

Developing Good Study Habits and a positive academic mindset

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1. Good study habits
2. What are possible barriers?



What are good study habits?

36 responses



What are the possible barriers to learning?

47 responses



What are the possible barriers to learning/studying?

- sporting commitments
- academic ability
- understanding/misunderstanding
- relationships with peers
- relationships with family
- relationships
- sleep
- SEND
- undiagnosed disorders
- mood
- diet
- fear of failure
- time
- seating arrangement
- social media
- phones
- FOMO
- fixed mindset
- exercise
- low self-esteem
- learned helplessness
- negative thoughts
- past experiences
- discrimination
- friend not messaging back
- thirsty
- lack of motivation
- hormones
- job
- time management
- embarrassment
- puberty
- sexuality
- money
- illness
- shy

Challenges for our students



Cognitive overload



Anxious/overwhelmed



Living in a digital world



Working environment



Time management



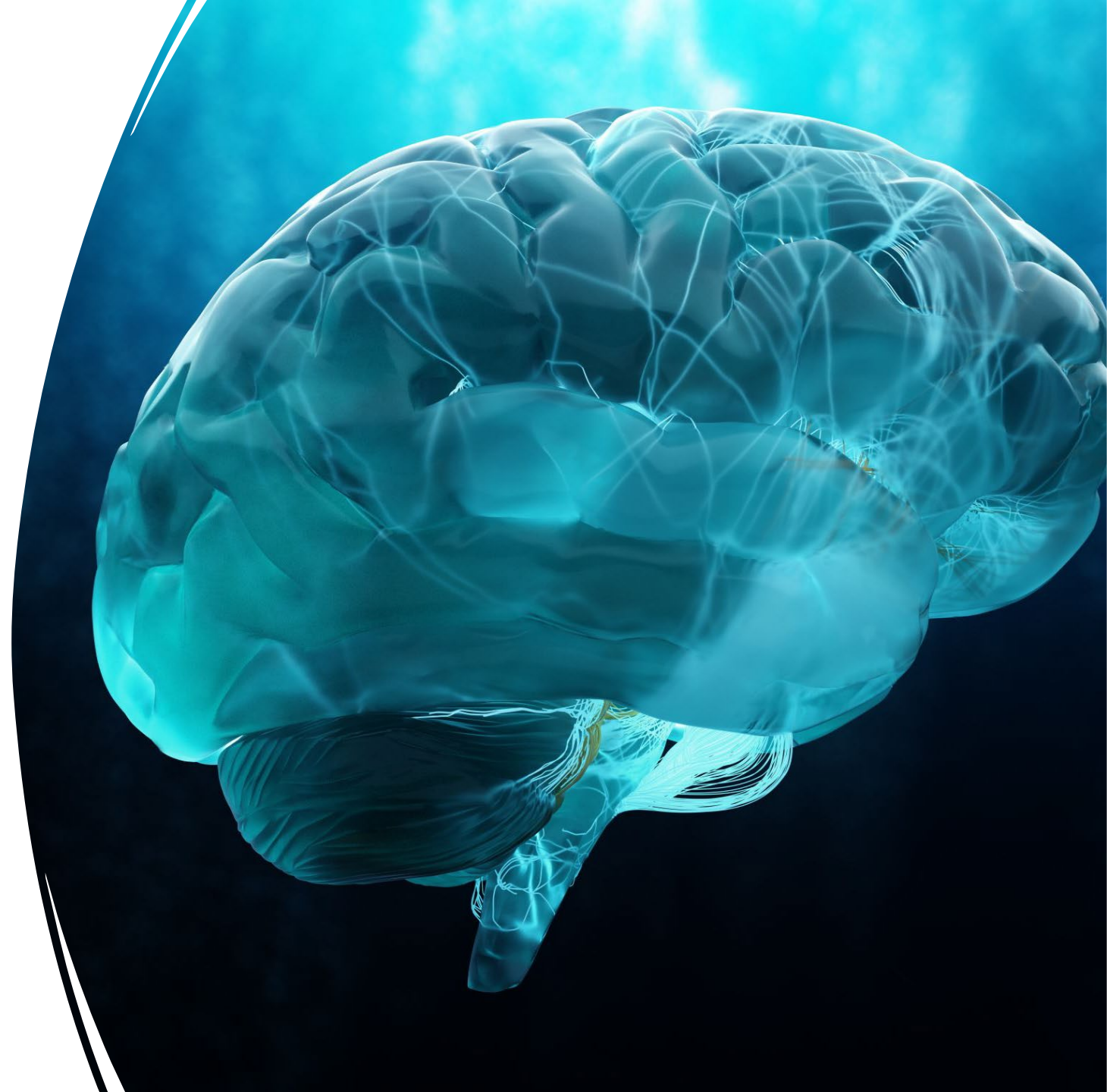
Lack of sleep



External factors, e.g.,
relationships, etc.

The Science – The Teenage Brain

- Memory
- Perception
- Attention



How can we help?

How can we help students?

22 responses

Detailed instructions about how to complete a task

show them where the resources are, how to use them. Show them where they need to improve and how to achieve that improvement.

Encourage in an honest manner

Keep them honest

wheelbarrow provide guidance on how to structure revision

Spaced repetition

by guiding (coaching) them on what a good session is and then being able to hold them to account, so they know how to hold themselves accountable

Make it clear what 'independent study' involves

Scaffold/ give them resources to help with revision- show them how they can revise

Encourage them to embrace failure

Celebrate mistakes

Memory – Spaced learning



- Humans tend to forget large amounts of information if they only learn something once.
- Long term potentiation
- Myelination
- Spacing instead of cramming results in a 10-30% improvement in final test results.
- Rohrer & Taylor (2007) found those students who spaced out their revision scored higher on average (74%) than students who crammed their revision (49%).

Research – Cepeda et al (2009)

