

Our Lady's Grove

**TY Tech
Team
Digital
Study Skills**

2017

We spent a lot of time this year reflecting on how we studied during our first three years in secondary school. We wanted to review what we did and investigate whether we could have done things more efficiently and productively. We looked at traditional ways of studying and then investigated whether there were more effective ways of doing it? We then looked to see could we improve that on the iPad? You might find some of our work overlaps but it will still hopefully help you

TY Tech Team 2017

Study Skills TY 2017

<u>Activity</u>	<u>"Flawed" Method</u>	<u>Suggested Methods</u>
<u>Condense/Reduce</u> Used to shorten and cut down content	<u>Cherry Picking</u> Rewriting material from notes, book, slides into a notes copy.	Take material in manageable sections/chunks. Read more than once with increased focus. Close the book or notes and write your understanding. Use multiple sources
<u>Definitions</u> Explaining key words and concepts	<u>Copying</u> down book or teacher explanation	Where possible relate to your own experience. Add personal example or analogy. Does the new information relate to any other personal learning?
<u>Understanding questions</u> Knowing and understanding what the question is asking you to do?	<u>Ignoring</u> question word and responding with general <u>summary</u> of the content	Read more than once. Number separate parts within question. Circle the question word. Filter relevant material for response.
<u>Vocabulary development</u> Building your ability to explain difficult concepts to a 3 rd party	<u>Rote learning</u> Trying to learn off responses and regurgitating them when required	Sometimes you must learn things by rote. Practice questions orally. Ask family to quiz you. Use online vocabulary builders and thesaurus
<u>Reviewing/studying</u> Regular revision of material using engaged methods	<u>Reading or cramming</u> Rereading textbooks in the lead up to exams and relying on short-term memory	Set up organisers and reminders so that your understanding of new material is reviewed after a week and a month.
<u>Extraction</u> Pulling out relevant material from sources as directed by the question	Using <u>headings in the textbook</u> or relying on <u>text in bold</u>	Create study questions. Only read with question(s)/purpose in mind. Ask your teacher. Use Chief Examiner reports and syllabus documents. Wordle text. "Read with the mind not just with the eyes".
<u>Note taking</u> Taking notes in class so that you have evidence of work undertaken	<u>Copying</u> material directly from slides into your copy	Attempt to process the new learning in class. Write your understanding. Recheck for understanding at home when slides/notes shared digitally.

Top 8 behaviours of effective students

1. They had questions prepared so that they were searching for specific information. They don't read without purpose, hoping to somehow absorb all the information.
2. They looked for information that was directly related to their goals (They had a clear purpose before they started reading, and that purpose helped them to identify what they were looking for).
3. They skim read to get an overview of the information and to alert their brain.
4. They re-read any sentences/parts that they found difficult or unclear.
5. They summarised important or central points, often by making notes or writing in the margin.
6. They searched forwards and backwards when looking for a particular piece of information.
7. They connected new information from the text in light of what they already knew.
8. Review the learning information as soon as they could; within 24 hours for increased

Flaws and Good habits

Good:

- Quiet music in the background
- Breaks
- Sitting at a desk
- Read and try say it without looking at answer Then write answer learn definition and do the same After 4 things close the book and do the same
- Flashcards of key points out in folder and pick one out then quiz highlight wrong words read 5 times and quiz again
- Clear desk
- Quizlet
- Put in own words
- Diagrams and mind maps
- Testing from friends and family
- No distractions/no phone - leave in another room
- One subject a night
- Folder of notes on each subject
- Remembering what a book said before looking at the chapter
- Breaking down information into different groups
- Read through and then go over to see if they remembers and write down key points
- Make sure they know the information from the past exams
- Studying with a question in mind

Bad:

- Sitting in bed
- Stare at information
- Phone in same room
- No breaks
- Highlighting book and writing it down on a piece of paper
- Copying material straight down from the book
- Read it
- Copying definitions
- No one review for no exam

1. Condense/Reduce

This is a huge part of studying at Junior Cycle. We spent so much time rewriting, teachers' notes, the textbook, and our own class notes. Looking back this was mainly just moving material from one place to another. It took a lot of our time.

