Study skills workshop for year 8 and 9 parents
This evening’s program

• Successful Learning in Mathematics
• Studying English in Middle School
• Study Skills for History and Geography
• Effective Study in LOTE
• Why Study Skills?
• Year 8 and 9 studying and exam preparation
• Questions
Successful Learning in Mathematics

Linda Shardlow
Head of Learning - Mathematics
What we commonly mean by ‘success’ is actually only the part we see, not what leads to it.
"When mothers tell your daughters, 'I was no good in math' their daughter's achievement in math goes down immediately."

~ @JoBoaler #NCSM15
Encourage a “growth mindset”

- Let students know that they ALL have maths potential and that being good at maths is all about working hard.

- Children with a growth mindset handle challenges well and perform better in school overall.

- Children with a fixed mindset often conclude that they are not “a maths person” upon encountering challenging tasks.
“It’s not how smart we are; it’s how motivated we are and how effectively we study that determines growth in math(s) achievement over time”

- Kou Murayama,
Child Development Journal, Dec 2012
IQ does not predict any growth in maths achievement

Children who improved in math(s) said: “When doing maths, the harder I try, the better I perform” or “I invest a lot of effort in maths, because I am interested in the subject” – even if they had not started out as high-achieving students.

In contrast, children who said they were motivated purely by the desire to get good grades saw no greater improvement over the average.
Hattie’s Effect Sizes

0.4 is the average effect size

- Concentration/Engagement
- Motivation
- Personality
- Reducing Anxiety
- Self Concept
- Self-reported Grades

Creativity
Dealing with stress and anxiety

Learning is meant to take students out of their comfort zones

- Help them to recognise the ‘stress’ and fixed mindset responses, but not let them rule action

- Help them to deliberately calm down and let the ‘thinking brain’ do its stuff
Strategies - how to reach success
In Class - Being mindfully proactive

It’s not just about waiting for something to happen and then reacting to it.

• Arrive to class on time with appropriate materials eg. calculator!
• Think about what is already known
• Keep notes well-organised in topics with relevant handouts attached
• Annotate notes with helpful hints mentioned in class
• Minimise distractions
• Ask questions to clarify understanding
The biggest thing acting against getting into study mode for upcoming tests is procrastination.
Eliminate Procrastination!

Procrastinators frequently underestimate the time needed to complete a task.

- Practise estimating the time needed to do something over a period of time and compare to how long it actually takes to do.

- Use physical reminder notes (post-its) in specific locations to remind about finishing a particular task.

- Set personal goals and reward upon completion, breaking it down into smaller, achievable steps.
Strategies for Students

Organisation

• Identify the content to be examined
• Develop a realistic study schedule
• Free yourself from distractions
• Review regularly – not just in the two days before the test
Strategies for Students

Attitude

- Adopt a positive attitude and focus on what success would look like for you
- Remind yourself of past successes and achievements
- Believe in your capacity to improve
- Keep things in perspective
• Students should know some things off-by-heart, things that are a part of their automatic recall: definitions of terms, procedures, connections

• Use summaries to identify key ideas with important examples, however don’t spend too long on these at the expense of actually DOING MATHEMATICS

• Do as many practice questions as they can
Instead of setting performance goals
  "My goal is to get a B"
encourage students to set learning goals
  "I have had difficulty with adding fractions during this topic so my aim is to get those questions correct and show I understand that"

- **Parents:** don’t focus on the mark attained for a piece of work. Instead, ask your child what they learnt from doing that assessment, and what they should do differently next time in order to improve.
and remember...

- Learning is a journey
- Each assessment is a diagnostic tool; a pointer on where to go next, not an end in itself
Studying English in Middle School

Maggie Walsh and Elise Wackett
Successful English students are:

- Readers
- Talkers
- Listeners
- Writers

…and show initiative
## Readers

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wonder</td>
<td>Billy Elliot (film)</td>
<td>A selection of Australian and Asian Literature</td>
</tr>
<tr>
<td>Red Dog (film)</td>
<td>Boy in Striped Pyjamas</td>
<td>Of Mice and Men</td>
</tr>
<tr>
<td>Things a Map Won’t Show You</td>
<td>The Ghost Child</td>
<td>Romeo and Juliet</td>
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Read more

- Read the set texts
- Read widely
Active Reading
Talkers

• Talk and engage in class
• Talk to your teacher
• Talk to others
Talk more in class

- Contribute to class discussion
- Use class as a chance to voice and justify your opinion
Talk to your teacher

- **Discuss** feedback
- **Talk** about how to improve in English
- Acknowledging areas of weakness and **discussing** strategies to overcome them
Talk to others

- Parents
- Peers
Writers

• Complexity
• Sophistication
• Mechanics
• Structure
Listeners

• Active listening
Initiative

- STL Link
- School resources
- Teachers
- Help sessions
- Get involved
Of Mice and Men

*Of Mice and Men*—what a great title for a book! Did you know, the author John Steinbeck, took a line from a poem for his novella. Read the Poem on which it was based.

