

Learning Performance

4 STEPS TO SUCCESS



UNDERSTAND IT



CONDENSE IT



MEMORISE IT

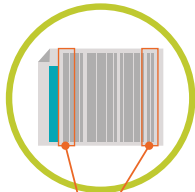


REVIEW IT

UNDERSTANDING AND CONDENSING INFORMATION

Did you know?

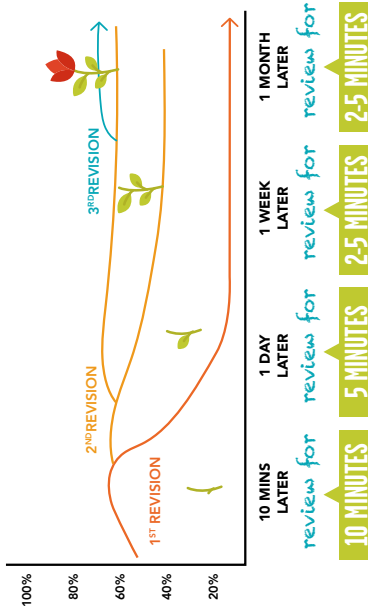
The **FIRST AND LAST SENTENCE** of each paragraph usually contains the most information.



TOP TIPS FOR UNDERSTANDING



THE REVIEW PHILOSOPHY



To be able to memorise and recall things, brain waves should look more like this

and less like this rather stressed brainwave



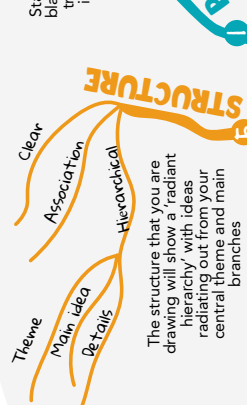
1 Relax

THE PHILOSOPHY OF MEMORY

If you think **negative thoughts** like 'I'll never be able to do this', then your brain naturally activates all the cells connected to failure. Then you fail.

If you change your mindset and **think positively**, then different cells, the ones that make you more alert and help find the correct information, become active.

2 If you think you can or think you can't, you're right



STRUCTURE
Clear
Association
Hierarchical
Theme
Main idea
Details
The structure that you are drawing will show a 'radiant hierarchy' with ideas radiating out from your central theme and main branches

STYLE
Fun
Emphasis
Personal
Beauty
Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes, arrows, capital letters etc.

LINES
Connect
Thick
Length
Word
Organic
Flowing
The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Lines will be thicker at the centre and thinner further out

USE
Images
Colour
Words
Print
Single
Key
Use words & pictures throughout your map. Wherever possible use single key words printed along a line. Each word or picture sits on its own line

PAPER
Blank
Landscape
Start
Centre
Start at the centre of a blank, landscape page, try to use a colourful image to represent your subject

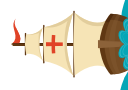
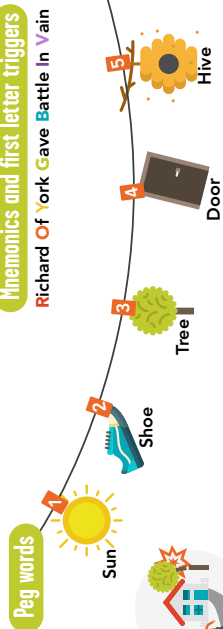
3 Link information together
You can memorise topics easily if you tap into the brain's natural ability to remember stories.

4 Unleash your imagination

Numbers and dates
1234567890
ABCDEFGHIJ

The great fire of London happened in 1666. Using the code, 1666 translate to A F F - A Ferocious Flaming Fire

Mnemonics and first letter triggers
Richard Of York Gave Battle In Vain



Visual and rhyming triggers

"In fourteen hundred and ninety-two, Columbus sailed the ocean blue..."



