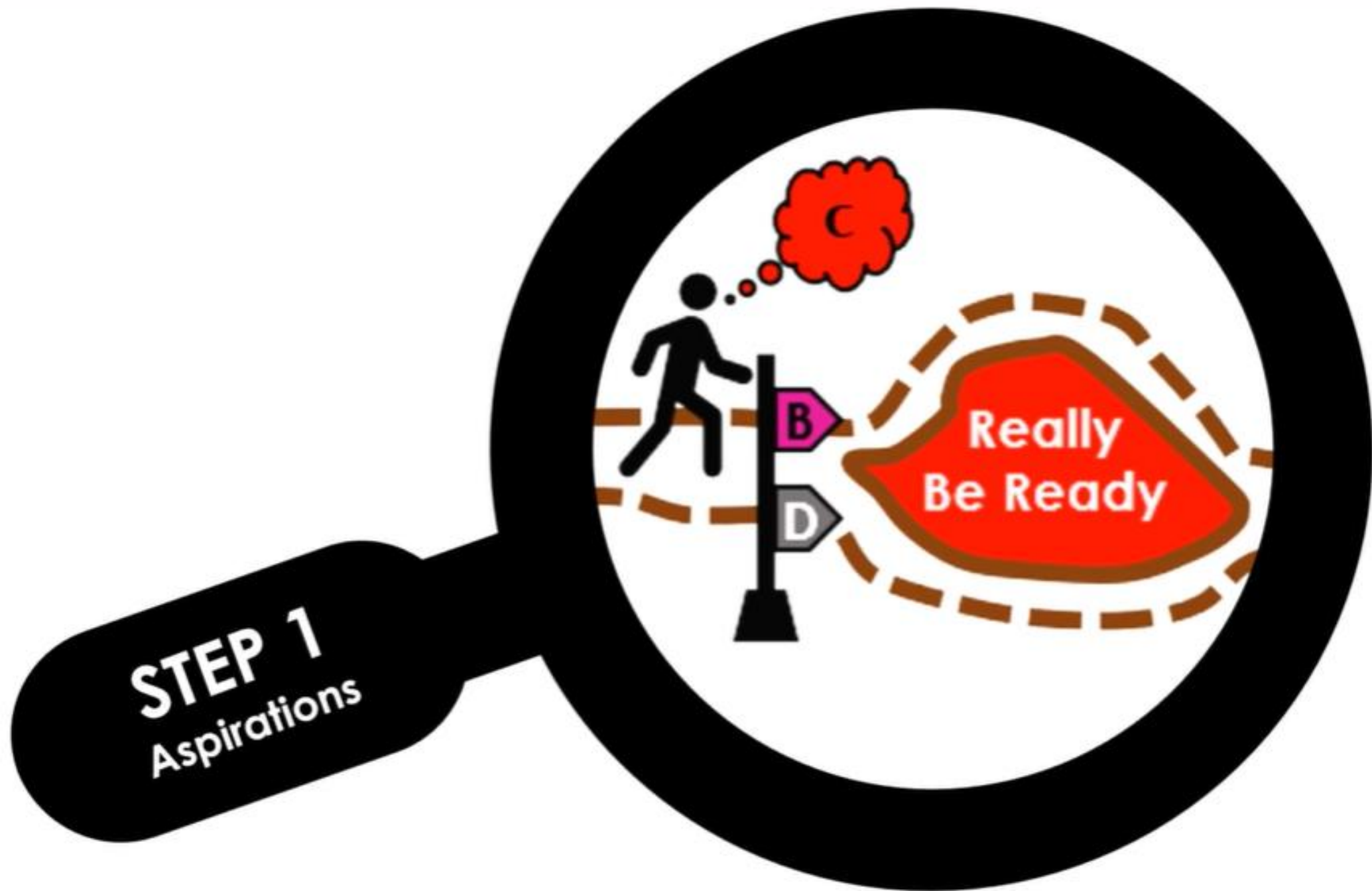


STUDY SKILLS

MGR. BARBORA HAMPLOVÁ

Aspirations & Outcomes



REALLY Be Ready

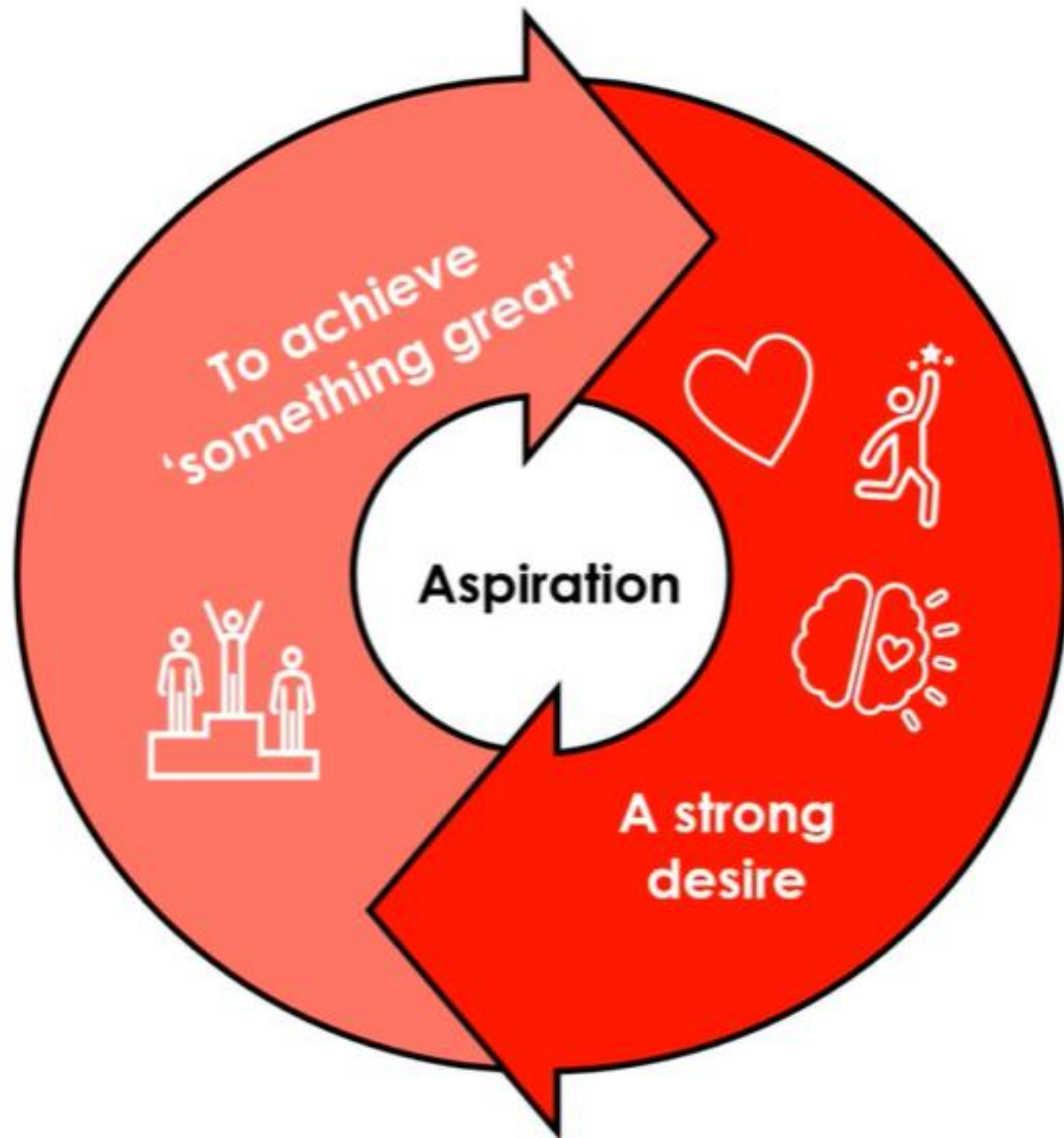
Aspirations (goals) or outcomes

What

is an
aspiration?



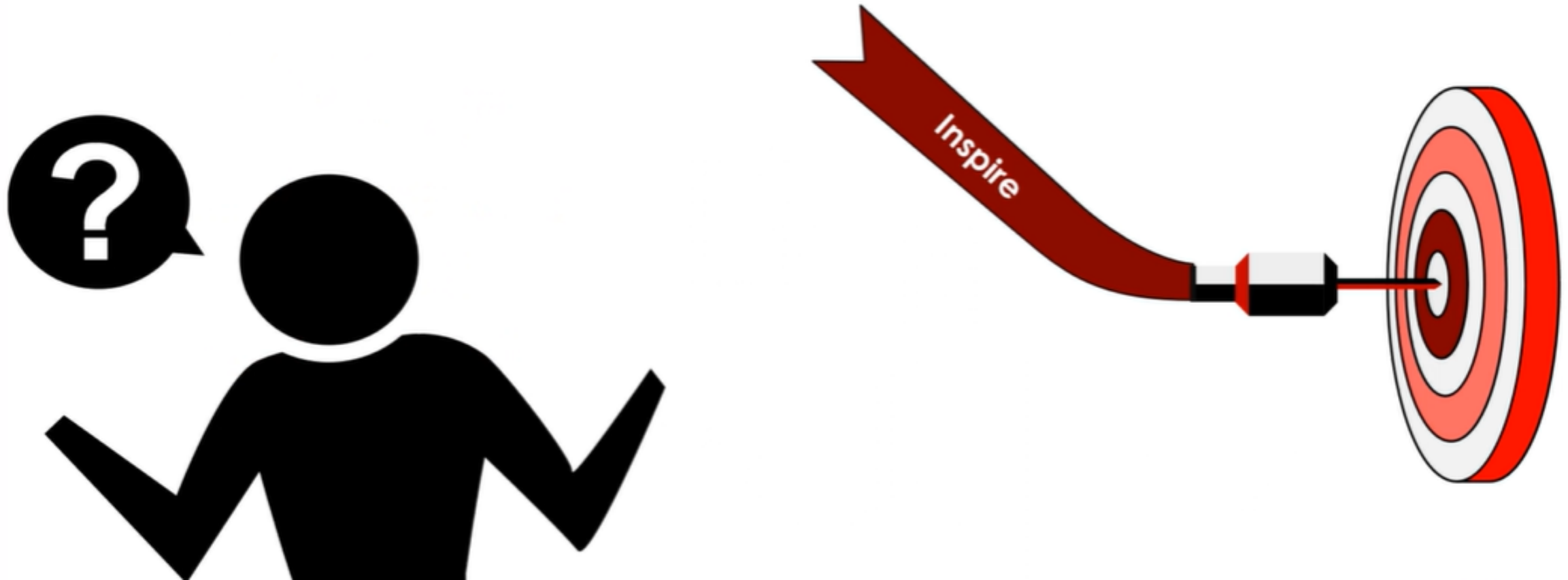
According to the dictionary,, *an aspiration is a strong desire to achieve something great*".



