

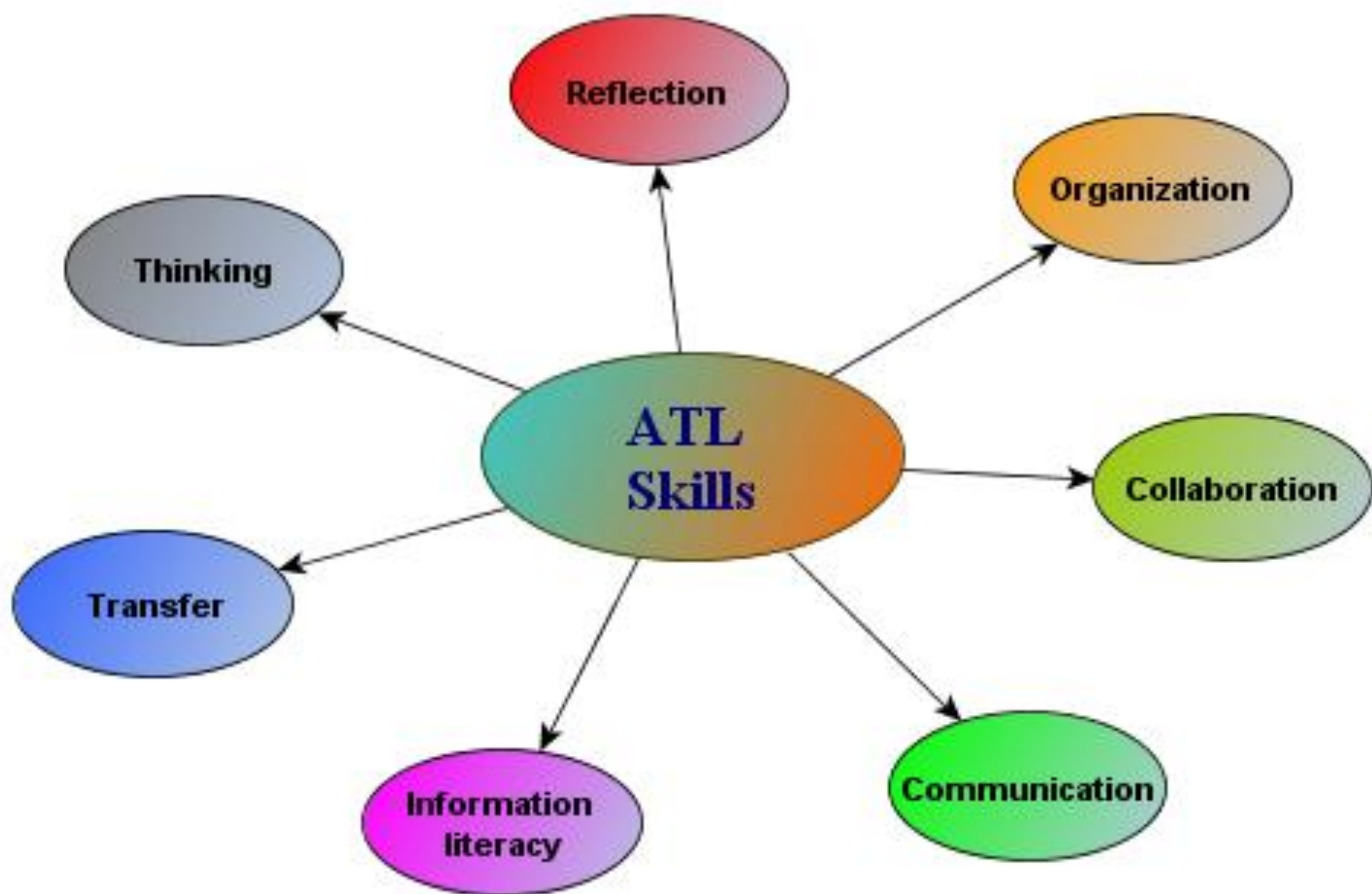
Approaches to learning

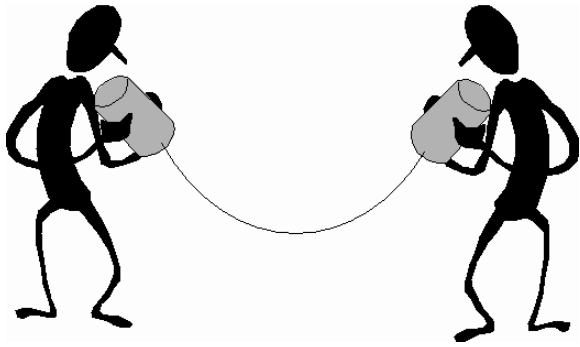
How do I learn best?

How do I know?

**How do I communicate
my understanding?**







Approaches to learning

- **organizational skills and attitudes towards work**
- **collaborative skills**
- **communication**
- **information literacy**