*Of Mice and Men* is set during The Great Depression in America.

Although the setting of *Of Mice and Men* is the Salinas Valley in Northern California, it is important to have an understanding of what it was like in our part of the world at the same time. Hear some first hand accounts of Australians’ experiences during the Depression.

What did Australia look like during the Depression?

Sometimes creating a character map can help you decipher who’s who in the text. For example:
What can you do to help?

- Reinforce positive messages about English at home
- Read the English texts
- Offer to proof read essays
- Listen to orals
Exams

• Show some initiative and take responsibility for preparing yourself for the exam!
  • Write – practice exam/questions/paragraphs
  • Read the text again, go over notes, read the relevant exam information on the STL Link
  • Talk to the teacher – ask for feedback on practice tasks, discuss areas of concern
  • Listen to the advice from the teacher
Study Skills for History and Geography

1. Effective learning behaviors
2. Knowledge and skills: History
3. Knowledge and skills: Geography
“When students are taught to implement effective learning behaviors, then cognitive and affective outcomes are enhanced.”

- Hattie & Purdy, 1999
Effective learning behaviors

• setting goals;
• time management and self management;
• note-taking;
• testing your own understanding; and
• deep and elaborative processing
Knowledge and skills: History

**Knowledge:** Precise historical knowledge includes key events, individuals, dates, figures and quotes.

**Skills:** The key historical skills we focus on are:

1. Establishing *historical significance*;
2. Using *primary source evidence*;
3. Identifying *continuity and change*;
4. Analysing *cause and consequence*;
5. Taking *historical perspectives*, and
6. Understanding *ethical dimensions*. 
Study tips for History

Students must test their recall of precise knowledge.

**How do you develop historical skills?**

**Historical reasoning:** When required to make a judgment, ensure your response has a clear contention, is supported by precise historical evidence and incorporates analytical reasoning. Use of evidence is a major discriminator between simplistic and sophisticated judgments.

**Source analysis:** Practice identifying the key features of a source (origin, purpose, accuracy of information, message) and reaching conclusions about usefulness and reliability.
Knowledge and Skills: Geography

**Knowledge:** Precise knowledge in Geography often requires a mastery of key terms and an understanding of different case studies.

**Geographical concepts:** Place, space, environment, interconnections, scale, sustainability and change.

**Skills:** The main geographic skills we focus on relate to dealing with geographical data and information in the following ways:

- Collecting and recording;
- Selecting, organising and representing; and
- Interpreting, analysing and evaluating.
Study tips for Geography

Avoid general responses
• questions may have more than one correct response
• better to mention one example in detail rather than briefly describing many
• Where stimuli are provided, students must incorporate precise detail (e.g. data from a graph or map) into their response

Revise case studies from class
Use of case studies can add detail to responses. Time should be spent revising key facts and figures.
Practice applying skills and knowledge
Often, content covered in class needs to be applied to a case study in the exam. For example, students may learn how to use grid references in class, can they then apply this to a new map or case study?

Mark allocation
The number of marks allocated indicates the amount of detail that a student should include in their response. For example, a five mark question should have five aspects to the response.
So remember...

To study effectively in either History or Geography, once you understand the knowledge and skills being tested, you must make decisions about how and when you are going to use different types of study skills.

All effective learning behaviors incorporate the following:

• Setting goals;
• Time management and self management;
• Note-taking;
• Testing your own understanding; and
• Deep and elaborative processing
Effective Study in Languages Other Than English
French

All the content for the year 9, semester 1 French exam comes from units 2, 4 and 6 of *Tricolore Total 2*. For more targeted revision of the language use **the summary pages** at the end of each unit:

- Unit 2 - *On fait des projets* – p. 35
- Unit 4 - *En famille* – p. 67
- Unit 6 - *En Voyage* – p. 99
All verbs learnt this year can be found in *Tricolore Total 2*, as well as in the booklets you have received over the semester.