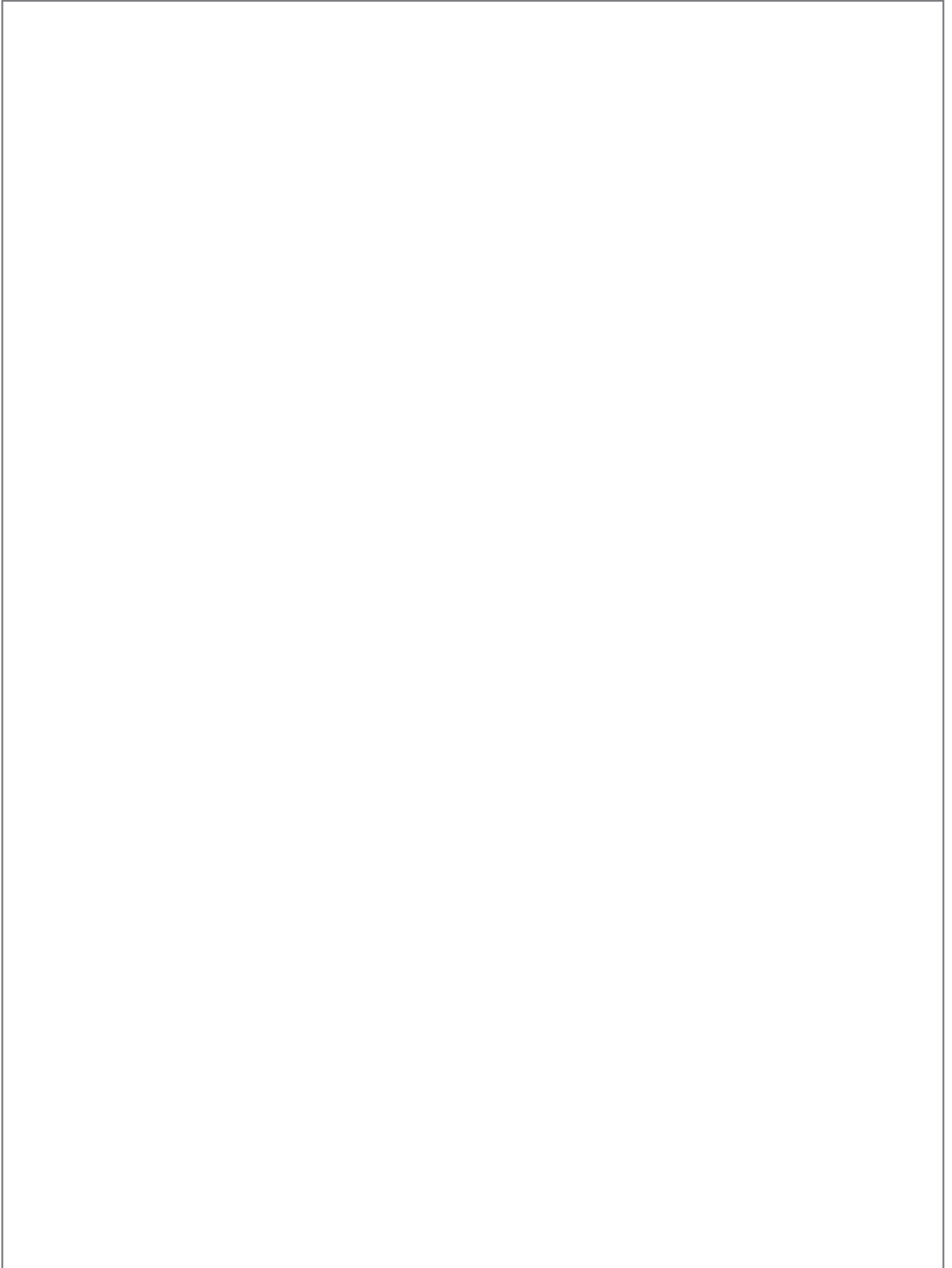
Loci or Memory Palace

An ancient technique used to link things to places. Use somewhere familiar to you e.g. home, exam hall, the car or your uniform.

UP TO **75%** loss in 24 hours (without reviewing)



Exercise space

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METACOGNITION

1
Knowing the different types of cognitive strategies

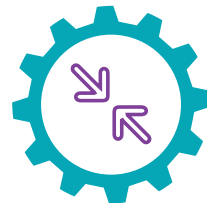
Cognition = the mental process involved in gaining knowledge and understanding

