

Coláiste Choilm  
Tullamore

## Study Skills

Ms Burke

Guidance Department

Sept 2023





COLÁISTE CHOILM TULLAMORE  
GUIDANCE DEPARTMENT

Study Skills Guide for Students and Parents 2023

# Study Skills Programme

The presentation will address:

- A Mindset for Study
- The Science of Learning
- Effective Learning Strategies
- Getting Organised

[www.colaistechoilmtullamore.ie](http://www.colaistechoilmtullamore.ie)

Sent to students via MS Teams too

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# Section One

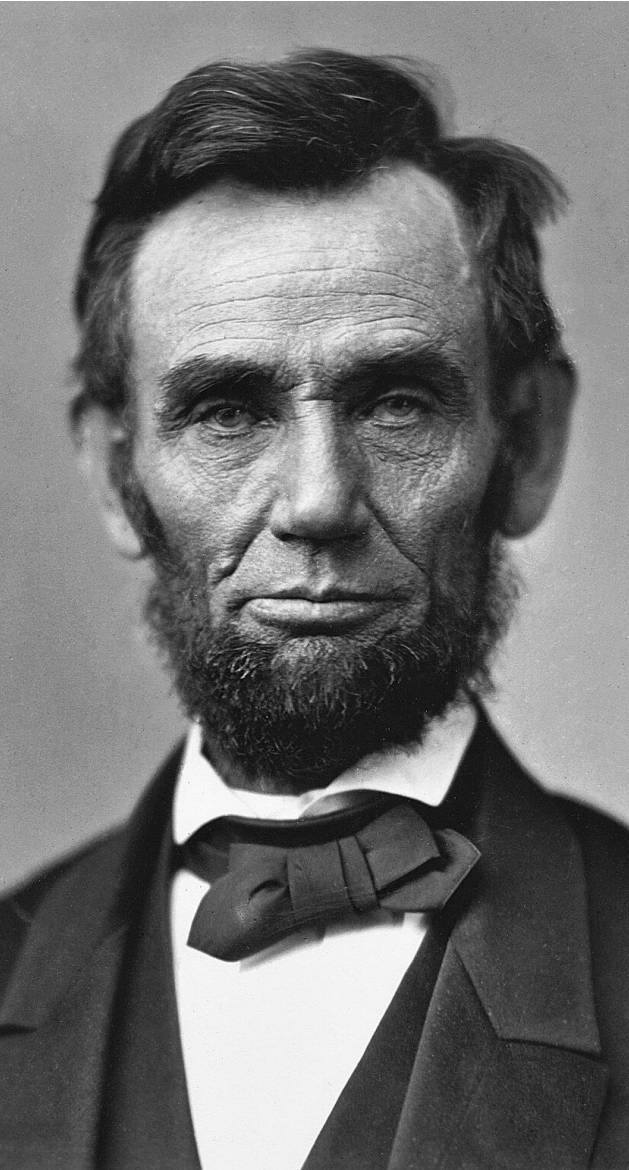
My Mindset



# Challenges to Study

- “I don’t know where to begin”
- “I’ve got so much to do”
- “I’m falling asleep reading it”
- “I read it, I understand it, but it won’t sink in”
- “There’s too much to learn”
- “I knew it a minute ago”
- “I’m going to stay up all night until I get this”





“

Discipline is choosing  
between what you want  
now and what you want  
most.

---

ABRAHAM LINCOLN



We follow our Beliefs,  
not our goals

Beliefs govern habits  
and behaviours

Habits will enable you  
to achieve your goals



# The Obstacles is the Way

---

Become **aware** of a negative thought and **see this obstacle as the way forward**.

Seek help and **fill the gaps** in my learning.

Use **empowering** statements.

Too often we give up, without realising we did.

**Self-awareness is the key**, so you can choose what to think, what to believe and how to act.



# Self-Belief- Growth Mindset v Fixed Mindset



**When we use a particular part or process of our brain, the connections in that part of the brain are strengthened.**



**Dr. Eithne Hunt (UCC) tells us that we are not born with a fixed level of intelligence and everyone can develop their abilities through:**

1. hard work
2. effective strategies
3. seeking support from others
4. seeing setbacks as opportunities to build new skills



**Everyone is a mixture of fixed and growth mindset so try to nurture and strengthen your growth mindset.**





# Growth Mindset v Fixed Mindset

Reflection:

**Hard work-** Are you making an effort to reach your goals?

**Effective strategies-** Are you getting results from your efforts?

**Seeking help-** Do you use the resources around you when you need to?

**Set backs-** Do you learn from these and see them as the path forward?

Use the word **YET** in your thoughts and replace thoughts like "I'm bad at..." with "I will work on...." Perhaps you need to ask for help or try a new strategy.



Whether  
you think  
you *can*,  
or you think  
you *can't*...  
*you're right.*

-Henry Ford



# Common Obstacles

---

When you hear self-limiting beliefs ask yourself a few questions:

- Do I need **help** with this topic? Who can help me? Then ask for help
- Did I have a short **break** recently? If you are tired, take a short break, ideally every 30-40 minutes.
- Is something **distracting** me, making it harder to study? If yes minimize it. Turn off the phone, notifications etc.
- Am I tired? Have a look at your routine. **Sleep** is the master of wellbeing. Make sure your routine is allowing enough time to sleep
- Am I sluggish? Then get up and do a few **exercises** (jumping Jacks will do fine) to get blood flowing and endorphins to give you energy.

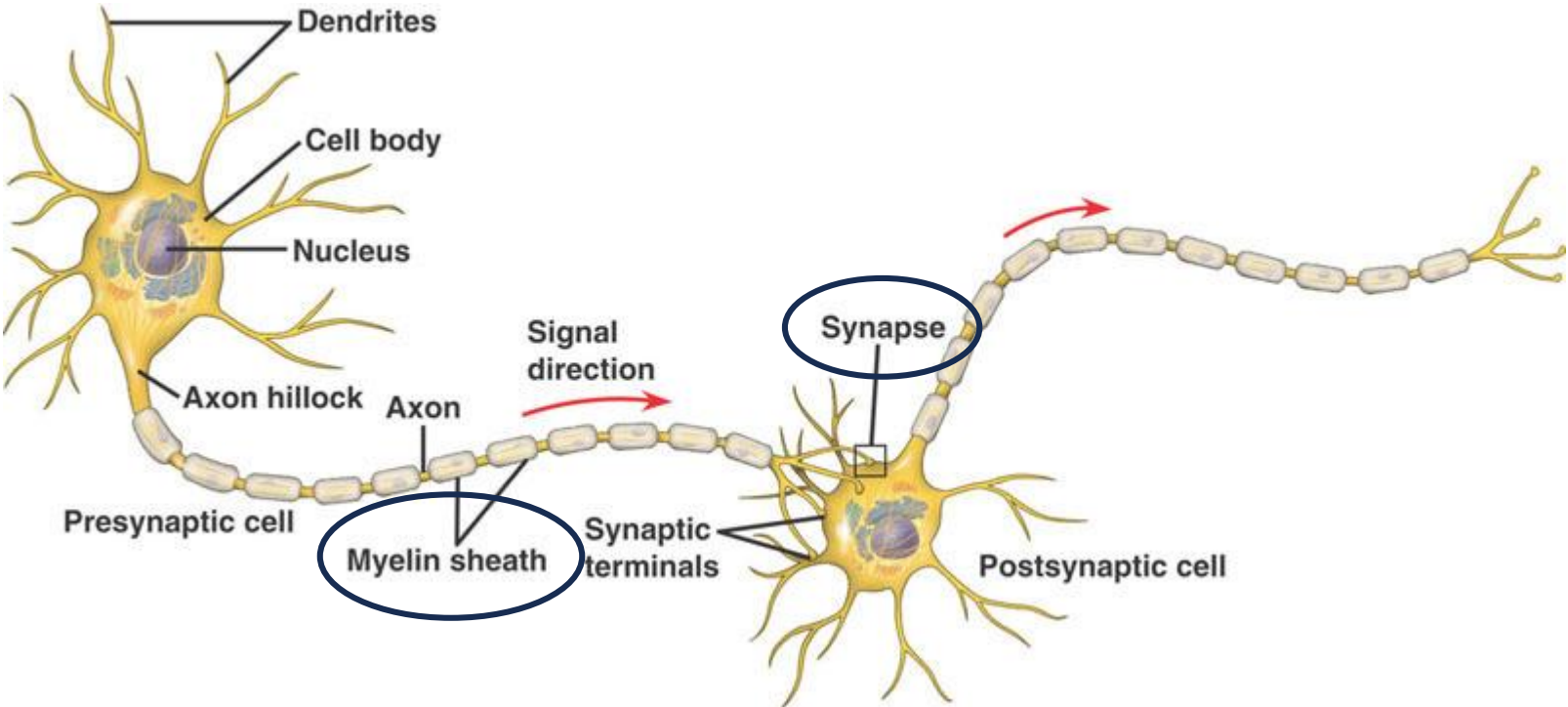


# Section Two

Memory- The Science of Learning



# Memory is all about connections



# Memory



Is aided by **understanding** and **familiarity**

It is easier to recall information when you **strengthen the neural connection** to this information often – i.e. Consciously think about the information

This is called Etching. 3 ways to do this:

1. **Repetition**
2. **Association**
3. **Imagination**

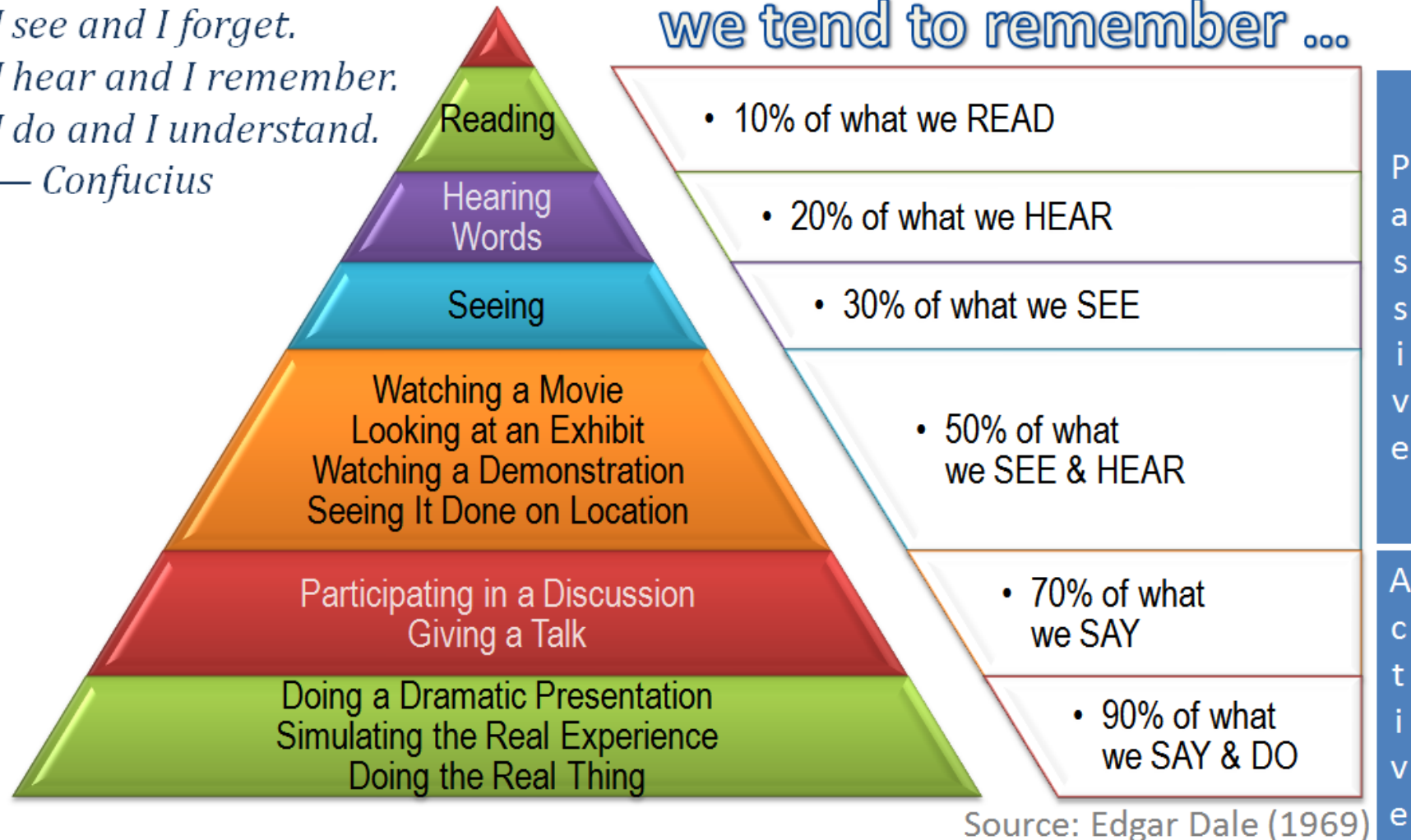
For all these activities, you need to be **ACTIVE** in your study rather than passive.



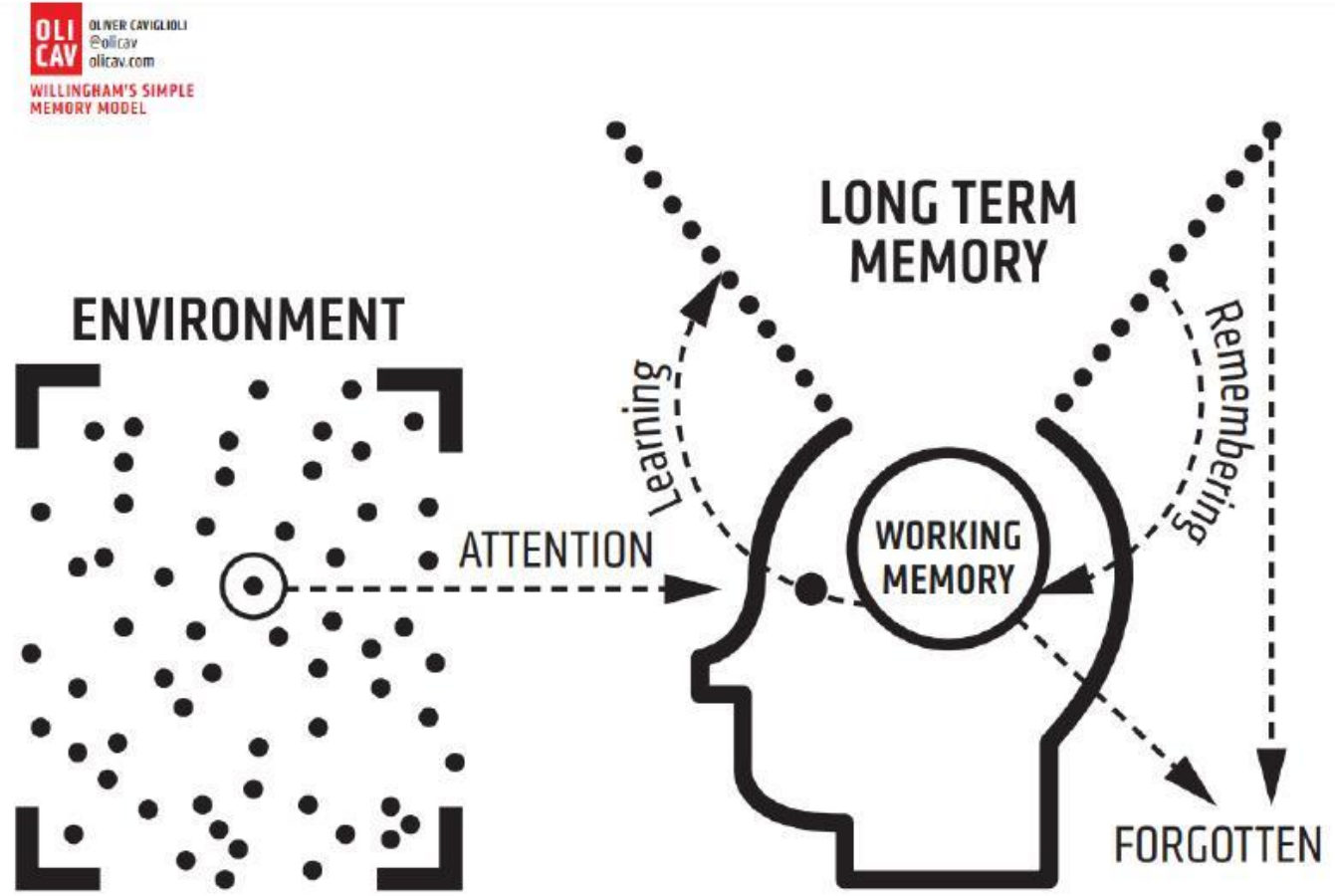
# The Cone of Learning

How to learn?

*I see and I forget.  
I hear and I remember.  
I do and I understand.*  
— Confucius



# Willingham's Simple Model of Memory, 2009



# Working Memory vs Long-Term Memory

By @Inner\_Drive | innerdrive.co.uk

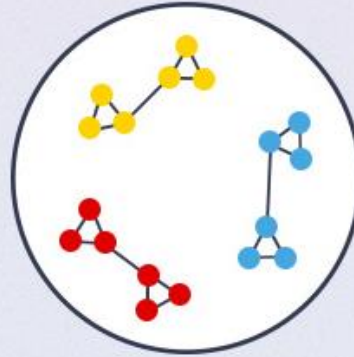
## Working memory is very small

This means that we forget new information quickly.



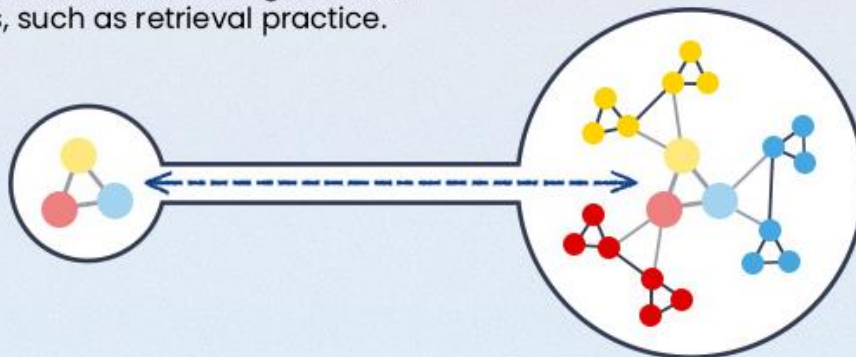
## Long-term memory is very large

This means that we can remember things from years and years ago.



## Transfer between working memory & long-term memory is key for learning

This can be facilitated through several strategies, such as retrieval practice.



