

Killina Presentation Secondary School

Study



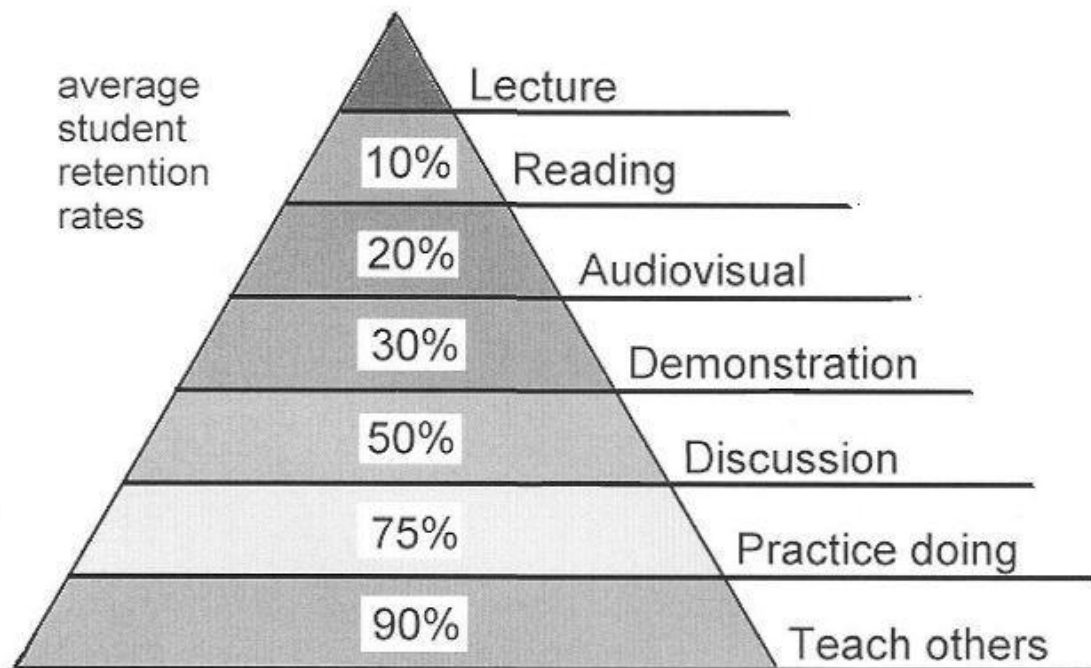
Skills

Programme

- Plan Your Time
- Organise Your
Space
- Study Actively!

How we learn...

Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

How does this affect you?

It is very important to realise that you will remember only 10% of what you read. To improve the amount of information you transfer to your long term memory:

- **Discuss,**
- **Summarise,**
- **Draw diagrams**
- **Make mind maps**
- **Make notes.....*Study Actively!***

What's Your Learning Style

For these questions, choose the first answer that comes to mind and circle a, b, or c. Don't spend too much time thinking about any one question

Question 1

When you study for a test, would you rather

- a) read notes, read headings in a book, and look at diagrams and illustrations.
- b) have someone ask you questions, or repeat facts silently to yourself.
- c) write things out on index cards and make models or diagrams.

Question 2

Which of these do you do when you listen to music?

- a) daydream (see things that go with the music)
- b) hum along
- c) move with the music, tap your foot, etc.

Question 3

When you work at solving a problem do you

- a) make a list, organize the steps, and check them off as they are done
- b) make a few phone calls and talk to friends or experts
- c) make a model of the problem or walk through all the steps in your mind

Question 4

When you read for fun, do you prefer

- a) a travel book with a lot of pictures in it
- b) a mystery book with a lot of conversation in it
- c) a book where you answer questions and solve problems

Question 5

To learn how a computer works, would you rather

- a) watch a movie about it
- b) listen to someone explain it
- c) take the computer apart and try to figure it out for yourself

Question 6

You have just entered a science museum, what will you do first?

- a) look around and find a map showing the locations of the various exhibits
- b) talk to a museum guide and ask about exhibits
- c) go into the first exhibit that looks interesting, and read directions later

Question 7

What kind of restaurant would you rather **not** go to?

- a) one with the lights too bright
- b) one with the music too loud
- c) one with uncomfortable chairs

Question 8

Would you rather go to

- a) an art class
- b) a music class
- c) an exercise class

Question 9

Which are you most likely to do when you are happy?

- a) grin
- b) shout with joy
- c) jump for joy

Question 10

If you were at a party, what would you be most likely to remember the next day?

- a) the faces of the people there, but not the names
- b) the names but not the faces
- c) the things you did and said while you were there

Question 11

When you see the word "d - o - g", what do you do first?