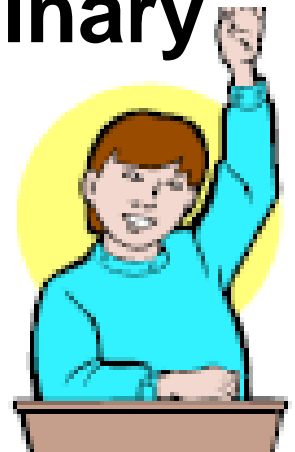
- **reflection**

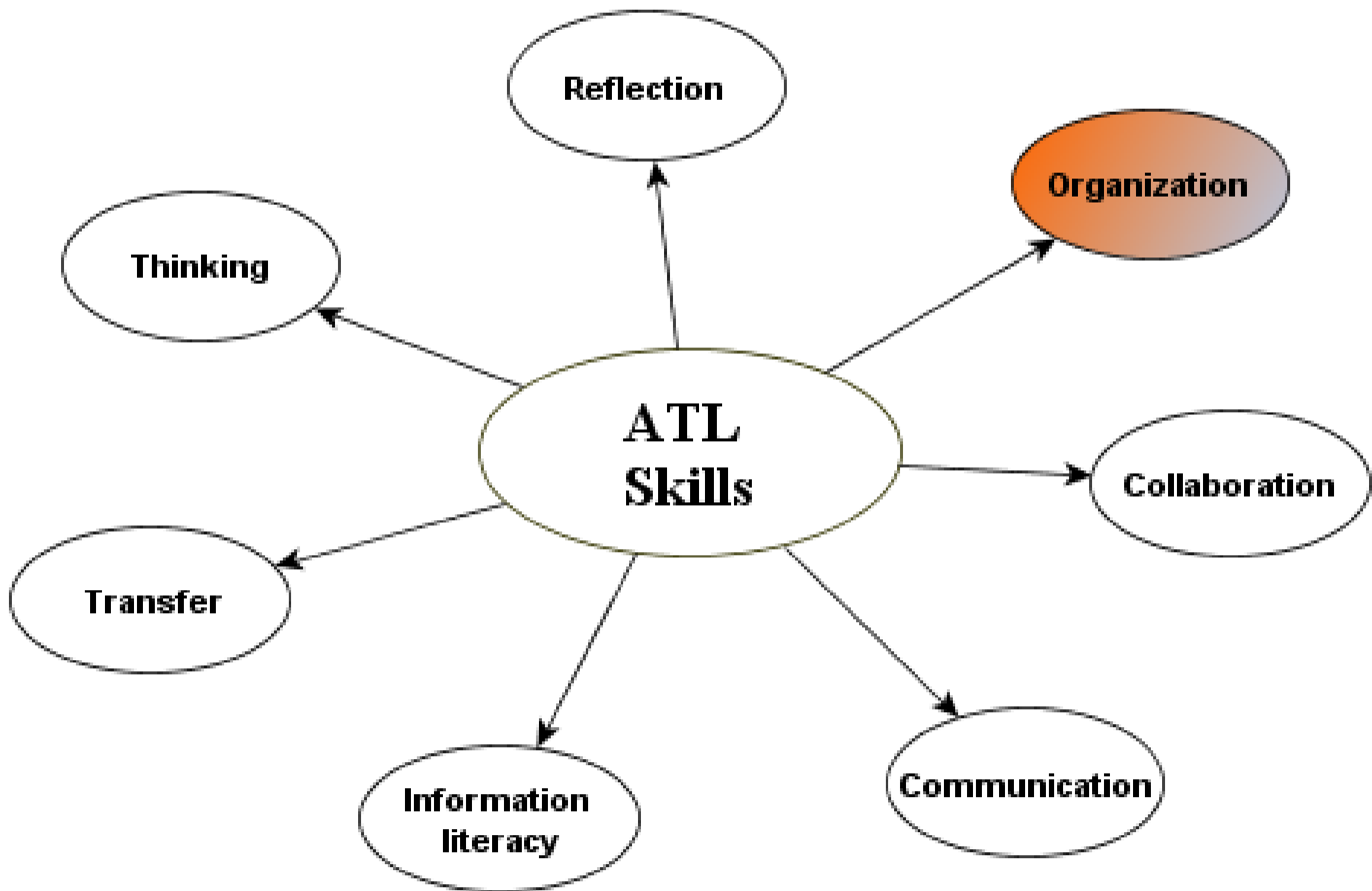


- **problem solving and thinking skills**



- **subject-specific and interdisciplinary conceptual understanding.**



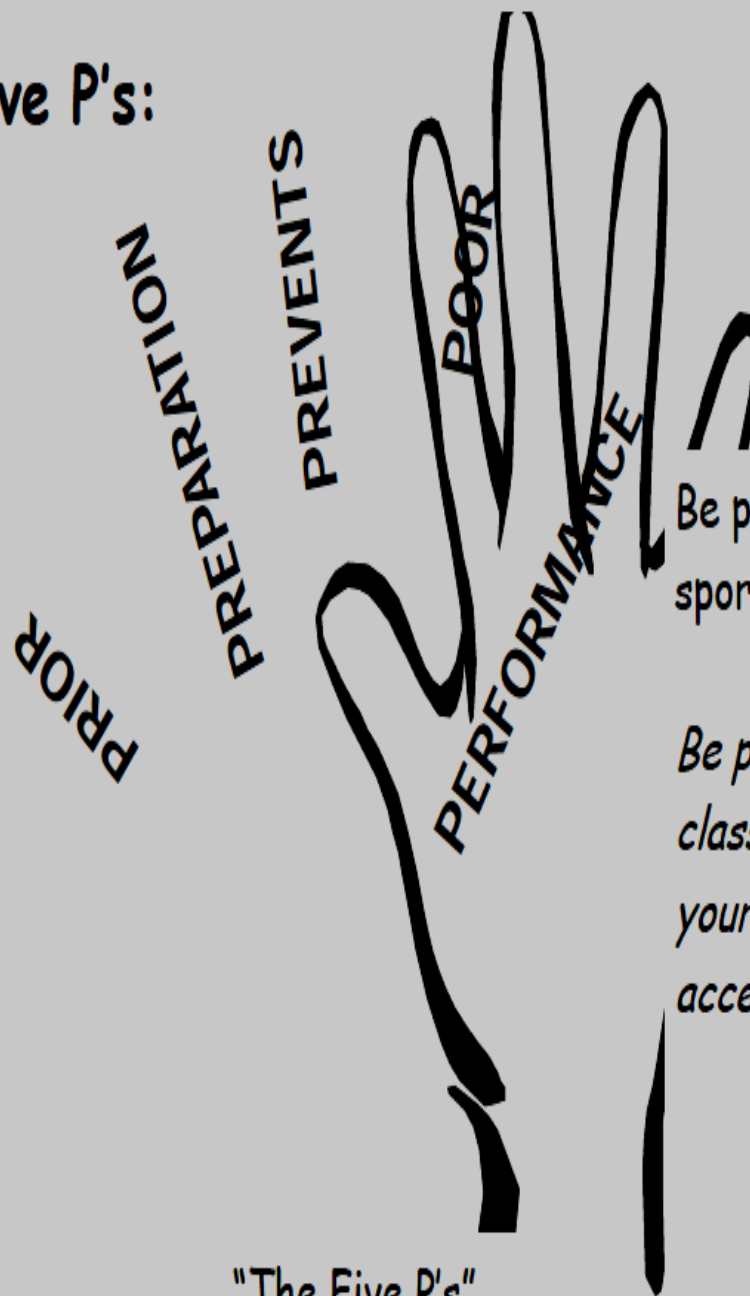


Remember the Five P's:

Be prepared for school.

Pack your school bag the night before.

Check you have all your uniform the night before. Don't rely on anyone—make sure you have clean socks!



Be prepared for sport, music, etc.

Be prepared for class. Have all your books and accessories.

"The Five P's"

GETTING ORGANISED



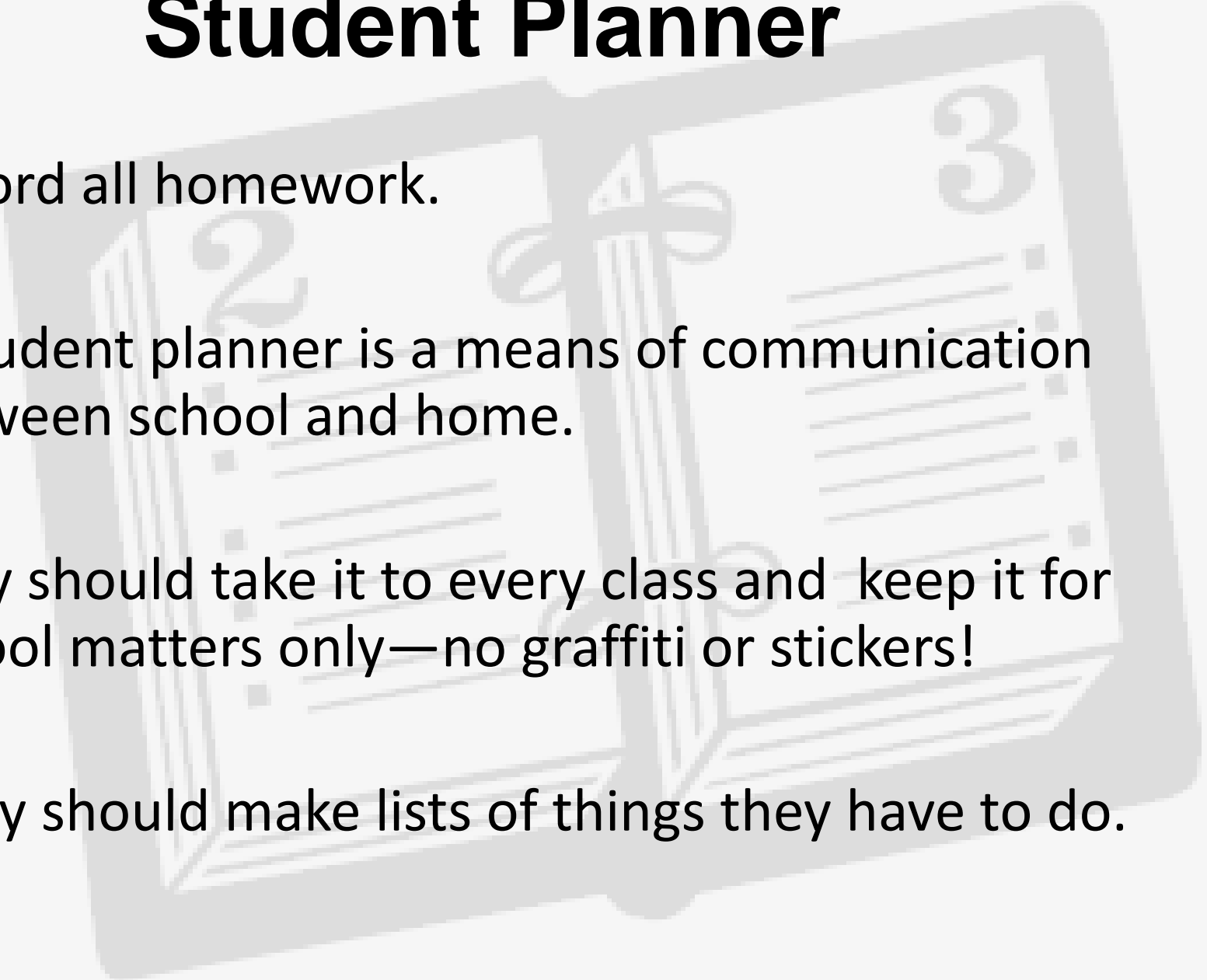
- **Knowing how to study is a skill that must be learnt, just like other skills such as reading and writing.**
- **The key to good study skills is ORGANISATION**
- **The first step to organisation is CARING FOR ONE'S BELONGINGS**

TIPS FOR CARING FOR THEIR BELONGINGS

- Name absolutely everything! If something does go missing, it can easily be returned.
- They should make it a habit to put things away when they are finished with them, in the same place.
- Keep the bedroom tidy at home and the desk and classroom tidy at school.
- Organise their folders . They should keep everything of one subject together and have a special plastic pocket for loose sheets.

Student Planner

- Record all homework.
- A student planner is a means of communication between school and home.
- They should take it to every class and keep it for school matters only—no graffiti or stickers!
- They should make lists of things they have to do.



