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Student Skills Workshop for Year 10 and 11 Parents

17 February 2015

This evening's program

The home front

How to study English

Preparing for tests and exams

Using technology effectively for study

Questions to the panel





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The Home Front

Dr Deborah Trengove
Senior School Psychologist

The Home Front

Getting involved

Multitasking

Performance issues

The procrastination trap



Two Important Reminders

Individual differences

80 / 20 Guide



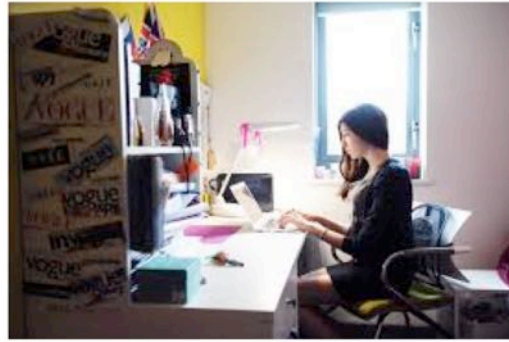
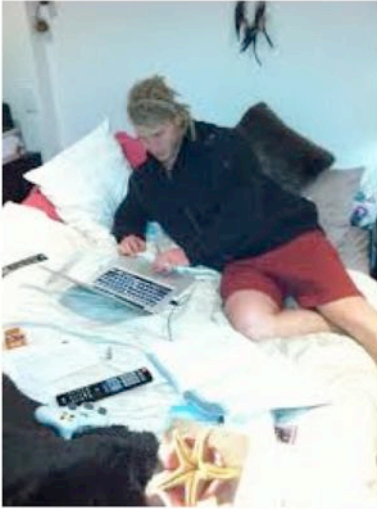
Getting Involved

Practical	Test revision Proof reading Listening to orals Discussing texts (read them)
Planning and organisation	Model it! Minimise clashes Dates and calendars
Support routines	Early work > later Limit distractions
Focus on effort	Encourage effort Expect effort Recognise effort
Revision methods	Regular review Reorganise / rewrite notes Active learning Identify areas of confusion



Work spaces





Multitasking



Multi-tasking is really task switching

Average of **64 seconds** to **recover train of thought** after checking **email**

Complex tasks take up to **4 times longer**
Disorganised memory

Increased fatigue and stress levels



The alternative to multi-tasking

Do **one thing** at a time – separate social
from study

Manage sources of distraction
Increase efficiency, enjoyment and
satisfaction
Work against attention deficit trait
Reduce stress, cut down errors



Performance Issues - beforehand

Early preparation

Focus on task not outcome

Results  worth

Nerves - breathing



Performance Issues - Responding to results

Perspective

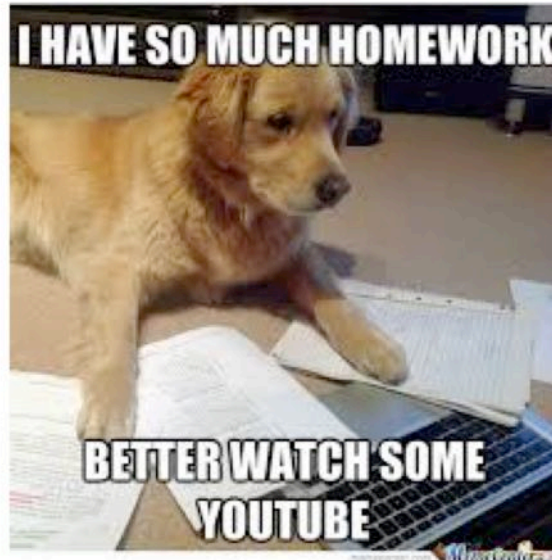
Growth approach

Pay attention to what went well

Review preparation



The procrastination trap



Procrastination is

Not new

Chronic for 20%, regular for 50-80%

Related to self-regulation

A gap between intention and action



Different types of procrastinating

It's too hard

It's too boring

I don't know where to start

I can't finish it all at once

I work better under pressure

It won't be very good

They all end inlater



Different strategies

Start early	Break tasks down
5 minute technique	Worst first
Visual reminders	Easy first
Formal start time	“Fake” deadlines
Self-rewards	Accept discomfort
Daily goals	Increased structure
Remove distractions	Change environment
Plan each session	



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Study Skills for Parents

Studying English in the Senior School

This is a screencast of a presentation on Study Skills for Parents on Wednesday 13th March 2013.



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Mr Jonathan Hunter
Head of Newman House
IB and VCE English
teacher

Email: Jonathan.Hunter@stleonards.vic.edu.au

My name is Susanne Haake. I am a VCE English teacher and Director of eLearning at St Leonard's College. I have worked for 10 years as a VCE English teacher and in a previous school spent 4 years as a VCE Coordinator. We hope that this will provide parents some further information and strategies so that they are able to assist their Upper School student.

Texts Studied in SS English



The Upper School English program looks at a range of texts across different text types. This will include fiction and non fiction print texts, film, media texts, spoken texts and issues presented in the media in a variety of forms. There is an increase in the number of texts students are expected to read and their complexity. Students will often be exposed to texts in translation. While many of the texts are familiar to parents and may even have been texts that you studied yourself, there is an increasing move to balance text choices between traditional Literature and also provide students exposure to new authors and authors who choose to present their ideas in a variety of textual forms.

Year 10 and VCE/ IB Program

- Year 10 Program prepares students for both IB and VCE.
- Academically rigorous.
- Challenging themes, values and ideas.
- Exposure to a range of text types, contexts and themes.



The Upper School English program is about skill acquisition and development. Students are likely to experience a change in expectations from Year 9 to Year 10 and similarly Year 11 to Year 12 – irrespective of whether they are VCE or IB students. The English team works very hard to ensure that our students are working from year 10 to gain the skills necessary for them to successfully complete their VCE or IB program to the best of their ability. The texts chosen in these programs will necessarily be challenging and are designed to explore values and the human condition.

Tools of the Trade



Preparation is the first key to success in studying English. For every year level we ask that students acquire the texts as soon as possible at the end of the previous year to begin preparation. They will need access to a print dictionary. A thesaurus will be useful for homework and study but must be a separate volume as they are not permitted in assessments. With the development of the Content Management System via STL Link, a device of some kind will allow students to access the learning material and other resources available on STL Link. We will look at STL Link in a little more detail later. While some work may be typed or presented in other electronic forms, all assessments are handwritten and students should make sure they have access to lined paper, pens, highlighters and post-it notes.

Expectations for Year 12

- Texts will be read/listened to at least once before the start of the year and 4-5 times by the time of assessment.
- Act on feedback.
- VCE - a 3-4 page essay building to a 4-5 page essay for the exam (3 papers).
- IB – a 3-4 page essay building to an 6-7 page essay in the exam (2 papers).
- At least one written task/essay per week.
- 3-4 hours of home learning per week.
- Parents read the texts too!



It is useful to understand that expectations for your child's final year of secondary schooling and then to work back from that. The completion of the VCE or IB program can be likened to a marathon (and at times a grueling one). It is unrealistic to expect a student to all of a sudden at the start of year 12 have the discipline, focus and skills required to successfully complete the program. For this reason we work hard to model the expectations at year 11 and year 10. There is clear expectation that students in year 10 will be reading the text at least twice before completing an assessment task on it. There will still be at least one piece of written work per week for year 10 students, but this might be shorter chapter questions or paragraphs and we would expect students are completing around 2 hours of homework per week for English.

Back to year 12

Reading for Meaning

- Active reading - where to read and when.
- Synthesising information and making connections across a text.
- Read - Think - Check - Discuss - Reread.
- Highlighting and note taking (Annotating).
- Brainstorming, mindmaps, CSI's

Conversation is the bridge of understanding!