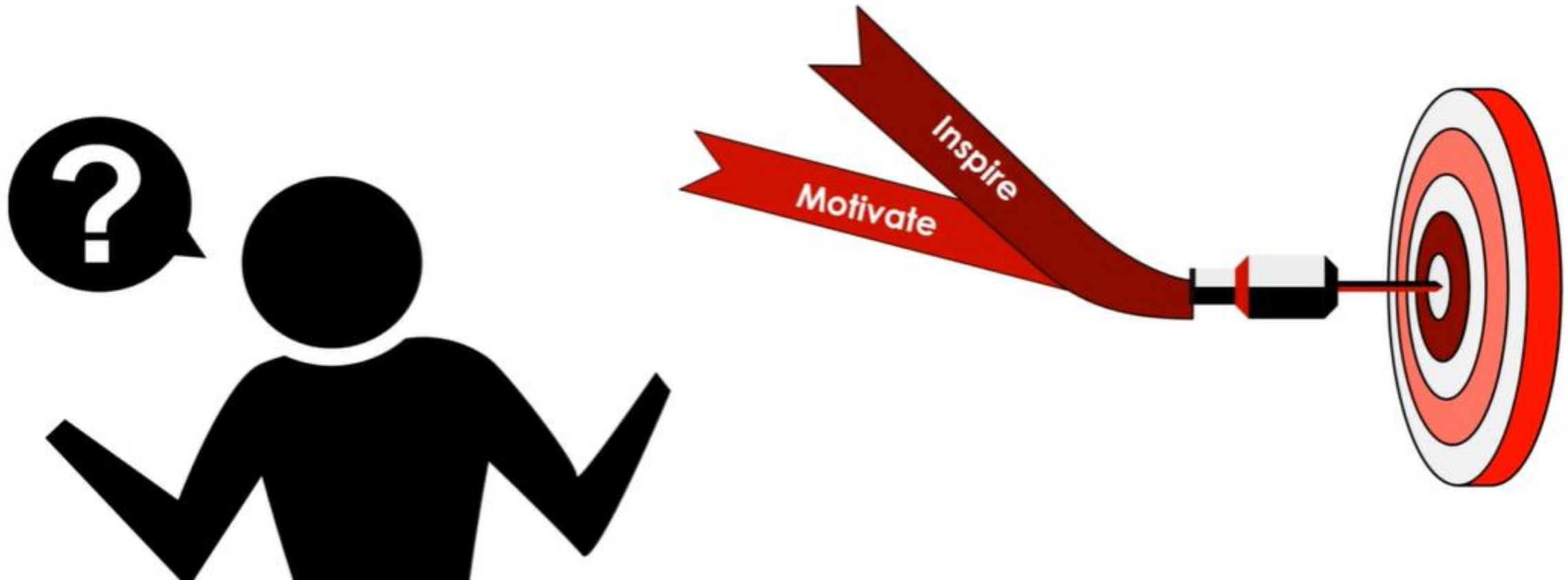
Why
is it important
to have
aspirations?