- 1,354 Ps learn 32 obscure but true trivia facts.
- Divided into 26 groups, each with a different gap before their next revision session and a different amount of time before their final test.
- The optimum gap to leave before revisiting the same material depends on how far after the second revision session the test is.

How Far Away The Test Is	7 Days	35 Days	70 Days	350 Days
Gap Between Revision Sessions	3 Days	8 Days	12 Days	27 Days

How can you encourage spaced learning in your subject? Discuss.

In the classroom...



- Spaced learning in homework tasks
- Retrieval tasks in starter activities
- Interleaving revision material
- Little but often – far better to do 1 hour a day over 7 days than 7 hours in one day.

Any other examples?

Volunteer...



Ability to focus on particular sounds or voices and filter out other unhelpful ones.



Ability to control how we switch attention between our own thoughts and our environment, as well as the speed at which we do so, continue to mature during adolescence



If students have attentional control deficits, then they may engage in challenging behaviours to escape tasks that take too long (procrastination).

Attention – The cocktail Party Effect

Problems

Mobile phones

- UK adults hugely underestimate how often they check their phones, thinking they check them 25 times a day on average, when studies suggest the reality is up to 80 times a day.
- 50% say despite their best efforts they sometimes can't stop checking their smartphones when they should be focusing on other things, with this proving a struggle for middle-aged people as well as the young.
- People are more likely than not to feel their attention span is shorter than it used to be (**49% vs 23%**).

Music

- **“I study best when listening to music”**
- The Mozart effect – increased mood or arousal from listening to music.
- Research shows that working in a quiet environment improves recall (cue-dependent forgetting).
- **Procrastination...**

In the classroom

...



Think about the length of time given to complete tasks (Parkinson's Law).



To combat procrastination, try the '2 minute' rule or 'five more' rule.



For students with a more anxious brain, counting backwards from 1000 can help or spelling words backwards, e.g. dog, cup, box and then build up to longer words, e.g. cushion, etc.