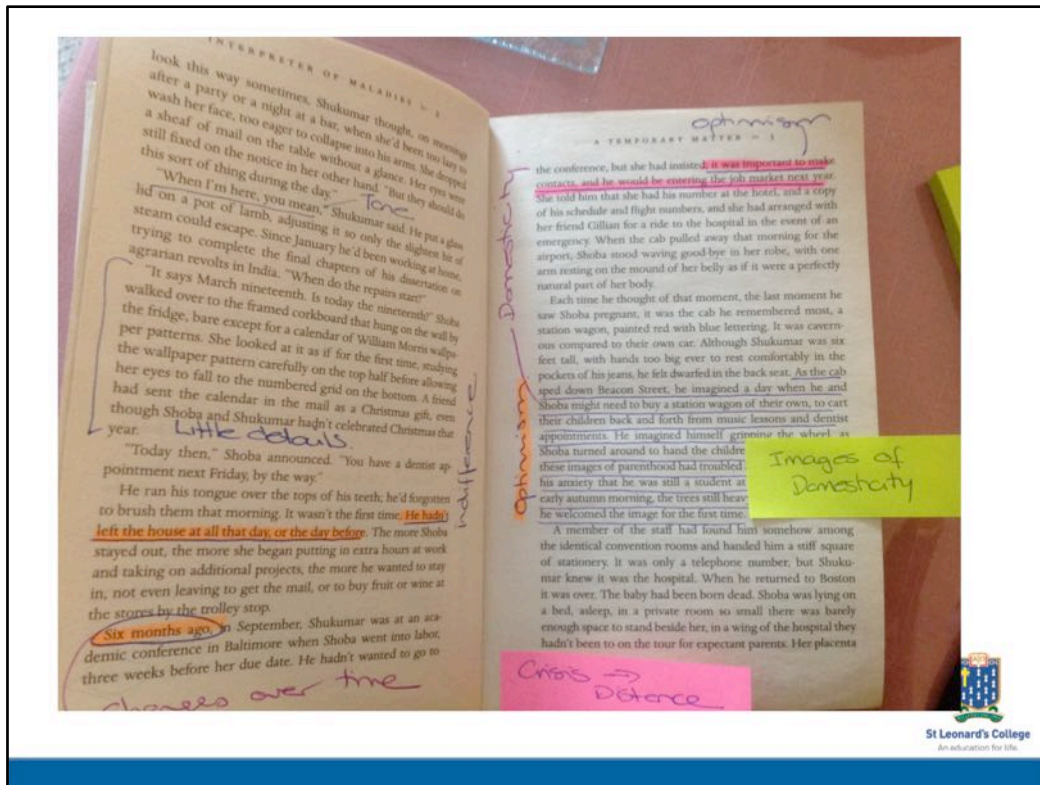


One of the skills students need to develop in Upper School is the the ability to read to meaning. Year 11 and 12 VCE students this year were given a text quiz at the start of the year and while almost all had read the texts over the summer, a much smaller percentage had retained sufficient information and detail to successfully complete the quiz. A number of students have said to me that this has highlighted for them that reading a text to know what it is about and reading it to understand and remember the detail are two different things.

We encourage all students to first read their English texts to understand the plot, characters and general themes. This is great holiday reading and casual reading before bed, etc. After an initial reading, students should be able to articulate the plot, main characters and 3-4 main themes. We certainly expect that students will start the read with the texts read at least once and we encourage Year 11 and Year 12 students to begin their active reading of the text before the start of the year.

Active reading requires reading a chapter or selection, thinking about the application of this information to the broader themes, checking chapter notes and other resources for details and perspectives on the text, discussing ideas and interpretations with others and then rereading. Making connections and deep level of understanding.

Active reading also involves making notes in margins, highlighting text, adding post it notes, etc. As teachers we describe texts as the tools of the trade and while we wouldn't expect a carpenter to keep his hammer in pristine condition, we don't expect an active and engages student to have their text in pristine condition. A well read and well used text should be almost falling apart by the end of the year.



Here is one example of an annotated English text. Most pages of an actively read English text should look like this. There should be relevant sections highlighted, notes in margins, post it notes adding in extra information. Some students go so far as to colour code their annotations, but certainly a well annotated text will make revision much easier.

Note Taking

- Understanding the Purpose and Process.
- Various methods - commonality is usefulness, clarity and stand alone nature of notes.
- Many students find the Cornell method the most useful.
- Not 'One Size Fits All' but students need to quickly find a method that works for them.



It is important that students understand the purpose of note taking as well as the purpose and this is certainly something that we review in class and also as part of the Upper School Personal Development Program.

Students may take notes from class lectures or indeed guest speakers, but mostly they will be taking notes based on their reading and reviewing texts and other material.

Note taking is not a 'one size fits all' process and students will need to find a method that works for them. That said, there are commonalities across all methods of note taking. It needs to be understood by the person who is going to refer back to it; it needs to be a resource in itself for revision; it needs to be clearly organised.

Many students find the Cornel Method of note taking useful.

October 3

Types of Leadership Theory

Pg. 127 →

MASLOW

Self-actualization
 Esteem
 Social
 Security
 Physiological

Pg. 122 →

Why do some believe in Theory X and others Theory Y?

Motivational Theories -
 - Explain how human relations affect motivation.

Maslow's Hierarchy of needs (motivational theory)

1. Physiological Needs - survival, food, shelter
2. Security Needs - stability and protection
3. Social Needs - friendship and companions
4. Esteem Needs - status and recognition
5. Self-Actualization - self-fulfillment

* Developed By Abraham Maslow
 * Must meet lower needs first.

Theory X - holds that people are naturally irresponsible.
 Theory Y - holds that people are naturally self-motivated and responsible.

* Developed by Douglas McGregor
 * What type of leader you are is determined by which theory you believe in.

Motivational theories explain how and why people are motivated. 2 motivational theories are Maslow's hierarchy of needs and Theory X and Y.

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The Cornell Method of note taking involves taking notes to the right of a centre margin and then reviewing those notes and distilling the salient points into key words and ideas on the left side of the centre margin.

Differences between Homework and Study

What is Homework?

- Weekly tasks that are handed in for comment/ feedback.
- Summaries, chapter questions, essays, presentations.

What is Study?

- Preparation for assessment.
- Reviewing notes, rewriting notes, memorising quotes, revising characters, themes, plans.
- Practice exams.



We often hear students claim that they can't study for English. It is important that students understand the difference between homework and study and in supporting your child and assisting them in managing their time it is also important that parents are able to assist students to make this distinction.

Homework will be weekly tasks that are assigned by the teacher. Some of these tasks will be collected and form part of the formative assessment for English and other tasks are designed to extend the work and discussion that has taken place in class.

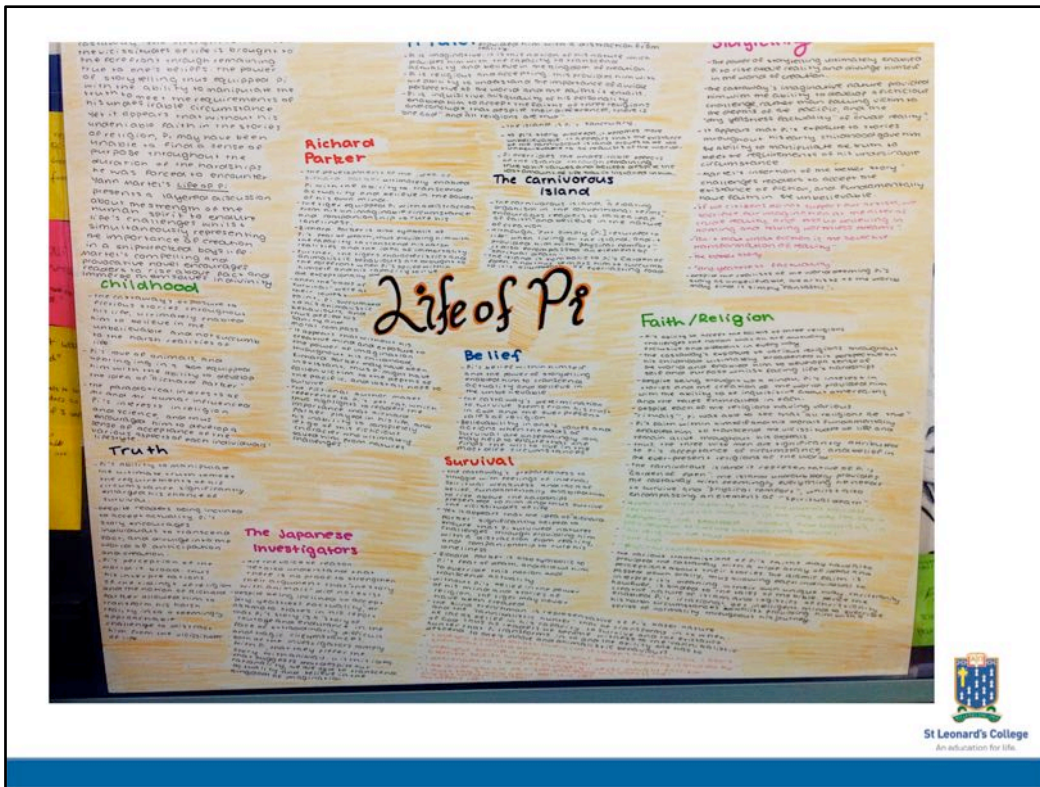
Study tasks in English will centre around cementing understanding and preparing for assessment. This will involve reviewing notes, listening to podcasts and screen casts discussing various aspects of the course content, making summaries and importantly, memorising quotes from texts.

Revision

- Revision for English should be embedded into a student's weekly program.
- Reviewing Notes, Text/ Story/ Character Summaries, Planning Essay topics.
- Revision needs to be catered to the students' strength and learning style.



Revision of English needs to be a planned part of the weekly study/ homework schedule. Many students leave their 'revision' for English to just before an assessment task without understanding that unlike subjects that involve rote learning, English requires times for ideas to take shape, for connections to be made and for perspectives to mature. This won't happen in the 48 hours before an assessment task.



This is one example of a revision chart prepared by a Year 12 student in 2012.