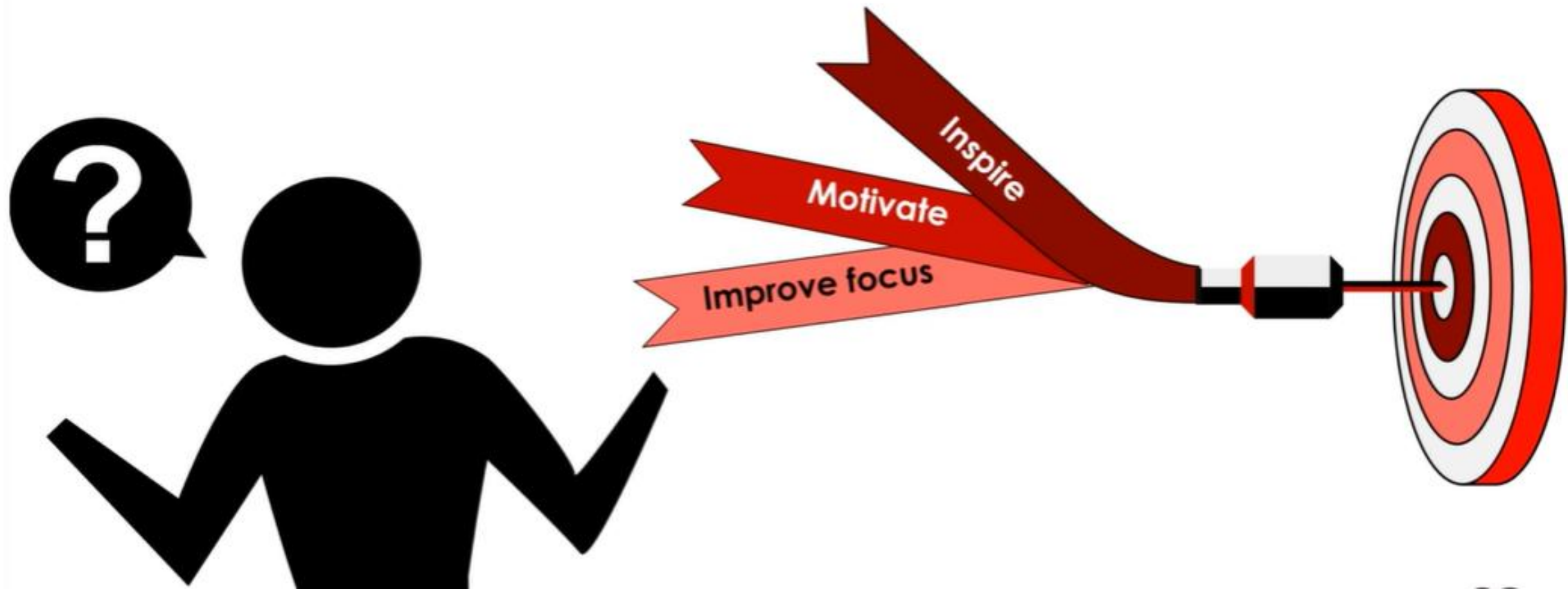
Aspirations



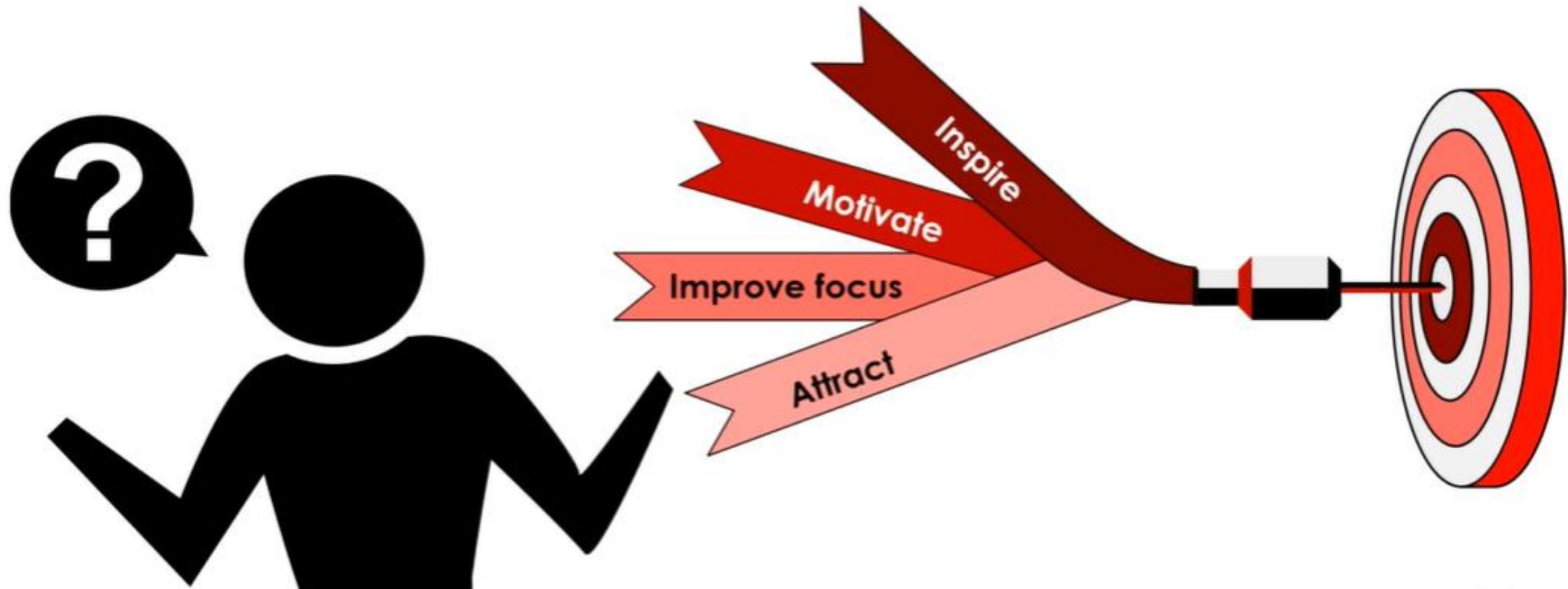
Aspirations



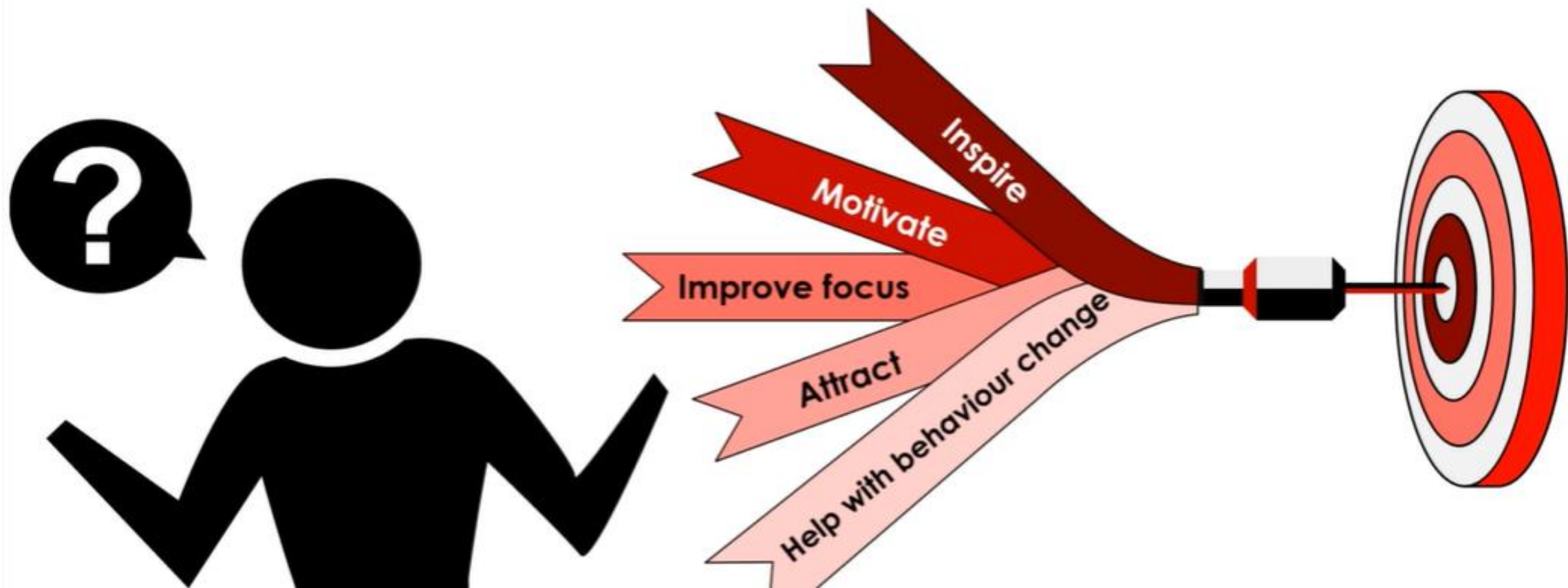
Aspirations



Aspirations

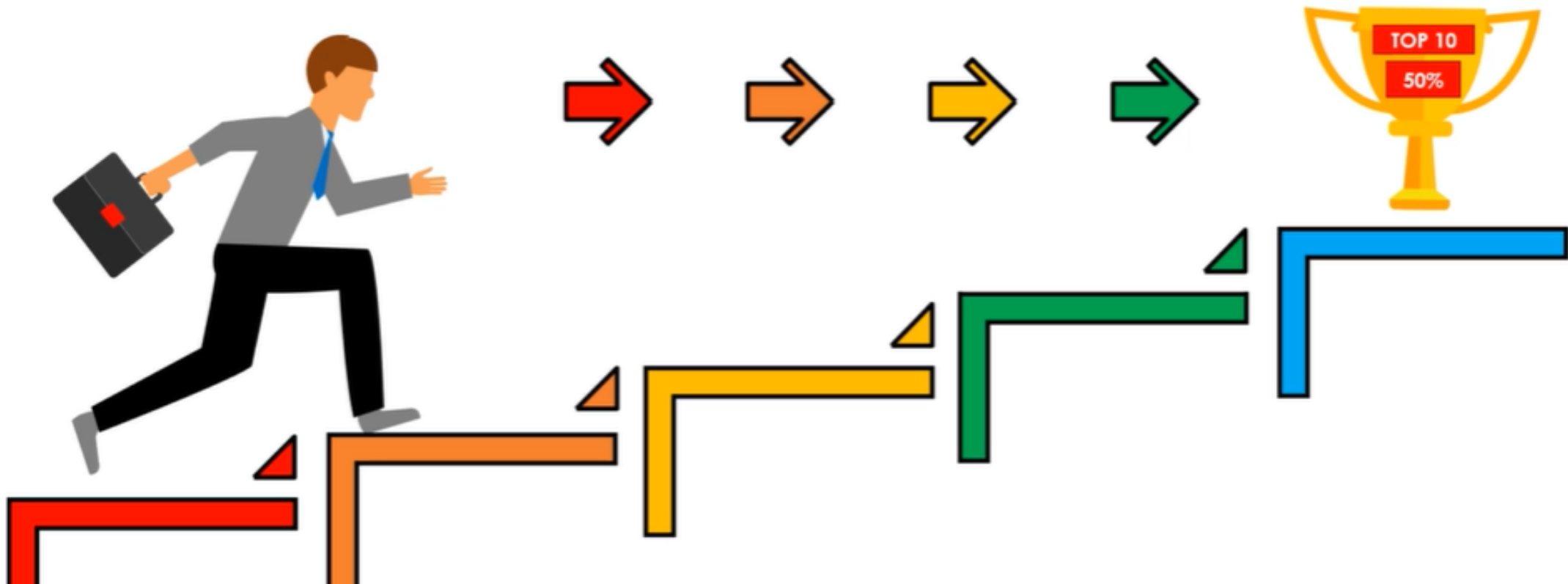


Aspirations



REALLY Be Ready

Aspirations (goals) or outcomes



REALLY Be Ready

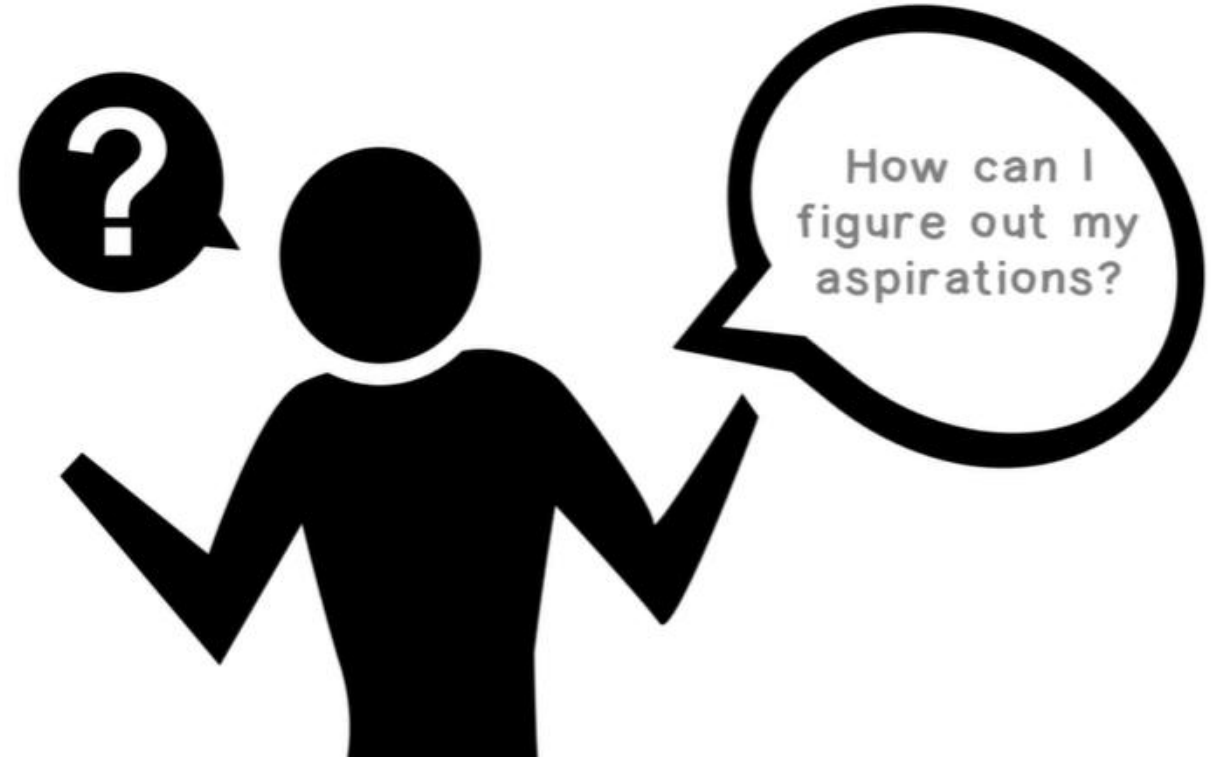
Aspirations (goals) or outcomes



REALLY Be Ready

Aspirations (goals) or outcomes





Quizz for Aspirations and Outcomes

Question 1:

Why is it so important to have aspirations? Select the incorrect answer.

