Learning How to Actively Learn

HELPING YOUR STUDENTS OUT OF THE INSANITY!
INSANITY

“Doing the same thing over and over again and expecting different results.”

– Albert Einstein
LEARNING PYRAMID

- Average Student Retention Rates: 5%
- Lecture: 10%
- Reading: 20%
- Audiovisual: 30%
- Demonstration: 50%
- Discussion: 75%
- Practice Doing: 90%
- Teach Others: 90%
The solution to this problem is making friends with failure.

You want to know the difference between a master and a beginner?

The master has failed more times than the beginner has even tried.

Behind every great piece of art is a thousand failed attempts to make it.

We just don’t usually see the attempts.
Engage the Reading Process to Address Their Struggles

**Before Reading**
- Understanding the assignment
- Organizing their approach to reading (and studying)
- Connecting with the content of the text

**While Reading**
- Decoding and/or interpreting the text (vocabulary, main ideas)

**After Reading**
- Organizing information into a useful tool
- Using memory strategies
Giving Direction

- We have several vague ways of describing what students need to do with a piece of writing.
- “Read actively, take a questioning stance, probe for underlying assumptions, engage its complexity.”
- While these work as guiding lights for some students, others need more concrete direction.
Suggest activities such as the following:

- Mark the text: Use pencils and pens (highlighters tend to lead to purposeless and inarticulate recollections).

- Make notes: Use post-its, notebooks, or computers to record questions and thoughts as you read.

- Look up unfamiliar words and write synonyms for them in your text.

- Write down key words, metaphors, and concepts.

- Write a paragraph summary of the contents after you read a piece.

- Write down what the text seems to want to achieve, and list strategies used in the text to achieve its goals.

- Step back: How well does the text succeed, in the reader’s opinion? Locate evidence and explain your rationale.
Help Develop a Reading Process Plan

- Before/During/After
- Additional Handouts: Text Coding, Annotating, Cornell Notes, Vocabulary in Context, Fix-up Strategies, SQ3R, THIEVES, PRO
Disarm the Test Trap

Grades are NOT:

- A measure of intelligence
- A measure of creativity
- An indication of how you contribute to society
- A measure of what you have accomplished
- A MEASURE OF YOUR SELF-WORTH
Prepare: Before, During and After

- Physically- no extra caffeine, sleep well, eat well, arrive on time, breath deep, progressive muscle relaxation

- Mentally- Study, be test literate by being familiar with testing formats and strategies

- Emotionally- control negative thinking, write affirmations on your pages to stop the cycle of anxiety
Study Skills Guide

- FCC Study Skills Lib Guide

- FCC homepage> Library> Research Guides> Student Help &Support> Study Skills

- Always ready for you & your students!
The Learning Commons

Learning Assistants

- Writing
- Understanding assignments
- Researching
- Coursework
- Reading
- Note-taking
- Testing Taking
- Testing Anxiety
- Organizing

- BlackBoard
- Discussion Board
- Outlining
- Citing
- Revising
- Using Guide words
- Testing Plans
- Study techniques
- ACE Courses
- And more