- Pi is inquisitive. His quality of his personality enabled him to accept the faiths of three religions and conclude that despite their differences, there is "one god" and all religions are true.

Richard Parker

- the development of the idea of Richard Parker ultimately enabled Pi with the ability to transcend actuality and believe in the power of his own mind.
- the tiger equipped Pi with a distraction from his unimaginable circumstance and companionship to lure his loneliness.
- Richard Parker is also symbolic of Pi's fear of death, thus providing him with the capacity to transcend his harsh realities and the idea of immortality.
- Further, the tiger's characteristics and animalistic behaviours are brought to the forefront when Pi's belief within himself and his capacity to live are exceptionally low.
- when the "oods of survival" were at their lowest point, Pi succumbed to his animalistic behaviours, and thus decided his sanity and moral compass.
- It appears that without his creative mind and exposure to throughout his childhood, Richard Parker may have been fallen victim to the depths of the pacific, and not all hope to survive.

The carnivorous Island

- The island is Pi's sanctuary.
- As Pi's story proceeds, it becomes more unbelievable. It appears that the existence of the carnivorous island proves to be too unbelievable to be realistic of the world.
- Pi overrides the undesirable aspects of the island through remaining true to his values and beliefs despite the vast amount of fear that is installed in him.
- The carnivorous island, a floating organism in the conventional terms, encourages readers to take a leap of faith and believe in the nature of creation.
- Although, "put simply [Pi] returned to life" when living on the island, and it provided him with "physical comfort", it also encompassed an element of "spiritual growth".
- The island is symbolic to Pi's Garden of Eden, a notion that helps him to succumb to his situation, and an everlasting food.

Life of Pi

Belief

- Pi's belief within himself and the power of storytelling enabled him to transcend actuality and believe in the unbelievable.

Faith

- Pi's ability challenge exclusive
- the cast his child the world self and
- despite be stories at with me a and the m

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This provides a little more detail and shows how the student was able to take their notes translate this into a fairly detailed wall chart.

Strategies to Help Students

- Range of strategies at school.
- Reinforce positive messages around English at home.
- Engage in active discussion about texts, media units, oral presentations.
- Study Groups.
- CRC open after school and on Sundays.



There is no doubt that English provides a challenge for some students and as teachers we understand that it will not be a strength of every student despite the fact that it is a compulsory subject for all students. To that end it is important that there are a range of strategies at school and at home to assist students. English teaching teams meet regularly and identify students who would benefit from additional support. This is offered through the Learning Support department and may include support in class or additional tutorial sessions after school or for Year 11 and 12 students, in their study blocks. Add extension.

For students who struggle, the message they play on their internal radio station is very important. If they tell themselves they can't do English, it will make it even harder. It might be for some parents that English was not the easiest subject they did at school. There is a real danger in articulating that at home. I had a student in 2012 who struggled with English and in meetings with the parents both repeated in front of their child how hard English was for them and how they "were never any good at it". This reinforced in the child's mind that it was a virtually impossible task. As with anything, we need to be modelling best practice for students. We encourage parents or older siblings at home to read the texts being studied by your child. The most valuable support you can offer your child in terms of English is the ability to discuss texts and indeed read over their work with a knowledge of the material they are discussing. Also discuss ideas in the media and encourage their critical thinking.

Some students benefit from working with their peers in informal study groups and I know of a number of Year 11 students who met together over the summer for 'reading' pool parties to make sure they were prepared for the text quiz in the first week of term. Important for SAC and Exam revision.

Resources

www.vcaa.vic.edu.au

<http://www.ibo.org/>

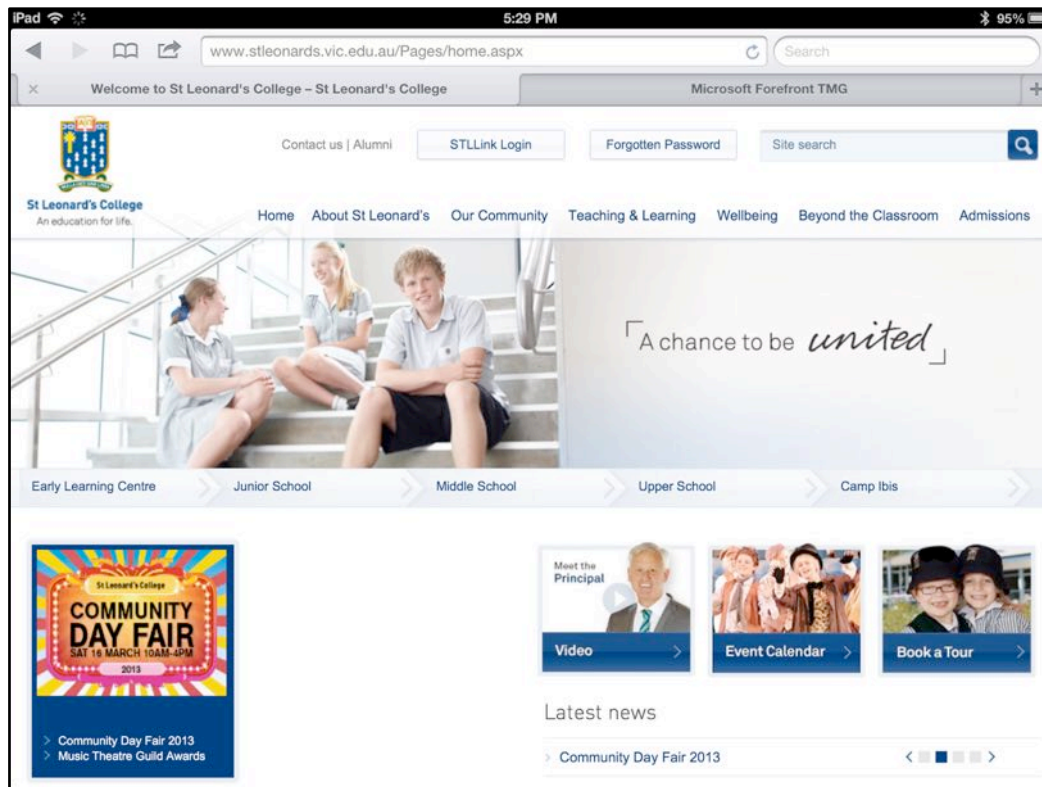
<https://stllink.stleonards.vic.edu.au/Learning/Pages/default.aspx>



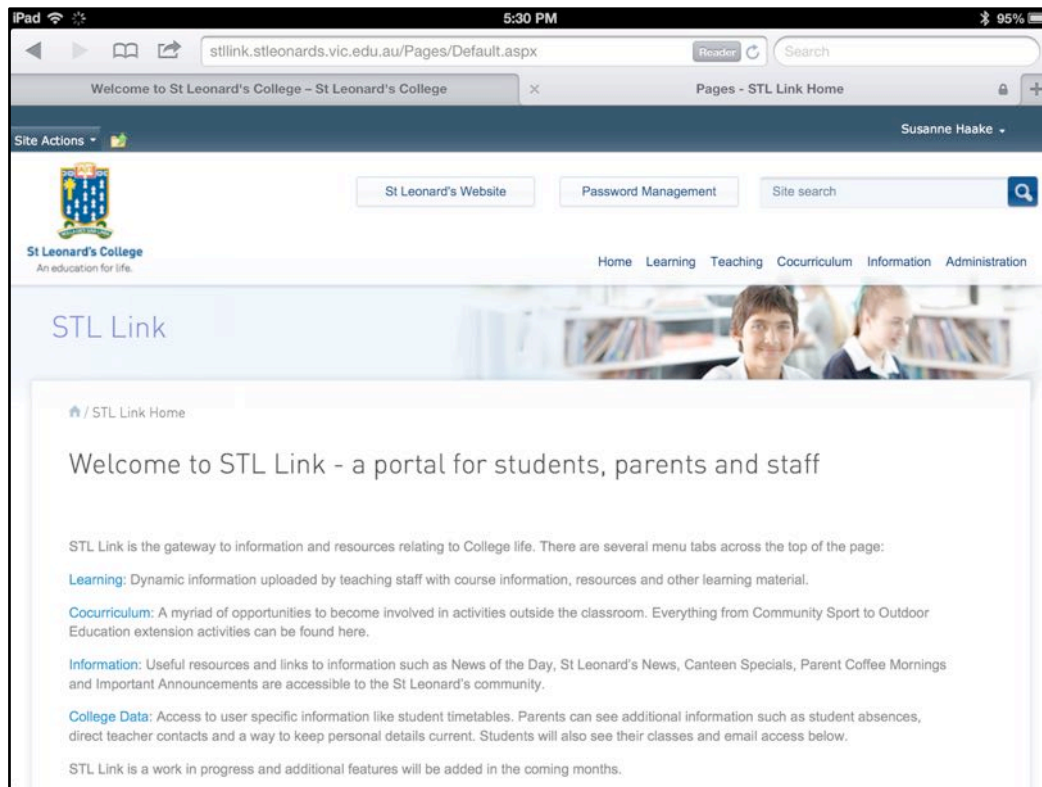
The VCAA website will offer access to past VCE exams and examiners reports for all VCE subjects. IB teachers will provide and upload to STL Link a range of resources including sample papers and examiner's reports.