☐ Aspirations can inspire you.

☐ Aspirations can motivate you.

☐ Aspirations can distract you.

☐ Aspirations can attract you to remain focused to do the right things.

My Aspirations

REALLY Be Ready

Aspirations (goals) or outcomes




REALLY Be Ready

Aspirations (goals) or outcomes



REALLY Be Ready

Aspirations (goals) or outcomes



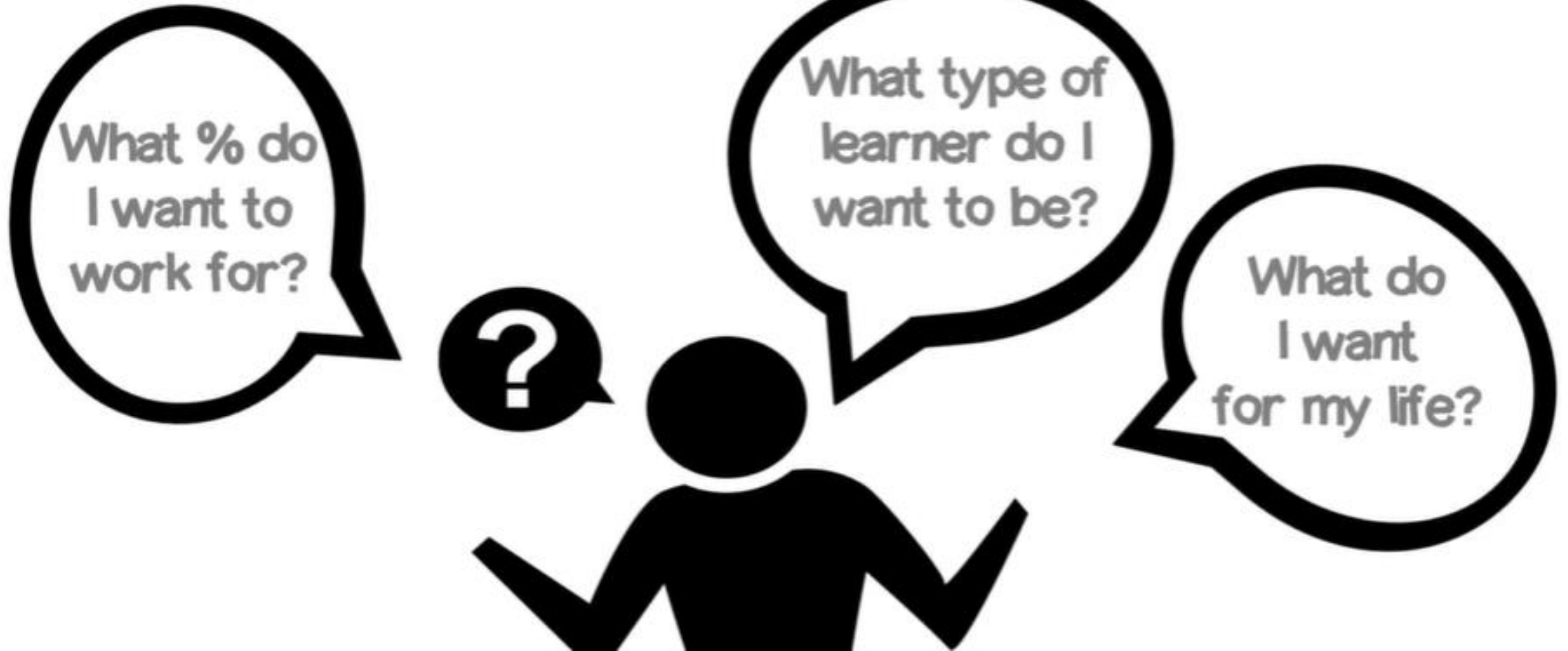
What % do
I want to
work for?

?

What type of
learner do I
want to be?

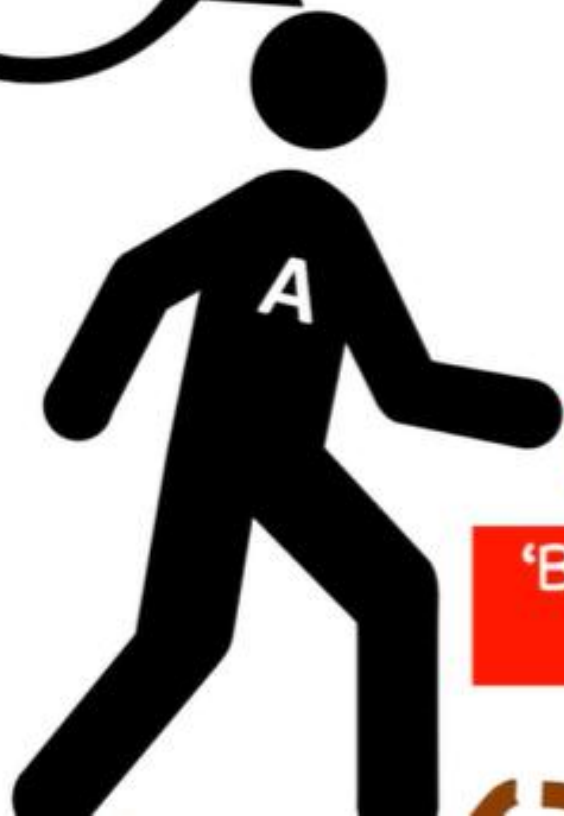
REALLY Be Ready

Aspirations (goals) or outcomes





Where
am I now?
My 'A'?



50% +

'Below-the-Line'
Learner?



50% +

'Below-the-Line'
Learner?



70% +

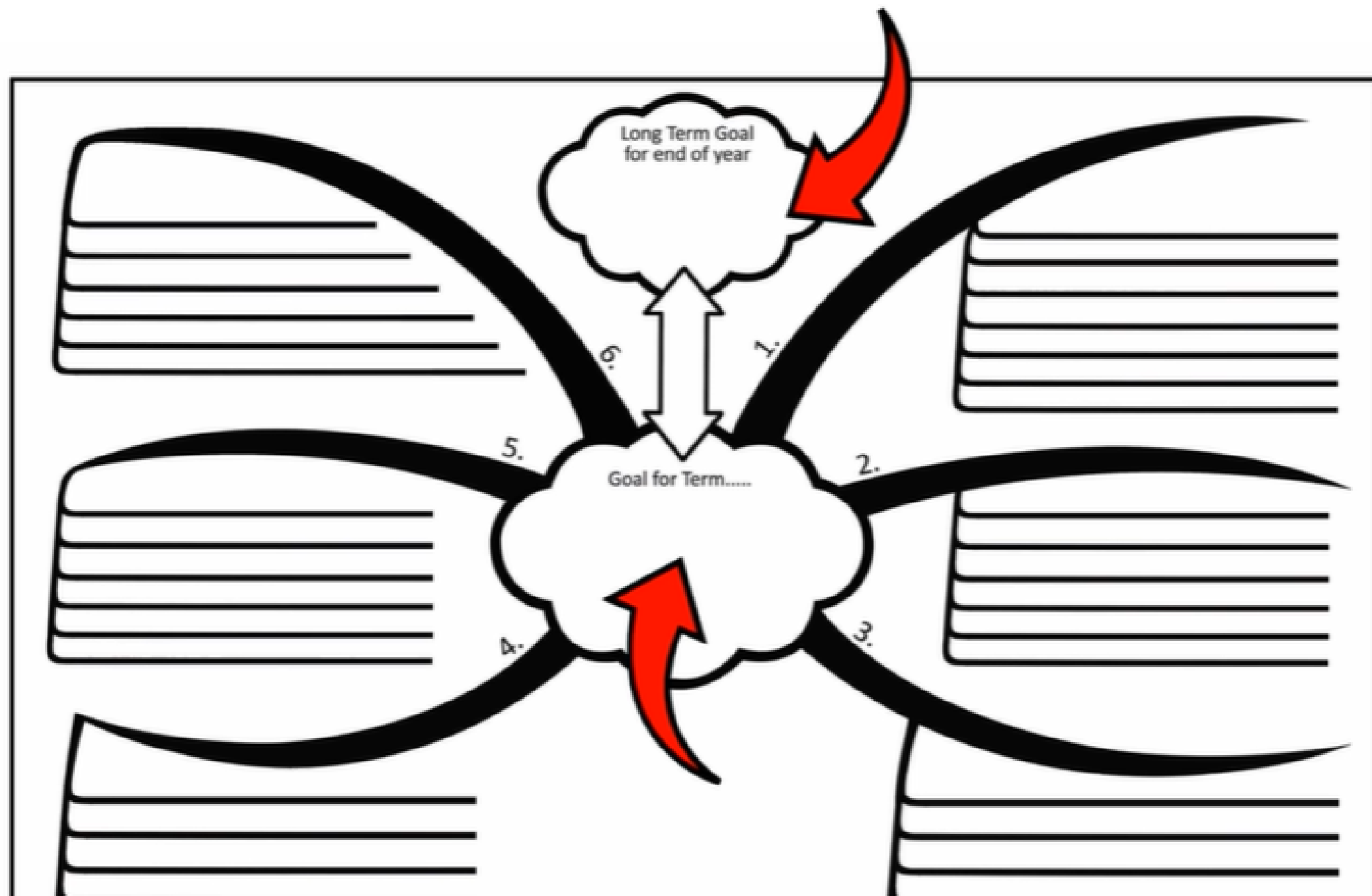
'Above-The-Line'
Learner?