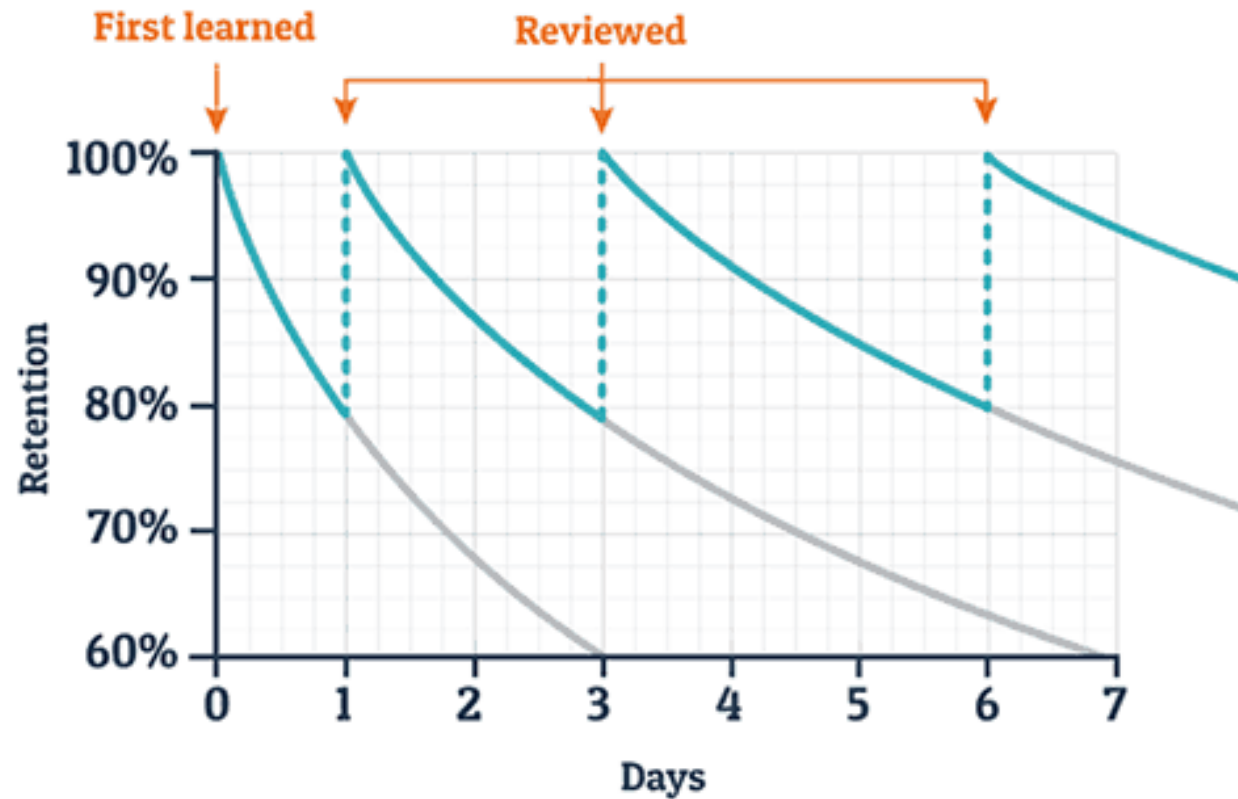
Unfortunately, cognitive overload hinders this transfer

While we can access countless autobiographical events in vivid detail, sing along to hundreds of songs, it is impossible for most of us to keep more than a couple of digits in working memory at the same time.



# Ebbinghaus Curve of Forgetting

Typical Forgetting Curve for Newly Learned Information



# What helps long-term memory?

The rate of forgetting is fastest within the [first 24 hours of learning](#), [research suggests](#) that these are some of the most effective learning techniques to ensure that the information is transferred to long-term memory:

- [Retrieval practice](#) – Generating an answer to a question helps strengthen memory traces.
- [Spacing](#) – Spreading out learning over different sessions helps reduce the likelihood that information is forgotten. Essentially, for transfer into long-term memory, learning little but often beats learning a lot all at once.
- [Daily and weekly reviews](#) – These are based on [Rosenshine's first and tenth Principles of Instruction](#), which highlight the importance of reviewing information frequently. It helps increase the likelihood that the information is well connected and embedded in students' long-term memory.



# Section Three

Activities to help Long Term Memory



# 1. Retrieval practice

Retrieval practice is the act of trying to recall information **without having it in front of you.**

Using past **Exam questions** can use retrieval practice and help you to become familiar with the types of questions asked in state exams.

The whole concept of **flashcards** is built on retrieval practice.



# 1. Retrieval practice- Flash cards

An effective flashcard may include the following (in each subject they will be used in a different way):

- A key term/key word with definition on the back.
- A key date with the event on the back.
- A key equation with its use in practice on the back.
- A past paper question and a model answer on the back.

**ATTRITION**

The action of rock fragments colliding into each other causing them to become smaller and rounder over time.



# Retrieval practice- Identify Gaps in Learning

In study you are looking for **GAPS** in your learning.

It is our tendency to be drawn to the things we know, the *familiar*. But in study you are looking for gaps in your knowledge.

The SQ3R method of reading outlined below is a useful way to become aware of the gaps in your learning.

# Active reading strategy

**S Q 3 R**

## **SURVEY**

Skim the text and find the main ideas.

*What can I learn from the text?*

## **QUESTION**

Think about what you already know about the topic

*What do I hope to learn from the text?*

## **READ**

Look for answers to your questions.

## **RECITE**

Consider what you want to remember from the

## **RECALL**

Reread your notes and link the information with your own experience.



# 1. Retrieval practice

Using **repetition**, **association** and **imagination** in study: Mnemonics

Mnemonics is a word which describes a variety of activities to aid memory.

Use an acronym to remember a list of words by taking the first letter of each word and try to make a word –FAT DAD- counties in Northern Ireland

<b>F</b> ermanagh	<b>A</b> rmagh	<b>T</b> yrone
<b>D</b> own	<b>A</b> ntrim	<b>D</b> erry

To remember a process using the first letter of each word-

e.g. LORD – the blood flow into the Heart-

Left **O**xxygenated Right **D**eoxygenated



# 1. Retrieval practice

Using repetition, association and imagination in study: Acrostic

Create an easy to remember sentence in which the first letter of each word provides a cue to the to-be-remembered material. A sentence is easier to remember than disconnected words.

e.g. The order for operations in Maths - Subtraction, Addition, Brackets, Division, Multiplication

Becomes – “**B**less **M**y **D**ear **A**unt **S**ally” –

“**B**rackets, **M**ultiplication, **D**ivision, **A**ddition, **S**ubtraction”

Treble Clef Lines in Music– “**E**very **G**ood **B**oy **D**eserves **F**ruit”



# 1. Retrieval practice

Using repetition, association and imagination in study: Mnemonic Associations

Something in the to-be-remembered material is associated with an aspect of the material that is hard to remember –

e.g. “Stalactites grow from the **ceiling**; stalagmites from the **ground**”

Or to remember spelling – My **Principal** is my **Pal**, not my ple



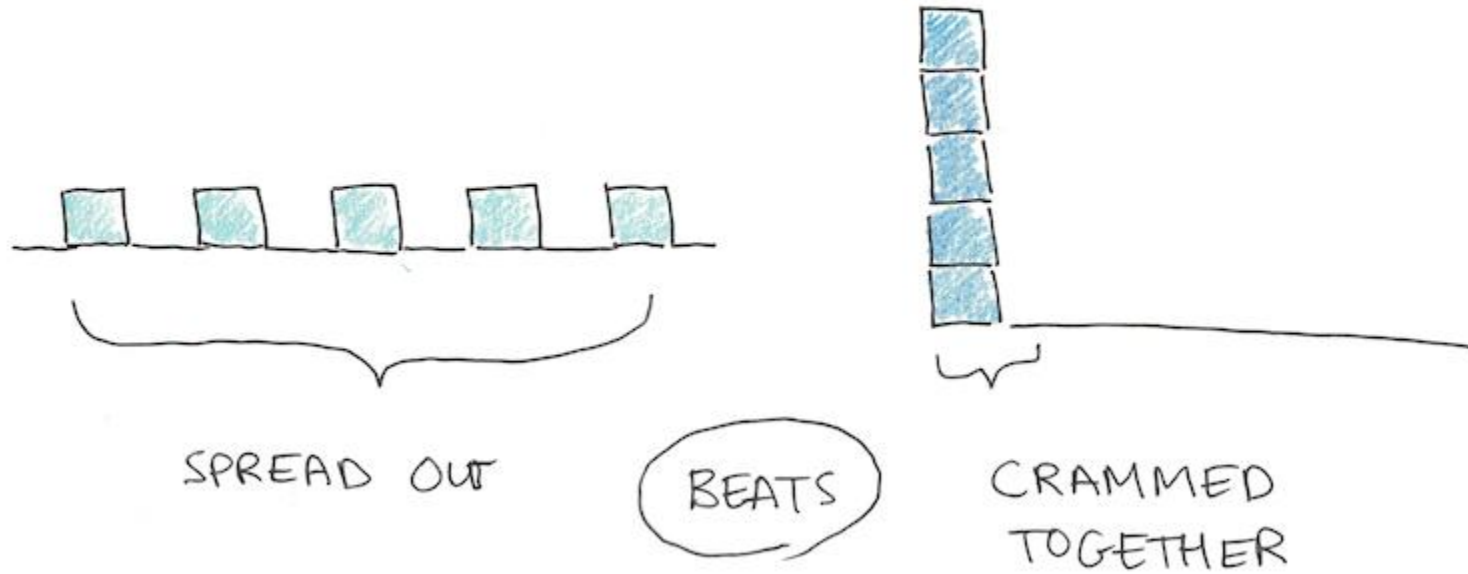
## 2. Spacing- 2 principles

1. Study time is more efficient if it is spread out over multiple sessions than if it is compressed in one session.
2. More exposures to information, separated in time, will result in better retention than if you cram them together in one burst.



