

Preparing Students for Academic Success

Foundations Academy Teachers Conference

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Introduction

- *"It is quality rather than quantity that matters."*
Seneca
- **Study Skills:** Approaches to studying that can improve learning
- Only few students develop good study skills without direct instruction on study skills
- Study skills can be taught to improve academic performance

Advantages of Teaching Study Skills

- Improves academic performance
- Helps students use study time more effectively
 - Quality over Quantity
- Prepares students to learn independently

Three Types of Study Skills

- **General study skills** that are applied to all classes
- **Specific study skills** that are unique for each subject
- **Self-regulation skills** where students learn how to plan their study times

Types of General Study Strategies

- Preparation for class/studying
- Active listening in class
- Note-taking skills
- Reviewing notes after class
- Reading textbooks
- Preparing for examinations
- Taking examinations
- Time management skills

Preparation for Class/Studying: PREP

- **Prepare** materials
 - Notebook, pencil
- **Review** what is known
 - Review materials from the previous class
- **Establish** a positive mindset
 - Encourage yourself about the value of learning
- **Pinpoint** goals
 - Note what you want to learn in the class

Active Listening: SLANT

- **Sit** up
- **Lean** forward
- **Act** like you are interested
- **Nod**
- **Track** the teacher

Note-Taking Skills: Cornell Notes

- Divide paper into three sections
- Take notes in two columns during class
- Review notes as soon as class is finished
 - Clarify unclear notes
- Write a summary at the bottom section.
- Focus review on the key topics at the left and the summary at the bottom

Cornell Two-Column Notes	
Keywords:	Notes:
	Types of Matter
Solids	I. Solids A. Have a definite shape B. Have a definite volume
Liquids	II. Liquids A. Do not have a definite shape B. Have a definite volume
Gases	III. Gases A. Do not have a definite shape B. Do not have a definite volume
Summary: (Insert summary of lecture after class.)	

Reviewing Notes: RCRC

- **Read** the material twice
- **Cover** the material with your hand
- **Recite** by summarizing what has been read without looking at the notes
- **Check** whether the summary is accurate by comparing it to the notes

Reading Textbooks: SQ3R

- **Survey:** Survey chapter (or notes) to find key points.
- **Question:** Turn the key points (or chapter headings) into questions.
- **Read:** Carefully read to find the answers to the questions.
- **Recite:** Recite the answers to the questions without looking.
- **Review:** Review your answer with the notes. If your answer is not correct, reread until the answer is clear.

SQ3R Example

- **Survey:** the presentation on *Preparing Students for Academic Success*
- **Question:** What are examples of the 3 types of study skills?
- **Read:** the presentation to find the answer. Take notes on the answer on a separate piece of paper
- **Recite:** your answer to What are examples of the 3 types of study skills?
- **Review:** Is your answer correct? If not, Re-Read

Preparing for Examinations: Guess Test Questions

- Pay attention to key points in revision
- Review previous tests given by the instructor
- Create a list of possible questions
- Write answers to the possible questions
- Create flashcards with key points

Preparing for Exams: Test-Taking Tips

- Start studying weeks in advance. Review the day before.
- Get a good night sleep.
- Eat a big breakfast.
- Arrive early to the examination hall.

Taking an Examination: SPLASH

- **Skim** the test
- **Plan** a strategy
- **Leave** out difficult items
- **Attack** questions you know immediately
- **Systematically** guess after canceling other options
- **House cleaning** by leaving time at the end of the exam to review answers and clean the appearance of your answer sheet

Tips for Time Management

- Make a To Do list
- Set Deadlines
- Use waiting time productively
- Give small rewards for successes
- Make a realistic timetable

Steps in Teaching a Study Strategy

1. Describe the strategy to the pupils
 - Explain the strategy itself and the benefits of the strategy
2. Model the strategy
 - Use *Think Aloud*
3. Students memorize the strategy
4. Give assistance and feedback when students are using the strategy
 - Scaffold by gradually reducing the amount of assistance that the teacher provides
5. Provide independent practice for students to apply the strategy.
 - Continually provide feedback

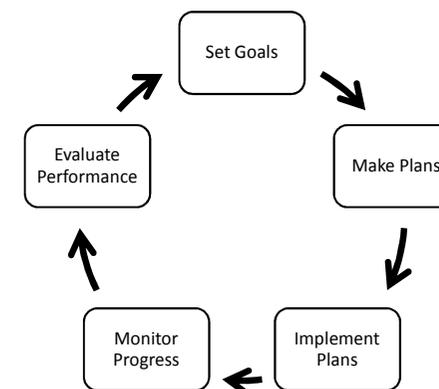
Specific Study Strategies

- **English:** Edit and revise writing
- **Science:** Scientific method to conduct experiments
- **Mathematics:** Reverse-engineer a problem

Self Regulation

- **Self-Regulation:** The process of accepting responsibility and control for one's learning
- Self Regulated Learners:
 1. Set goals for their learning
 2. Implement appropriate strategies to meet their goals
 3. Monitor their progression toward their goals

Self Regulation Skills



Self Regulation: Set Goals

- Types of Goals
 - Life Goals
 - Goals for School
 - Goals for the Term
 - Goals for the Week
 - Goals for the Day
- Set goals through prayer, and allow God to open and close doors as He wills.

Self Regulation

- Make Plans to Meet Goals
 - Application of various study strategies
 - Create a timetable
- Monitor Progress to Goals
 - At the end of every month, ask questions about:
 - The effectiveness of your study plans
 - Progress toward meeting goals

Self Regulation: Evaluate Performance

- At the end of each term, evaluate whether you met your goals
 - What can you change next term to be more successful?
- Do not lose sight of:
 - Your long-term goals
 - The purpose of going to school
 - The desire to improve yourself

Key References

- Strategies for teaching students study skills:
 - <http://cehs.unl.edu/csi/study.shtml>
- General study tips:
 - http://www.ucc.vt.edu/academic_support_students/study_skills_information/
- Ultimate Guide to Becoming a Better Student
 - <http://i.allschoolguide.com/article/ultimate-guide-becoming-better-student>