6 TYPES OF LEARNERS

(Adapted from work of Anderson, 2019)



ABOVE-THE-LINE LEARNERS	AGILE LEARNERS	Spend effort growing and find meaning in learning beyond own needs Want to become better learners to overcome future challenges Responds to demands of environment, circumstances & opportunities	
	INDEPENDENT LEARNERS	Spend effort striving and are more goal-directed Take charge of own learning and want to be more effective learners Deeper understanding of themselves as learners but more self-centred	
	DIRECTED LEARNERS	Spend their effort producing things and completing things Will attempt more difficult tasks when directed to do so Improvement largely the result of teacher/parent/therapist direction	
BELOW-THE-LINE LEARNERS	PERFORMANCE LEARNERS	Appear to work hard but spend their effort performing below the line Do their best but not getting better Prefer tasks that are not challenging	
	BEGINNING LEARNERS	Spend effort in doing things but mostly Downhill Challenges Engage in learning but operate below the line Choose easy tasks and path with least resistance	
	NON-LEARNERS	Inactive and waste their effort Do not explore learning and do not get better with learning	



Quiz for My Aspirations

Question 1:

There are **two ways** that can be used to determine your aspirations and goals according to this lecture. Select the **best** answer.

- ☐ You can think about what percentage you want to work for (e.g. performance goal).
Or you can think about why you do not want to fail.
- ☐ You can think about your performance goal (e.g. percentage you want to work for) and your learning goal.
Or you can think about your Point A (where you are now) and your Point B (where you want to be in the future).

Positive & Negative Factors that Affect Aspirations, Goals or Outcomes

STEP 1
Positive &
Negative Factors

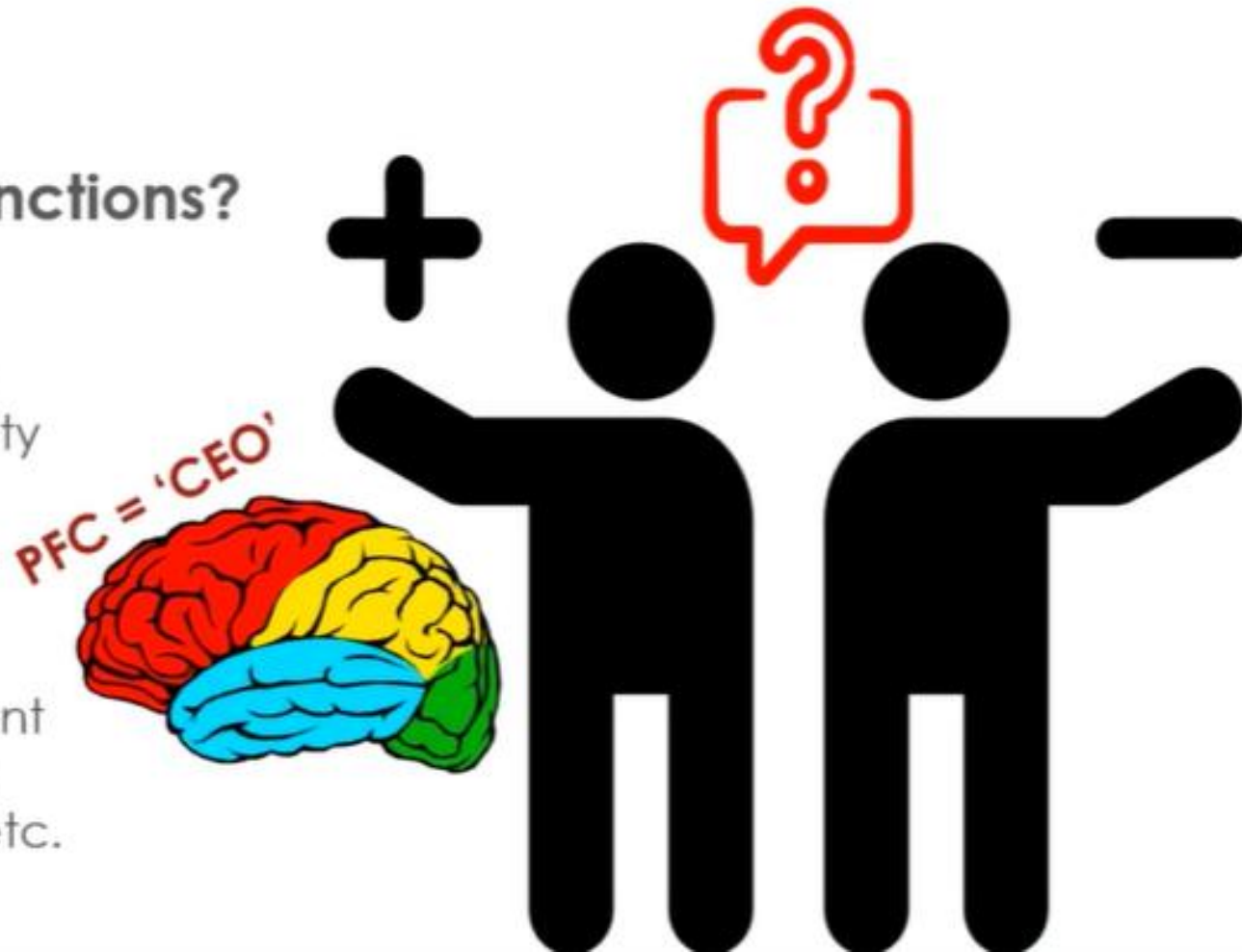


REALLY Be Ready

What is helping or stopping you?

Executive functions?

Task Initiation
Inhibition
Working Memory
Cognitive Flexibility
Goalsetting
Focus
Organization
Planning
Time Management
Metacognition &
Self-Monitoring, etc.



What is helping or stopping you?

Motivation?

Self-beliefs?

Emotions?

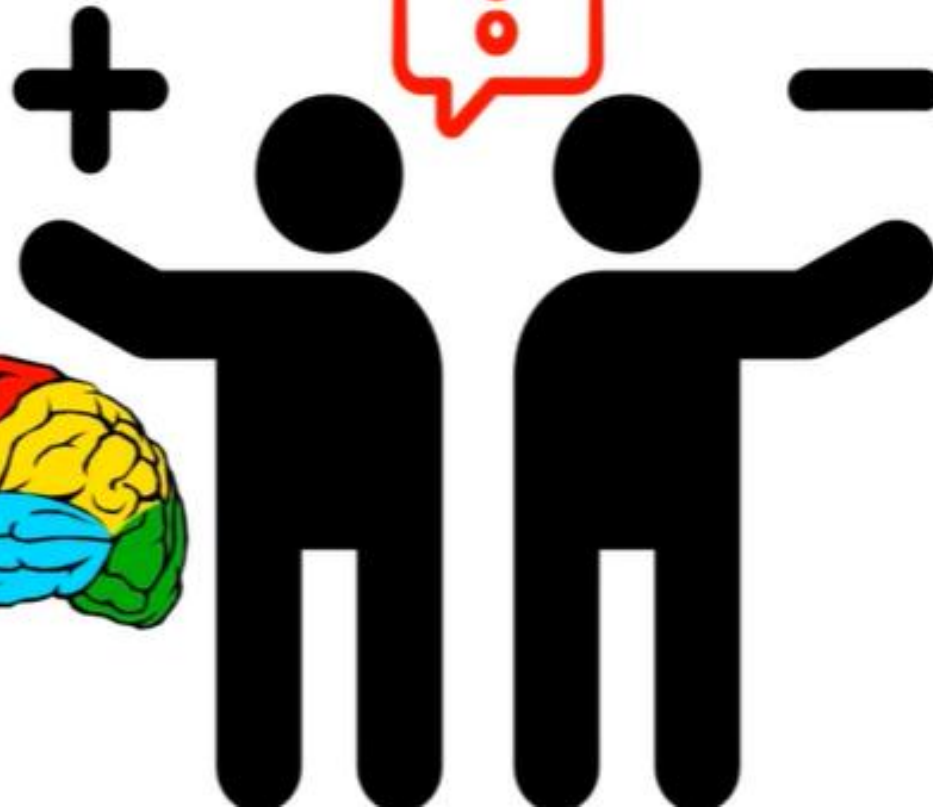


Mindset/s?

Executive functions?

Task Initiation
Inhibition
Working Memory
Cognitive Flexibility
Goalsetting
Focus
Organization
Planning
Time Management
Metacognition &
Self-Monitoring, etc.

PFC = 'CEO'



What is helping or stopping you?

Motivation?

Self-beliefs?

Emotions?



Mindset/s?

Executive functions?

- Task Initiation
- Inhibition
- Working Memory
- Cognitive Flexibility
- Goalsetting
- Focus
- Organization
- Planning
- Time Management
- Metacognition & Self-Monitoring, etc.



Eating habits & Lifestyle?

Sleep
Exercise

What is helping or stopping you?

Motivation?

Self-beliefs?

Emotions?



