

# Study- Learning to Learn

There are **three mains** ways students can learn.

1. **Visual (seeing) learners** like to learn through written language such as reading and writing. They remember what they have written down. They use bullet points, charts, graphs, mind maps, pictures, write stories, or use flash cards.



2. **Auditory (hearing) learners** make speeches or presentations, use recordings, read out loud, create musical jingles to aid memory or tell stories.



3. **Kinaesthetic (doing) learners** learn by doing, touching or making. They often move about while studying. Nobody falls neatly into any of these categories. While one or two styles may be dominant, **we tend to move between the various methods.**



Any method employed **will vary from person** to person and will also **fluctuate** depending on the type of material being studied within each subject and from **subject to subject.**

However, it can be argued that all of the learning styles above are just different forms of processing. There are as many ways to process information as there are individuals. Below are some examples of different methods of processing, but the challenge is for each student to find the best methods that work for him/her and vary these methods as the need arises.

**The next couple of pages demonstrate a few study strategies, but they have been proven to work and are really popular. We recommend trying most if not all of them out at least once to see which one has the best results for you**

## Flashcards

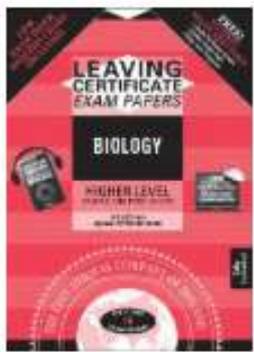
Flashcards are a very popular study option, which have proven very effective for a lot of students. Writing down **the key information on cards** is helpful not only because you can easily **revise the vital stuff**, but the **bright colours on cards will stimulate** and engage your brain, helping the information go in easier.

Some study websites allow you to printout your own flashcards or show you how to design your own.



## Past Papers

**Practise, practise, practise.** The key to success in the Junior and Leaving Cert is practising past papers over and over. The same kind of questions come up again and again, so the best way to prepare is to know those papers back to front and inside out. **This method of study should suit most learners**, and it's a **great way to relieve stress** about doing the exams, because you'll be so **familiar with the layout and format** of the questions.



### **Recording Yourself**

This method of studying might not be for everyone. A lot of people don't like hearing the sound of their own voice, **but it can be really effective for the auditory learners amongst you.**

Try using the voice recorder on your phone to record yourself reading some of your notes aloud. You can then listen back to these audio notes instead of reading over them again and again. For **some** people this works amazingly, because their brain intakes knowledge much better through hearing the information.



### **Listen to podcasts**

This is perfect for **auditory learners**. Podcasts are becoming hugely popular, and it's only a matter of time before there's a lot of helpful content for the JC and LC in podcast form. Currently, the best subjects to use podcasts for when you're studying would be the language subjects or History. There are a lot of podcasts which talk about various events in history, so for those of you studying History at JC or LC level, you can easily find podcasts which discuss a topic you might be studying at the moment and make it easier to understand.



### **Reading over notes and books**

This seems like a classic method, but it may not work for a lot of people. Many students complain about reading something over and over, but it just won't go in. This is usually **a sign that this is not your learning style.** If it is, then great! You'll probably find it easy to retain information by just reading it from your textbook, from marking schemes or your notes.



## Make out your own Notes

This might seem basic, but this method works a treat for those reading/writing learners out there. Studies have proven that you will remember information better if you write it out/take notes with a pen and paper as opposed to typing them up on a computer.

Try recreating notes you saw online or received from a teacher by writing up new pages and highlighting the most important pieces. Creating and seeing your own work will help you retain the information a lot better. (**This should not be transcribing**). These notes can be words or phrases preferably not long and full sentences.

Each new point should be written on a new line. This should result in one page of text being condensed down to about 10 to 15 lines. It is also sometimes useful to skip every second line to create space in which to add comments/notes at a later date. In addition, once these condensed sentences have been written, the student can then say these sentences out loud and then automatically hear them.

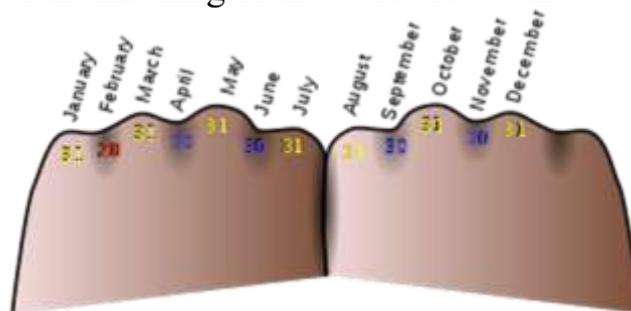


**Mnemonics** are various word games which act as memory aids which allows for personalisation and creativity. For example, to remember the colours of the rainbow (red, orange, yellow, green, blue, indigo and violet) the following sentence can be constructed “Richard OF York Gave Battle in Vain.

Using **synonyms** can also be useful. For example, to help the understanding and meaning of the word ‘compassion’, the word ‘pity’ can be tagged along side it. The use of a Thesaurus can help with this.

Thinking up an **analogy** to a particular point to be remembered can result in a high degree of processing the material.

Using **antonym** can also help stimulate the retention of words. An antonym is a word that means the opposite to another word. Using the word ‘eager’ may help the understanding of the meaning of the word ‘reluctant’



### Teaching/Explaining to someone else

A really good way of checking if you've retained information is **to try and teach or explain the concept to someone else**. This could be your classmate, friend, or you could even just try it on a parent or sibling! If you find that you can convey the correct meaning of what you're explaining to the other person, and they also feel that they now understand, then you'll know that you've correctly studied and repeating it to someone else is a brilliant way to revise and confirm that you got this. (**During the current Covid 19 virus – this should be on-line or over the phone**). **Kinaesthetic learners** might do this by creating a scenario with physical objects and acting out the concept.