Before we conclude, let's take a quick look at the material available on STL Link. At the end of 2012 all families received an email with login details to access STL Link. If you have misplaced those details or require assistance in logging in, please contact the College and ask to speak to the IT Help Desk. They will be able to reset your log in details and email you instructions for accessing the site. STL Link was created in 2012 as a learning portal and Content Management System for St Leonard's College. With all students in years 5-9 using iPads in 2013 and upper school students using their own device, a platform that enabled students to access learning material has been an important and necessary addition to our ability to deliver excellent learning opportunities for your students.

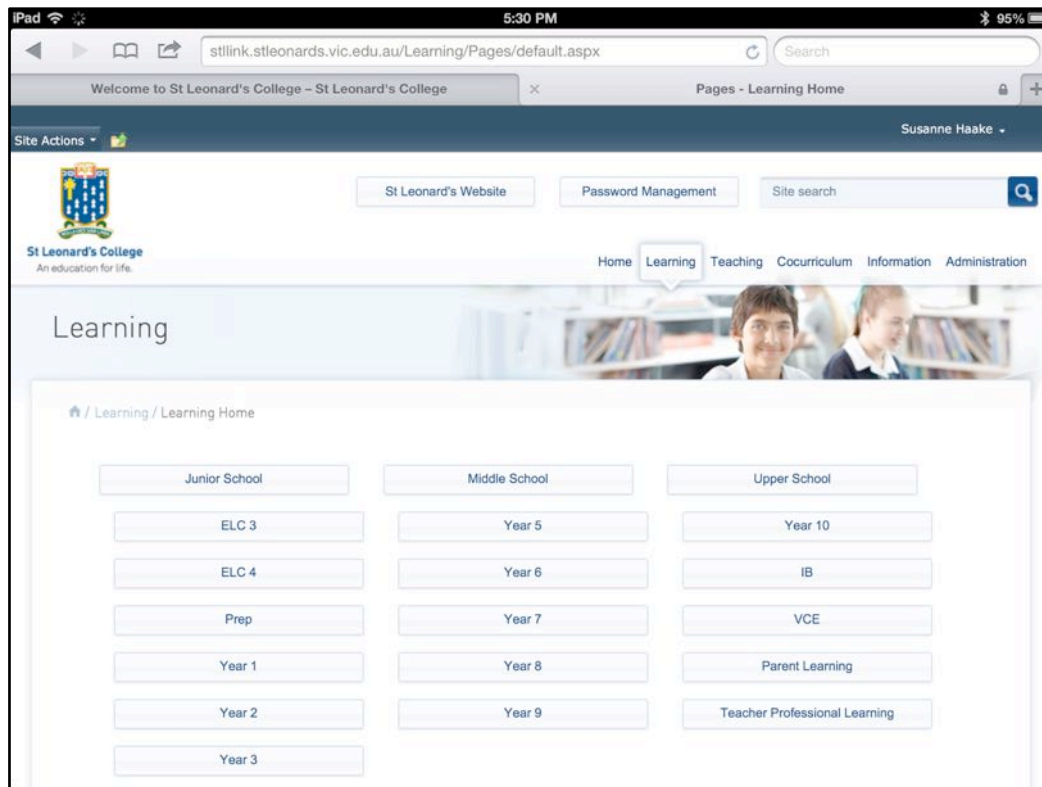
Let's take a quick look at STL Link now...



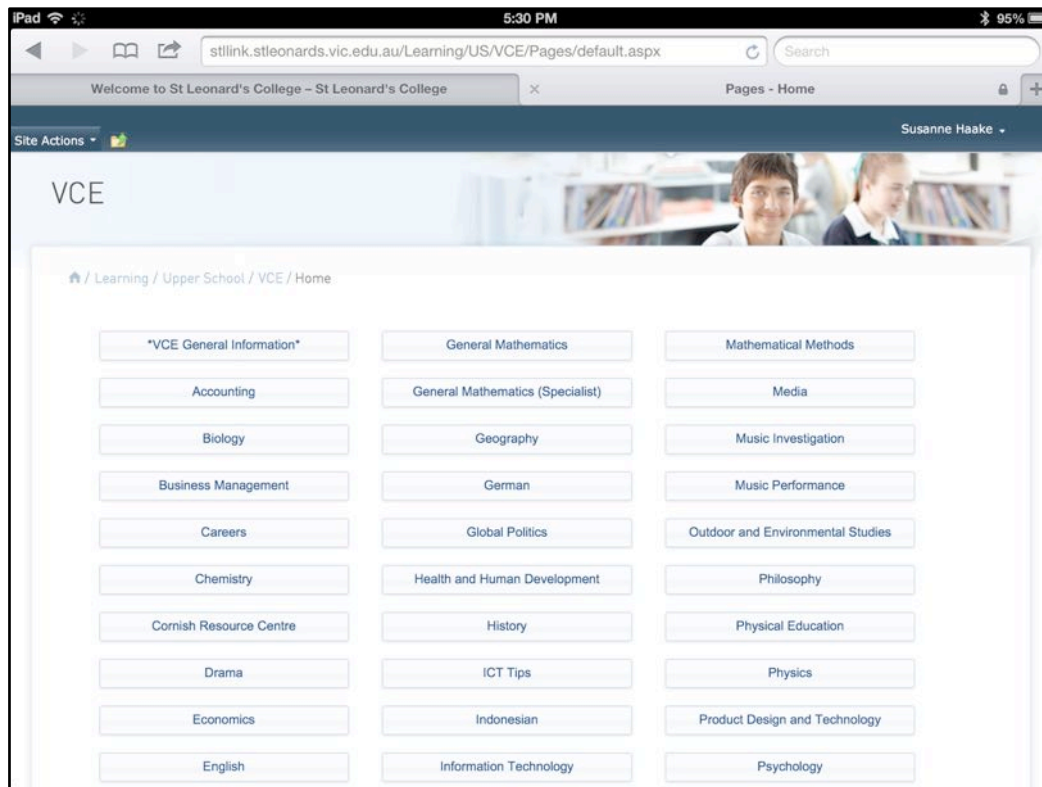
STL Link can be accessed from the St Leonard's College homepage. From this page you will be asked to enter a username and password. Students are already accessing STL Link on a daily basis and certainly in English all of the course content and resources are available on this site.



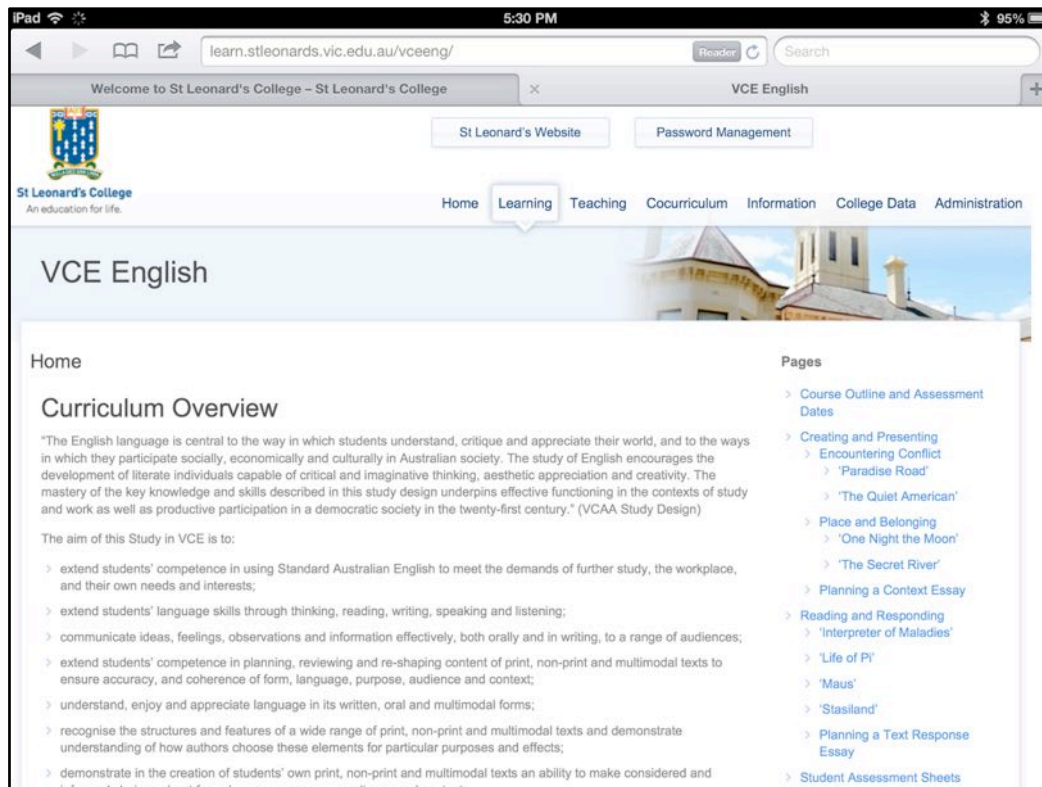
Once you log in you will be taken to this landing page. This will give you access to College Information and the Learning Tab