- a) think of a picture of a particular dog
- b) say the word "dog" to yourself silently
- c) sense the feeling of being with a dog (petting it, running with it, etc.)

Question 12

When you tell a story, would you rather

- a) write it
- b) tell it out loud
- c) act it out

Question 13

What is most distracting for you when you are trying to concentrate?

- a) visual distractions
- b) noises
- c) other sensations like, hunger, tight shoes, or worry

Question 14

What are you most likely to do when you are angry?

- a) scowl
- b) shout or "blow up"
- c) stomp off and slam doors

Question 15

When you aren't sure how to spell a word, which of these are you most likely to do?

- a) write it out to see if it looks right
- b) sound it out
- c) write it out to see if it feels right

Question 16

Which are you most likely to do when standing in a long line at the movies?

- a) look at posters advertising other movies
- b) talk to the person next to you
- c) tap your foot or move around in some other way

Total your a's, b's, and c's and check your result

<http://people.usd.edu/~bwjames/tut/learning-style/stylest.html>

Three Different Learning Styles

If you scored mostly a's you may have a visual learning style. You learn by seeing and looking.

Visual Learners

- take numerous detailed notes
- tend to sit in the front
- are usually neat and clean
- often close their eyes to visualize or remember something
- find something to watch if they are bored
- like to see what they are learning
- benefit from illustrations and presentations that use color
- are attracted to written or spoken language rich in imagery
- prefer stimuli to be isolated from auditory and kinesthetic distraction
- find passive surroundings ideal

If you scored mostly b's, you may have an auditory learning style. You learn by hearing and listening.

Auditory Learners

- sit where they can hear but needn't pay attention to what is happening in front
- may not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why
- hum or talk to themselves or others when bored
- acquire knowledge by reading aloud
- remember by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

If you had mostly c's, you may have a kinesthetic learning style. You learn by touching and doing.

Kinesthetic Learners

- need to be active and take frequent breaks
- speak with their hands and with gestures
- remember what was done, but have difficulty recalling what was said or seen
- find reasons to tinker or move when bored
- rely on what they can directly experience or perform
- activities such as cooking, construction, engineering and art help them perceive and learn
- enjoy field trips and tasks that involve manipulating materials
- sit near the door or someplace else where they can easily get up and move around
- are uncomfortable in classrooms where they lack opportunities for hands-on experience
- communicate by touching and appreciate physically expressed encouragement, such as a pat on the back

<http://people.usd.edu/~bwjames/tut/learning-style/styleres.html>

Time Management - Schedule Your Time Well

How Can a Study Timetable Help?

- It allows you to give enough time to each subject. It makes every minute count.
- It helps you to settle down to work more quickly. It increases concentration.
- It increases your reading and study efficiency.

Making a Study Timetable

- Fill in any after-school activities and/or sports
- Indicate meal and sleep times
- Be realistic and allow enough time for eating, sleeping, exercise, and play.

Try Out Your Study Timetable for One Week

- Record what you actually did
- Be honest with yourself in keeping track of the time really spent studying
- Look for problems in your schedule
- Be careful of time spent "having a break" for example, 5 minutes that actually wastes 45 minutes
- Make out a new schedule, revising it to fit reality.

Some Hints on Planning a Better Study Timetable

- Study at a regular time and a regular place.
- Establishing habits of study is extremely important. Knowing what you are going to study and when saves a lot of time in making decisions and retracing your steps to get necessary materials, etc.
- Taking a break and then switching to some other subject will help to keep you focussed.

Useful Websites:

www.scoilnet.ie

www.nbss.ie

www.skool.ie

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u> ¥	<u>Thursday</u>	<u>Friday</u>	
<i>4:30pm</i>						<u>10</u>
<i>5:30pm</i>						<u>12</u>
<i>6:30pm</i>						<u>2</u>
<i>7:30pm</i>						<u>4</u>
<i>8:30pm</i>						<u>6</u>
<i>9:30pm</i>						<u>8</u>
*other time						*ot

SQ3R is a reading strategy formed from its letters:

Survey! Question! Read! Recite! Review!

SQ3R will help you build a framework to understand your reading assignment.