### Get someone else to quiz you

A great way to check if you really know your stuff or not is to get someone else to ask you questions on it. Say you're done studying a topic and now you want to check how much you know. You might think you can answer anything on it when you're alone and answering your own questions, but it can be a lot different if you have to say it out loud to someone else!

Ask a friend or a family member to **quiz** you on various aspects of what you studied and try to answer them as best you can out loud. **You'll be able to identify immediately what you do and don't know.**



### Quizzes

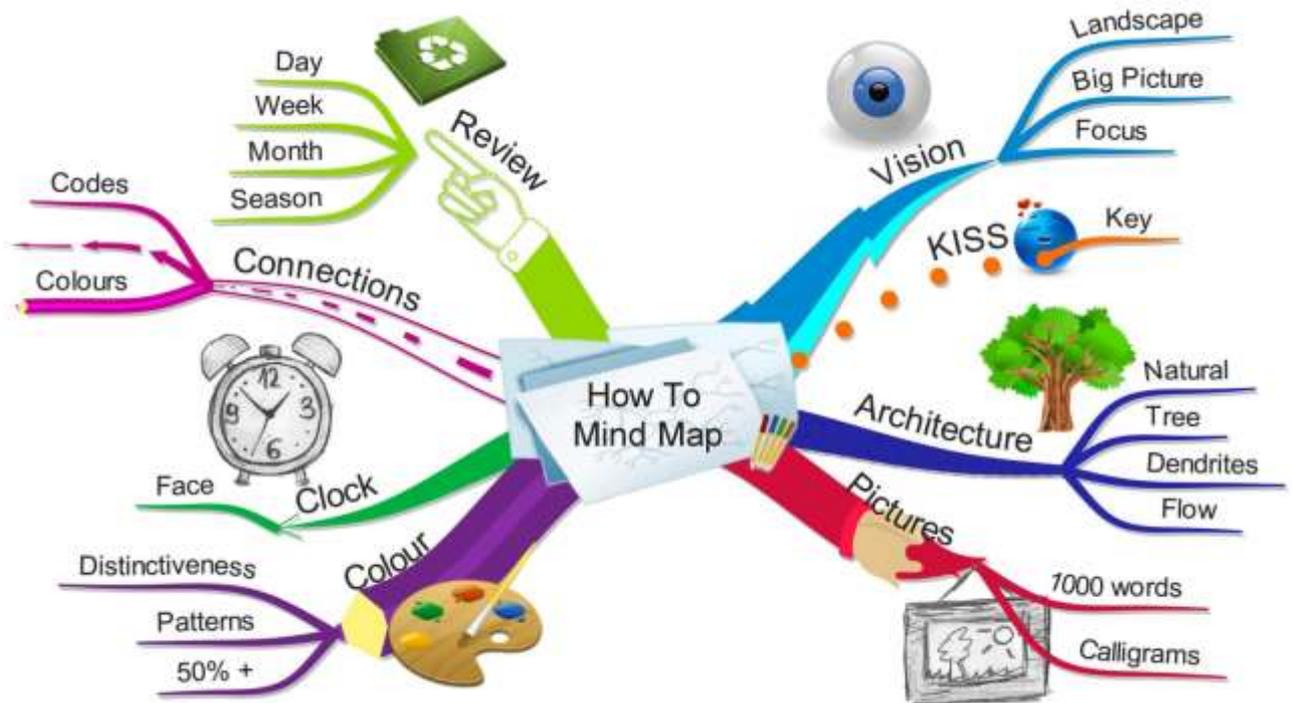
Design your own quiz questions by designing your questions based on past exam paper questions on a topic to see how much you know. This is a really fun and easy way to study that **matches all learner types**. By the end you score at the end and know where you need to improve.

## Mind map- What is a mind map?

A mind map is a drawing of a basic concept, that stretches out into detail through branches and stems, like a plant. It allows you to visualise clearly the connections between topics/subjects/theories. You can make your mind map whatever way you like, just try to **keep it clean and clear** so that you don't get lost within it. You can use colours, highlighters, drawings, you name it, whatever, you think will help you retain the information.

## Why use mind maps?

Mind maps are visual, so they're ideal for those of you who are **visual learners**. It's a more creative way of collecting all the information you need to learn, and it gives you a chance to put your own personal touch to what you're learning. You can take control in how you learn the information! **For example**, if you're studying Sylvia Plath, you can include your own drawings of images seen in her poems, to help you remember better than just looking at words on a page.



**How do I make one?** • Start off by drawing a fairly large circle (or picture of the theme/topic) in the middle of the page (turned horizontally).

- Start thinking of the secondary ideas connected to this primary idea, start branching out from the primary concept with these secondary ideas.
- Then, jot down or draw any other important notes/words/ideas associated with the secondary themes.
- Try to make your branches/connectors different colours or squiggly, zig-zagged or curved. This will keep your brain interested and alert.
- Don't write big long sentences for each idea. Keep it short and only include key points. Mind-mapping is all about not boring your brain!

# HOW TO BUILD YOUR EXAM CONFIDENCE



Review recent successes and what you can learn from them



Visualise yourself performing well



Remind yourself of your achievements



Make sure you are physically well prepared



Invest time and energy into building your confidence



Develop a good support network who can help to build your confidence



Identify positive thoughts you want to be thinking



Focus on the things that you can control



Focus on identifying process goals you want to achieve



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Get regular feedback from teachers



Think about how you can use your strengths leading up to an exam



Identify a list of all of your strengths



Practise some mock exams under exam conditions