Forest app (revising)
Quiet working environment

Managing cognitive load



Processing too much information at once can lead to cognitive overload – slow down and hinder the learning process. It has a negative impact on the transfer of information from working memory to long-term memory.



The Redundancy Effect

Pupils may remember the irrelevant information and forget what they actually need to know.



→ Simplicity is key.



→ Focus on what matters most.

Task: Schizophrenia

The Transient information effect



When learning large amounts of information, students may remember more when information is in a visual format (permanent) compared to an auditory format (transient).



Many students remember more information when listening to speech broken up into chunks, compared to continuous speech.



Students tend to remember more information when given short, segmented animations explaining a particular process compared to long, continuous animations.



→ Students remember information better when it is broken into chunks.

In the classroom...



Providing students with worked examples – This provides students with a step-by-step breakdown of the answers to questions or problems, supporting them to understand concepts and ideas. Expecting students to problem solve with limited knowledge of topics may result in cognitive overload.



Encourage group work – Teamwork and student collaboration when learning may reduce cognitive load.



Provide cues for students – Giving instructions, clear explanations and motivation to students may support them when problem solving and reduce cognitive load.

What advice would you give?

- What would you say to a pupil if they said this to you?
- What is the underlying issue?
- How could you help them in this situation?

Positive academic mindset



Fear of failure



Use of
language



Positive
psychology

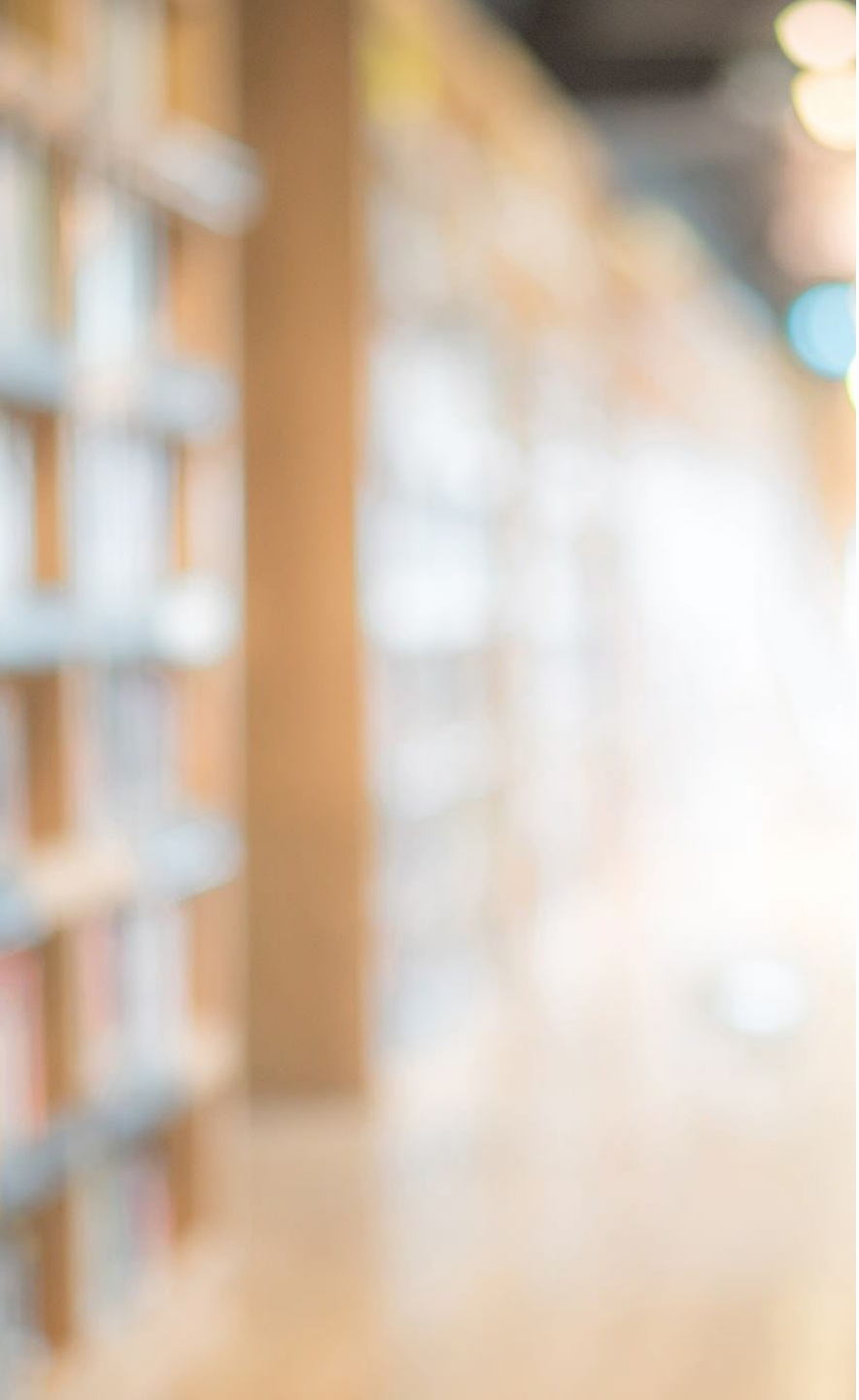


Wellbeing =
top priority

A large, light blue puzzle piece is shown on a bright yellow background. The puzzle piece is positioned on the left side of the frame, with its top and right edges visible. The background is a solid, vibrant yellow. The puzzle piece has several interlocking notches and tabs, suggesting it is part of a larger set.

Seligman's PERMA Model

- Positive Emotions = Involves not only feeling good but also an acknowledgement that the past may not have been ideal, promoting a positive outlook surrounding future prospects.