Practise conjugating them into:

- **the futur proche** with the auxiliary "aller"; and

- **the passé composé** with the auxiliary "avoir" or "être".
Working through unit 2, 4 and 6 of *Tricolore Total 2*

- Create a list of vocabulary and flashcards that focus on the types of activities one does on holidays and at home:
  - *prendre des photos*
  - *visiter les musées*
  - *passer l'aspirateur*
  - *ranger le salon*

Highlight and make notes about the blue boxes throughout each unit called *Dossier-Langue* - they discuss the relevant grammar points from throughout the year.
French

Use the Year 9 Learning page on STL Link

http://learn.stleonards.vic.edu.au/yr9french/

and the Revision Booklet and to revise for the French exam
Chinese

The core topics covered in the exam are *Holidays* and *Describing Appearances and Looks*. These are chapters one and two in *the Jinbu* book.

Particular focus will be placed on the Key Language lists at the end of each chapter (especially the supplementary vocabulary).
Chinese

Students should work on the character lists (STLink as Quizlet under each topic) and should be able to...

• compose sentences and questions from each of the words
• combine these characters with other characters
• find these words in their Activity Book
• complete the related activities and understand and model the examples
Students should focus on the extended dialogues in the Jinbu 2 activity book:
1.2.11/1.5.12/2.1.10/2.2.11/2.3.4/2.3.5/2.4.1/2.4.7

These will assist students with the three reading passages presented in the exam.
Students should begin their study now; a little bit a few times a week will be much more beneficial than big long study sessions.

Students have five classes a fortnight. They should study 10-20 minutes the night before each class and an extra study session for just supplementary revision will be adequate.
Indonesian

All the content for the year 9 Indonesian examination comes from chapter 1 *Nongkrong*, and chapter 2, section B *Pulang-Pergi* in the student textbook of *Dari Kami ke Kita*.

The learning focus in these areas includes:

- friendships
- socialising; and
- bargaining for goods when travelling in Indonesia
Students should be familiar with the language that describes people on pages 4, 7, 8, and 9 as well as the language for bargaining on page 36 of the student book.
Students should revise the language concepts introduced during the semester:

- the –an suffix
- telling the time
- days of the week
- classifier for “a” and “an”
- various forms of saying places
- first, second and third-person personal and possessive pronouns

Related exercises from the workbook should be revised.
Students should revise the texts on pages 10, 33 and 41 of the student textbook, as well as pages 10, 30, 34 and 39 from the student workbook.

We strongly recommended that students revise vocabulary from the wordlist as well as from flashcards.
Why Study Skills?
Many students do not know how to study effectively
Formal Examinations

Year 9 examinations are not just about the final result.

Students will also:

• Develop studying techniques

• Gain experience in sitting many exams across a 3-day period

• Find out what works and also some things that don’t work for you.

• Try different organisational structures.
Study Skills

Year 8
Students will cover study skills leading up to the semester 2 exams.

Year 9
Study skills have been completed during period X session throughout term 2.
Study Skills

• 90 minutes without a break?
• 45 minutes study, 15 minute break, 45 minutes study
• 3x30 minutes sessions with breaks in between
• Homework and study are different
Study Environments

- Study at a desk?
- Have your phone on and nearby?
- Find yourself at the kitchen bench completing homework?
- Visit the fridge regularly when studying?
- Watch TV while studying or completing homework?
- Get distracted from others in the household?
Year 8 and 9
Studying and Exam Preparation

Using Technology for Effective Study
http://learn.stleonards.vic.edu.au/yr9pc/using-technology-for-effective-study/

http://learn.stleonards.vic.edu.au/yr8pdp/using-technology-for-effective-study/
Academic Subject Help

Years 7, 8 and 9

Mathematics
  • Monday lunchtime MS3.1
  • Tuesday before school MS3.12
  • LOTE - Monday lunchtime MS3.2

French Conversation
  • Thursday after school Library

English/Science/History/Geography/other subjects will be offered closer to examination dates and will be offered on an individual basis with the relevant subject teacher
Middle School (year 7, 8 and 9) Study Sessions are held in the Library (CRC) after school between 3.45-4.30pm on the following afternoons:

- Monday
- Tuesday
- Wednesday
- Thursday

Designated area where IB students and Middle School students work together.
Questions

SUCCESS
WHAT PEOPLE THINK IT LOOKS LIKE

SUCCESS
WHAT IT REALLY LOOKS LIKE