Excel

This app can be used for many different study methods, but we used this app to create a template for condensing and reducing information

Example: People in History, JC History course

People In History			
WHO	WHAT	WHEN	QUESTION
Christopher Colombus	Sailed across the Atlantic Ocean, discovered America	Set sail on August 3rd 1492	A named explorer on a voyage of exploration
[Name]	[What did they do, significant events]	[Important dates, time frame]	[How the question would be put in a JuniorCert Exam]
[Name]	[What did they do, significant events]	[Importat dates, time frame]	[How the question would be phrased in a Junior Cert exam]

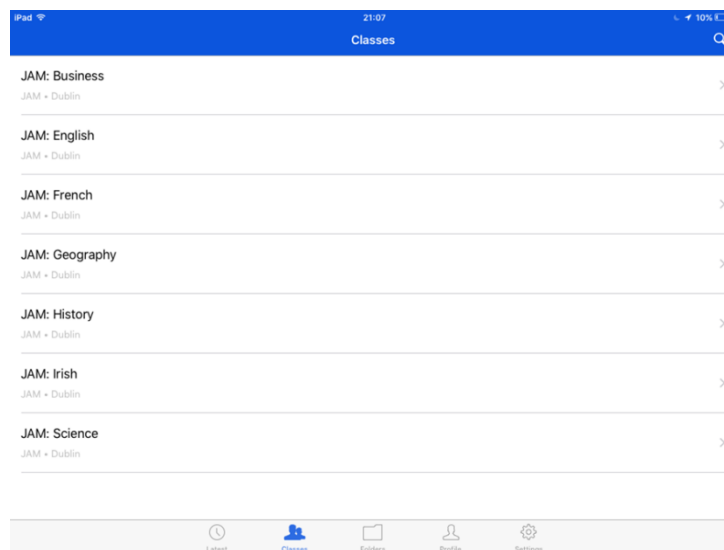
This template can be changed and edited to fit other subjects, to help condense and reduce content. The template breaks the piece of information down into smaller sections and will potentially help the student to understand the content more by seeing it in a different way.

2. Creating Definitions:

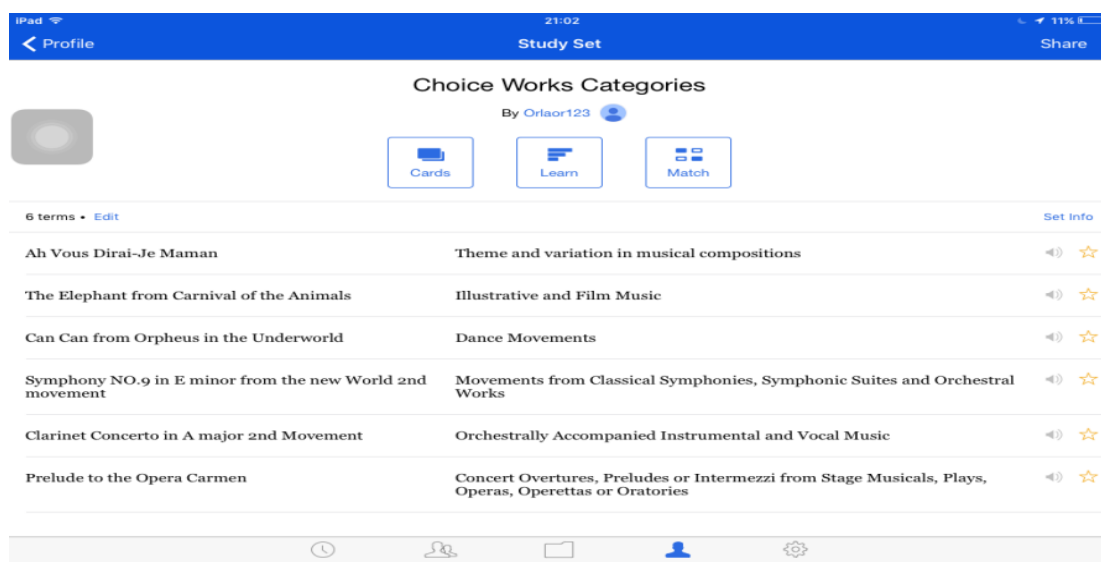
A lot of time was spent at Junior Certificate learning off definitions. Sometimes you just have to know an accepted definition of a keyword or a concept. Other times it is just really important that you understand the concept in your head and are able to explain it in writing. We spent a lot of time rewriting out definitions and learning them without understanding them.