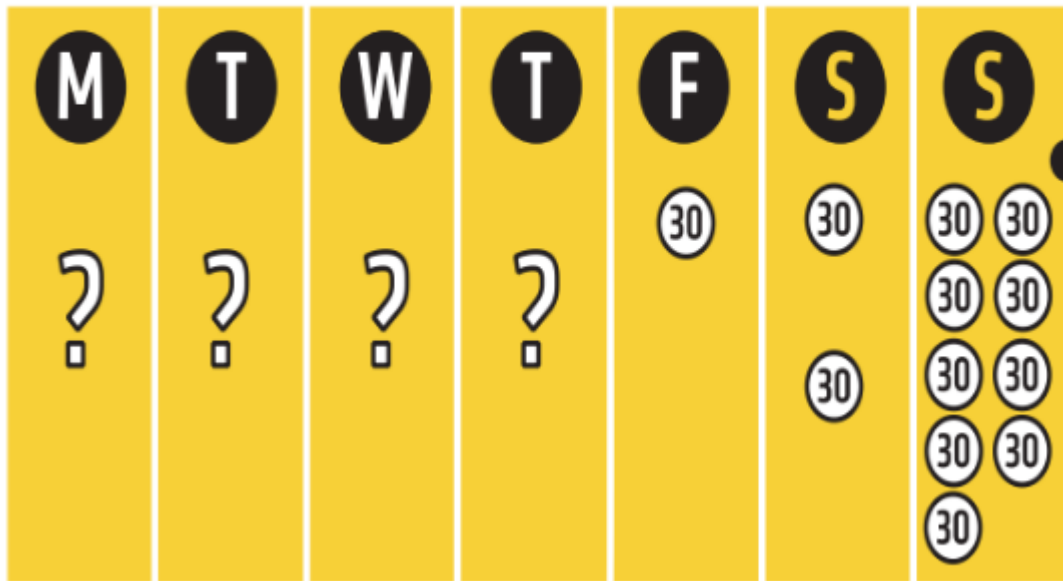
## 2. Spacing

PRINCIPLE # 1: SPACING

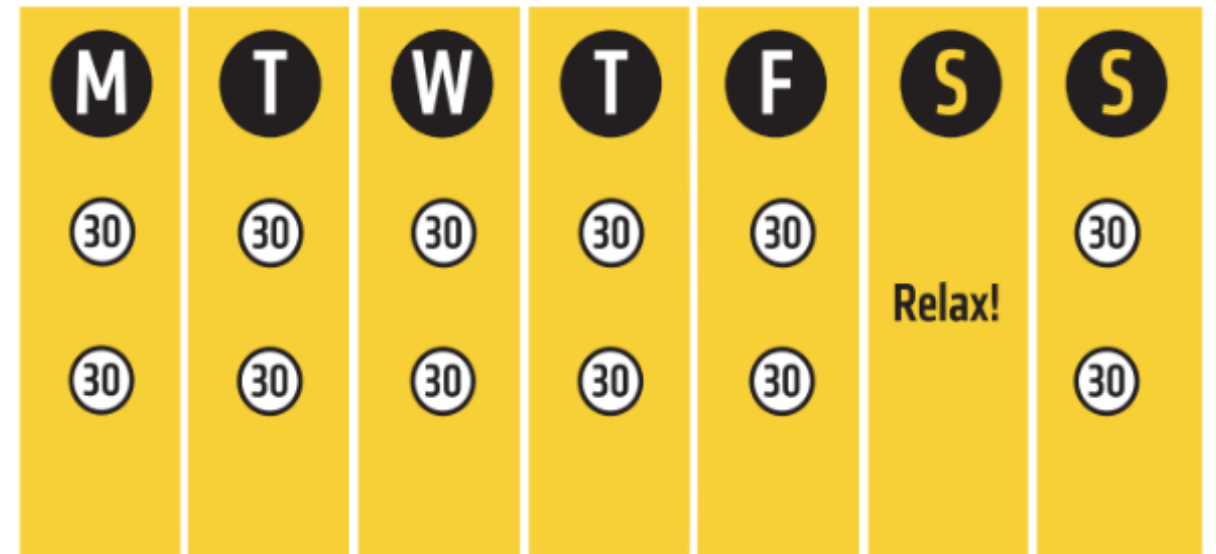


## 2. Spacing – consistent, short periods

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this.



Instead of mass practice, a much more effective way of revising is to space out your revision like this:



## 2. Spacing – Principle 2- Interleaving

For example, instead of organising your revision week like this:

<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE

A much more effective way of organising your revision would be like this:

<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>
MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING
AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING	MACBETH	UNSEEN POETRY
CREATIVE WRITING	MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE



# 3. Review- Deliberate Practice

Review a topic with no notes- just from memory. Check your answers

This helps to identify the gaps in your knowledge.

The Pomodoro Technique can help you to get started with this.

Begin with 10 mins of what you like to get into "study mode", but quickly move to the topics/subject you know least and need to study the most.



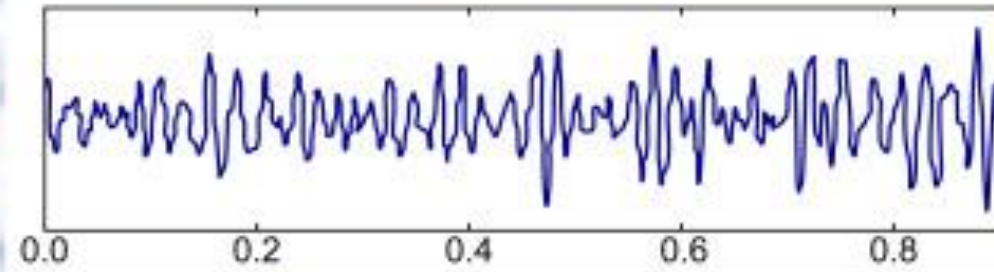
# "I just had a Brain Wave"

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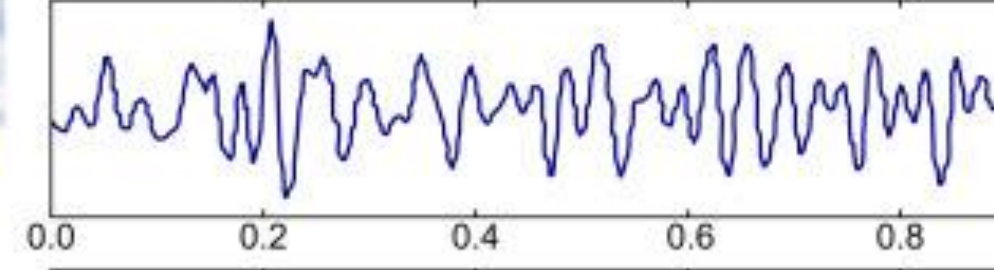
Researchers have identified 5 different brain waves in Human:

1. Delta
2. Theta
3. Alpha
4. Beta
5. Gamma

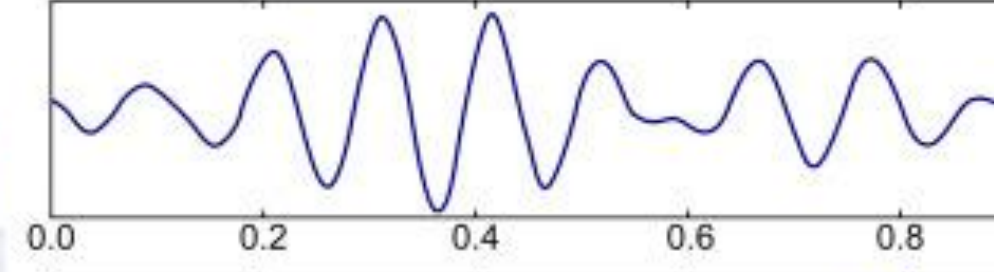
**Gamma**  
Problem solving,  
concentration



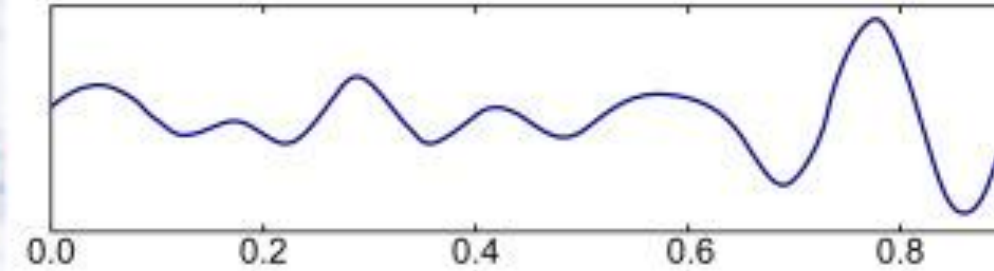
**Beta**  
Busy, active mind



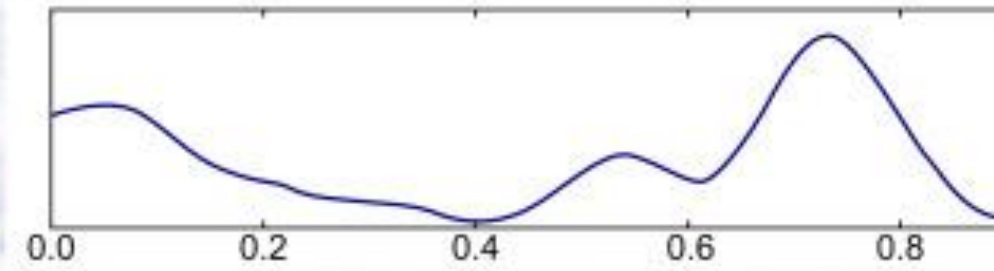
**Alpha**  
Reflective, restful



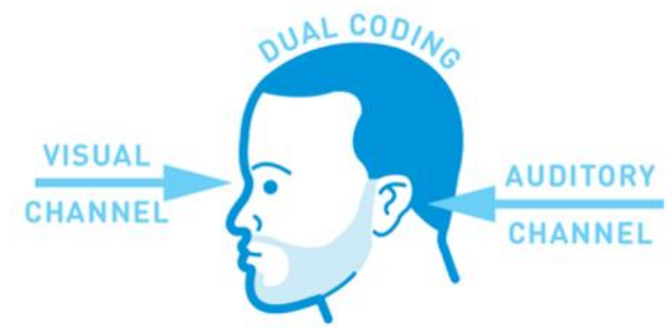
**Theta**  
Drowsiness



**Delta**  
Sleep, dreaming



# 3. Review- Dual coding



Combining words and pictures can be powerful when learning. Examples include:

The image displays six examples of dual coding within a large rectangular frame:

- INFOGRAPHIC:** A box containing a number '5' in a circle, a list of five horizontal lines, a comparison between 'PROS' and 'CONS' with arrows, and a small illustration of two people wrestling.
- DIAGRAM:** A human torso diagram with dotted lines connecting to two circular diagrams below, each containing a different anatomical or biological illustration.
- CARTOON STRIP:** A sequence of four panels showing a person at a computer with a checkmark and a dollar sign, a person at a desk with a checkmark, two people exchanging a document, and a person kneeling by a box.
- GRAPHIC ORGANIZER:** A network diagram with two large central circles connected to several smaller circles around them.
- TIMELINE:** A horizontal line with four tick marks labeled 'EVENT 1', 'EVENT 2', 'EVENT 3', and 'EVENT 4' above them, and the years '2012', '2013', '2014', and '2015' below them.



### 3. Mind Map

## How to Make a Mind Map

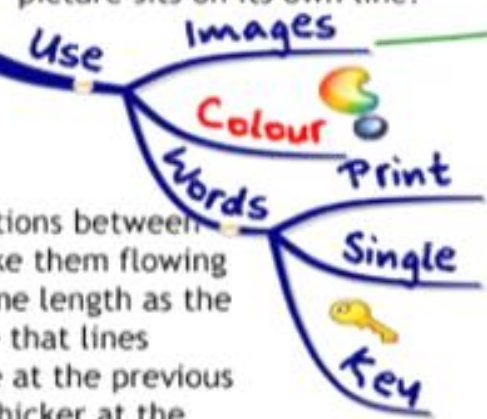
5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.



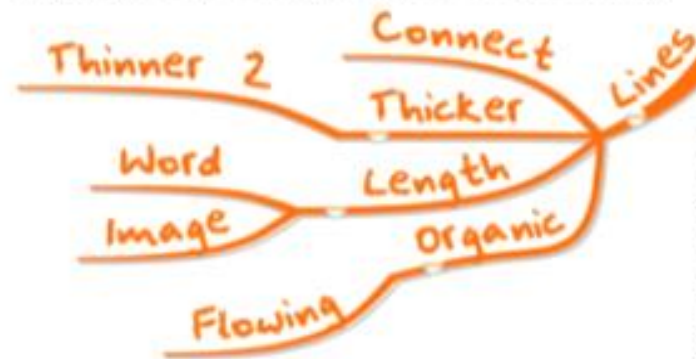
1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.



2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.



4. Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes and arrows as necessary.



3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.



# Section Four

Getting Organised



# Getting Organised- the basics

- Prepare yourself for study – exercise, wear comfortable clothes
- Organise your study space
- Minimise distraction – phone, unnecessary tabs on computer, pets
- Staying hydrated, eat well, sleep, exercise
- Have a daily or weekly plan



# 5 step study Plan

---

## Five-step study plan

by @KateJones\_teach & @Inner\_Drive | innerdrive.co.uk

- 1. Make a list** - What do you need to know?



- 2. Timetable a spaced schedule** - Study each topic little but often, and leave yourself enough time.



- 3. Use effective study strategies** - Test yourself and keep the re-reading and highlighting to a minimum.



- 4. Identify the gaps in your knowledge**  
What do you need to study more?  
What can you move on from?



- 5. Close the gaps** - Repeat steps 3 & 4 as many times as you need until you are comfortable with everything.



# Scheduling Study with Focus:

Week: \_\_\_\_\_


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Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

\_\_\_\_\_     \_\_\_\_\_     \_\_\_\_\_     \_\_\_\_\_  
 \_\_\_\_\_     \_\_\_\_\_     \_\_\_\_\_     \_\_\_\_\_

Have a plan- it helps you to meet your goals.

Then, have a task for each session, not just a subject name. Know what you want to achieve



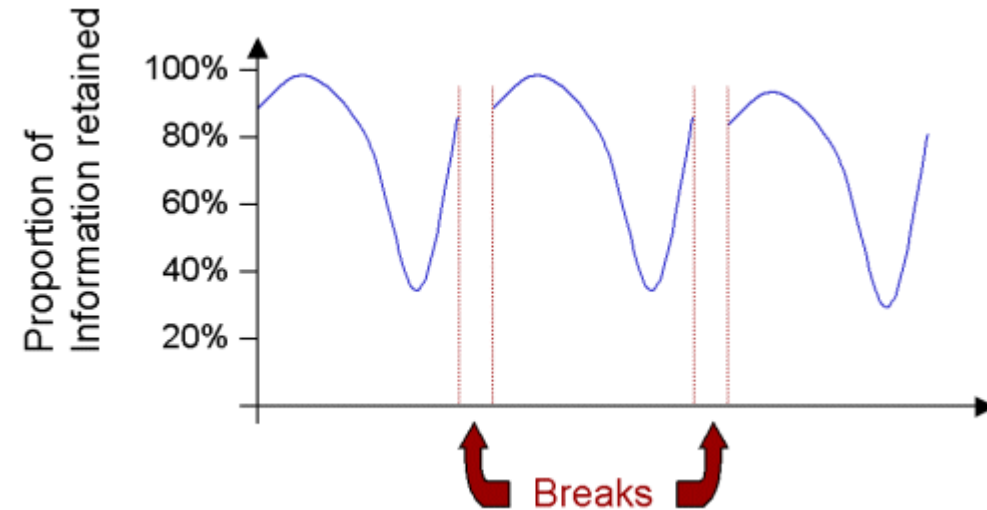
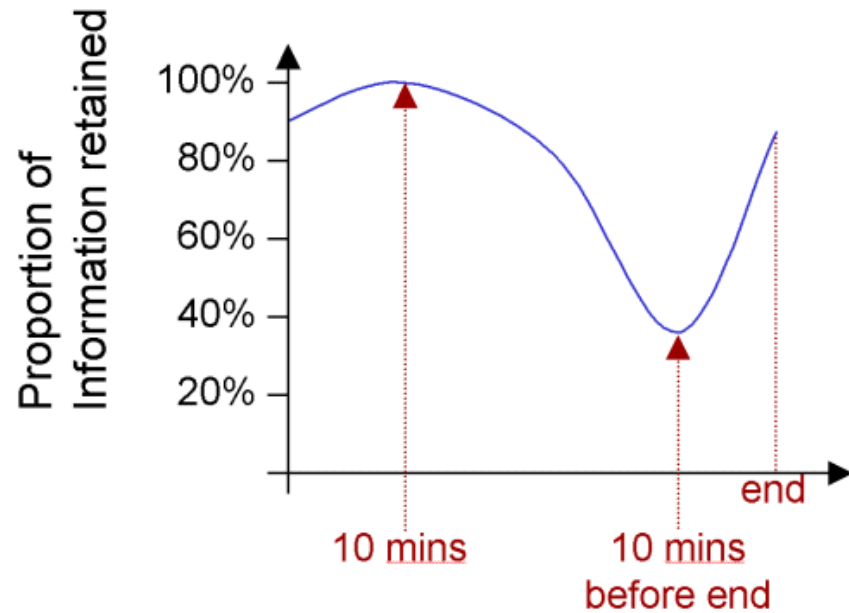
**Maths**

Probability Exam Questions



# How to Learn

- Have lots of beginnings and endings
- Remember to space and interleaf



Focus on tasks  
not time

Are you busy or are  
you productive?



# SMART Goals- 1<sup>st</sup> year Wellbeing revision

GUIDANCE RELATED LEARNING - FIRST YEAR

MY GOALSETTING



**SMART Goals-** Set an attainable target, that matter to YOU for each subject.

What would YOU like to achieve?

<b>Targets:</b>	<b>English H2</b>	<b>Irish H5</b>	<b>Maths H4</b>	<b>Biology H6</b>	<b>DCG H4</b>	<b>History H5</b>	<b>Business H3</b>
<b>Grades:</b>	(80%)	(50%)	(60%)	(40%)	(60%)	(50%)	(70%)



# SMART Goals-2. Set tasks to reach those goals- what obstacles are there, what gaps are there in my learning? These are the tasks I need to address

Targets:	English H2	Irish H5	Maths H4	Biology H6	DCG H4	History H5	Business H3
Grades:	(80%)	(50%)	(60%)	(40%)	(60%)	(50%)	(70%)
Tasks: this week (use post-its, as these change regularly)	<b>English</b> Revise Poetry of Keats	<b>Irish</b> Role Plays for Oral Revise Poetry Questions on <u>Géibheann</u>	<b>Maths</b> Probability Exam Questions	<b>Biology</b> Definitions in Ecology and Eco Systems	<b>DCG</b> Research Designs for Brief Work on Conic Sections	<b>History</b> Practice US involvement in Korean War question to the clock	<b>Business</b> Applied Business Q on Finance
						<b>LCVP</b> Correct Career investigation to ensure no mistakes	<b>My Extra Task this week</b> Careers research. Look up science courses in UCD

<b>Subjects</b>	<b>Target Grade</b>	<b>What I Think I Will Get Right Now</b>	<b>What I Think I Got After the Exam</b>
<b>CAO Points for Best Six Subjects</b>			

# Planning Your Study Timetable

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## Task:

List the subjects you need to revise for.  
Then, arrange the subjects based on which subjects need the most and least revision.