Time Management



- It is neither pleasant nor healthy to spend too much time studying, so they need to make allowances for
 - exercise
 - social activities
 - relaxation
 - sport or music practice and
 - other co-curricular activities they are involved in at school
- They need to plan their study time to allow for,
 - Homework
 - Large assignments
 - Revision
 - Preparation for tests

IT IS ESSENTIAL THAT YOU USE THE TIMETABLE



Time Table								
		Mon	Tues	Wed	Thur	Fri	Sat	Sun
Morning	6am – 7am							
	7am – 8am							
Day	School	School time table						
Evening	6pm - 7pm							
	7pm – 8pm							
	8pm – 9pm							

Setting Goals

- **Short-term**
 - things you want to achieve fairly soon
- **Medium-term**
 - things you want to achieve in the next year
- **Long-term**
 - things you want to achieve in several years



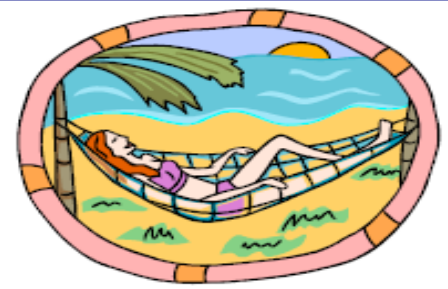
- They should Record their goals in the chart on the next page.
- They need to make new goals as and when long-term goals are achieved.
- They need to pin it on their corkboard next to their study timetable.



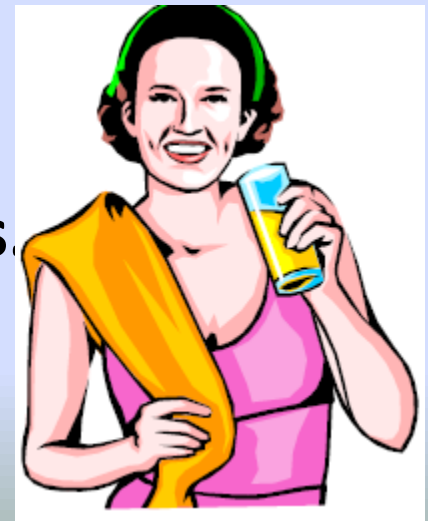
My Goals	What I can do to achieve these goals	When I will achieve them
Short-term		
Medium-term		
Long-term		



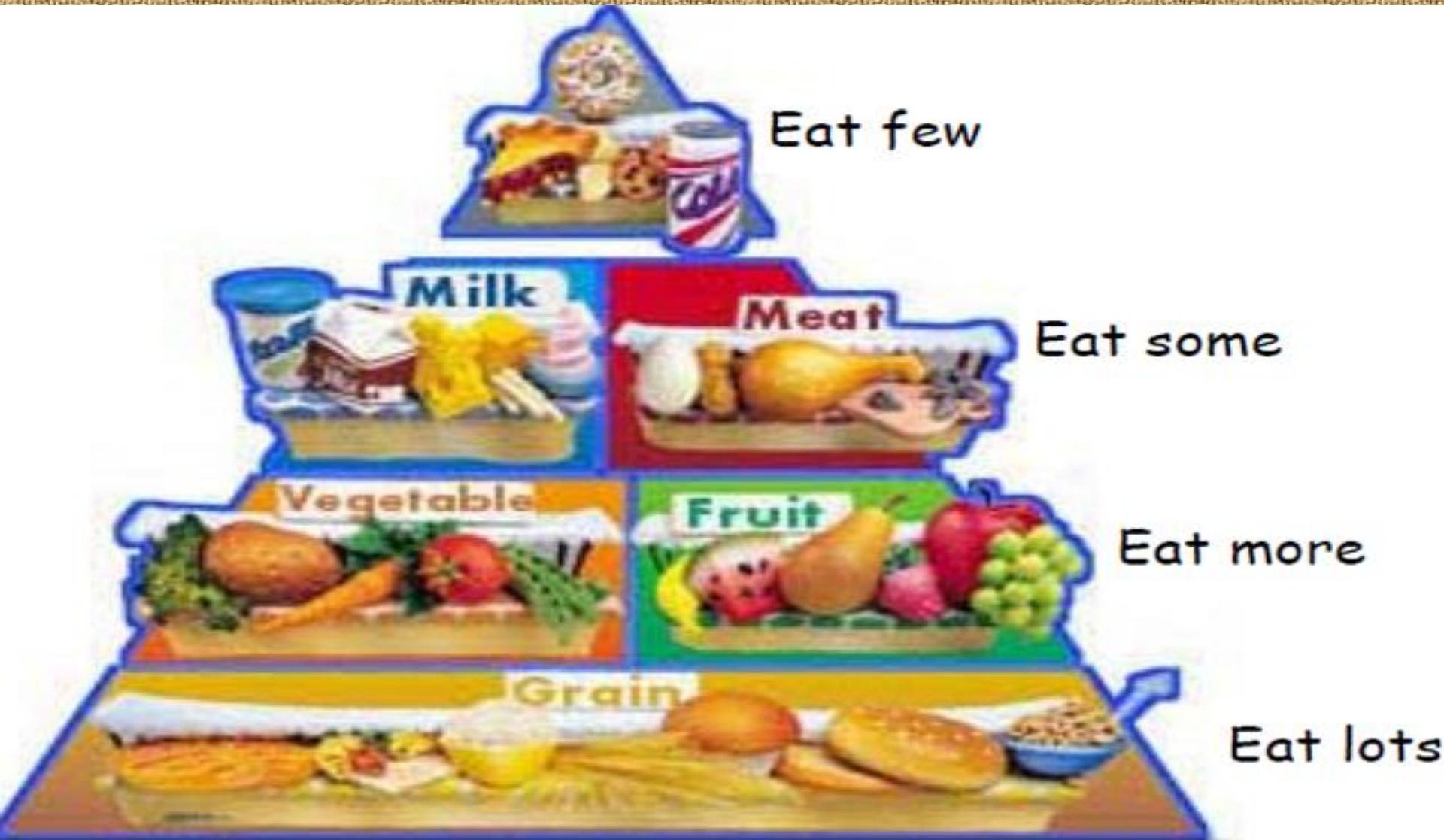
Being Fit to Study



- In order to operate at peak efficiency in physical and mental tasks they need to
 1. Sleep for about eight hours each night.
 2. Exercise
 3. Have some time for relaxation.
 4. Eat regularly—should not skip meals.
 5. Have a balanced diet
 6. Eat according to the food pyramid.



The Food Pyramid



Where to Study

- They need a quiet place where they can go to study regularly without interruptions or distractions such as television or radio.
- There should be good light for them to read by. As well, the room should be well ventilated.
- They need a comfortable upright chair and a desk or table where they have enough room to spread out their books and notes.
- Bed is not a suitable place to study.

Right!!

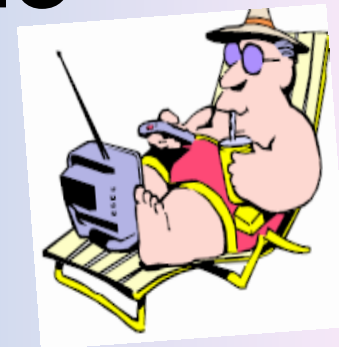


Wrong!!



