What do you think study is?

Classify each of the following activities by deciding if you think the activity is STUDY, NOT STUDY or if you are NOT SURE. Copy your decisions into the shapes below.

- Reading
- Working with friends.
- Writing summaries
- Revising work just before the test
- Making flash cards
- Drawing diagrams to organise new information
- Constructing a study plan for the term
- Doing set homework

- Doing assignments or projects
- Drawing mind maps
- Writing a list of priorities
- Colouring in a picture
- Making a model
- Highlighting key words in a text
- Re-writing notes in a different format, eg: text to table
- Spending an hour working followed by a short break
The key feature of activities that can be classified as STUDY is that they help to move information from the short-term memory to the long-term memory. They help you to retain the information presented to you in class so that you can recall it and use it later.

Go back to your shapes and highlight the activities that you think would help to move information from the short-term to the long-term memory.

Let's see how you went…

<table>
<thead>
<tr>
<th>STUDY</th>
<th>NOT STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Summaries:</strong> This is definitely helpful in transferring information from short-term memory to long-term memory.</td>
<td><strong>Reading:</strong> Helpful, but on its own is not very likely to improve long-term memory.</td>
</tr>
<tr>
<td><strong>Working with friends:</strong> Helpful, but not very likely to improve long-term memory.</td>
<td><strong>Doing assignments or projects:</strong> Assignments are not to be confused with study.</td>
</tr>
<tr>
<td><strong>Revising work just before the test:</strong> If this is the only thing you do to prepare for a test then this is not really study. However, combined with other techniques can be useful.</td>
<td><strong>Colouring in a picture:</strong> Helpful for some people, but not very likely to improve long-term memory.</td>
</tr>
<tr>
<td><strong>Making flash cards:</strong> This is definitely helpful in transferring information from short-term to long-term memory.</td>
<td></td>
</tr>
<tr>
<td><strong>Drawing diagrams to organise new information:</strong> As long you are drawing diagrams for the purpose of study, not just copying diagrams already given.</td>
<td><strong>Constructing a study plan for the term:</strong> Very good time management, but it is not study.</td>
</tr>
<tr>
<td><strong>Drawing mind maps:</strong> This is definitely helpful in transferring information from short term memory to long term memory.</td>
<td><strong>Doing set homework:</strong> Set homework is not study.</td>
</tr>
<tr>
<td><strong>Re-writing notes in a different format:</strong> is definitely helpful in transferring information from short term to long-term memory.</td>
<td><strong>Writing a list of priorities</strong> Listing priorities is good time management, but it is not study</td>
</tr>
<tr>
<td><strong>Making a model:</strong> For people with a kinaesthetic learning style, this may be helpful for study but for people with other styles it is not likely to be helpful.</td>
<td><strong>Highlighting key words in a text:</strong> Helpful for short-term memory, but not very likely to improve long-term memory.</td>
</tr>
<tr>
<td><strong>Spending an hour working a short break:</strong> Sounds good but it may be better to consider shorter time spans.</td>
<td></td>
</tr>
</tbody>
</table>
Homework, assignments and STUDY are three very different things.

Homework:

Assignments:

STUDY:

is the process by which you move the things you have learned to your long-term memory. Study involves a variety of activities repeated at regular intervals that actively make connections between what you have been taught and what you know.

Why do we need to study?

List all the reasons why you think we need to study.

Number these reasons in terms of importance to you, number one being the most important.
The number one reason why we need to study is because we forget things.

After seeing, doing or hearing something for the first time, it is quickly forgotten unless we do something to move it from our short-term memory to our long-term memory.

Set your timer for 5 minutes

With a partner, think about all the skills and knowledge you have learned over the years. Complete a brainstorm below to represent as many things that you can think of that you have already learned, retained and keep using to this day.

- Learn to talk
- Tying shoes laces
- Home phone number
- Alphabet
- Multiplication

- BABY / TODDLER
- Kindy – Grade 3
- Grade 3 – Grade 7
When you were young, repetition played a large part in how you learned. **Repetition** still plays an important role in learning as you get older. The more you repeat a certain activity (for example, a rule, a pattern, a process or a skill), the more that activity moves from your short-term memory to become autonomous in your long-term memory. The repetitions need to be spaced out over hours, days, weeks and months to be truly effective and ensure that the retention is long term.

Hermann Ebbinghaus was a German Psychologist who was one of the first to study memory science and forgetting.

Use the internet to research his famous Forgetting Curve and summarise this information in the space below:

Another interesting model that has been developed to help us understand the best way to retain knowledge and learn is the Learning Pyramid.

Google Images of the Learning Pyramid and transfer this information into a paragraph below.

References: ____________________________________________________________
__________________________
Read this list of activities that help to move information from your short-term to long term memory.

- Write or re-write notes
- Draw a diagram
- Write a summary
- Prepare flash cards
- Draw a mind map
- Say things out loud
- Watch an audio visual clip
- Make a model
- Write out solutions to problems
- Get someone to test/quiz you

Add any other activities that you already use when you consider you are studying.

Place each activity from above into the table below under the heading that best describes how often you do each of these activities:

<table>
<thead>
<tr>
<th>Every day</th>
<th>Every week</th>
<th>Once a month</th>
<th>Once a year</th>
<th>Never</th>
</tr>
</thead>
</table>

Use the Learning Pyramid to think of some new ideas you could use to study with.
Identifying your learning style will help you to choose which study methods best suit you.

**Visual learners** work best by seeing and observing, such as reading and highlighting, watching presentations and re-writing information.

**Auditory learners** work best by hearing and listening, such as in lectures, repeating out loud.

**Kinaesthetic learners** work best by doing and touching, such as physically creating models and practicing hands on skills.

- The following activity has been created by Red Tick Education (Seven Steps to Better Study 2013) to help you decide which is your dominant learning style.

- Work through the exercise by placing a tick in the YES column if you agree with the behaviour and think that you do these things often. If you don’t agree, then place a tick in the NOT REALLY column.

- You can then refer to the solution grid at the back of this booklet to discover what your dominant learning style is most likely to be, based on your responses in this exercise.