LEAST



MOST

Week: \_\_\_\_\_

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

\_\_\_\_\_     \_\_\_\_\_     \_\_\_\_\_     \_\_\_\_\_  
 \_\_\_\_\_     \_\_\_\_\_     \_\_\_\_\_     \_\_\_\_\_

# Topic lists from Studyclix

## Biology

Bacteria, Viruses, Fungi + Yeast
Blood & Circulatory System
Breathing System
Cell Division
Cell Metabolism & Enzymes
Cell Structure
Digestive System
Ecology & Ecosystems
Excretion
Experiment Questions
Eye/Ear & Nervous system
Food & Food tests
Genetics, DNA & Evolution
Hormonal/Endocrine System
Human Reproduction
Immune system
Musculoskeletal System
Photosynthesis
Plant Reproduction
Plant Responses & Seed growth
Plant Structure
Plant Transport and Osmosis
Respiration
The Scientific Method

## Accounting

Budgeting- Cash
Budgeting- Production
Budgeting-Flexible
Cash Flow Statements
Club Accounts
Control Accounts
Correction of Errors/ Suspense
Costing-Job, Product, Stock Valuation & O/H Apportionment
Costing-Marginal
Depreciation of Fixed Assets
Farm Accounts
Final Accounts- Company
Final Accounts- Manufacturing
Final Accounts- Sole Trader
Fixed Assets Valuation
Incomplete Records A
Incomplete Records B
Interpretation of Accounts
Published Accounts
Revaluation of Fixed Assets
Service Firms
Tabular Statements

## English

1 Composition (Personal Writing)
1 Reading Comprehension
Comparative - Cultural Context
Comparative - Literary genre (2020)
Comparative - Theme or Issue
Comparative - Vision & Viewpoint (2021)
Hamlet (2020)
King Lear
Poetry - Bishop (2021)
Poetry - Boland (2020/21)
Poetry - Dickinson (2020)
Poetry - Durcan (2020/21)
Poetry - Frost (2020/21)
Poetry - Heaney (2021)
Poetry - Hopkins (2021)
Poetry - Keats (2021)
Poetry - Lawrence (2020)
Poetry - Ni Chuilleanain (2020)
Poetry - Plath (2021)
Poetry - Rich (2020)
Poetry - Wordsworth (2020)
Text - (2021) Persepolis: The Story of a Childhood and the Story of a Return
Text - All My Sons
Text - Americanah
Text - Never Let me Go (2021)
Text - Persuasion
Text - The Great Gatsby
Text - The Handmaid's Tale
Text - Wuthering Heights
The Tempest
Unseen Poetry

## Chemistry

Acids, Bases & PH calculations
Atomic Structure
Chemical Equilibrium
Electron Arrangement
Experiment Q1 (Titration)
Experiment Q2 (Organic)
Experiment Q3 (Other)
Fuels & Thermochemistry
Gas Laws, moles & Gas Properties
Instrumentation & Chromatography
Ionic & Covalent Bonding
Option: Atmospheric Chemistry
Option: Industrial Chemistry
Option: Materials & Polymers
Option: Metals
Organic Chemistry
Oxidation & Reduction
Periodic Table
Radioactivity
Rates of Reaction
Stoichiometry, Formulae & Equations
Water & Water Analysis

## Business

1. Consumer Protection & Legislation
1. Industrial Relations & Contracts
1. People In Business
2. Entrepreneurs & Enterprise
3. Communication & I.T. in Business
3. Management Skills & Activities
4. Business Accounts & Ratio Analysis
4. Human Resource Management
4. Insurance
4. Monitoring a Business
4. Taxation
5. Business Expansion
5. Finance in Business
5. Marketing
5. Starting a Business/ Business Plans
6. Ethics & the Environment in Business
6. NGOs and Community Development
6. Sectors: Primary, Secondary, Tertiary
6. Types of Business: Sole Trader, etc.
7. International Trade & Business
7. The EU: Institutions & policies
ABQ 2019 (Units 1,2,&3)
ABQ 2020 (Units 2,3&4)



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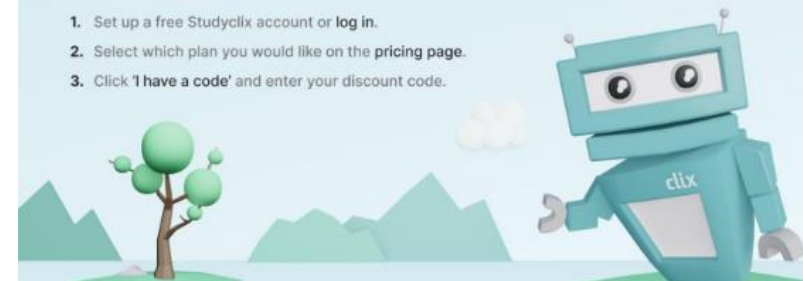
**Instant Chat** with our  
subject experts.

Your Discount Code:

**CHOILM23**

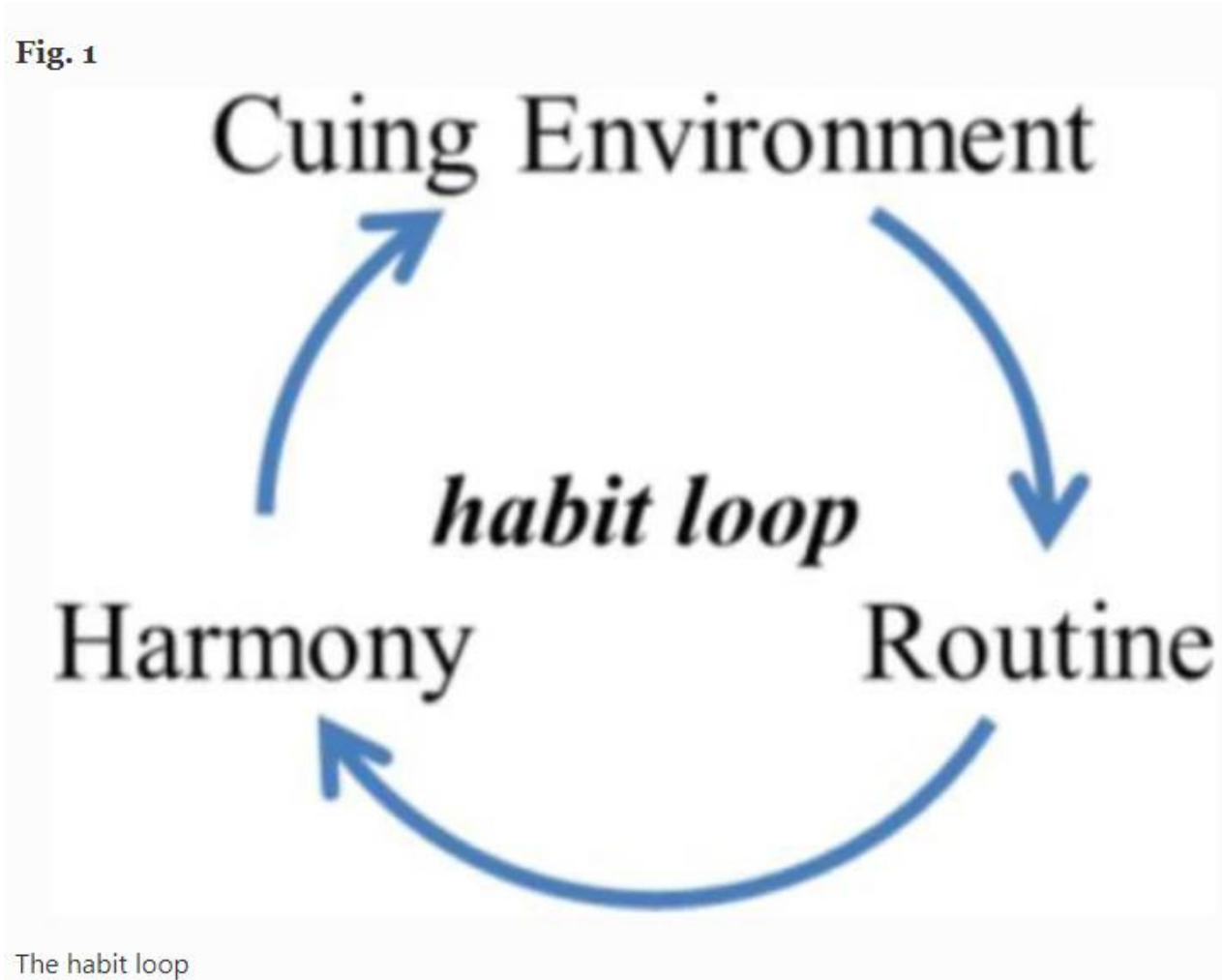
#### Instructions

1. Set up a free Studyclix account or **log in**.
2. Select which plan you would like on the **pricing page**.
3. Click '**I have a code**' and enter your discount code.