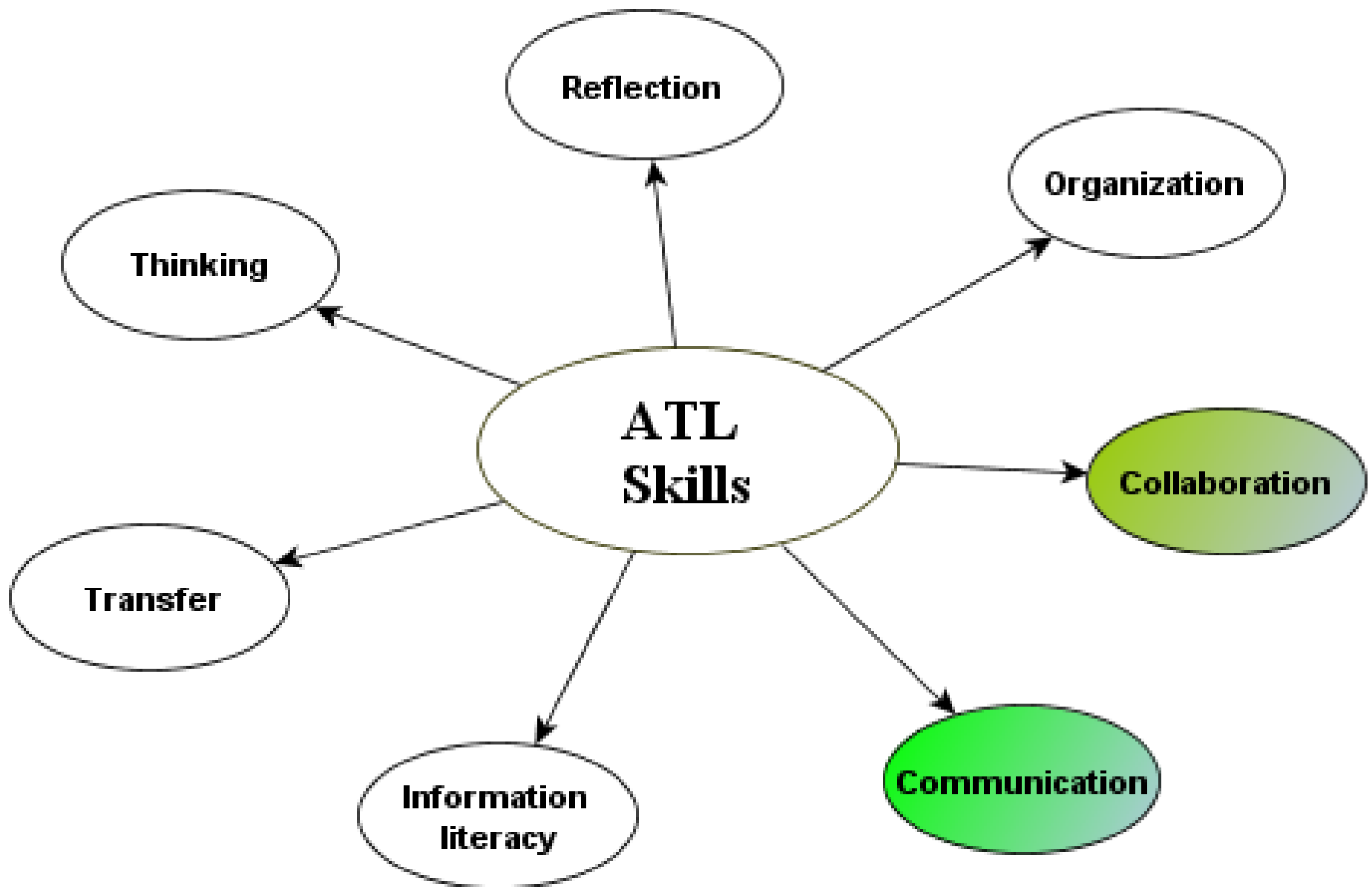


Are you using your time effectively?



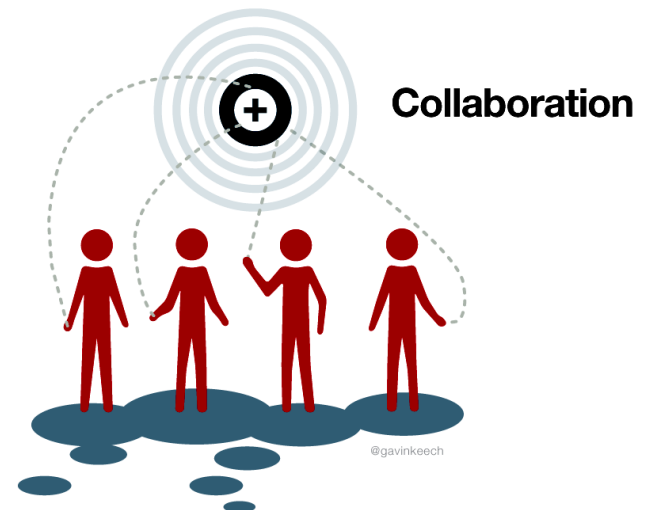
HOME WORK PATTERN CHECKLIST

1. I write down the homework I am given in class.
2. I take home the books I need to do my homework.
3. I have a regular time and place for doing my homework.
4. I use a study/homework timetable.
5. With large assignments, I plan how I will complete them on time.
6. I work away from distractions such as TV and radio.
7. My homework is finished on time.
8. I correct the mistakes I make in my homework.



Collaboration and Communication

- Role play
- Debates
- Group projects
- Classroom problems
- Grouping and pairing activities
- Case-based learning
- Jigsaw activity
- Think-pair-share
- Phillips 66