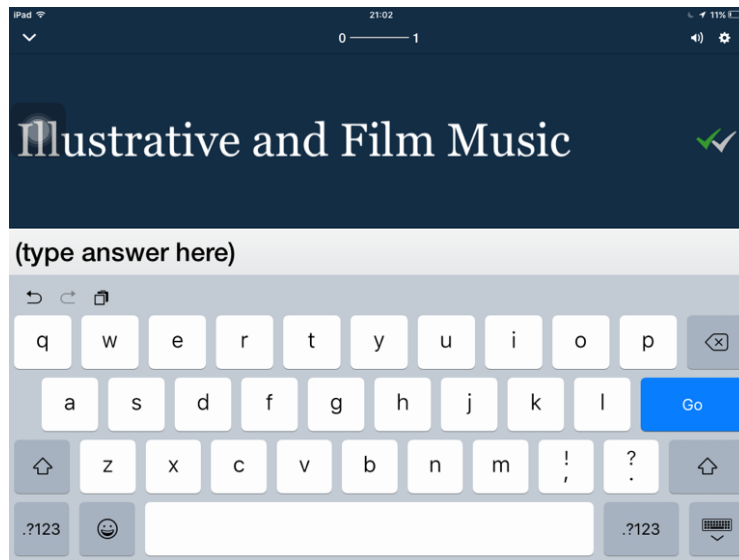
QUIZLET

Quizlet is a flashcard making app which we found is quite helpful for learning key concepts and terms. All you do is add a term and a definition and there are a few different ways in the app which you can learn them.



Once you have created a set of flash cards, you can add them to a class and share them with friends. What we did for the Junior Cert is name each class a subject and categorise and share our notes as a group
This is an example of a set I created for Music.





Matching

This app includes a game in which you can match the key terms and definitions.

Symphony NO.9 in E minor from the new World 2nd movement	Orchestrally Accompanied Instrumental and Vocal Music	Dance Movements	Clarinet Concerto in A major 2nd Movement
Theme and variation in musical compositions	Ah Vous Dirai-Je Maman	Prelude to the Opera Carmen	The Elephant from Carnival of the Animals
Can Can from Orpheus in the Underworld	Illustrative and Film Music	Movements from Classical Symphonies, Symphonic Suites and Orchestral Works	Concert Overtures, Preludes or Intermezzi from Stage Musicals, Plays, Operas, Operettas or Oratorios

We found this app to be very helpful in learning things that you just need to “learn off”, the only issue with it is that it may not improve your understanding of the information.

3. Studying Reviewing Content

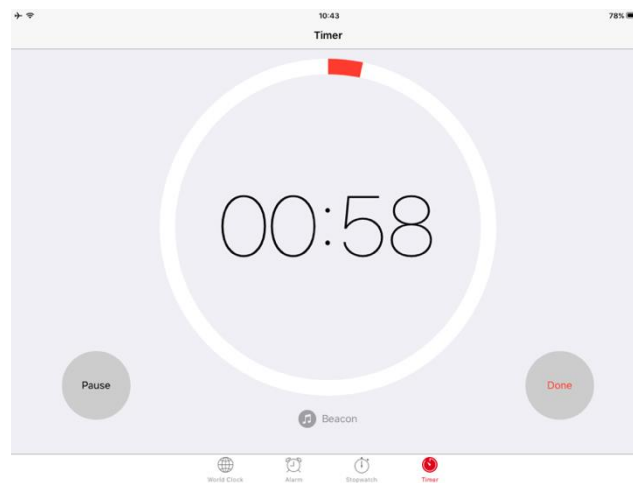
Looking back now we spent a lot of time stressed at exams. Some of this may have been due to trying to cram all of our study into a very short period of time before the exams. We could have done ourselves a favour by being more consistent and doing a little often when it came to studying.