# Interest Driven Habit Creation

Fig. 1



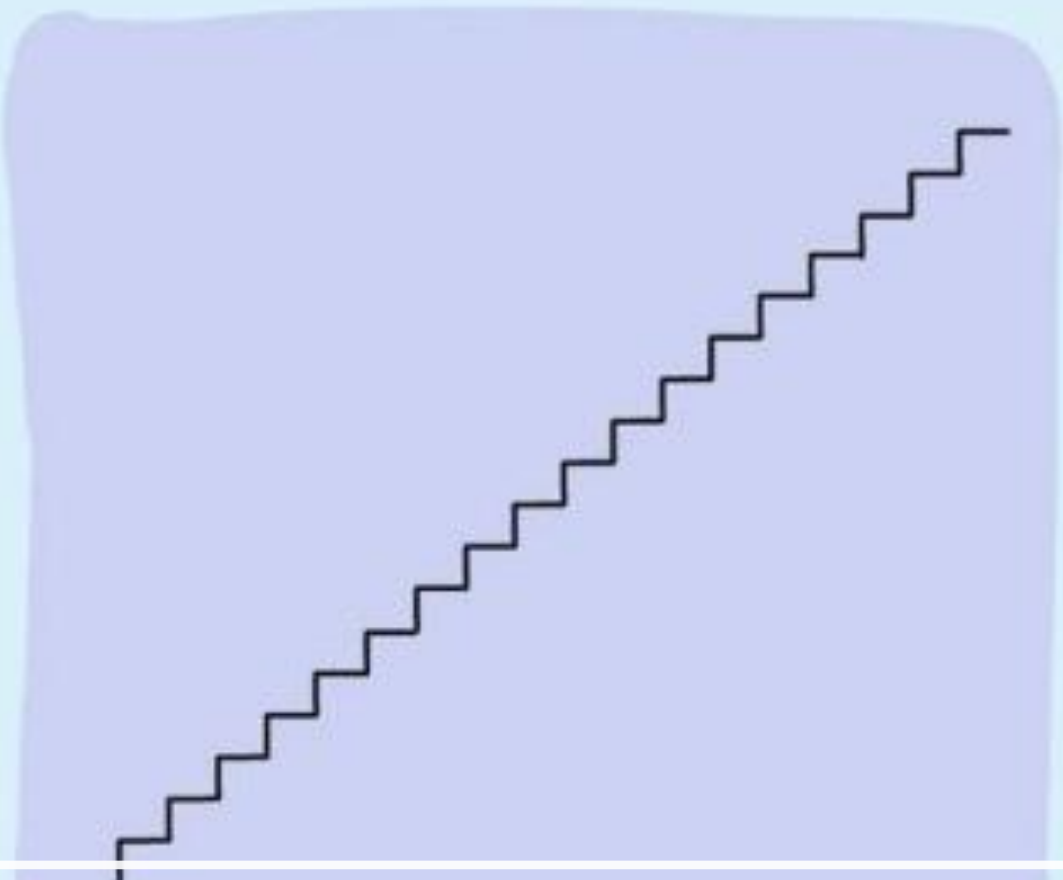
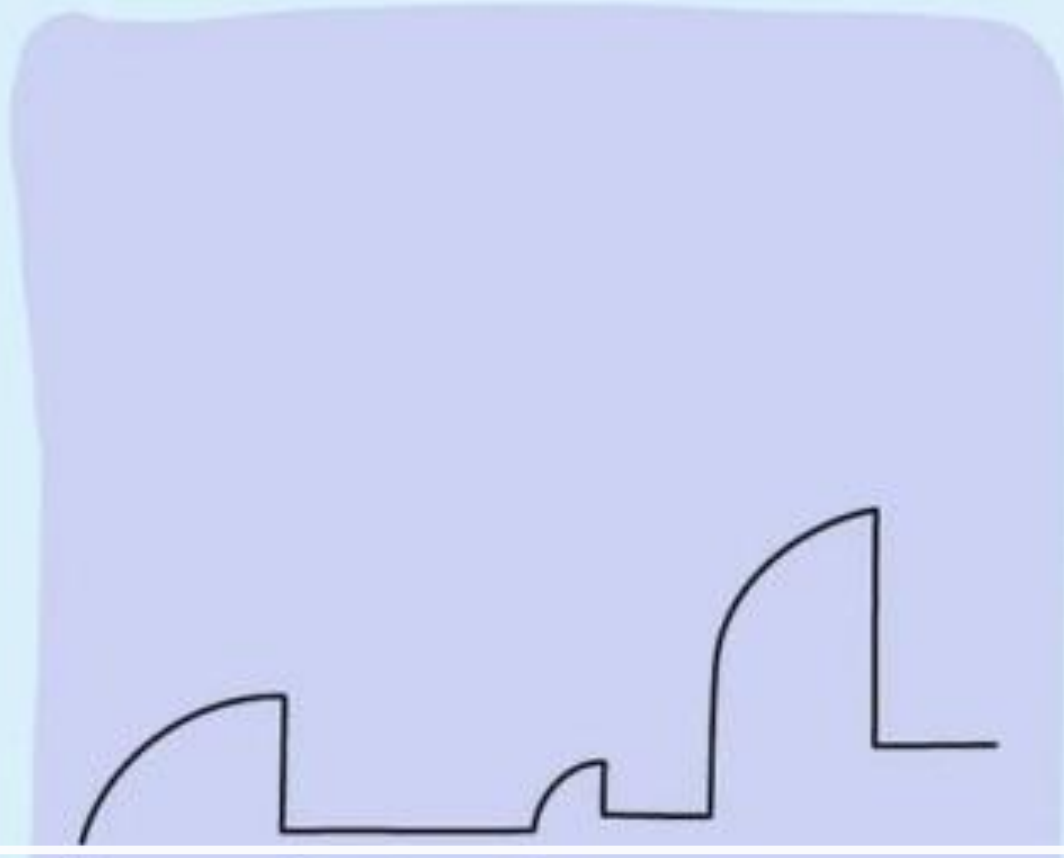
The habit loop





# Importance of Habit and Routine

- **Start small and build up** – reduce distractions where and when you revise. Have a timetable, and ensure someone else is knowledgeable of this timetable to enable accountability and aid support.
- **Make it attractive** – collaborative focused revision is beneficial but you could also ensure there is a ‘reward’ at the end of a revision session. If I complete this, I can do this.
- **Make it satisfying** – challenge yourself, track your own revision progress and ensure you stick to your revision timetable. Small steps build success and motivation. Use a done list to support.
- **Make it obvious** – revise in one area, leave your materials out ready to support organisation and ensure routines are stuck to. Ensure your environment is clear, uncluttered and comfortable.



Success

RELYING ON  
MOTIVATION

RELYING ON  
CONSISTENCY



- Simply writing out notes or copying from a textbook/exercise book.
- Reading and doing nothing with the information.
- Highlighting information for the sake of it.
- Not enough silent work or attention to a given task.
- Comfort zone revision. The familiar makes us 'feel good'.

Ineffective study strategies

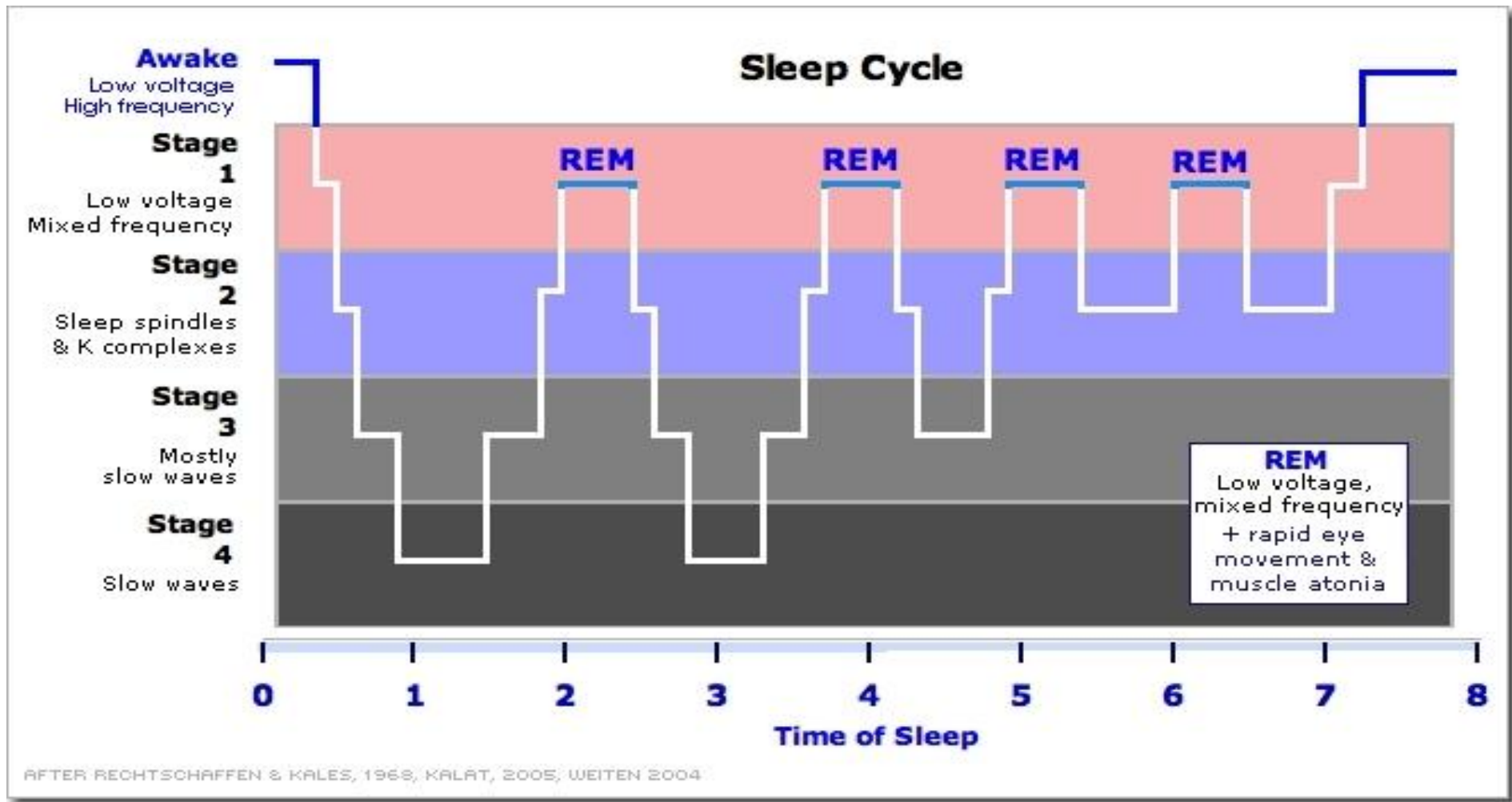
# School Based Study Options

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- Homework Club – Ms Farrell
- After School Study – Ms O’Neill



# Sleep and Learning



# You and Your Phone at Night

by @broad\_drive | www.broaddrive.co.uk



Don't have your phone in your bedroom ...