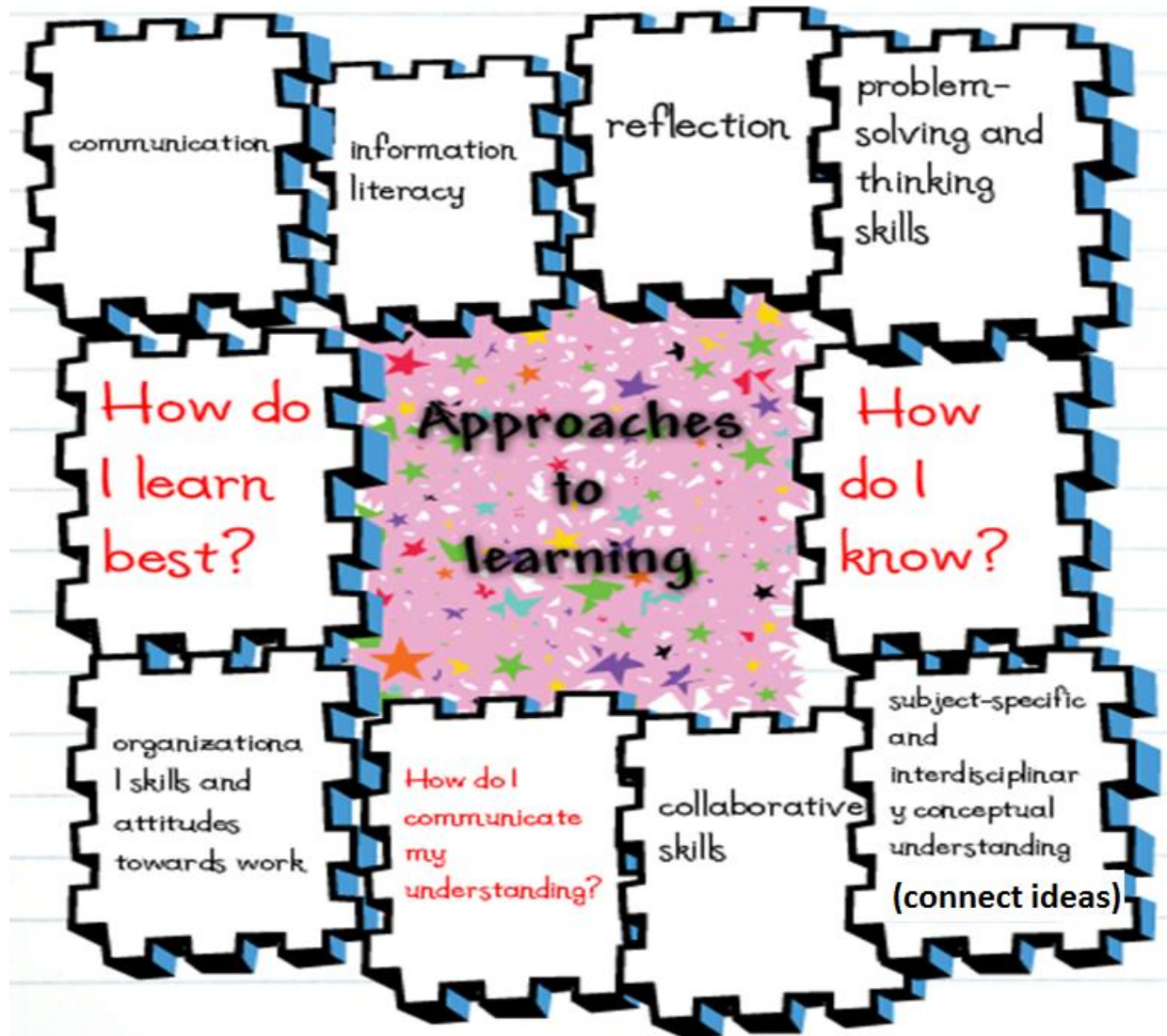


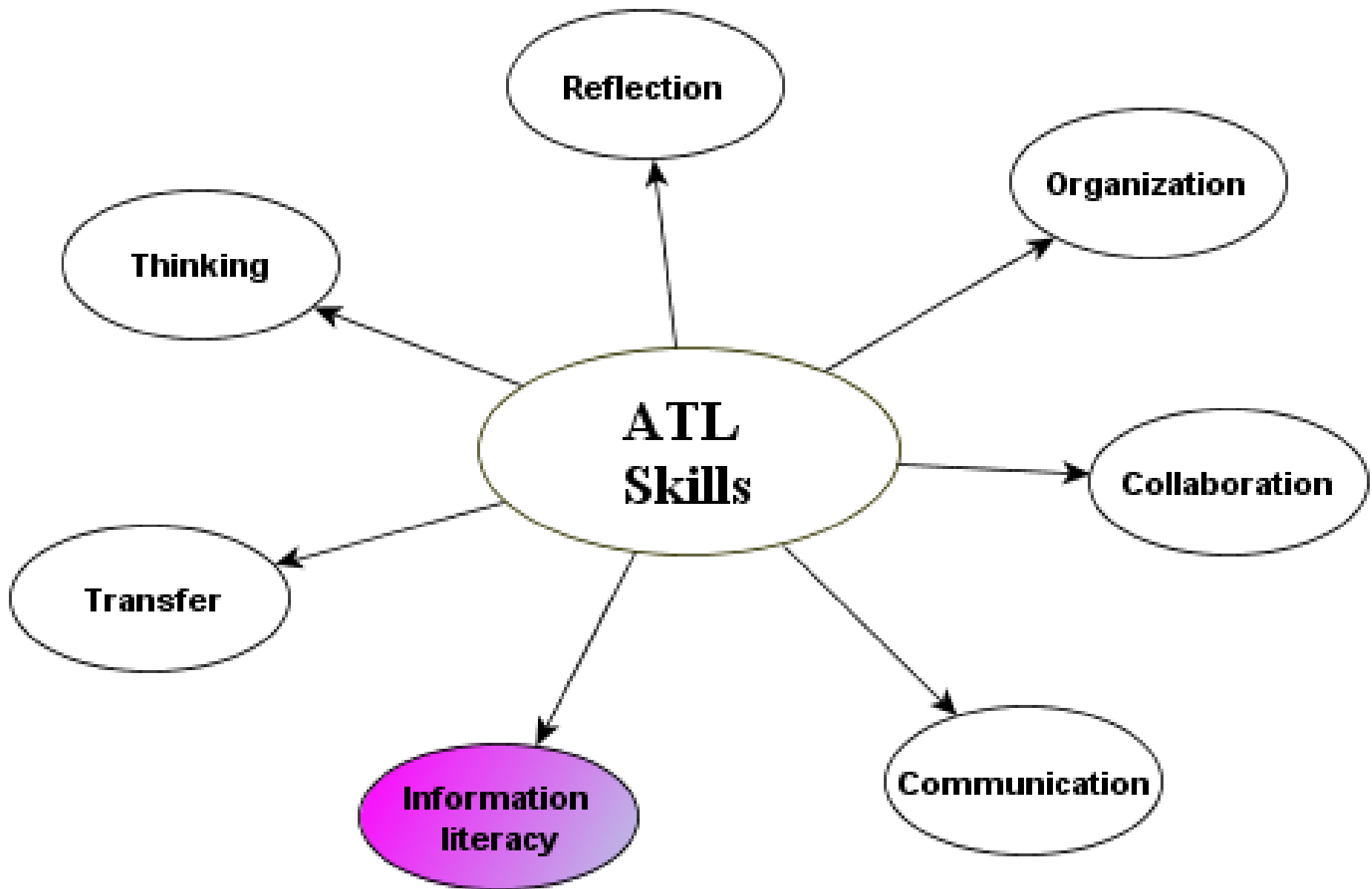
Phillips 66

Phillips 66 helps to get the children into discussion mode:

- 1. Choose six persons (preferably getting everyone involved).**
- 2. Ask a question about the homework, the reading, or any other pertinent subject about the class.**
- 3. Tell them they have six minutes to discuss the topic.**

Jigsaw Puzzle





some other basic skills which need to be mastered first

Reading Skill:



- Being able to read with speed and understanding
- Makes students familiar with other writing styles, or genres
- They can then model for their own writing.



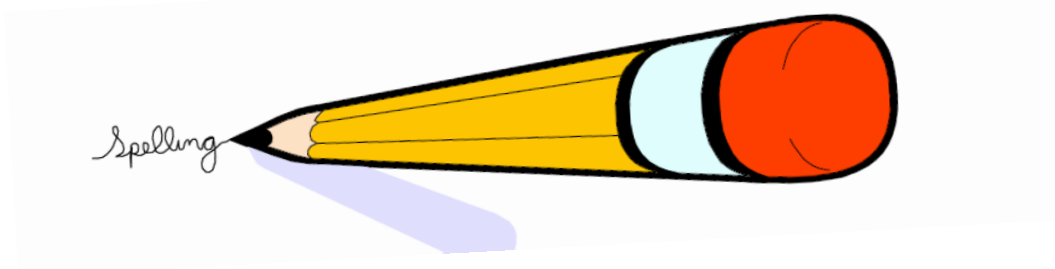
Some Tips

- **Allocate some time every day (at least 15minutes) for reading.**
- **Have your book ready and enjoy 30 minutes of quiet, uninterrupted reading time.**
- **Read books you enjoy. Ask the librarians, teachers or your friends for suggestions.**
- **If you are researching, learn to “skim” material.**
- **Let your eyes slip over the surface, looking for key words to get a general idea of whether the material will be useful.**

...

- **Avoid “saying” words to oneself, even silently.**
- **Learn to identify words for their meaning, not their sound.**
- **Take a speed-reading course.**
- **Keep a reading list of books you would like to have read by the end of the year. Tick them off as you read them.**

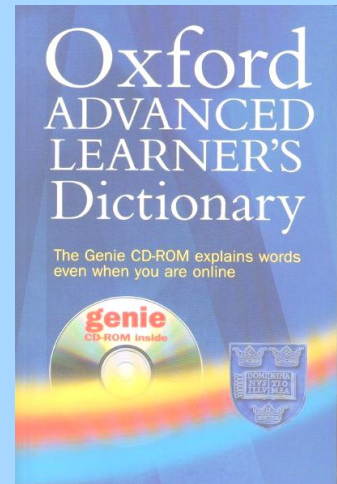
Vocabulary and Spelling



To improve vocabulary:

- **They should read more!**
- **They should learn one new word every week and use it.**
- **They should keep a vocabulary book to write down new words and their meaning.**
- **They should use the word in a sentence so they understand its meaning.**
- **They should use their dictionary!**
- **They should ask their teacher to explain the meaning of a word they don't understand.**

To improve our spelling



- They should keep a dictionary handy and use it to check spelling.
- In the back of their vocabulary book, they need to list words which they have difficulty spelling or which are commonly misspelt.
- They need to visualise the word and need to write it down to see if it “looks” right.

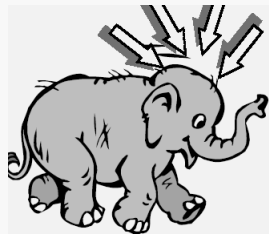
HUMOUR:

- They may think of funny visual images or make up amusing rhymes. E.g. Put the words they need to remember to a tune they know well, like a nursery rhyme.

ACRONYMS:

- Acronyms are formed by taking the first letter of a series of words and making a new word.

Example: ANZAC—Australian and New Zealand Army Corps





The light house blinks and blinks and blinks.