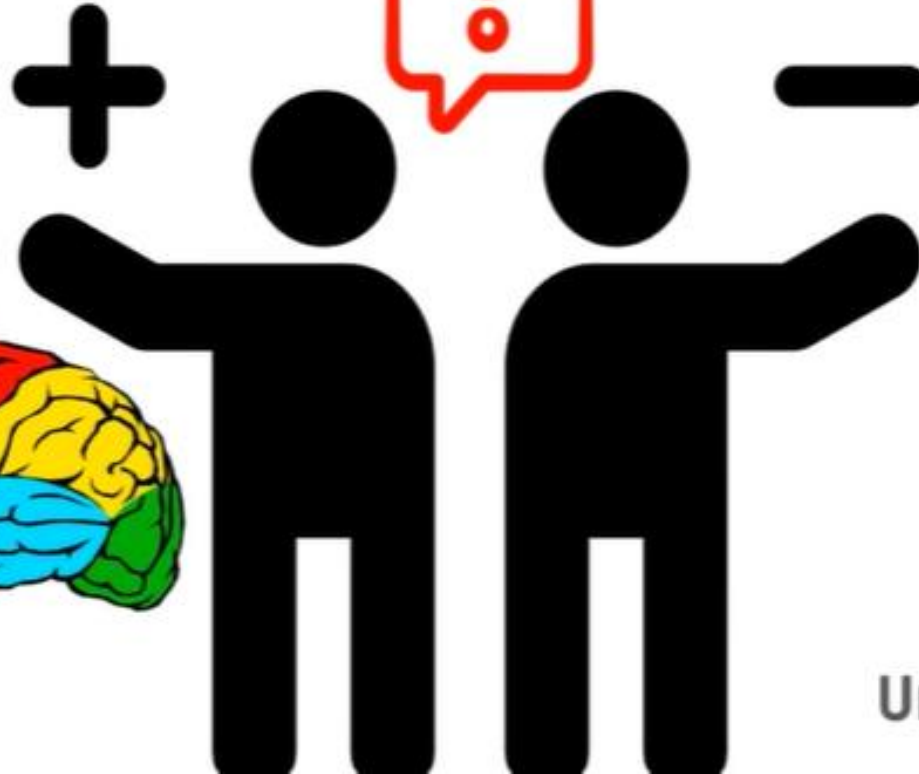
Mindset/s?

Eating habits & Lifestyle?

E.g. Sleep, Exercise

Executive functions?

Task Initiation
Inhibition
Working Memory
Cognitive Flexibility
Goalsetting
Focus
Organization
Planning
Time Management
Metacognition &
Self-Monitoring, etc.



Study Space &
Environment?

Reading &
Comprehension

Thinking & Learning

Understanding your brain?

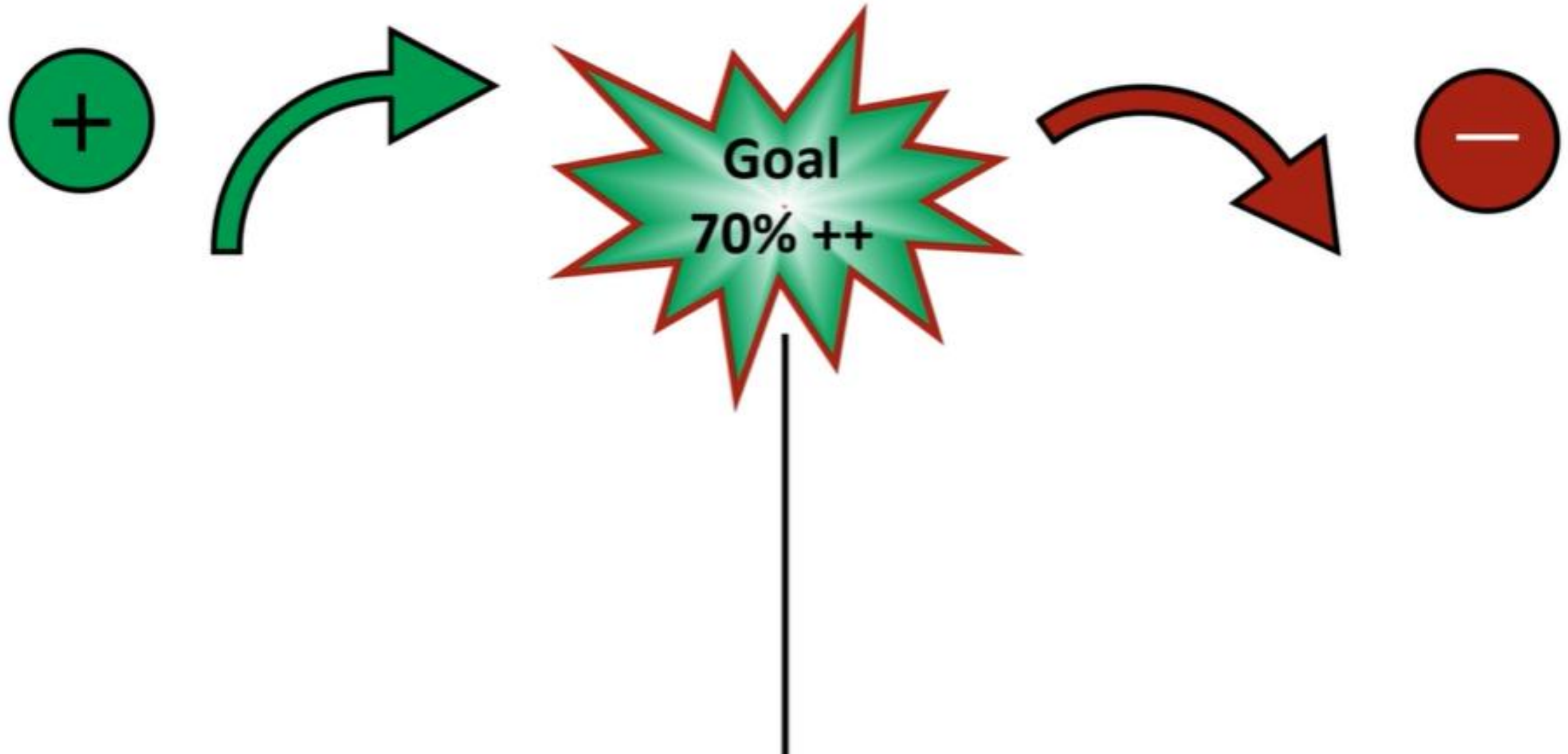
Brain & amygdala hand model explains how thoughts & emotions fuel anxiety:

<https://www.youtube.com/watch?v=2xeDcPBD5Fk>

Self-Esteem: How To Feel Awesome About Being You:

<https://www.youtube.com/watch?v=M6H0w03GJrQ>

What is helping or stopping you?



What is helping or stopping you?



What is helping or stopping you?



- Do homework
- Like reading
- Good reader
- Like going to school
- Good with English
- Reasonably well organized
- Etc.

- Getting going (starting)
- Distractions (e.g. cell phone)
- Time management
- Motivation to learn
- Learning skills
- Negative self-beliefs & self-talk
- Etc.

Imagine yourself as a tree that can grow...

Every branch is an area in your life
where you can grow, develop & change



Where do you want to start to grow, develop & change?



Take some time to think?



Take some time to think?



Quiz for Positive and Negative Factors that can Affect your Goals

There are many factors that can affect the achievement of your goals. Select the answer that is incorrect.

☐ Executive functions like organization and time-management.

☐ Self-beliefs, mindset and emotions.

☐ The seasons and the weather.

☐ Eating habits and lifestyle.

☐ Study space and environment.

☐ Thinking and learning skills.

How can you make Changes?

STEP 1
How to make
Changes

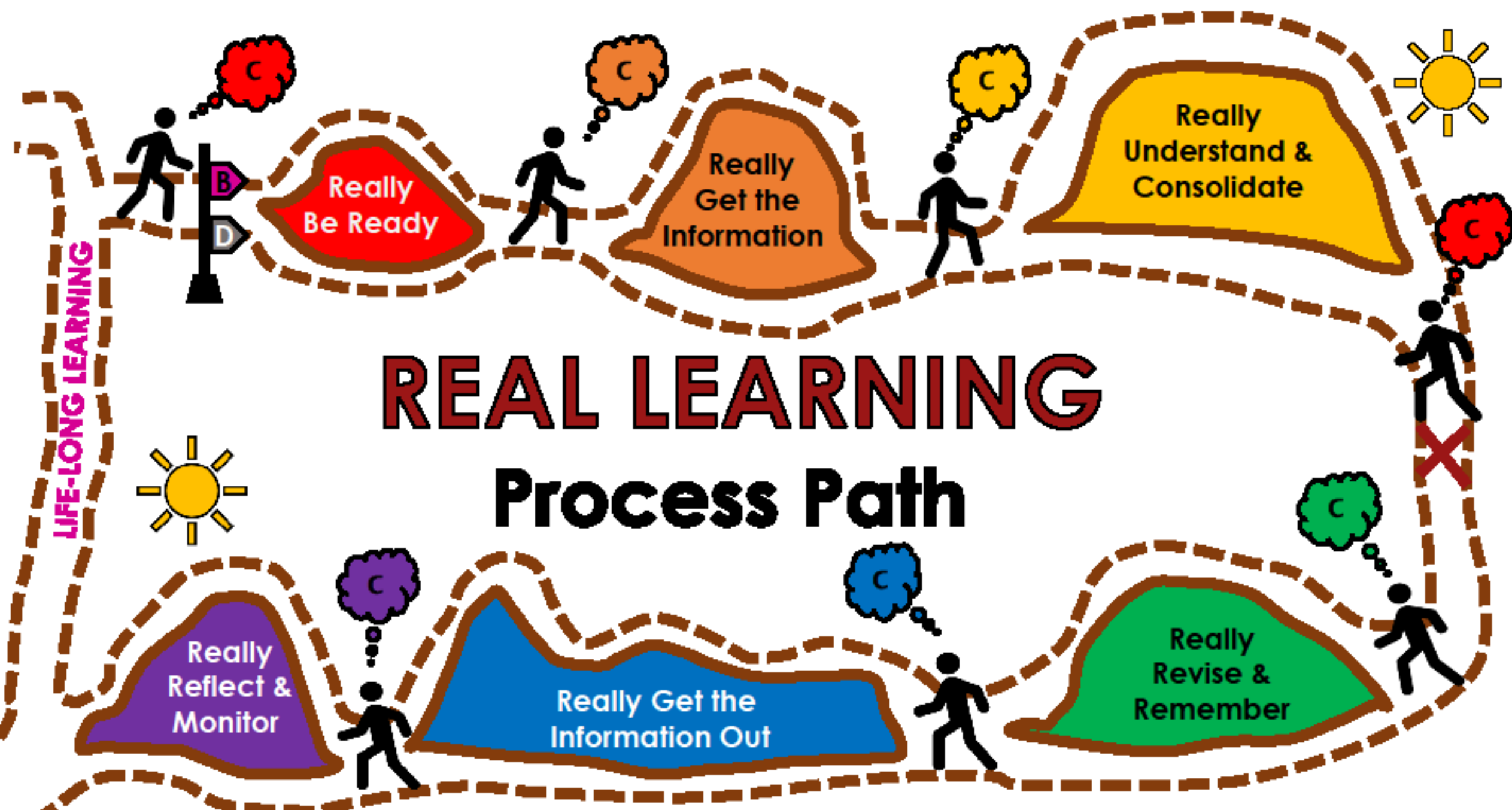




1. Identify aspirations

2. Identify positive & negative factors

3. Identify starting point



1. REALLY BE READY

What are your aspirations/outcomes? (Your A to B?)

