5 Strategies to Achieve Your Dreams!
Study Principles to Empower Boys

Kia moemoeā
DREAM BEYOND LIMITS
2023 IBSC ANNUAL CONFERENCE

Westlake Boys High School | Auckland, New Zealand | July 5 - 8
Goals of this session

Learning Intentions
• To determine how and why ‘Terrace’ conducted a study?
• To identify what we discovered as a result?

Success Criteria
• Consider Terrace's findings and compare them with your context.
• Reflect on what your school has done or what it could do, to empower boys with effective learning strategies for life?
How did you study?
Were you taught how to study?
Background and Context
Initial Research Questions

To what extent do students at Terrace engage in effective learning strategies outside the classroom?

Sub-questions:

What revision techniques are students familiar with?

Which ones do they actually use?

How do students feel about mindset, with regards to study?

How do students know they have learnt something well?
Goal

1. Establish **knowledge** of what the most effective strategies are from research
2. **Credibility** to instil belief
3. **Belief** that using these strategies will be effective
4. **Commitment** will be worth the effort
What does the research say?

- **Active** beats passive revision
- **Spaced** practice is more effective than cramming
- **Interleaving** is more effective than blocking
- **Retrieval** practice is beneficial
- **Metacognition** is required by students
Active beats passive

<table>
<thead>
<tr>
<th>Active Learning</th>
<th>Passive learning</th>
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<tbody>
<tr>
<td>Answer questions</td>
<td>Re-reading</td>
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<tr>
<td>Create flashcards</td>
<td>Highlighting</td>
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<td>Create mind maps</td>
<td>‘Going over’ power points</td>
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<td>Test what you recall</td>
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<td>Write concise notes in your own words</td>
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<td>Explain in your own words</td>
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<td>Gain greater understanding-wide range of sources</td>
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<td>Online quizzes</td>
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<td>Create your own exam questions</td>
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<td>Draw a flow chart</td>
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<td>Complete practice tests</td>
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Spaced Practice beats cramming

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<tr>
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![Graph showing retention over time](image8.png)

- Immediately after class
- 24 hours later
- 1 week later (or sooner)
- 1 month later (or sooner)
Retrieval practice

• What do you recall?
• Establish what you know
• Practice getting the information ‘out’
• Specific to an exam
Metacognition

Thinking skills that a student needs for life

• Reflection
• Evaluation-j judgements of learning
• Goal setting
• Planning-what/when/how/why?
Neuroscience

Active Revision

This brain is passively reviewing a list of previously seen words.

This brain is actively recalling a list of previously seen words.

The utilization of more and deeper brain regions during active recall suggests deeper processing and than does simply reviewing and passively recognizing learned information.

Spaced Practice

This brain is learning new words in a 'massed' fashion (1 long, continuous study session).

This brain is learning new words in a 'spaced' fashion (4 short, spread out study sessions).

Frontal activity decreases during massed practice leading to impaired learning. Frontal activity increases when study time is distributed across spaced sessions.

Interleaving

This brain is learning in a repetitive, 'massed' fashion.

This brain is learning in a mixed-up, 'interleaved' fashion.

This suggests interleaving improves learning by enhancing communication & coordination between task-relevant brain areas and enhancing memory storage & retrieval.
Studies Principles
Implications for Teaching and Learning

New teaching and learning framework developed at the same time - studies principles are embedded

Significant development of staff in utilising this

Poster placed in every classroom

Used in self-reflection/Formation lessons/Unit planning

**TERRACE LEARNING FRAMEWORK**

**ENABLE**
- I have a good relationship with my teacher and can work with them to achieve success
- I know what I need to do for the term and have planned my assessment calendar and study timetable

**GROW**
- I actively participate in lessons and make note of what I don’t understand
- I seek feedback from my teachers so I can review my work and make changes for improvement

**TRANSFORM**
- I take opportunities to independently apply what I have learned in class to revision and assessment
- I use my gifts to improve myself and empower others to do the same
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