Before you read, Survey the chapter:

- the title, headings, and subheadings
- captions under pictures, charts, graphs or maps
- review questions or teacher-made study guides
- introductory and concluding paragraphs
- summary

Question while you are surveying:

- Turn the title, headings, and/or subheadings into questions
- Read questions at the end of the chapters or after each subheading
- Ask yourself,
"What did my instructor say about this chapter or subject
when it was assigned?"
- Ask yourself,
"What do I already know about this subject?"
Note: If it is helpful to you, write out these questions for consideration.
This variation is called SQW3R

When you begin to Read:

- Look for answers to the questions you first raised
- Answer questions at the beginning or end of chapters or study guides
- Reread captions under pictures, graphs, etc.
- Note all the underlined, italicized, bold printed words or phrases
- Study graphic aids
- Reduce your speed for difficult passages
- Stop and reread parts which are not clear
- Read only a section at a time and recite after each section

Recite after you've read a section:

- Orally ask yourself questions about what you have just read, or summarize, in your own words, what you read
- Take notes from the text but write the information in your own words
- Underline or highlight important points you've just read
- Reciting:
The more senses you use the more likely you are to remember what you read Triple strength
learning: Seeing, saying, hearing
Quadruple strength learning: Seeing , saying , hearing, writing!!!

Review: an ongoing process

Day One

- After you have read and recited the entire chapter, write questions in the margins for those points you have highlighted or underlined.
- If you took notes while reciting, write questions for the notes you have taken in the left hand margins of your notebook.
- Complete the form for a [critical reading review](#)

Day Two

- Page through the text and/or your notebook to re-acquaint yourself with the important points.
- Cover the right hand column of your text/note-book and orally ask yourself the questions in the left hand margins.
- Orally recite or write the answers from memory.
- Develop mnemonic devices for material which need to be memorized. Make flash cards for those questions which give you difficulty.