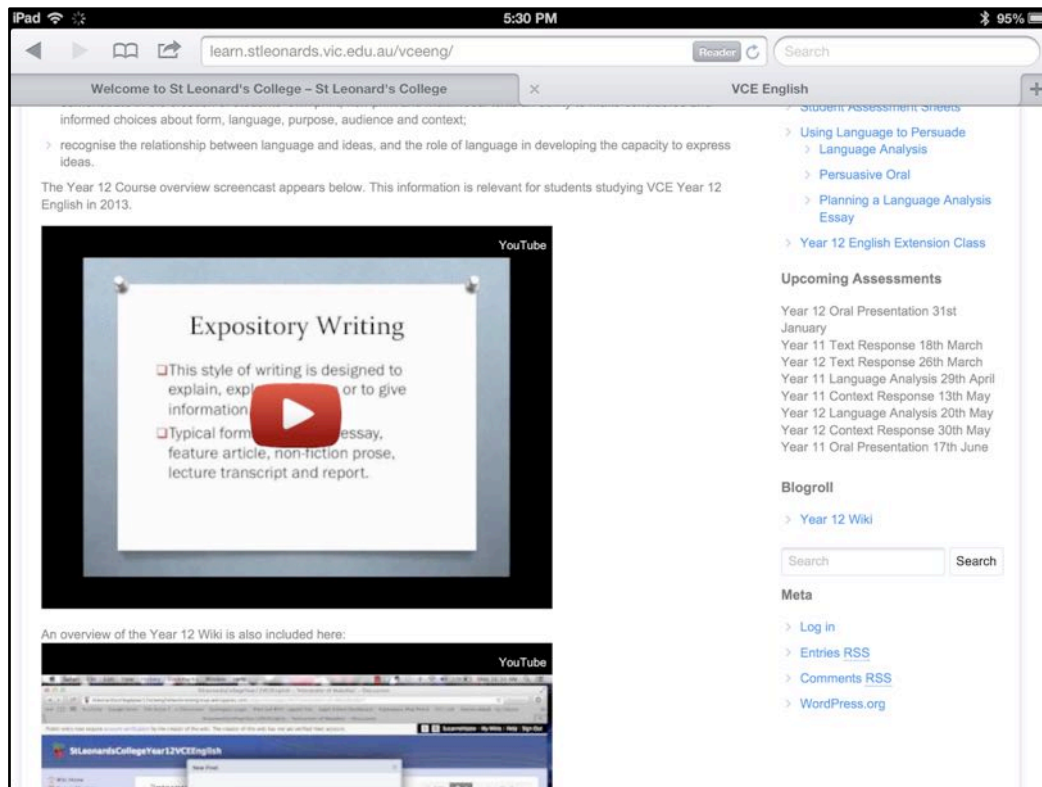
When you click on learning, you will access the site which has content across all year levels. As an example, let's go to the VCE page...



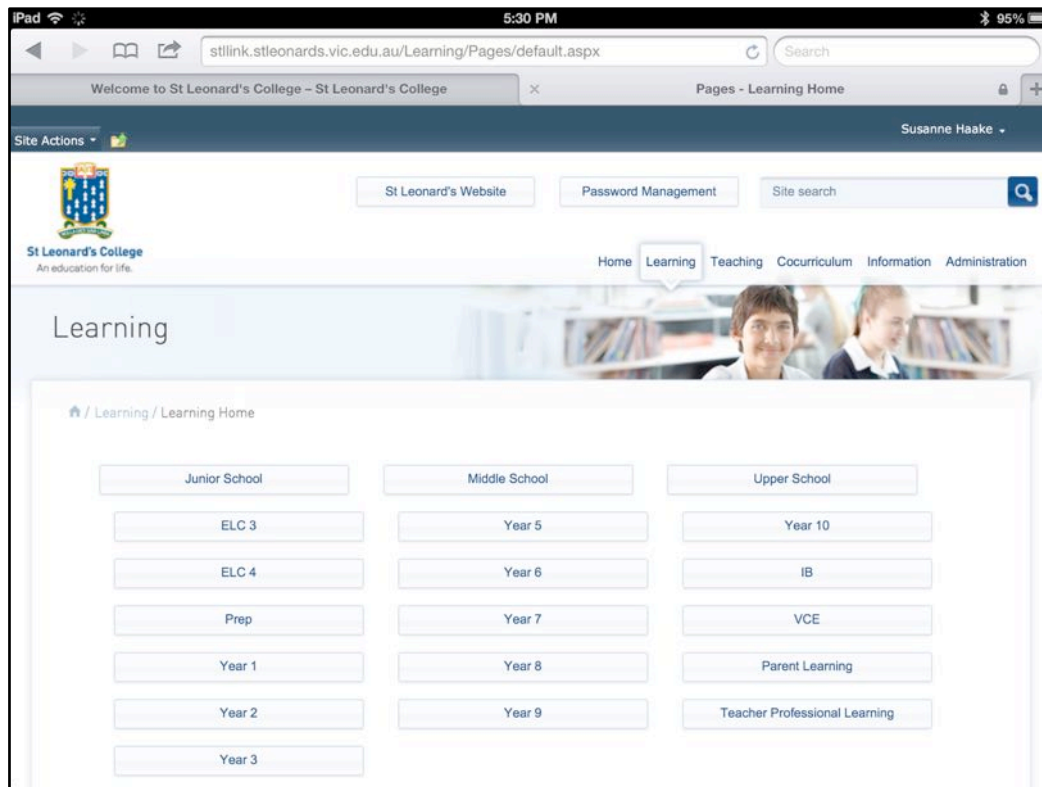
And then from the VCE page go to the English page.



On the homepage of the VCE English site you have an overview of the VCE program. To the right you have a course outlines and pages for each area of the course for both year 11 and year 12.



Further down on the VCE English page you will see upcoming assessment dates.



This screencast and other relevant resources are on the Parent Learning site and we encourage you to check this page regularly for information that will assist you in supporting your child's education.

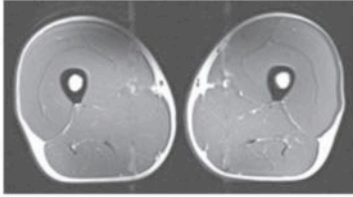


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Studying and examination presentation

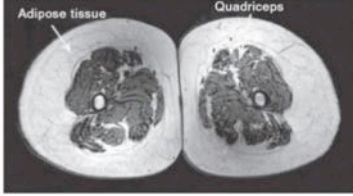
Julianne Dennett
Deputy Head of Senior School

40 year old triathlete

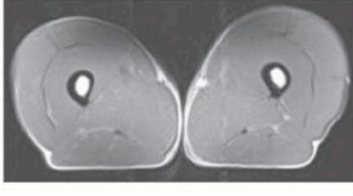


74 year old and sedentary


Adipose tissue



74 year old triathlete:



The use it or lose it principle of learning



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40yr old, 74yr old.

We can grow and maintain our muscles. This is visually obvious to all of us. When we train our muscles with particular tasks - the cells of our body change and develop to improve our ability to complete those tasks - but we have to make our muscle cells **work hard**.

Attention: mindfulness and deep processing

- **Wasting time** – We read & re-read because the mind wanders off without realising
- **Effects on the Brain** – un-mindfulness or inattention makes the brain unfit; it does not develop connections effectively and ages faster.
- **Not understanding** – Are we attending to what is being explained and listening or is our attention misdirected into an internal dialogue ‘I can’t do this.’
- **If we practise distraction we get good at it**
- A hallmark of successful & happy people is that we can get on with necessary things even when they would rather not – deal with **procrastination**.
- **Poor Memory:** notice and recall ([Hassed and Chambers: Mindful Learning](#))
- **Activity 1. on attending below**
- <https://activememory.com/playzone/freeplay/games>
- **Activity 2. Acronym**



Steps to better study

1. Prepare - read ahead and take notes; refer to the study design or syllabus
2. Use record book, planner and work back from the examination date
3. Pay attention in class; learn as you do your homework and do brain training to increase attention
4. Check and plan learning: Use internet revision resources: PowerPoints, apps
5. Know and understand mark schemes
6. Know Command (key) terms, pull questions apart, plan, checklists
7. Do practice questions as you learn
8. Do practice exams as you re-learn – at first not to time and then to time.
9. Eat, sleep, exercise and drink well – you don't have enough time when you don't plan your time.



Prepare for lessons and use study designs and syllabus

VCE Unit 3/4

The course, past exams, examiners reports, exam timetables are available to everyone.