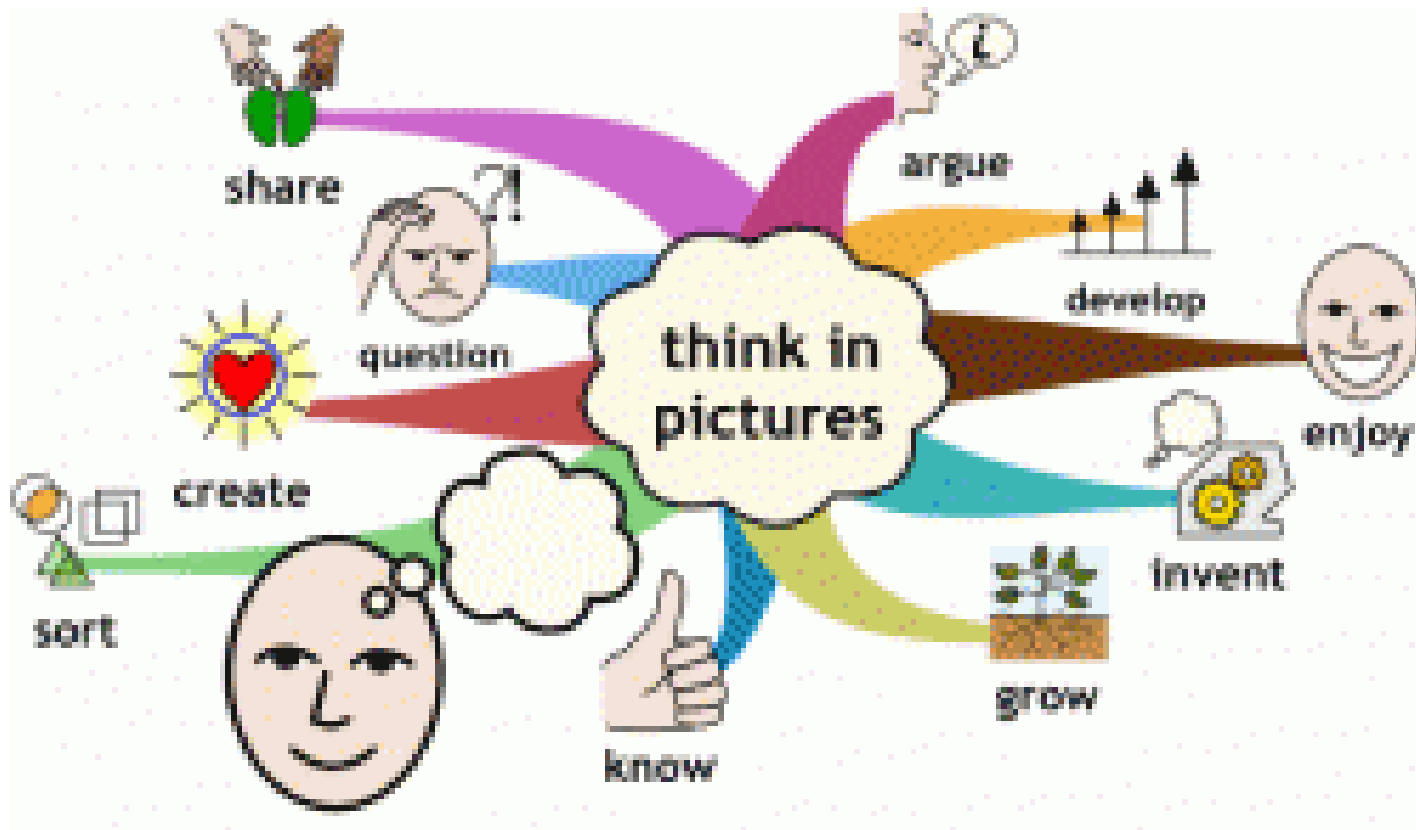
The sail boat sinks and sinks and sinks.

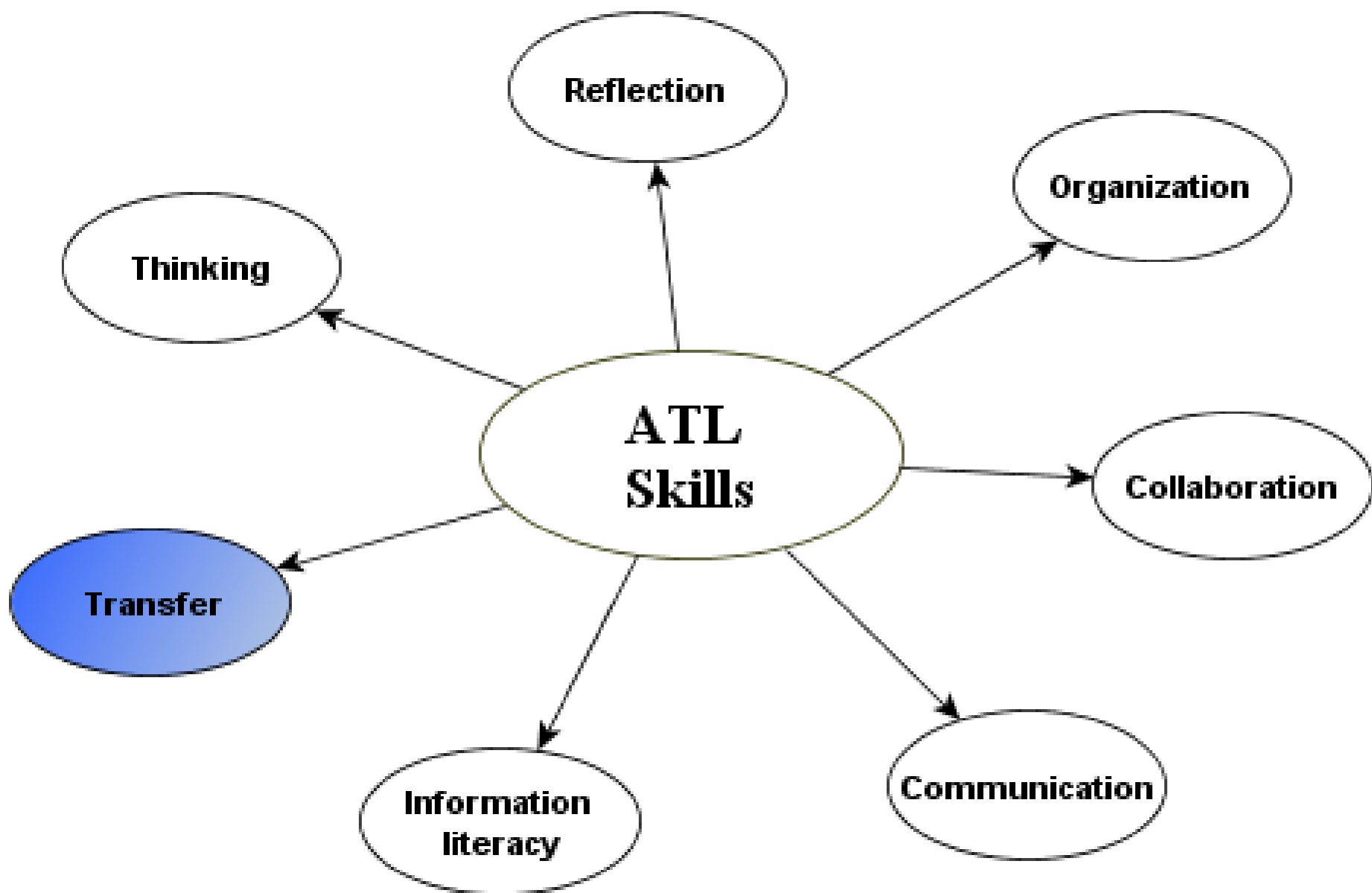
As the captain thinks and thinks and thinks.

That he shouldn't sail a boat,
that leaks and leaks and leaks.

MIND MAPS

- Mind maps are ways of organising or sequencing information in visual patterns as a memory peg.