What is helping/stopping you (Positive & Negative factors)?

- Executive Functions (goalsetting, focus, organization, time management, self-monitoring, etc.)
- Mindset
- Motivation
- Self-Beliefs and/or emotions
- Eating habits & lifestyle (sleep, exercise, etc.)
- Reading, thinking & learning,
- Understanding your brain, etc.



Where do you want to start with changes to Be More? Why?

How can you make changes? E.g.:

- With a growth-oriented mindset
- With SMART goals
- With Tiny Habits
- With Self-education & Lifelong Learning
- Taking responsibility for your own growth & learning, etc.

Always use Pomodoro Technique:

- Work 25 min/Break 5 min/Repeat 2 to 4 times

2. REALLY GET THE INFORMATION

Preview work for next day (to get big picture)

- Skim Read
 - Contents page & learning outcomes
 - Headings and sub-headings
 - First & last paragraphs of section, 1st sentences
 - Bold and cursive words, diagrams, etc.
- Can highlight & number headings & main ideas
 - Stick to same colour for section/unit/chapter
- Think about formatting & text structures
- Identify & write down possible questions



Listen actively in class

- Focus and look at teacher
- Manage 'attention thieves'
- Take down notes provided in class or
- Make own key notes
 - Of important & additional information
- Ask thinking questions
 - Softly, out loud, write down



Review the day's work (within 24 hours)

- Always do homework received every day
- Follow the steps under Preview to do a Review (Especially if no preview was done the day before)
- Do some retrieval practice to check knowledge

3. REALLY UNDERSTAND & CONSOLIDATE

RAPP section/unit/chapter (within 24/48 hours)

- Read each chunk/paragraph carefully
- Ask thinking questions; answer & discuss
- Picture what you read
- Put in own words/paraphrase

Selectively highlight key concepts

- $\pm 20\%$ per sentence/paragraph
- Think deliberately & deeply to understand what is important

Organize work for visual clarity & understanding

- Think about formatting & text structures
- Group/chunk ideas that belong together
- Use Thinking Maps; Flashcards (physical or online); Flashcard Mapping ©; or other quizzable methods.

Use all senses and multiple intelligences

Use memory principles & mnemonics (See Step 4)



4. REALLY REVISE & REMEMBER

Revise & recheck maps or flashcards deliberately

- Do they make sense?
- Do they have too much or too little detail?
- Are they logical & easy to understand?



Make a deliberate effort to remember

- Focus on key concepts to unlock the rest
- Revise key concepts 3 x and more

Selectively highlight while revising

Add memory principles & mnemonics where needed

- Primacy; recency; make things stand out; visualization; associations; chunking; repetition; patterns; etc.
- Number-Rhyme and Number-Shape Methods; Method of Loci (Memory Palace Method); etc.

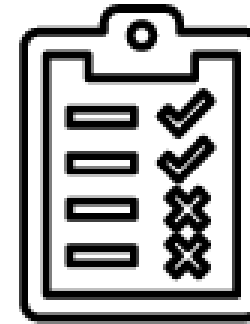
Remember

- Always use Pomodoro Technique
- Work 25 min/Break 5 min/Repeat 2 to 4 times

5. REALLY GET THE INFORMATION OUT

Use Retrieval Practice

- Close a chunk of work & deliberately recall from memory
- Quiz yourself all the time with everything
- Do practice tests, old exam papers, etc.



Use Distributed Practice

- Space learning sessions. e.g. retrieve work after: 1 day; 2/3 days; 1 week; 2 weeks; 1 month; etc.
- **NO** cramming or massed practice!

Use Mixed Practice (Interleaving)

- Mix or interleave, multiple subjects/topics while studying
- E.g. In subjects that involve problem solving like Math/Physics

Teach yourself & others (Feynman Technique)

- Teach someone/something (keep it very simple)
- Identify gaps in knowledge and review/retrieve again

6. REALLY REFLECT & MONITOR

During learning (with every main idea, unit, chapter)

- Do a **JOL** - Judgement of Learning
 - Will you remember the work in test?
 - If not, what else should you do?
- Be careful of a 'Feeling-of-Knowing'
- Be careful of the 'Tip-of-the-Tongue'



After receiving test or exam results

- What went well?
- What could have gone better?
- What type of mistakes did you make?
- What did you learn from your mistakes?
- What should you do next time?

Develop good exam strategies

**Cycle through the 6 Step REAL Learning Process
a few times during a learning session
and before a test or exam**

How can you Make Changes & Stay on Track?

01



Be More
Growth-
Oriented

02



Get
SMART
Goals &
Strategies

03



Use
Tiny Habits
(Fogg Model)

04

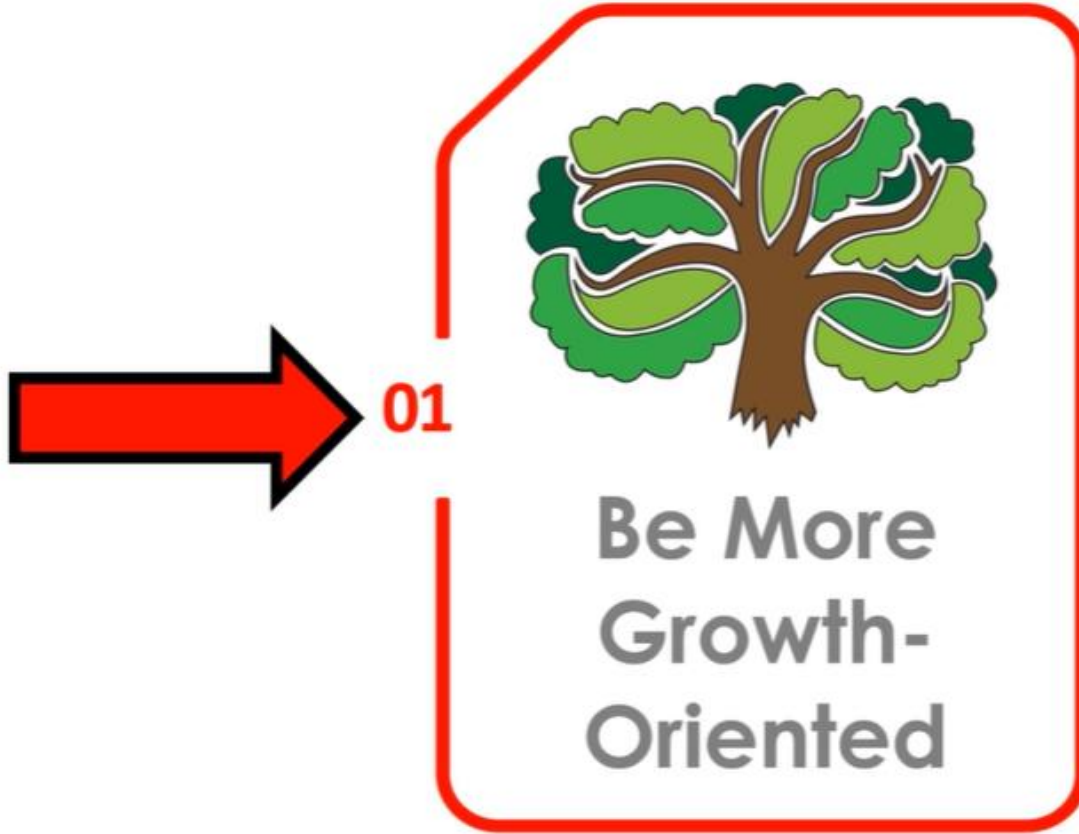


Self-
Education
& Lifelong
Learning

Quiz for How to Make Changes

The 4 ways to make changes that will be discussed in this lecture are...

- ☐ **To Be More Growth-Oriented; To get SMART Goals; To use Tiny Habits; To use Self-education and Lifelong Learning.**
- ☐ **To have a Fixed Mindset; To get Smart Goals; To use Tiny Habits; To use Self-Education ad Lifelong Learning.**



01

Be More
Growth-
Oriented

How can you make changes & stay on track?