If you have your phone in your room, don't read it in bed ...

Sleep  
and Learning



# A word on Gaming

## 5 Ways to Manage Time Spent Gaming

by @inner\_drive | www.innerdrive.co.uk



**GET YOUR WORK DONE FIRST**  
You can then spend time enjoying gaming knowing that your work has been done.



**LOSE SLEEP OVER IT**  
Sleep is important as it impacts on how you feel, think and behave the next day.



**SET A TIME LIMIT**  
This can help ensure you don't spend too much time gaming. All things are best in moderation.



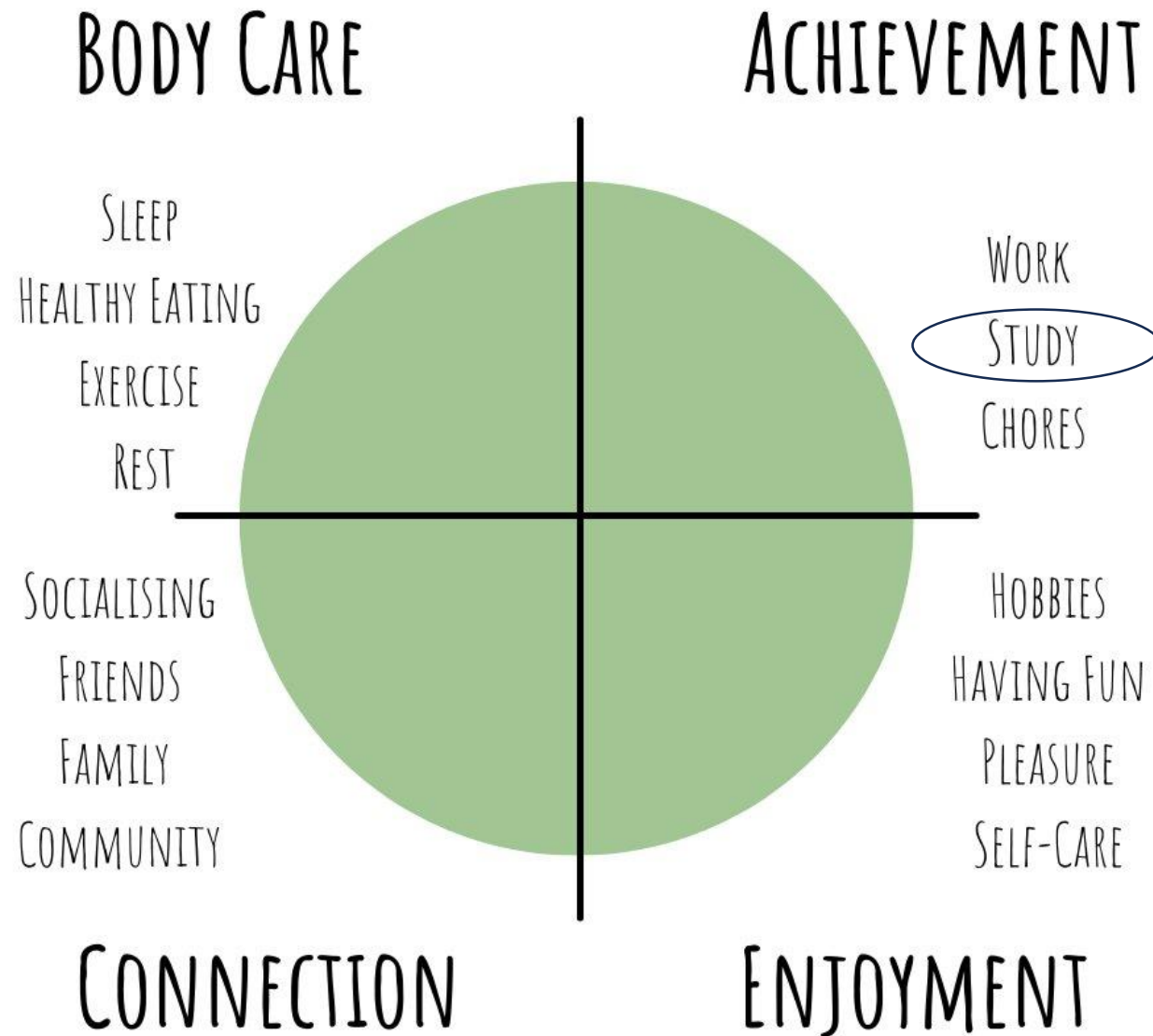
**SPEND TOO MUCH TIME ON YOUR OWN PLAYING IN YOUR ROOM**  
Playing with other people in person and spending time with others is important.



**GET EXERCISE**  
Be sure to get enough fresh air and physical activity regularly. Don't replace exercise and sport with gaming.



# Wellbeing

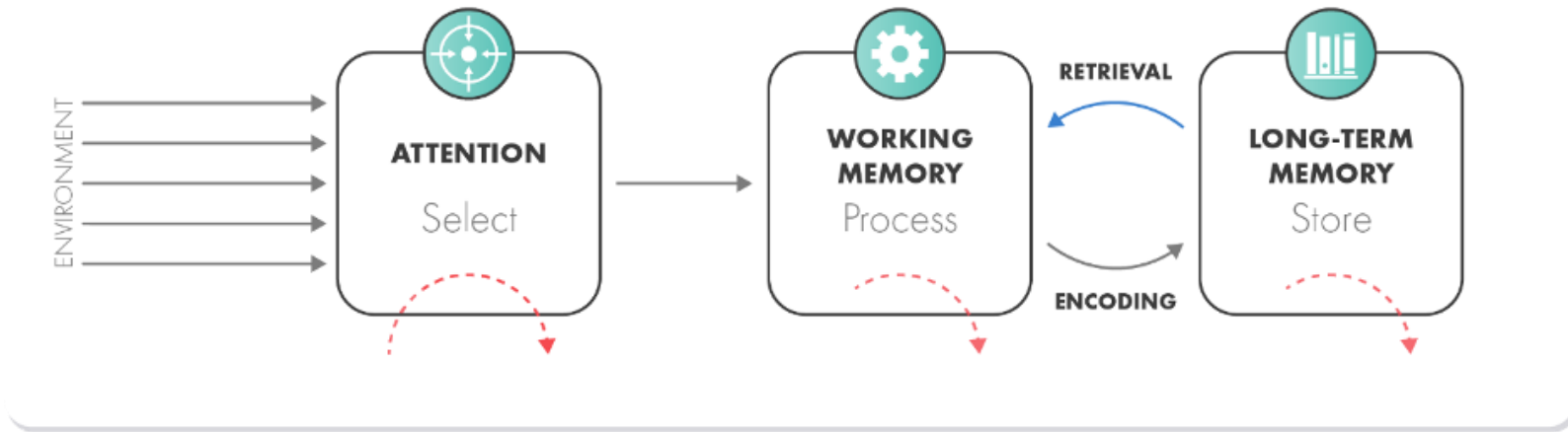


# Challenges to Study

- “I don’t know where to begin”
- “I’ve got so much to do”
- “I’m falling asleep reading it”
- “I read it, I understand it, but it won’t sink in”
- “There’s too much to learn”
- “I knew it a minute ago”
- “I’m going to stay up all night until I get this”



# Final Thoughts



- **Attention** is the primary gatekeeper of learning – Attend school; Do your homework well (from memory as much as possible); and revise on the topics you find hardest to remember.
- Look for the **gaps** in your learning to form learning goals.
- Watch out for "perfect notes", reading too much and highlighting. **Test yourself** often instead
- Shoot for **consistency** in study- form good habits. Success is 5% brains and 95% consistency. Do little and often
- **Believe** in yourself.



# Thank You



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# Final Thoughts- You are doing

Attend School  
and Pay  
attention in  
Class

Your first revision  
is Homework, so  
do it well and  
from memory as  
much as you can

Set up a plan to  
revise, especially  
the concepts and  
topics you find the  
hardest to learn or  
understand



Tips for  
parents

# 10 ways to help your child with their homework

by @inner\_drive | [www.innerdrive.co.uk](http://www.innerdrive.co.uk)



01. Set a routine
02. Have a designated homework space
03. Get rid of all distractions
04. Have regular breaks
05. Promote independence
06. Help your child organise their time
07. Encourage your child to develop a growth mindset
08. Be a role model
09. Say “I am so proud of you!”
10. Communicate your worries to their teacher



## Tips for parents

# HOW PARENTS CAN HELP THEIR CHILD THRIVE AT SCHOOL

by @inner\_drive | [www.innerdrive.co.uk](http://www.innerdrive.co.uk)

- ▶ Have high academic expectations
- ▶ Regular communication about how school is going
- ▶ Praise their processes, not their natural ability
- ▶ See their setbacks as learning opportunities
- ▶ Eat dinner together round the table
- ▶ Set clear homework rules
- ▶ Ask open ended questions
- ▶ Foster good reading habits
- ▶ Spend time talking about about non-school stuff
- ▶ Create both challenging and supportive environments
- ▶ Have a consistent and calm bedtime routine for them