Use of built in Ipad Apps

These include clock, calendar, and reminders

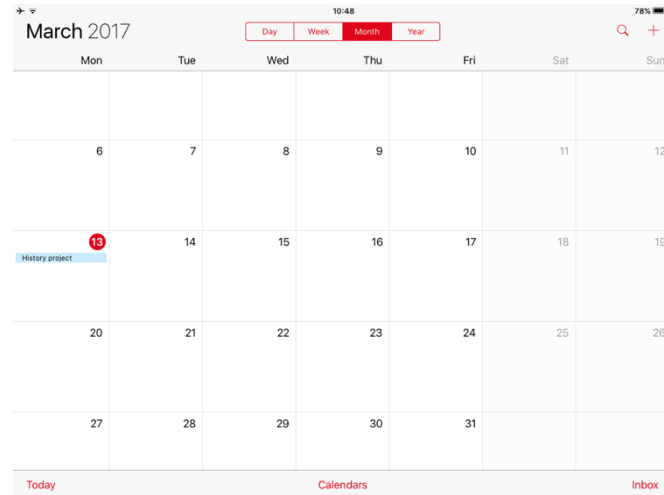
Clock

The clock can be used to get a routine stuck into your head and keep it up rather than relying on your short term memory. Some of its functions include supporting time management skills, setting alarms to accomplish certain activities, alarms to remember to start homework each evening, and the stopwatch can be used to see how long an activity takes.



Calendar

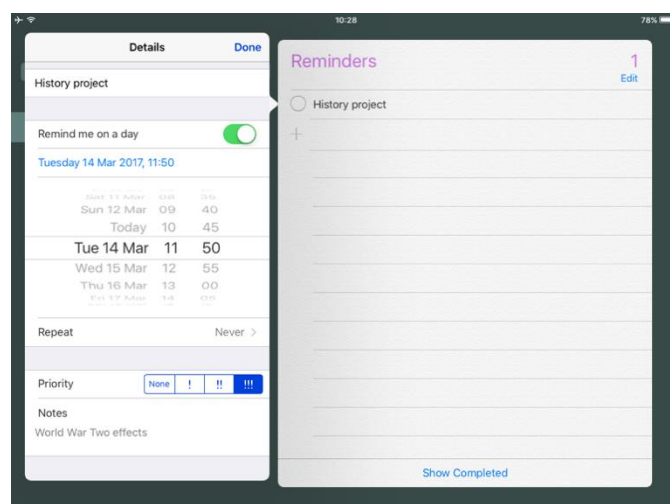
The calendar can be used to organize and manage your daily/monthly/yearly schedule. You can also organize and prioritize project deadlines/meeting/extra



curricular activities.

Reminders

- i. In reminder you are able to prioritize tasks, set track goals, and catagorise to-do lists. Another advantage is that you can break assignments into smaller parts making them seem more manageable. Within an reminder it is also possible to add notes containing specific assignment details

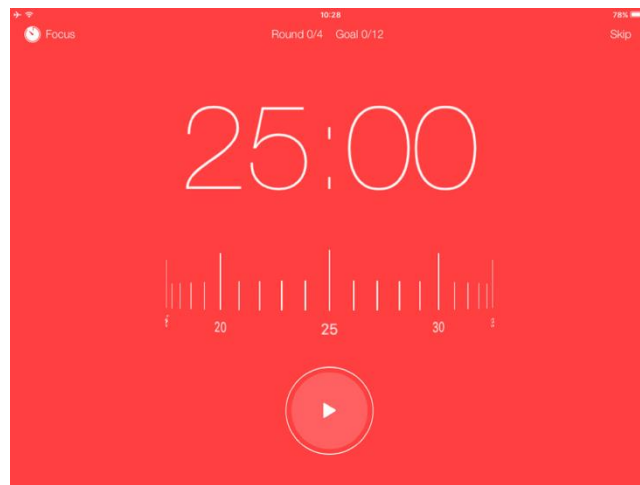


Other available apps

These include focus keeper and excel

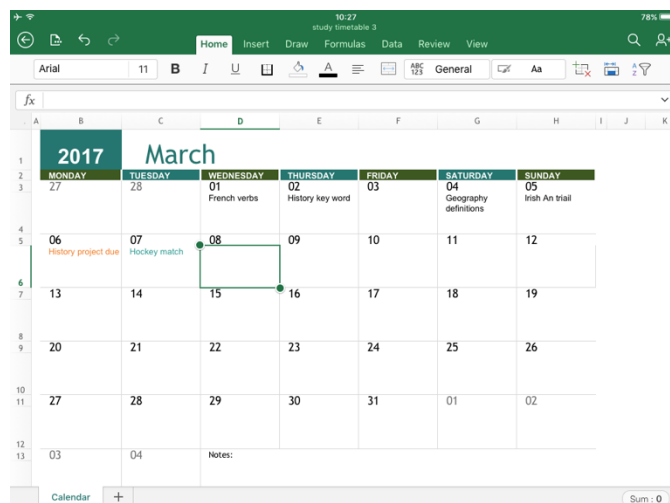
Focus keeper

- i. This uses the pomodoro technique which involves studying for 20/25 minutes and taking a break for 5 minutes. This is done 4 times before a longer break of 15 minutes. This app is beneficial as it allows students to change the duration of the breaks and study periods with a simple layout that's easy to use and doesn't require a lot of time to set up.