Metacognition = thinking about thinking

We use cognitive strategies to help us learn. There are 4 main ways



UNDERSTANDING



CONDENSING

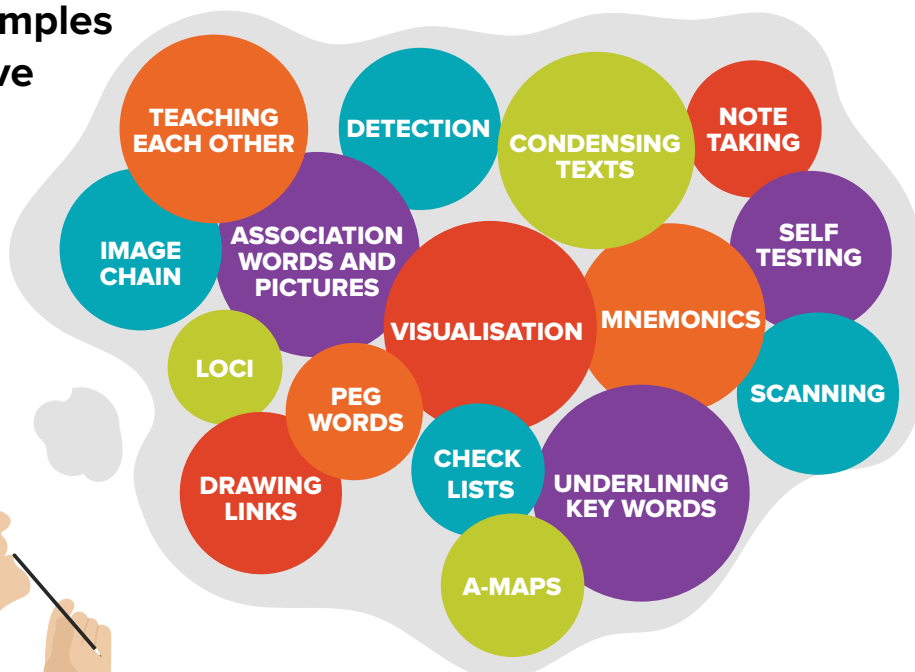


MEMORISING



REVIEWING

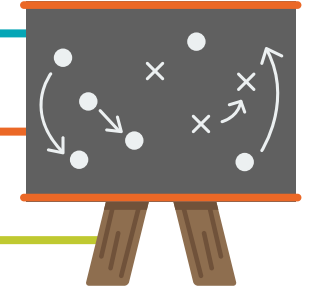
Some examples of cognitive strategies are...



2
Knowing what strategy to use and when

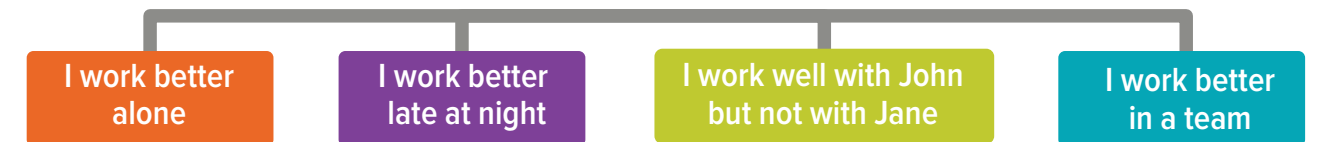
This will be mostly a **trial and error process**.
To help you become a better lifelong learner, after every situation reflect on...

- What strategies did I use or not use?
- What strategies have been the most helpful, effective or difficult?
- What can I do in future to be more effective at this specific type of task?



3
Knowing the factors that affect performance

You might know some things that help you or don't such as:



HOWEVER, to be metacognitive you need to understand your **SELFS**

SELFS:



SELF AWARE:

How much confidence and self-belief do you have that you can learn this?



SELF HANDICAPPING:

How many obstacles do you put in your own way? If things go wrong, it's not your fault, right?



SELF ASSURANCE:

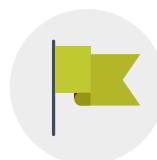
Do you know what you need to do to work independently or would you rather be told exactly what to do?



SELF GOALS:

Do you...

- A** Want to get better and know by increasing your effort you will achieve it? (*Mastery*)
- B** Want to show people what you can do or be better than everyone else? (*Performance*)
- C** Just want people to like you and only want to be in the group with the people you like? (*Social*)



SELF MOTIVATION:

How motivated are you to do well? Do you push yourself to get to the next challenge and stay in the struggle zone? Or do you only really work to get a reward point or to prevent the teacher nagging you? Or would you rather be in the comfort zone?

THE TWO R'S: RECALL AND REVIEW

Our Review Philosophy is based on research into how your brain learns and retains information. The Advanced 4:2 Review Philosophy with the two Recall and Review Clocks will help you to effectively maximise your time, strengthen your memory, reflect on your learning and progress, as well as, help you to prepare confidently for exams.

The Two R model is very simple:

4 x Recall Clocks 2 x Review Clocks

BOTH CLOCKS ALL FOLLOW OUR 4 STEPS TO SUCCESS.

