



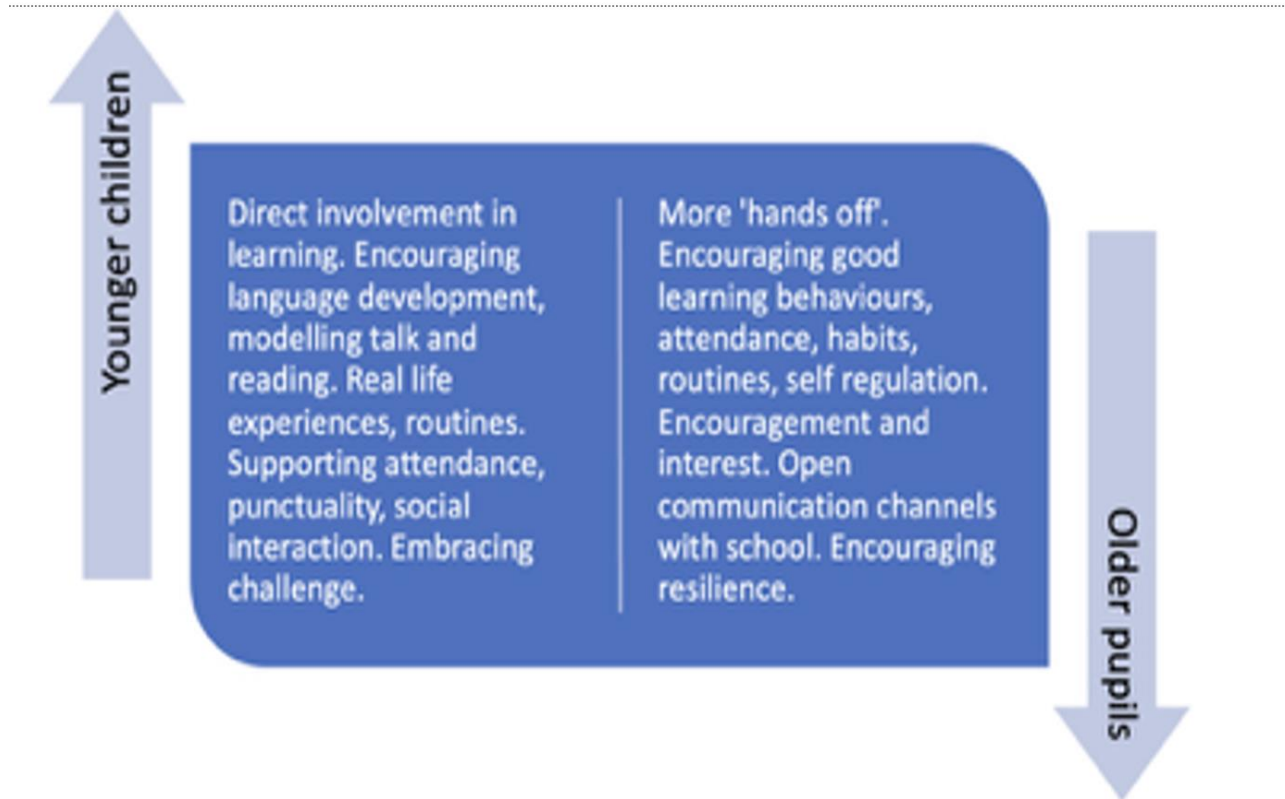
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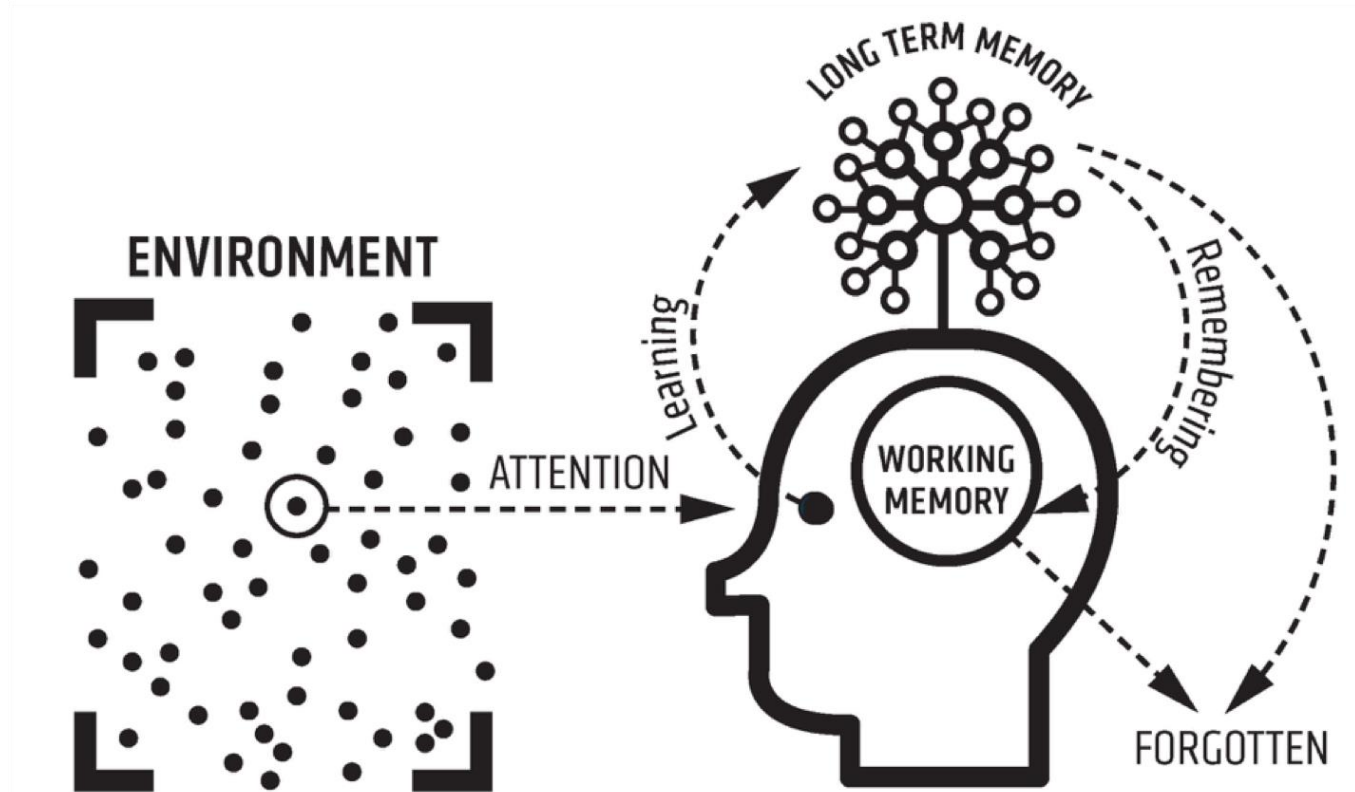
Helping Young People to Learn and Prepare for Exams