<http://www.vcaa.vic.edu.au/Pages/index.aspx>

General Achievement Test (GAT)

Wednesday 11 June, 10.00 am – 1.15 pm

October Performance and Languages Oral Examinations

Monday 6 October – Sunday 2 November

October/November Written Examinations

Wednesday 29 October – Friday 21 November

The 2014 VCE end-of-year written examination timetable will be published in May.

VCE Unit ½ are available on Stlink

<http://learn.stleonards.vic.edu.au/vceinfo/>

IB Syllabus

<C:\Users\jdennett\Documents\2014 IB\psych ib syllabus.pdf>



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Use diaries, calendars and planners and work back from your exam.



All exam dates should be in and weeks marked off

Book lectures

Special events should be marked and study around them.

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Pay attention; learn as you go and brain train

Study is not separate from homework/learning and class learning .
Aim to gain more from learning by concentrating/deep practising, being mindful during lessons, during homework/learning and during study.
Students should study as they go; not just do tasks for the sake of doing them – each and every time a task is set the student should ask: “What is this task achieving? What am I to learn? What has this got to do with my previous learning and the study design/syllabus?
Home learn! It is the student job to engage.

“I am too busy doing homework to study.”



In the study, students switched back and forth from week to week between two different styles of homework. One style, which followed the standard practice that Baraniuk has used for years, consisted of one homework assignment per week, which was graded and returned the following week. The second style, which was called the "intervention," incorporated three principles from cognitive science that have been shown to promote learning and increase long-term retention. The principles were implemented in the following way:

Repeated retrieval practice -- In addition to receiving the standard homework assignment, students were given follow-up problems on the same topic in two additional assignments that counted only toward their course participation grade.

Spacing -- Rather than giving all the problem sets for a week's lectures in one assignment, the researchers spaced the problems over three weeks of assignments.

Feedback -- Rather than waiting one week to learn how they did, students received immediate feedback on intervention homework, and they were required to view the feedback to get credit for the assignment.

"Giving students multiple opportunities to practice retrieving and applying their knowledge on new problems is a very powerful way to promote learning, especially when this practice is spaced out over time," said study co-author Elizabeth Marsh, associate professor of psychology and neuroscience at Duke. "Feedback also is critical to learning, and previous studies have shown that students will often skip looking at feedback."

Class learning and home learning are all part of study

Students need to be sure of what they are trying to learn and be progressive in learning over time.



Students should :
keep good records of the home learning set, done and its purpose.

See teacher if they can't do it. **Send a request for help straight to the teacher's calendar**

Ask the teacher if they don't understand what you should be learning.

Check all learning, **take notes** against the study design or Syllabus

Be mindful of **command terms**

Be a partner in their learning with their teacher.

Book and attend lectures

Attend extra help sessions.

Use **flashcard** apps

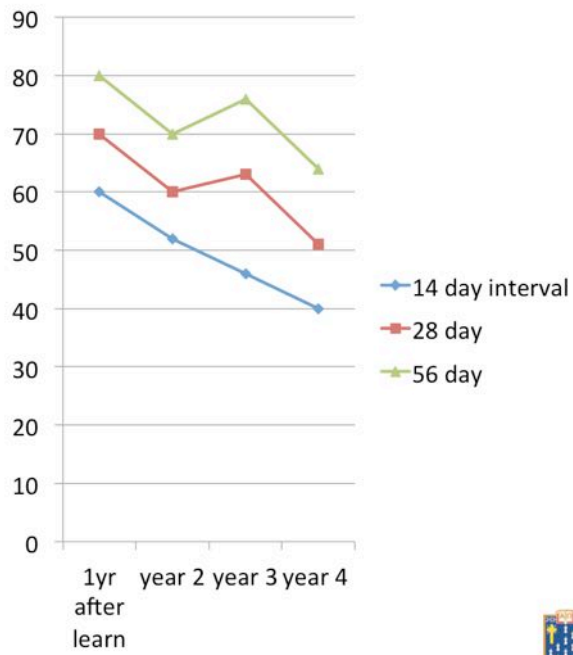
Use **online quizzes**

Search for **Youtube clips, PowerPoints** to help with learning



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- 1) Determine content
- 2) Determine shortfalls in understanding – tests, SACs, study design, syllabus, notes, lectures
- 3) Determine make up of exam and marks.
- 4) Revise home learning calendar to increase specific study
- 5) Expand notes, underlining key terms and then,
- 6) Reduce notes
- 7) Make visual links, make links, answer scenarios with content.
- 8) Do practice questions and fix and deep process answers into memory.
- 9) Do practice papers. Correct them, record corrections
- 10) Do practice papers to time.
- 11) Involve students in online discussion groups.



As the exam nears.....

Find out **how exam will be presented** and **how many marks** go to each section



Gather Resources

Ideally, 4-6 weeks before exams, start **focused revision**, at least 3-4 weeks

Put exam dates on planner

Count the weeks back to now

Create extra study time in your weekly planner that starts small, about $\frac{3}{4}$ hour pure study a night in week 1 to 3 hours study per night in the last 3 weeks before exam.

Use SACS and in-class work – review these and use as a guide for focus



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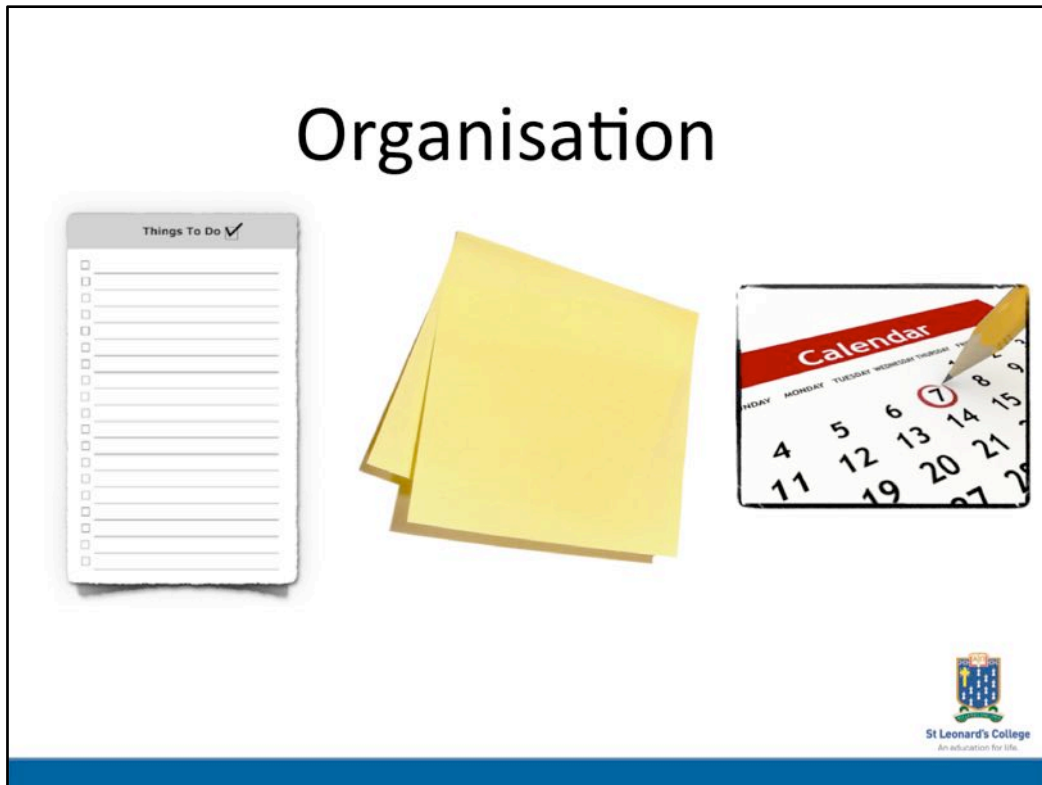
Using Technology effectively for study



Tim Barlow
Director of Technology Innovation

Welcome.

