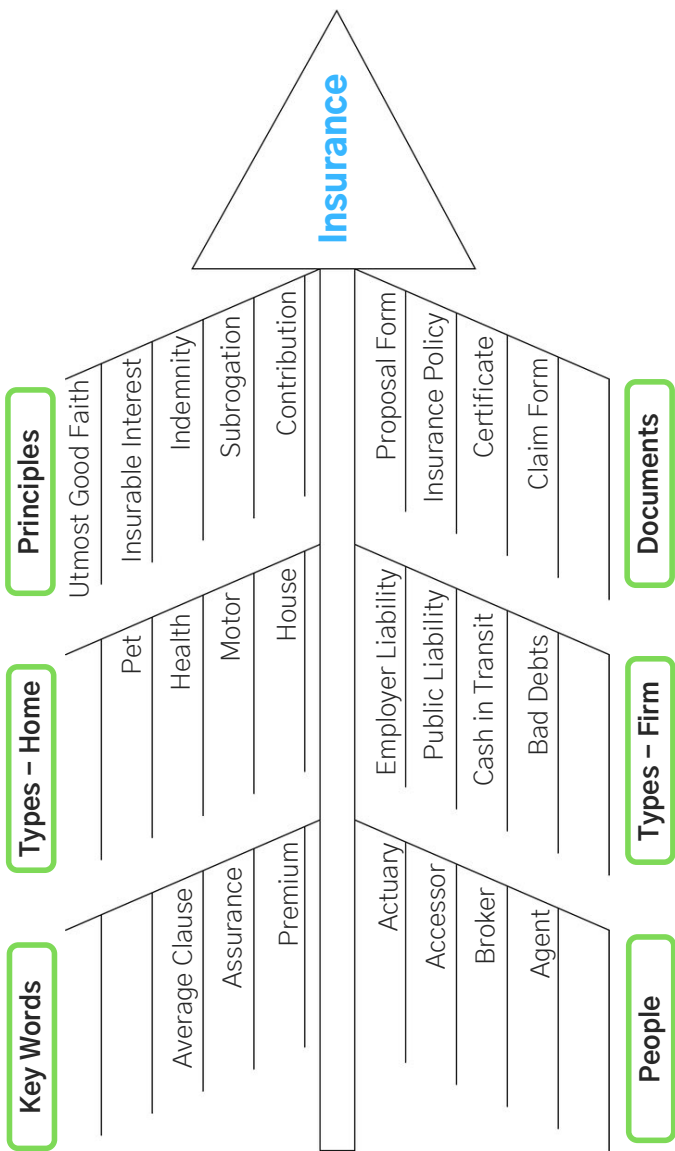
Graphic Organiser 2

Sequence Chart



Graphic Organiser 3

Fishbone



Build a Revision Wall

What are you revising?

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

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?