Simon Milner
(Assistant Headteacher)

Your Changing Role as Parents



A Cognitive Scientist's Model of Learning



<https://teacherhead.com/2020/03/10/a-model-for-the-learning-process-and-why-it-helps-to-have-one/>

Environment / Attention

Attention is the gateway to learning: virtually no information will be memorized if it has not previously been amplified by attention and awareness. Professor Stanislas Dehaene

Minimise Distractions

- Manage the mobile phone
- Find a quiet space
- Turn off the music (certainly no music with lyrics)

Boost Motivation

- Enhance the environment (comfort, snacks etc.)
- Plan to succeed (break it down, start easy)
- Build a habit (same sequence, same time, same place)
- Consider a study group
- Focus on the 'why'
- End with a reward

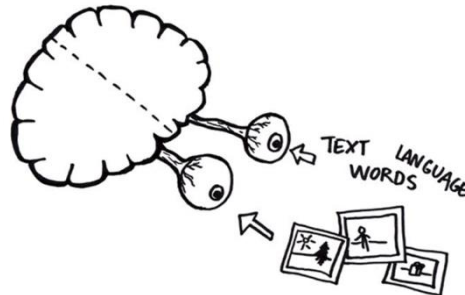
Working Memory / Long Term Memory

All of us can only handle a limited amount of information at once in our working memory. The thinking space a task takes up is sometimes referred to as cognitive load. Tom Sherrington and Oliver Caviglioli

Students need several (three or four) different interactions with relevant content for that content to be processed in their working memory and integrated into their long-term memory in such a way that it becomes part of their knowledge and beliefs. Professor Graham Nuthall

Working with Working Memory

- Revision provides crucial repetition
- Connect new learning to existing knowledge
- Break new learning into chunks (guided by revision lists etc.)
- In revision notes, integrate text with closely related images (dual coding)



Learning (by Thinking)

Memory is the residue of thought. Professor Daniel Willingham

Learning happens when people have to think hard. Professor Rob Coe

Retrieval vs Re-reading/Highlighting

- Flashcards (using vs. making: prompt, respond, check. Review errors)
- Self-quizzing (aim for 80% success)
- Practice questions (engage with feedback)

Asking Questions (Elaborative Interrogation)

- Ask how / why / what else questions of a prompt (summary, diagram, question etc.)
- Check your answers
- Explaining to others can also be effective

Remembering (and Forgetting)