Organisation

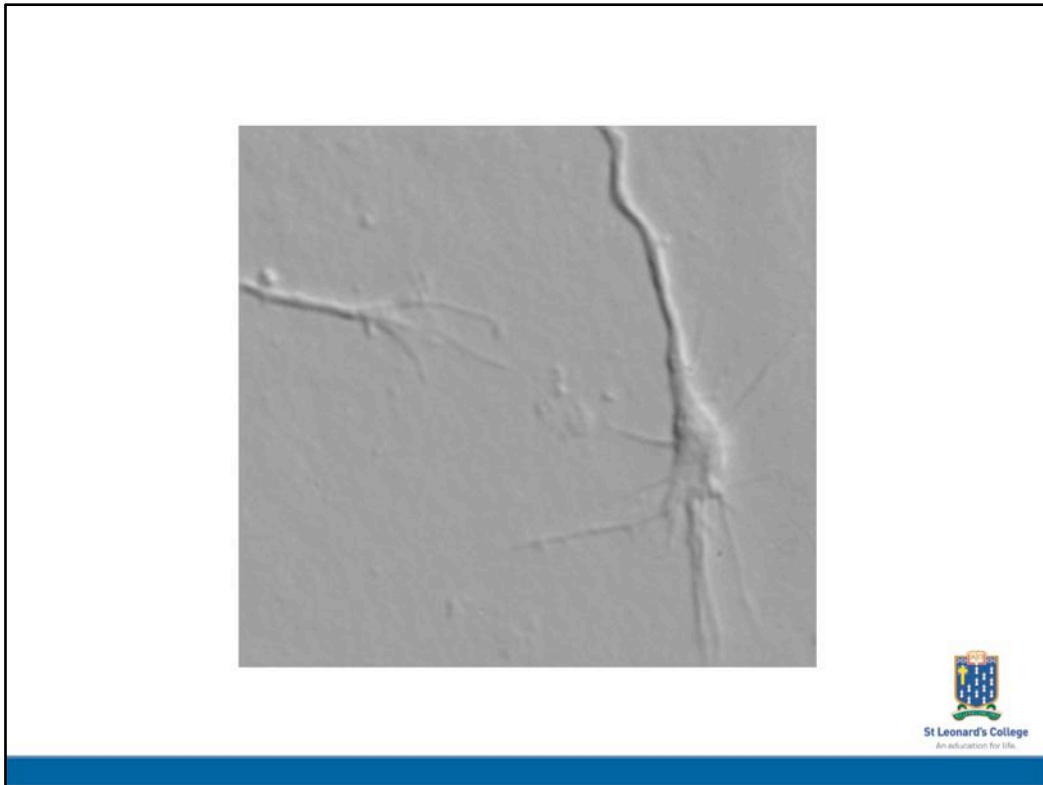


There are a series of common tools and activities that improve organisation and task completion: Things like to do lists, post it notes, calendars or diaries.

Increased efficiency

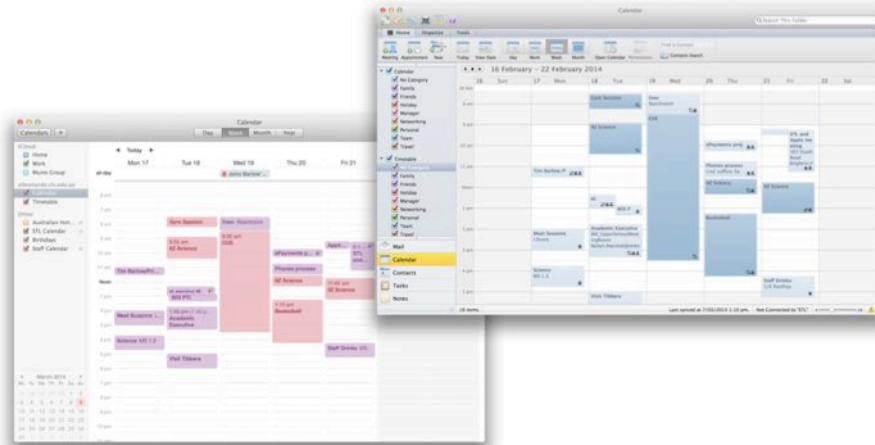


And as with all things, computers simply increase the efficiency, speed and scale with which things can be done. This includes organisation and effective study.



I think it is important to point out that while we can increase efficiency in organisation, work flows and many other automatable tasks. We **CAN NOT** change the fact that learning is the new connections between brain cells and this **ABSOLUTELY REQUIRES** time on the learning task by the learning brain.

Calendars

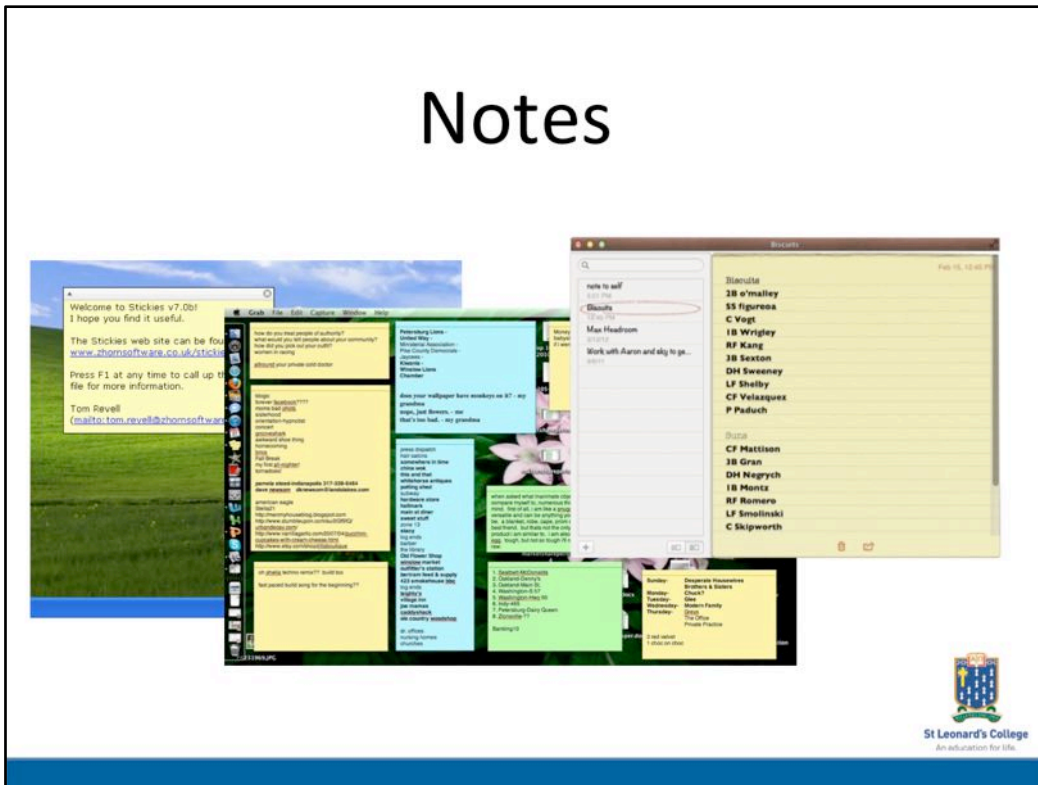


<http://learn.stleonards.vic.edu.au/calendar/>




So the things technology can help with ... With the busy lives we all lead, a vital skill to help our young people develop is basic calendar maintenance. Organising the precious time they have to achieve the things they want to. Put in academic, cocurricular, sport, part time work, and study time. Even set alarms to start and end some events. And subscribe to the relevant STL calendar feed.

Notes




Make a to do list for your day, week, month or just a constantly updated and prioritised list. Many notes apps now sync across devices too so you can update on your phone and find it on your tablet or laptop.



The image shows the App4 logo, which features a large yellow number '4' above the word 'app' in a white box, all on a dark background with a stack of colorful books. To the right of the logo is the text 'App4'. Below these is a screenshot of the app's interface. The interface has a dark top bar with icons for HOME, DIARY, TIMETABLE, MESSAGES, AGREEMENTS, INFO, HELP, and SETTINGS. The main content area is split into two columns. The left column is a list of tasks with dates and subjects, including 'Due Thursday 6th March 2014', 'ENG-9-Z English', 'Of Mice and Men', 'Due Friday 7th March 2014', 'SCI-9-Z Science', 'Get at least 3 stars from chapter 2', 'Due Wednesday 12th March 2014', 'SCI-9-Z Science', 'Practical from chapter 2 write up', and 'Due Thursday 13th March 2014'. The right column is a blank white page with the St Leonard's College logo and a plus sign. At the bottom of the screenshot is the URL <http://stleonards.app4.ws/> and the St Leonard's College logo with the tagline 'an education for life'.

<http://stleonards.app4.ws/>

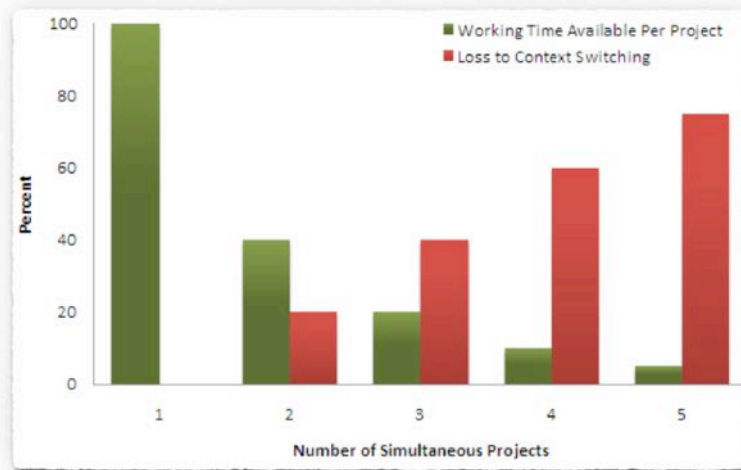


St Leonard's College
an education for life

All students do have access to a school provided web based diary, to do list, timetable system in App4.

All parents can see their students diary too.