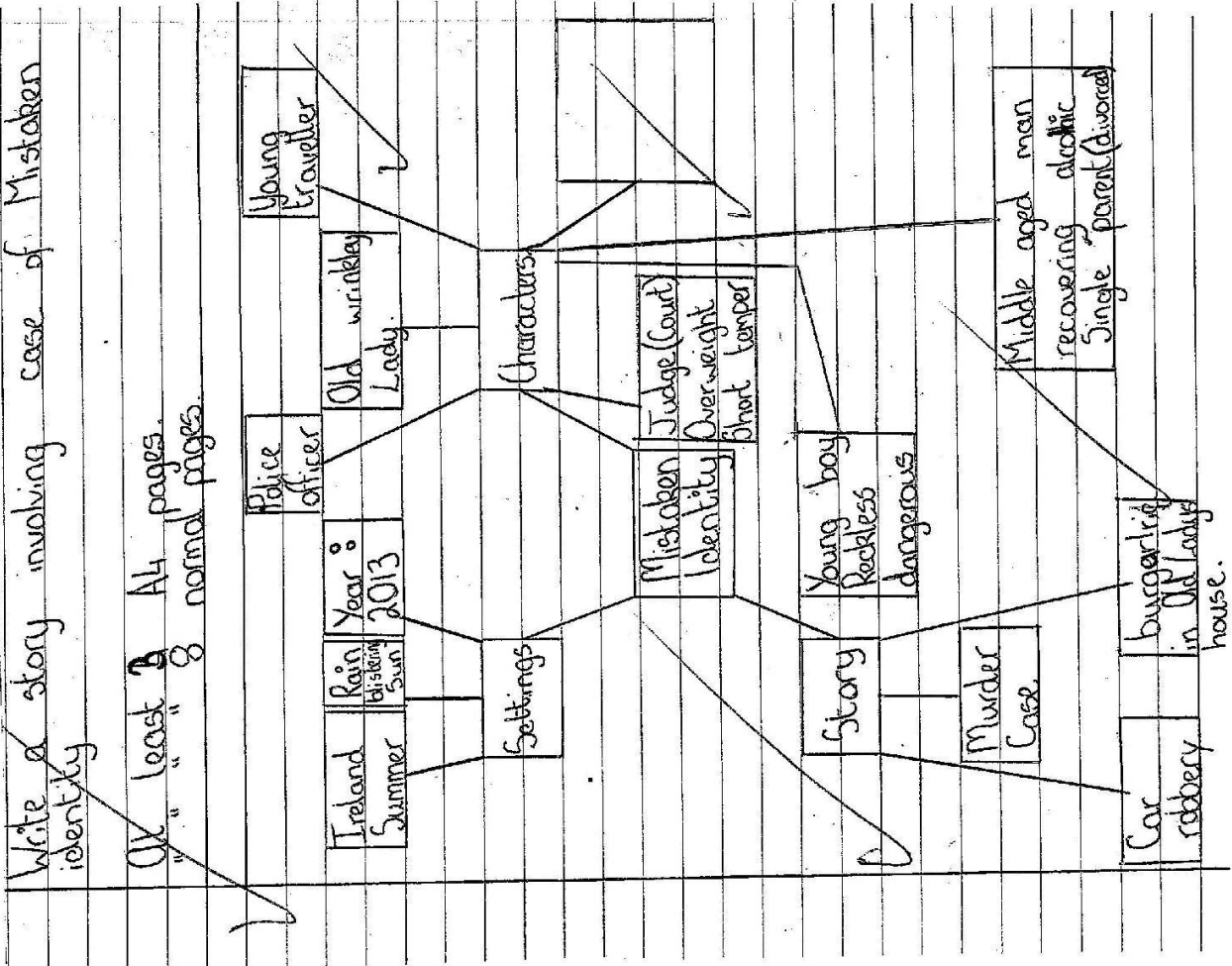
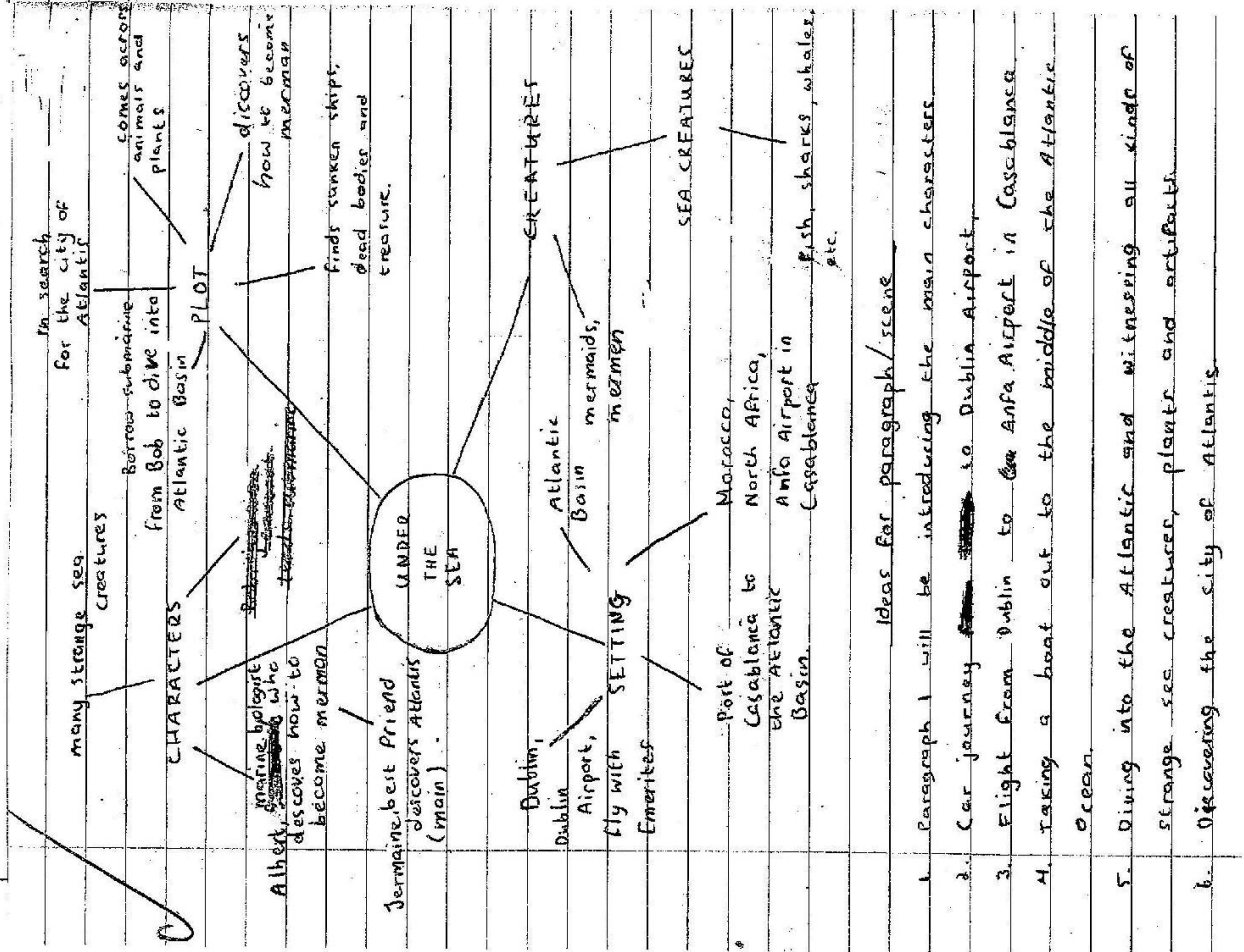
Days Three, Four and Five

- Alternate between your flash cards and notes and test yourself (orally or in writing) on the questions you formulated.
- Make additional flash cards if necessary.