- 01



Be More Growth-Oriented
- 02



Get SMART Goals & Strategies
- 03



Use Tiny Habits
(Fogg Model)
- 04

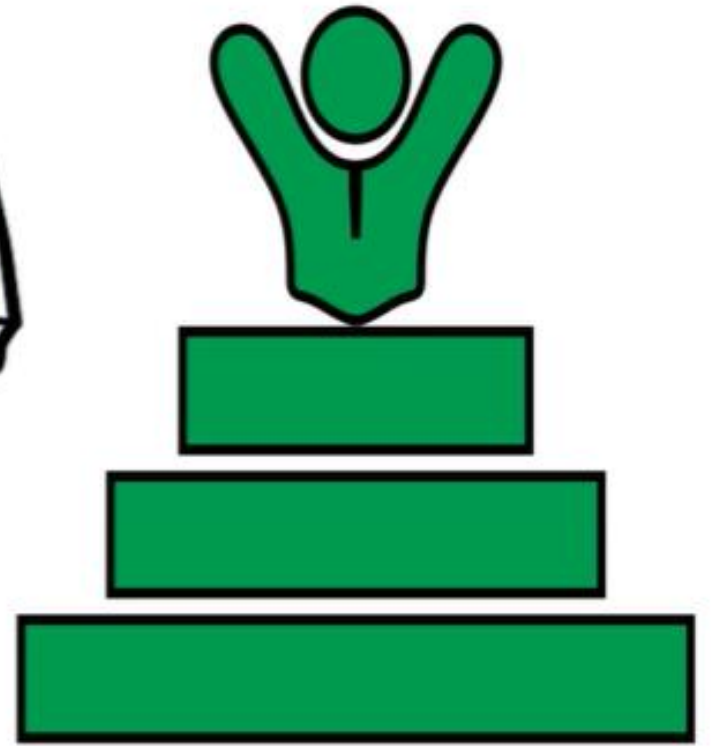
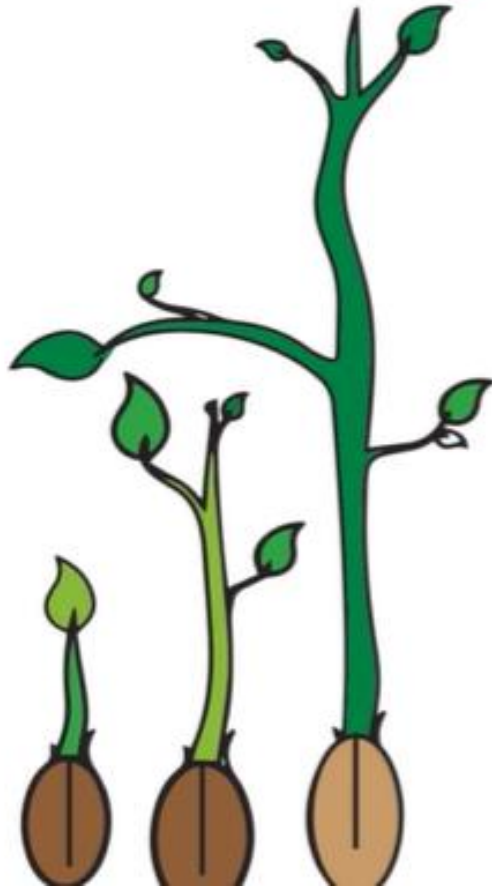


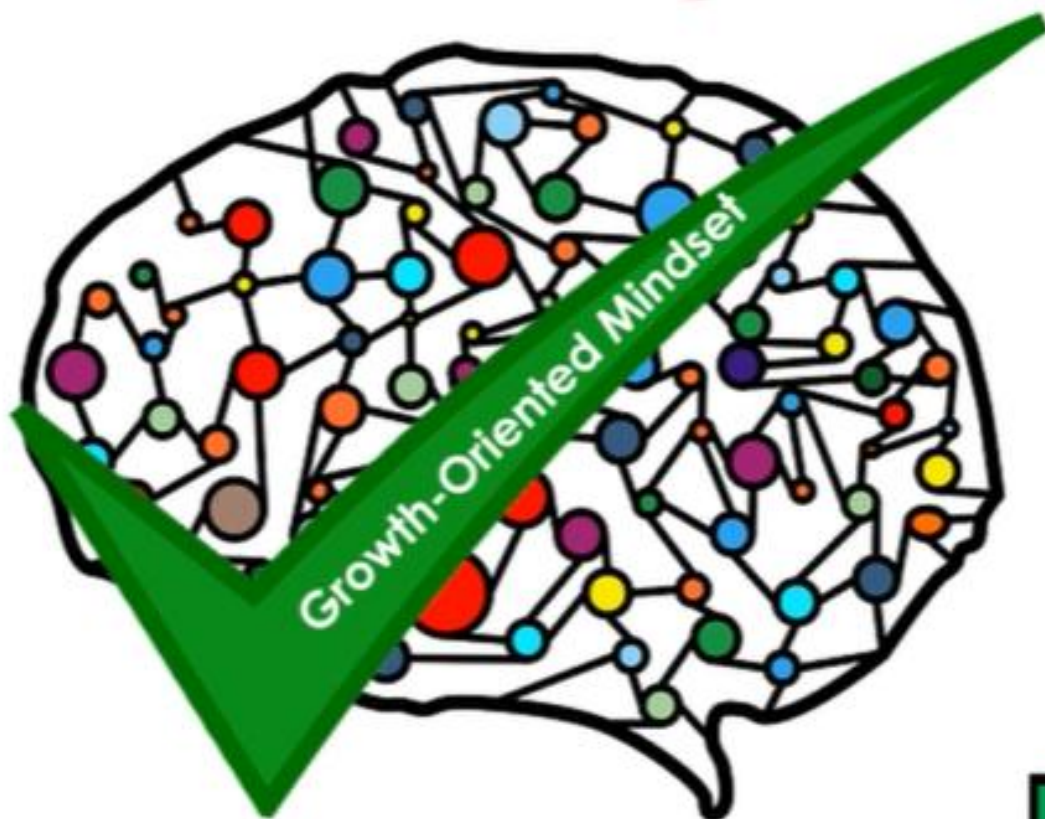
Self-Education & Lifelong Learning

Know your
brain can
change =
Neuroplasticity

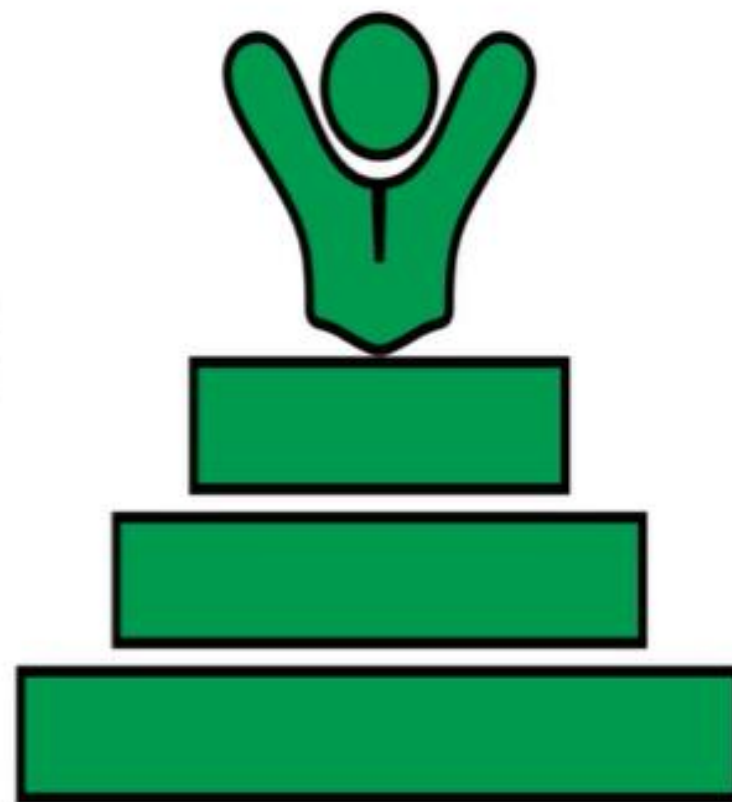


How can you make changes & stay on track?





Can change, grow & develop







Cannot change, grow and develop



How can you make changes & stay on track?



Mindset Continuum

Fixed

High Growth

	Fixed	Low Growth	Mixed	Growth	High Growth
Challenges					
Effort					

More
Fixed
Mindset



Adapted from work of Anderson
(2019)

More
Growth
Mindset



Mindset Continuum

Fixed

High Growth

	Fixed	Low Growth	Mixed	Growth	High Growth
Challenges	Avoids challenges	Takes on easy challenges	Prefers clear immediate goals	Enjoys being challenged	Embraces challenges
Effort					

More
Fixed
Mindset



Adapted from work of Anderson
(2019)

More
Growth
Mindset



Mindset Continuum

Fixed

High Growth

	Fixed	Low Growth	Mixed	Growth	High Growth
Challenges	Avoids challenges	Takes on easy challenges	Prefers clear immediate goals	Enjoys being challenged	Embraces challenges
Effort	Effort is associated with failure	Sustained efforts is a bad thing	Effort is necessary	Effort is a good thing	Understands effort as a path to mastery

More
Fixed
Mindset



Adapted from work of Anderson
(2019)

More
Growth
Mindset





Remember:



Quiz for Growth-Oriented Mindset

Question 1:

Choose the **best** option to complete this statement. If you have a Growth-Oriented Mindset ...

- ☐ You will believe in you ability to always get good marks.
- ☐ You will believe in the ability to change, grow, and develop.

Question 2:

Choose the **best** option to complete this statement. If you have a Fixed Mindset ...

- ☐ You believe your talents, abilities and intelligence are fixed.
- ☐ You believe your talents, abilities and intelligence are fixed. You think you cannot change, grow, develop, and become a better learner.