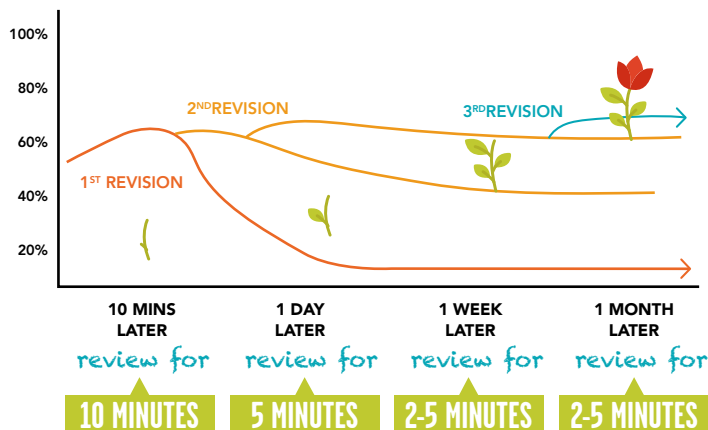
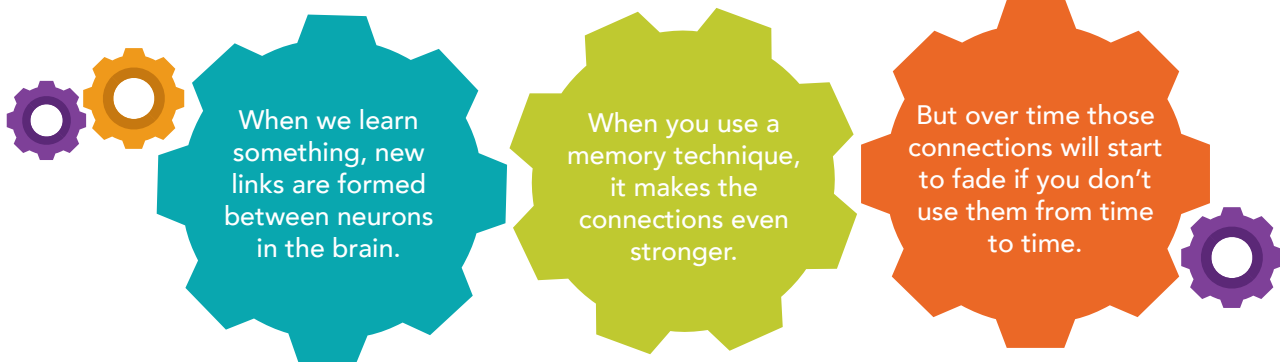
4 STEPS TO SUCCESS

UNDERSTAND IT

CONDENSE IT

MEMORISE IT

REVIEW IT



The Recall Clock

REVIEW IT

15 minutes

Check your knowledge and understanding by testing yourself using practice exam questions, recall your A – Map from memory, or have a friend/parent ask you questions from your flash cards for example. Note any areas that you need to work on more and correct any mistakes.

PLAN

5 minutes

Spend the first 5 minutes planning what you will be studying. Be specific and think critically about areas that you need to focus on. For example, the Treaty of Versailles for History or the process of photosynthesis in biology.

MEMORISE IT

15-20 minutes

Take your notes/key information and transform them into something memorable by using creative memory techniques, A – Maps, flash cards with questions and answers and so on. Unleash your imagination!

UNDERSTAND AND CONDENSE IT

20-25 minutes

Recap your class notes, choose a section of a book, an article, explanation of a formula etc. and begin to understand and condense the information. There is no need to copy lots of notes - be savvy by identifying the theme, main ideas and details using key words and images.

MINDFULNESS BREAK

2 minutes

The brain works best in short, sharp bursts so allow for a 2-minute Mindfulness break. Close your eyes for 30 seconds, then listen to everything you can hear while breathing in for 5 and out for 5.

This will help you re – focus and be refreshed for the next section of the clock.

The Review Clock

REFLECT

2 minutes

Take 2 minutes to reflect on the hour. What do you need to go over again? What do you need more support with? What actions do you need to take next? It may be reviewing the area again in your next review clock, researching further or speaking with your teacher. Take positive action! You can do it!

FILL IN THE GAPS

15 minutes

Create new, stronger memory cues, A – Maps, questions, flash cards, or any technique focusing on your gaps or mistakes to ensure those areas are reviewed correctly and sticks in your mind!