The Multitasking Myth



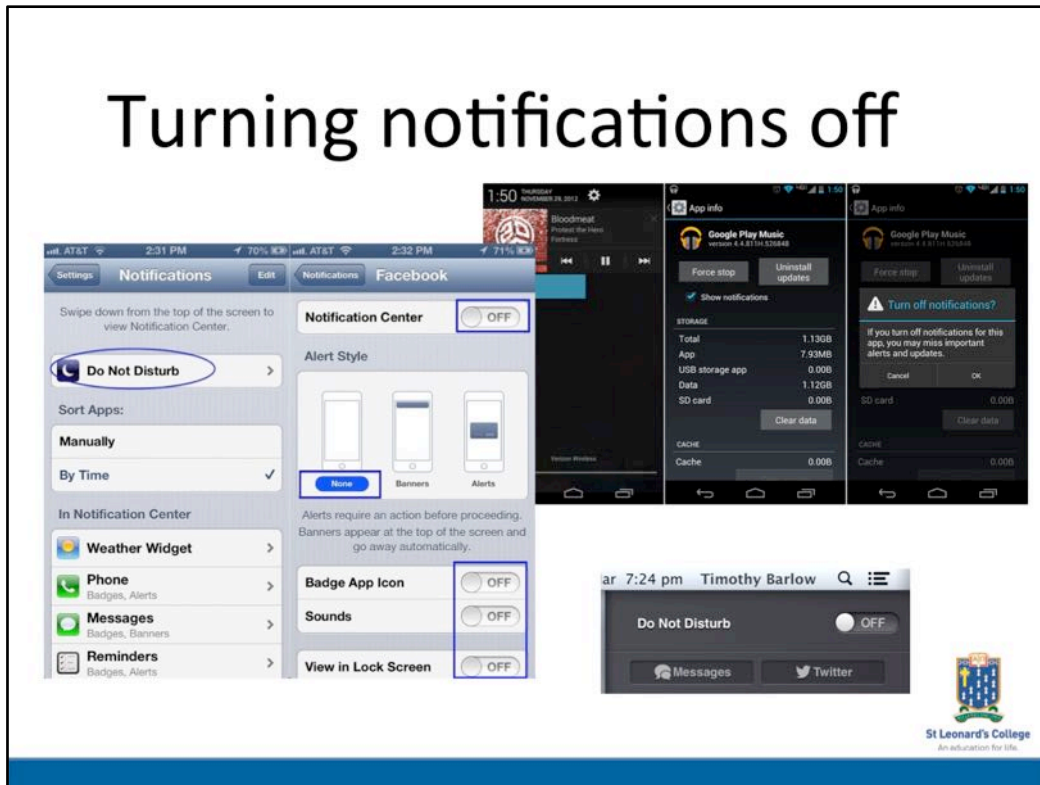
Demo - ABC..., 123..., A1B2C3...

The human brain simply cannot multitask with even relatively simple cognitive things!

We can do cognitive things shortly after the other and this gives the illusion of multitasking.

Unfortunately, each 'task switch' costs time and lots of task switching adds up to lots of time lost.

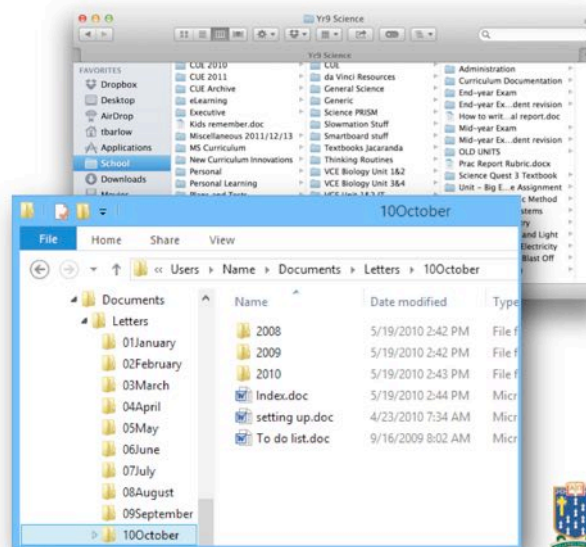
Turning notifications off



This is one of the golden tips especially when we consider the multitasking myth. Turn off notifications on the phone, tablet and laptop when studying.

Files and Folders

- Consistent naming.
- Start with the year and month.
- A folder for each subject with sub-folders.



Name files appropriately. Store files in appropriate folders. This kind of thing may sound obvious - but you'd be surprised how many students don't do this.

Google Drive, iCloud,
OneDrive or Dropbox



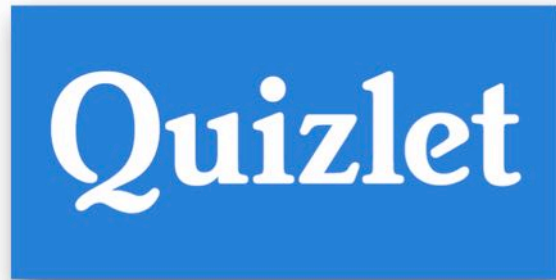
Online document storage is now a wealth of choice. And the free online productivity suites of software available from Apple, Google and Microsoft are very good.

Podcasts and YouTube

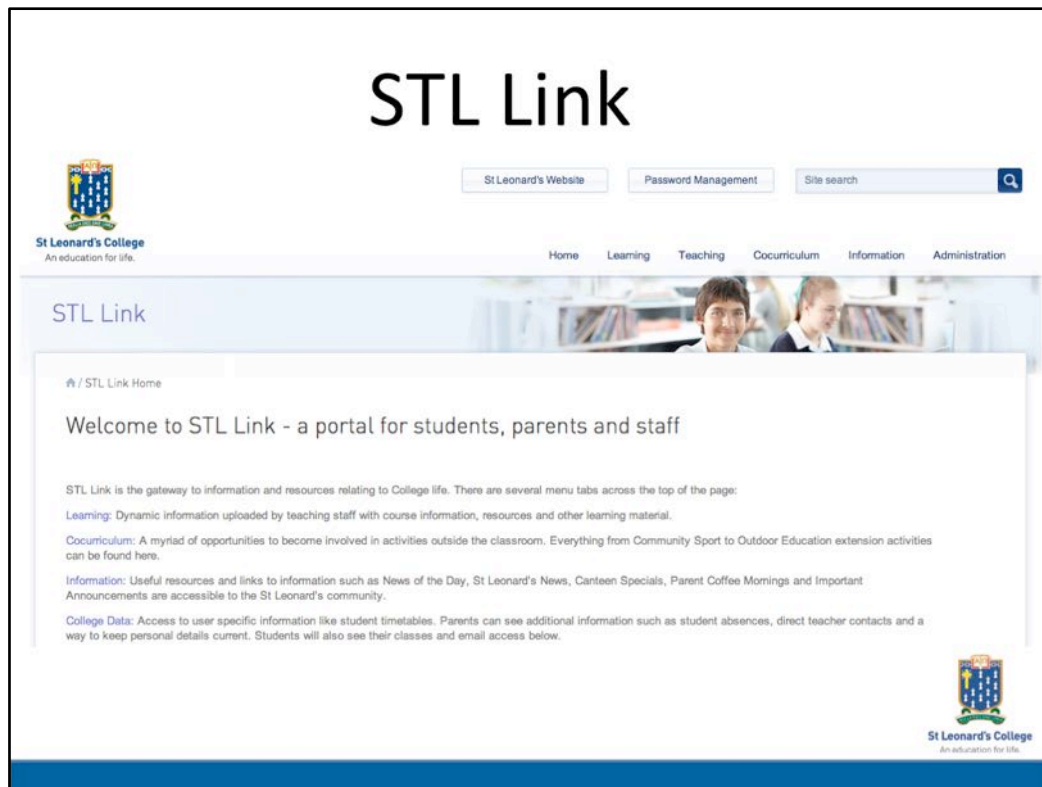


A fantastic use of time when it comes to study is the use of educational media. If your child finds themselves regularly in a situation where sitting down at a desk is impossible, they can still get great benefit from an audio podcast or video content. Staff may be able to direct students to content but also encourage students to find material that clicks with them. There is so very much stuff out there these days.

Flashcards



Flashcards are also a great study tool, and they to are increasingly cross platform and students can store their flashcards in the cloud.



The teaching staff have, over the past year or so, created an absolute gold mine of educational resources like past exams. Your students are directed to this in their classes so it can be worthwhile to remind them that it can be a valuable first port of call for some study

Forming good habits



All of the things I have spoken about are not difficult. But to be truly effective they must become habits - that is a behaviour that is repeated regularly and tends to occur unconsciously. To form a habit first the behaviour must be repeated consciously many, many times over.

I forgot

<http://learn.stleonards.vic.edu.au/parents/presentations/>



I have also mentioned a lot. Fortunately you can also benefit from technology as everything I have gone over is up on the 'Parent Learning' set of STL Link.

QUESTIONS



Feel free to get in contact if more assistance is required.