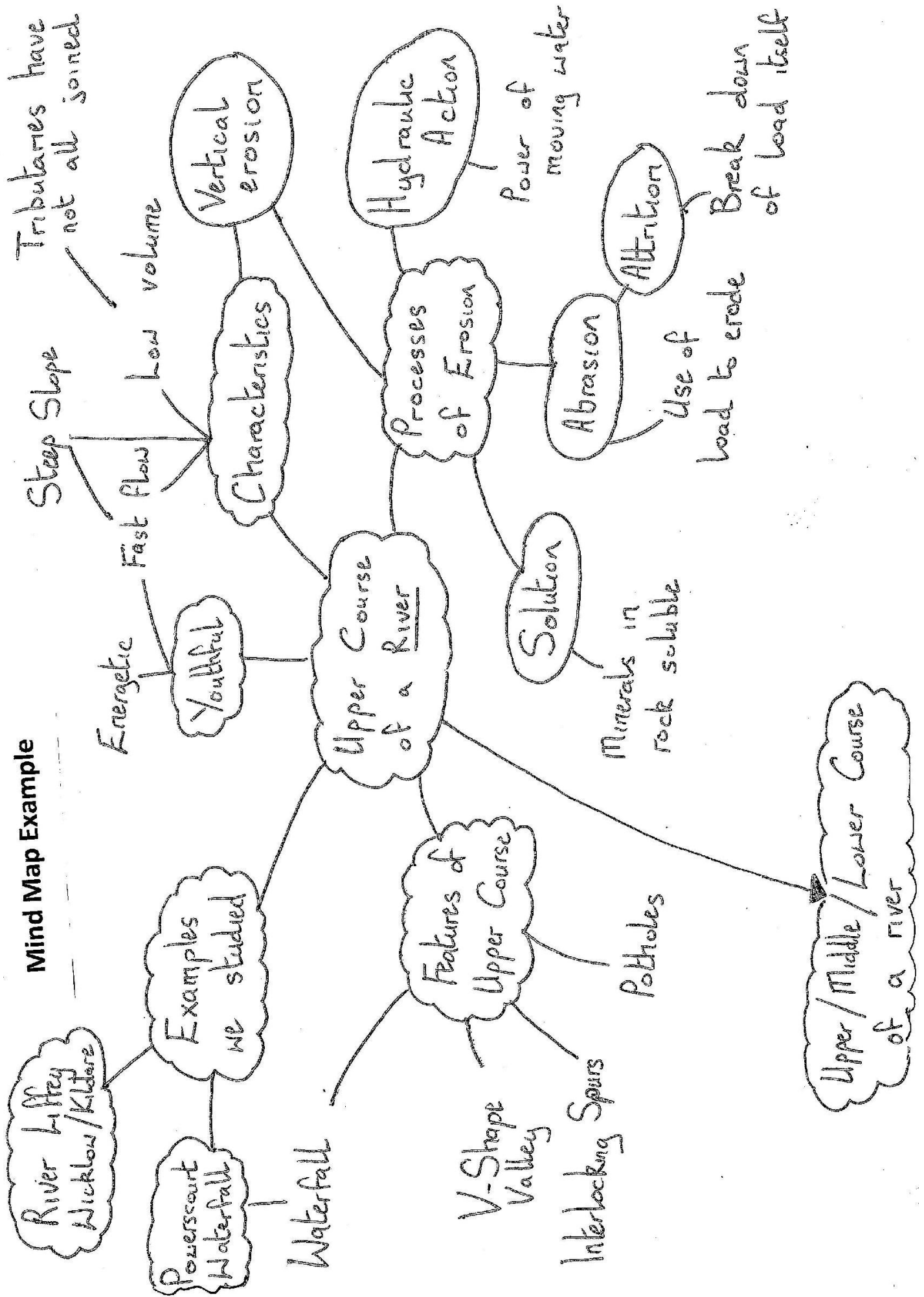
Weekend

- Using the text and notebook, make a Table of Contents - list all the topics and sub-topics you need to know from the chapter.
- From the Table of Contents, make a Study Sheet/ Spatial Map.
- Recite the information orally and in your own words as you put the Study Sheet/Map together.
- As you have consolidated all the information you need for this chapter, periodically review the Sheet/Map so that at test time you will not have to cram.

Two Examples of Student Work –Preparation for an essay using a Graphic Organiser



Mind Map Example



Study Skills Workbook

Name_____ ***Class***_____

***Education is the most powerful weapon
which you can use to change the World.***

Nelson Mandela