CORRECT

15 minutes

Spend time looking at model answers, exam reports, or checking for any mistakes. Correct any mistakes, rework any answers, and make notes of any gaps in your knowledge.

REVIEW

15 minutes

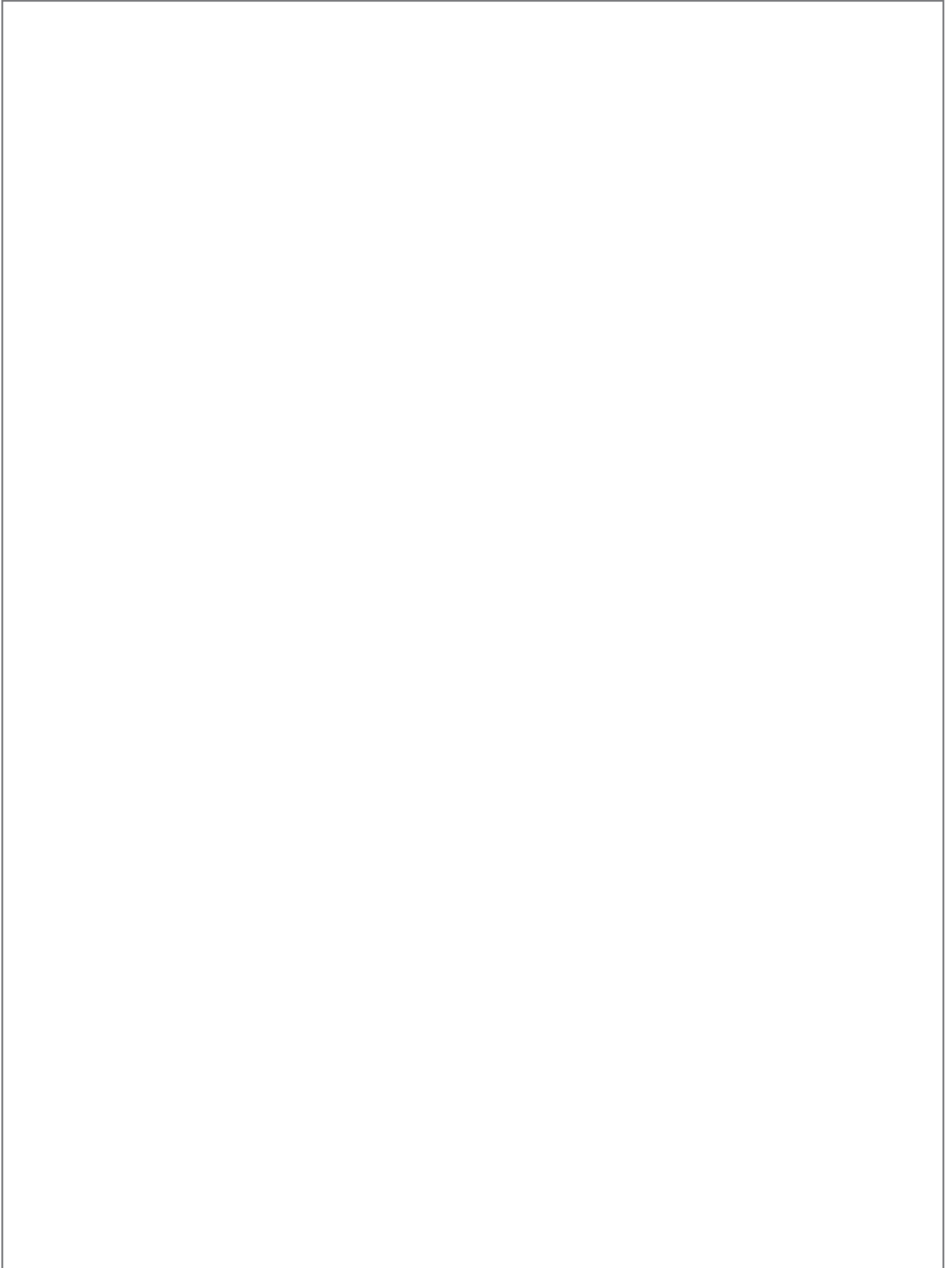
Review all your notes, memory cues, A – Maps etc. from all of your previous Recall Clocks.

CHECK

15 minutes

Self – test your memory by using practice exam – style questions, asking yourself questions and giving an explanation, and so on. Make it fun by setting a timer! This will also help you get used to being under exam conditions too.

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