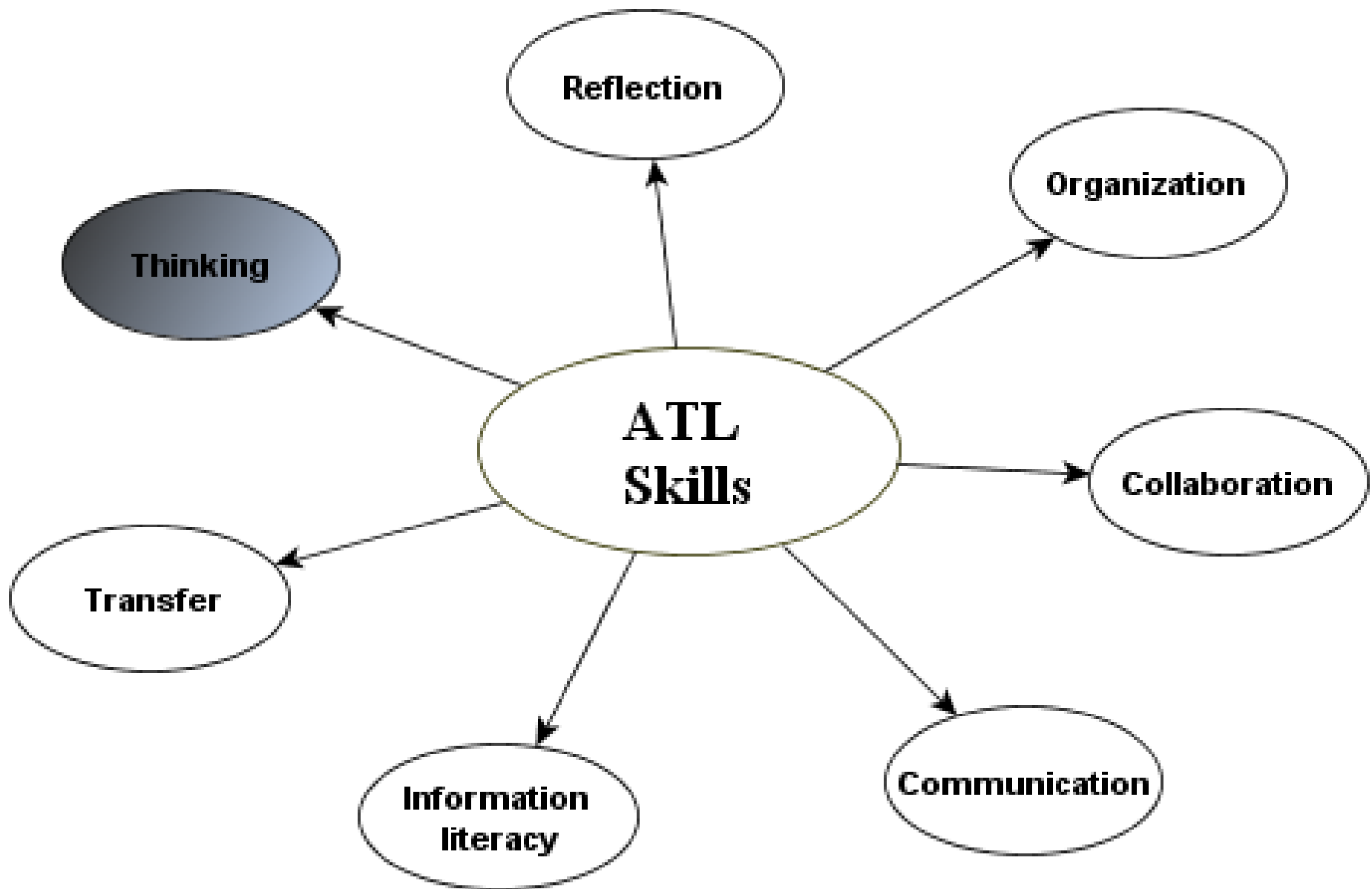
LEARNING EFFICIENTLY

- This Approach to Learning skill is the central one.
- The aim is to help students become good at:

- ☺ Problem Solving
- ☺ Decision Making
- ☺ Critical Thinking
- ☺ Creative Thinking
- ☺ Analytical Thinking



- These are the skills of 'Higher Order Thinking'.



Thinking



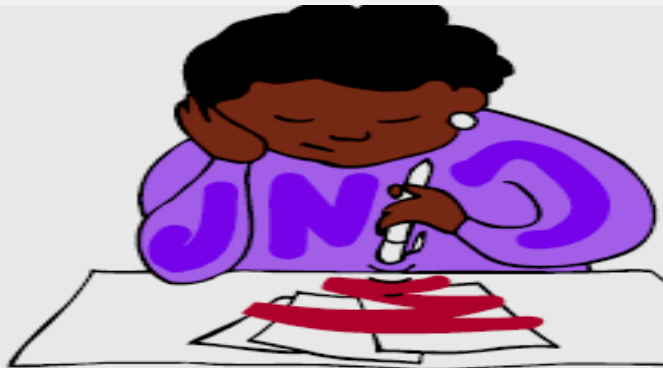
- To help them understand this, they need to imagine building a tower with 'thinking' blocks.
- First, they will start with the Low Order thinking skills such as telling, naming, summarising.
- Then, using what they have learned at school, apply to another place or situation - this is using Middle Order thinking skills.
- Finally, build on these skills to develop the many Higher Order thinking skills which they need to learn efficiently.

Thinking Skills

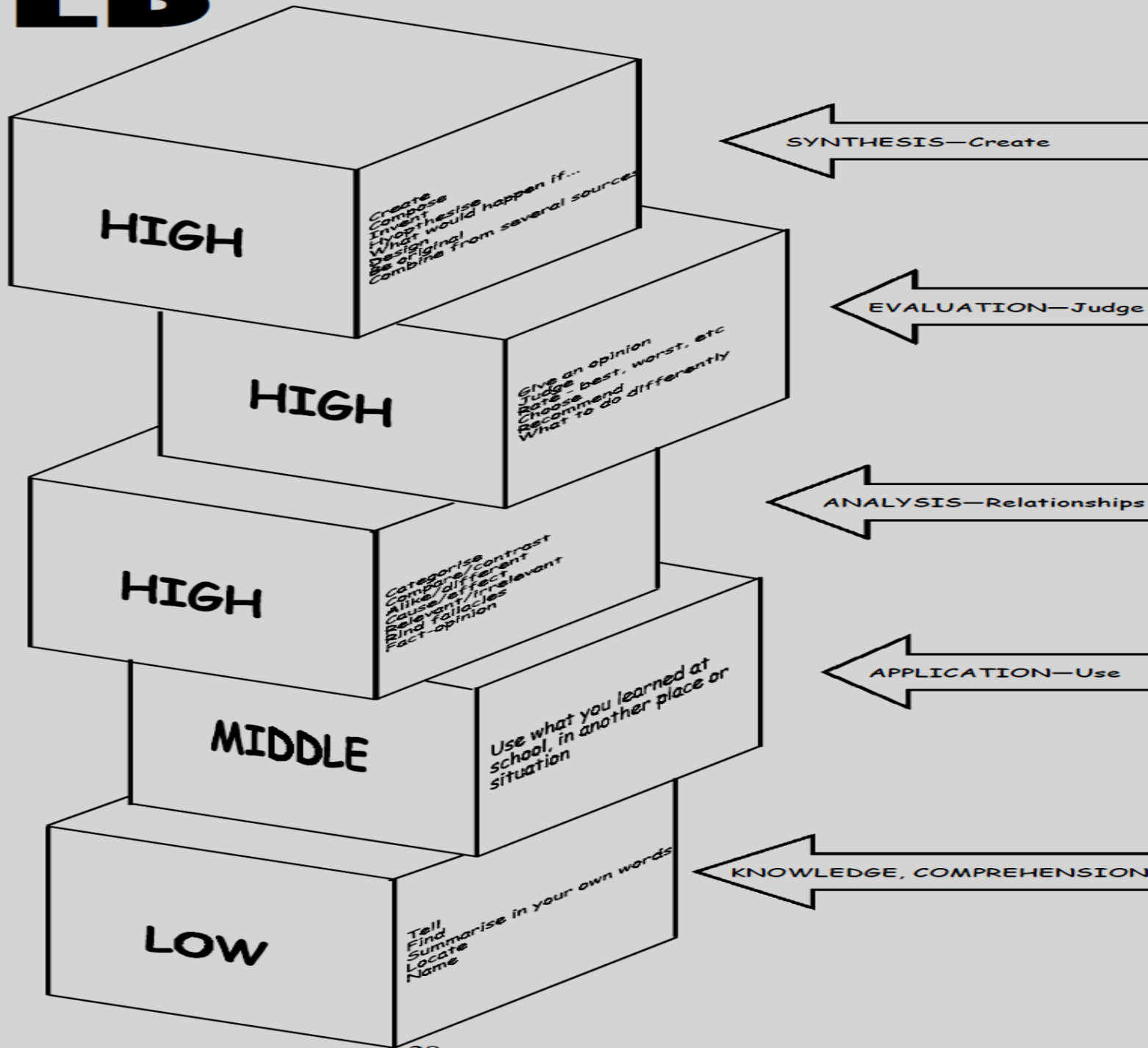
- **Analytical thinking skills include the ability to think,**
 - **logically, in a step-by-step way**
 - **scientifically, establishing a ‘what if’ hypothesis, collecting and examining clues and data to confirm or reject them**
 - **deductively, piecing together the evidence and drawing conclusions**

These include being able to:

- ☺ Analyse—compare, categorise, decide what is relevant and irrelevant.
- ☺ Evaluate—rate (best, worst), give an opinion, judge, recommend.
- ☺ Synthesise—design, create, compose and hypothesise “What would happen if ...”.



HOW TO BUILD



Bloom's Taxonomy

Evaluation



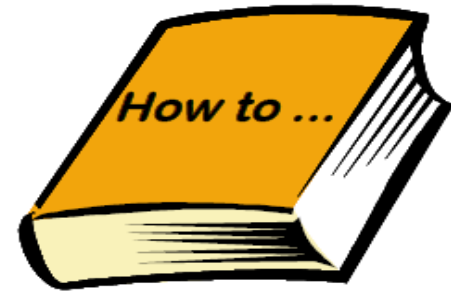
Synthesis



Analysis



Application



Comprehension



Knowledge



Bloom's Taxonomy of Critical Thought

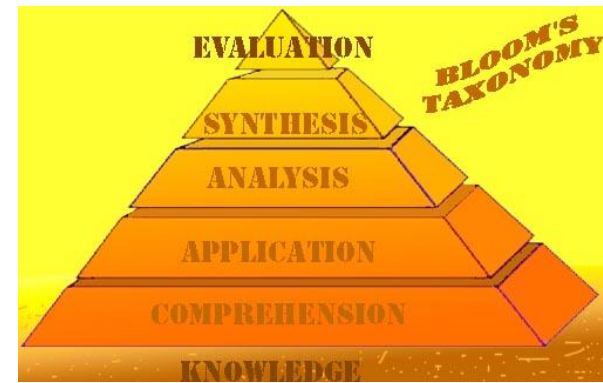
KNOWLEDGE LEVEL: Learn the information.