The most effective strategy is to space out learning: a little bit every day. Spacing out practice or study sessions allows information to be permanently imprinted to memory.
Professor Stanislas Dehaene

When something feels comfortable and familiar...we're relaxed, not thinking. Because the deeper processing that encourages the long-term retention is missing that retrieval strength quickly evaporates. The very weird fact of the matter is that forgetting creates the capacity for learning. David Didau

Spacing

- Time spent revising, spaced over several days, is more effective than the same amount of time in one period of 'massed practice' (cramming)

Interleaving

- Mix up questions from different topics within a subject

Revision Timetable

- Use daily revision slots to cover multiple subjects, and interleave questions from different topics within that subject

Healthy Learning

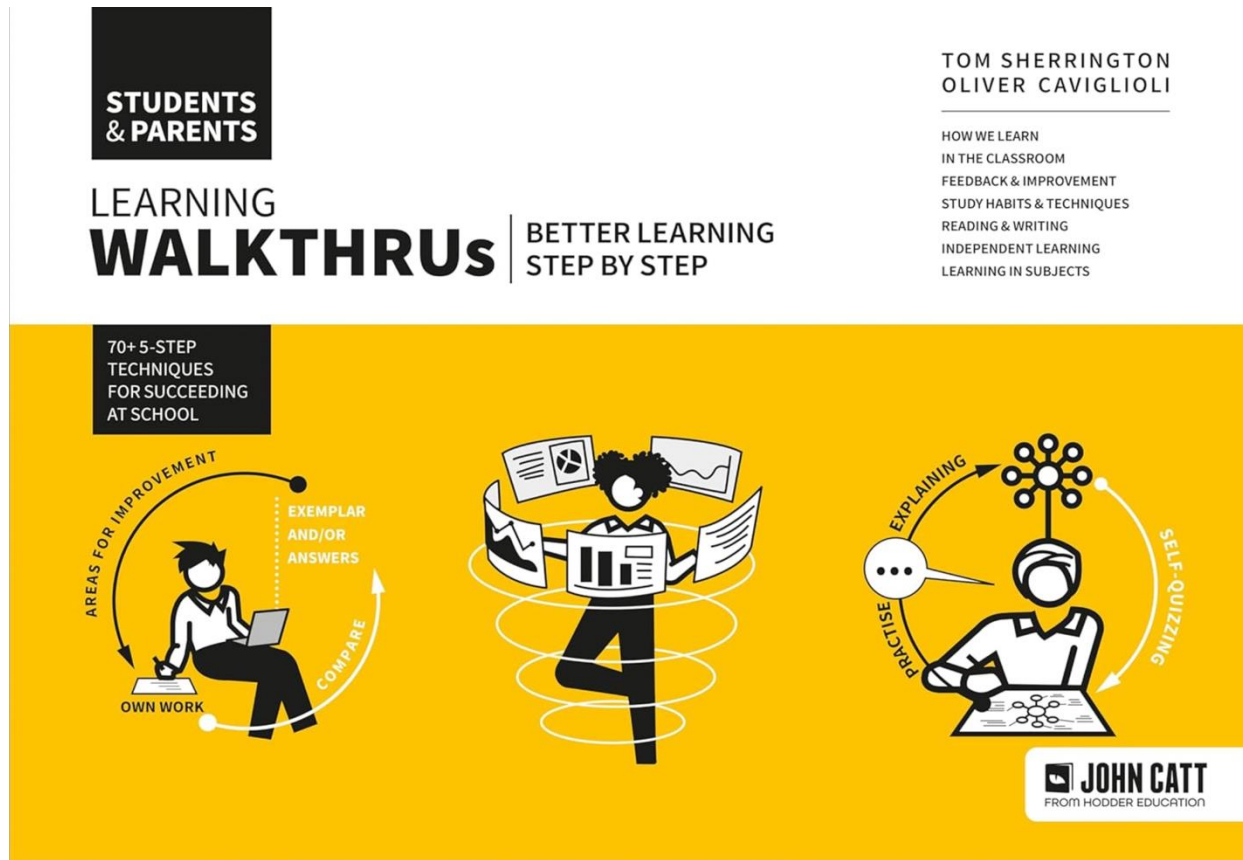
Be a scientist about your own behaviour; notice which elements affect you most when they're depleted. Then build some better habits to increase your SHED fuel and, as a consequence, fuel your brain. Sara Milne Rowe

- Sleep
- Hydration
- Exercise
- Diet

Even the best learning strategies become less effective when children are not getting enough sleep. Sleep is very important for consolidating, or reinforcing, what has been learned...Research shows that when students get a good night's sleep, they will remember more of the material they studied, and they will be able to relearn anything they forgot more quickly and easily.

Yana Weinstein, Megan Sumeracki and Oliver Caviglioli

For More Information



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