Excel

- ii. We found out that excel could be used for study timetables by using the inbuilt templates (one month planner, academic planner). These can be changed in order to suit the study timetable and subjects are easily



added.

4. Note Taking

We tended to just copy material directly from notes or from the textbook. The missing link is that we were not studying. We were just copying and reading at best. This meant that we had to keep repeating the same work as we forgot it really quickly.

CORNELL METHOD NOTETAKING

IS SO EFFECTIVE OMG WHY WEREN'T WE TAUGHT THIS IN STUDY SKILLS
by lavidapoliglota.tumblr.com

~2 inches

2. THIS IS THE RECALL COLUMN

As soon as possible after lecture, review the notes column, take main ideas, key concepts, and important facts and write them in the recall column

1. THIS IS THE NOTES COLUMN

During lectures, note main ideas and concepts. Don't mindlessly copy - rephrase what you can to retain information

Skip one line between ideas,

several between topics

Avoid writing in complete sentences, use symbols and abbreviations, e.g.:

~~Pelayo, a descendant of the Visigoth aristocracy, founded the Kingdom of Asturias in 718.~~

Pelayo (dscdt/Visigoth arist.) fd. Asturias 718

3. THIS IS THE SUMMARY SECTION

GUESS WHY IT'S CALLED THAT

Summarise main points here at the end

Info taken from
<http://www.heritagehawks.org/faculty/dbrown/HistoryClass/TheCornellMethod.htm>

5. Extraction

Sway: We decided to use this app to extract material while reading. It is easy to insert texts very quickly so that reading is not interrupted.

6. Understanding Questions

UNDERSTANDING QUESTIONS

Appendix (A) : Question/Command Words

Analyse: Breaking down a problem into component parts to better understand it

Comment: Make observations with particular focus on the text.

Compare: Search for similarities and differences between two or more things.

Contrast: Search for the differences between two or more things.

Describe: Give an account or convey an idea in detail.

Discuss: Consider in detail facilitating both sides of an argument.

Explain : To shed light on or to make clear in a detailed manner.

Evaluate: Assess worth or significance of something.

Identify: To recognise individual elements.

Judge: Carefully consider and form an opinion on.

Name: Mention aspects or things by title.

Outline: Mention the general principles while omitting detail.

Recount: Narrate the particulars of an event or occurrence.

Summarise: Go back over the important events or incidents.

Trace: Follow the course of, steps/stages through, an event.

Breaking down questions using a template:

We thought it would be helpful to keep things simple, and so we decided that the template used when composing an answer could also be used for breaking down a question.

People In History			
WHO	WHAT	WHEN	QUESTION
Christopher Colombus	Sailed across the Atlantic Ocean, discovered America	Set sail on August 3rd 1492	A named explorer on a voyage of exploration
[Name]	[What did they do, significant events]	[Important dates, time frame]	[How the question would be put in a JuniorCert Exam]
[Name]	[What did they do, significant events]	[Importat dates, time frame]	[How the question would be phrased in a Junior Cert exam]

It would be the same sort of concept. The “who” could be changed to “question word” and you would insert “discuss, explain, why, where” etc. Then the “what” could be a column for a second question or idea, or maybe a column for keywords, etc. This is a very broad idea but we think it could work quite well for breaking down and understanding questions.

7. Vocabulary Development

Vocabulary development

Vocabulary development is being able to explain difficult concepts to a 3rd party.

1. Voice recorder

- a. Any voice recording app on the App Store will fulfill this requirement. Newer iPads have inbuilt voice notes. Being able to record your voice and listen back to it is useful as you can see where your mistakes are and correct them.

2. Dictionary

- a. The dictionary app is necessary to find synonyms and definitions which in turn will help you have a wider range of vocabulary and will help you explain concepts better.
- b.