- Engagement = A passion or activity that an individual can become engaged or absorbed in that gives them personal fulfillment.
- Relationships = Intimate connections with other people (e.g., family, friends) who provide the individual with emotional support.
- Meaning = An individual's reason for continuing to persevere, often related to their work, passions, or personal connections, despite battling hardships.
- Accomplishment = The ability to achieve a goal and take pride in what they have done.



The implementation process is broken down as follows (Kwok, 2021):

1. *Learn it*

Refers to learning opportunities that are provided to the school community (e.g., teachers, parents, students) to understand the science of wellbeing.

2. *Live it*

Emphasizes the importance of participants enacting evidence-based wellness practices in school.

3. *Reflect it*

Providing everyone with opportunities to reflect on their experiences.

4. *Conceptualize it*

The ability to have a deeper understanding of the concepts and principles of positive education.

5. *Apply it*

Designing and conducting positive education programs in schools.

6. *Embed it*

Advocates building school-wide policies and a positive culture within the school community.

Techniques

- The first activity involved having individuals list three good things that happened during the day. They were then asked to provide an explanation detailing these events and give reasons why they were so beneficial.
- The second activity surrounded using signature strengths differently. Each participant was given an online [inventory of character strengths](#) and then asked to identify their top five character strengths.
- After identifying their strengths, participants received individualized feedback and were asked to strategize workable ways to use these strengths in daily life. These strategies were found to decrease depression and anxiety-related symptoms among participants (Seligman et al., 2005).

Research

- Correlational findings indicate that a child's higher hopeful thinking is positively associated with perceived competence and self-worth (Marques, Gallagher, & Lopez, 2017).
- Students who have low levels of hope experience higher levels of anxiety, especially in assessment situations, whereas students with higher levels of hope have greater reported scholastic and social competence (Marques et al., 2017).

In the classroom...

Pupils to acknowledge strengths

Positive framing

Activities to improve self-belief

'Hope'

What will you implement?