- Define, find, follow directions, identify, know, label, list, memorise, name, quote, read, recall, recite, recognise, select, state, write.

COMPREHENSION LEVEL: Understand the information.

- Account for, explain, express in other terms, give examples, give in own words, group, infer, interpret, illustrate, paraphrase, recognise, retell, show, simplify, summarise, translate.





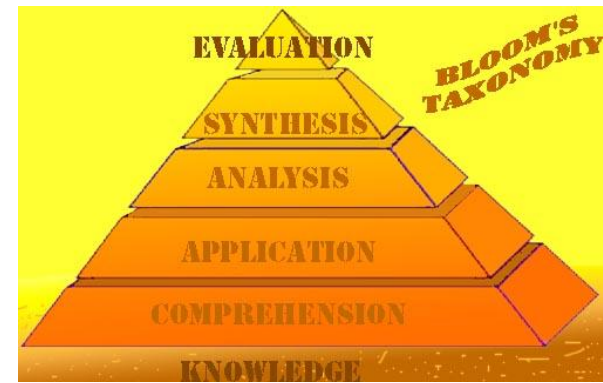
...

APPLICATION LEVEL: Use the information.

- Apply, compute, construct, construct using, convert (in maths), demonstrate, derive, develop, discuss, generalise, interview, investigate, keep records, model, participate, perform, plan, produce, prove(in maths), solve, use, utilise.

ANALYSIS LEVEL: Break the information down into its component parts.

- Analyse, compare, contrast, criticise, debate, determine, diagram, differentiate, discover, draw conclusions, examine, infer, relate, search, sort, survey, take apart, uncover.

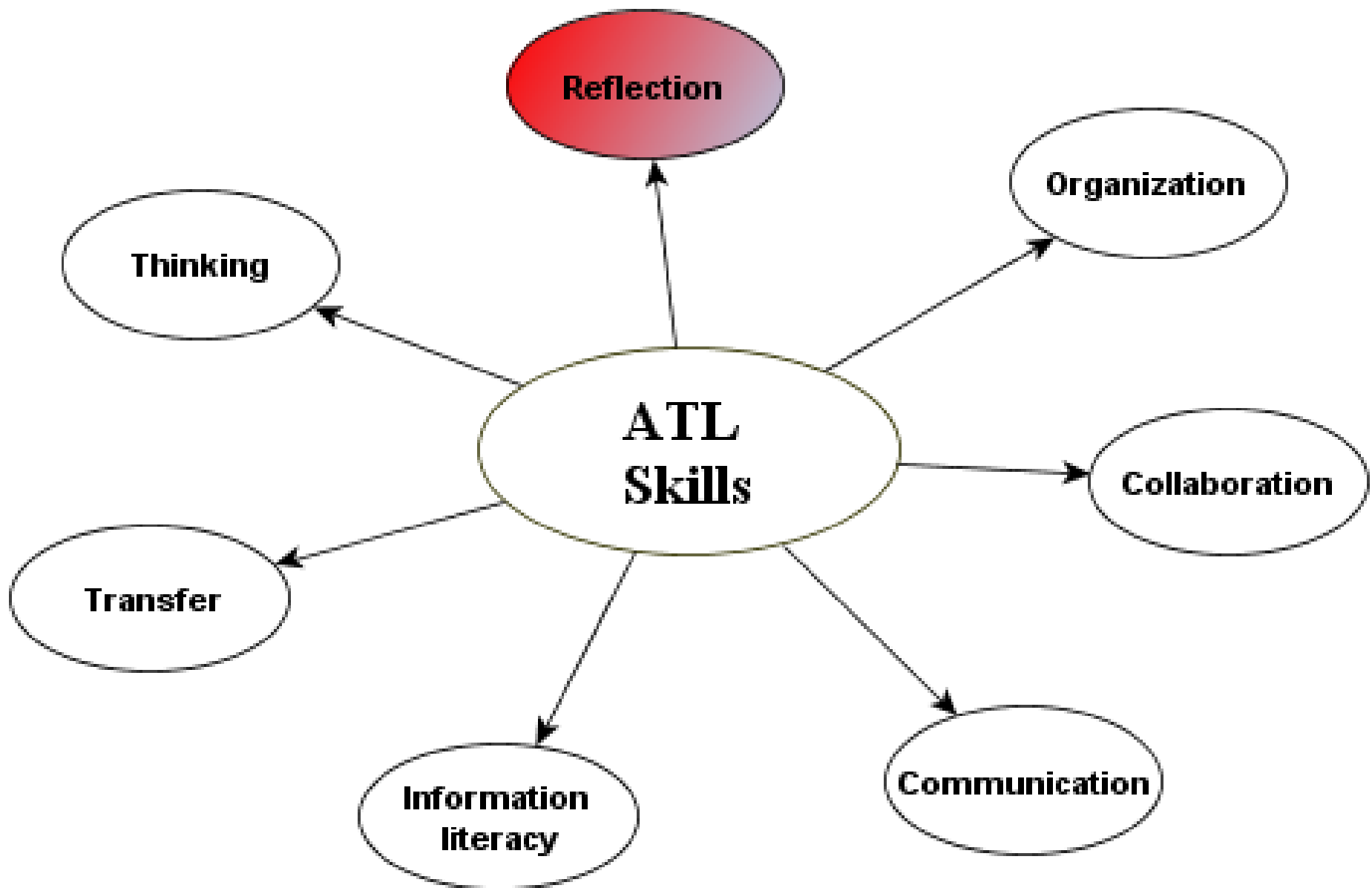


SYNTHESIS LEVEL: Put information together in new and different ways.

- Build, combine, create, design, imagine, invent, make up, produce, propose, present.

EVALUATION LEVEL: Judge the information.

- Assess, defend, evaluate, grade, judge, measure, perform a critique, rank, recommend, select, test, validate, verify.



Reflection



A Taxonomy of Reflection

Creating: What should I do next?

Evaluating: How well did I do?

Analyzing: Do I see any patterns in what I did?

Applying: Where could I use this again?

Understanding: What was important about it?

Remembering: What did I do?



RESPONDING APPROPRIATELY IN CLASS ACTIVITIES & ASSESSMENT

SEVEN SIMPLE SECRETS FOR SUPER SUCCESS

They need to-

- 1. Be prepared**
- 2. Feel confident**
- 3. Read and listen to instructions carefully**
- 4. Divide the time available**
- 5. Read the questions carefully**
- 6. Plan how to answer the questions**
- 7. Check over the answers**



Be Prepared (physically)

- **Have a good nights sleep before the test.**
- **Eat well, so you are not hungry during the test.**
- **Be comfortable. (not too hot or cold)**
- **Have tissues.**
- **Have correct material.**
- **Go to the toilet before the test.**





Feel Confident

Know your work—start revision early.

Use revision sheets wisely—often they are an indication of what the test will be like.

Think positively!
You can achieve well!

Relax—balance your activities



Read and Listen to Instructions Carefully

There may be a misprint—so listen carefully.

Read over the test so you know at the beginning what has to be done.

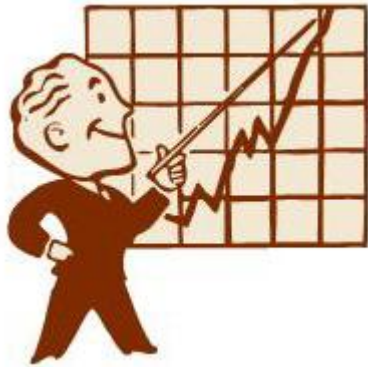
If it says 'Show working' - make sure you do!



Divide the Time You Have
Available

Don't spend too long on one question if
you get stuck.

Allocate your time according
to the number of marks
for each question.



Plan
How You
Will Answer
The Questions

For essay tests—
Jot down points you want to cover
and cross them off once done.

ORALS

Voice Modulation

Pause ... at appropriate places

Pace - fast = exciting, anxious, tense, climax
- slow = calm, serious, sad

Pitch - high or low?

Projection - Can everyone hear you clearly?

Emphasis - Use voice and hands effectively for maximum effect.





Coherent Structure

Is your oral easy to follow?

Timing

Practise beforehand so you don't lose marks for taking too long.
Cut your oral down if you need to.





Visual Aids

Correct Genre




Clarity



Fluency

References:

- IB document- Principles into practices.
- IB document – Approaches to learning.
- The Reflective Student: A Taxonomy of Reflection,
<http://www.peterpappas.com/>
- Building a classroom community, *Center for Teaching & Learning Excellence (CTLE): promoting effective teaching and learning through instructor/instructional development at the University of Utah*



Thank You