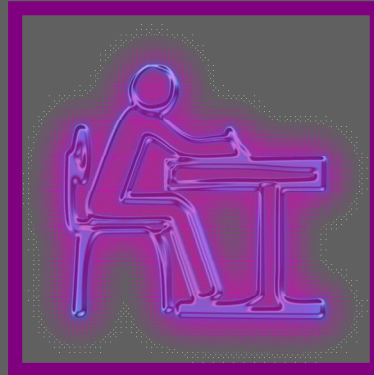


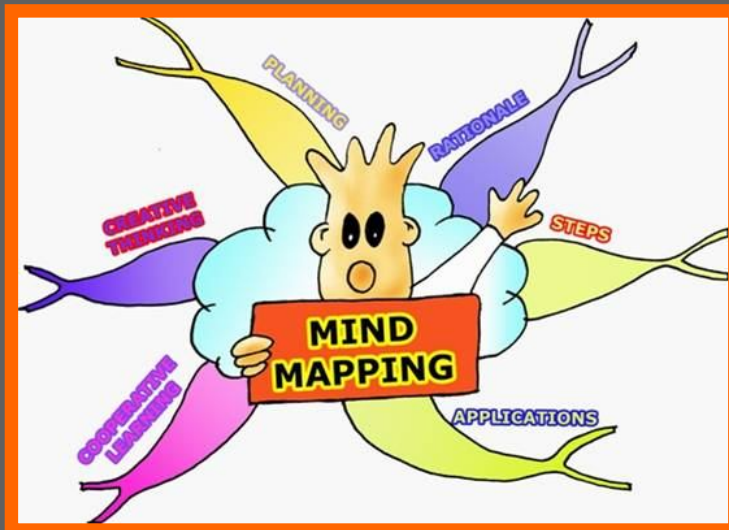
# Study Skills



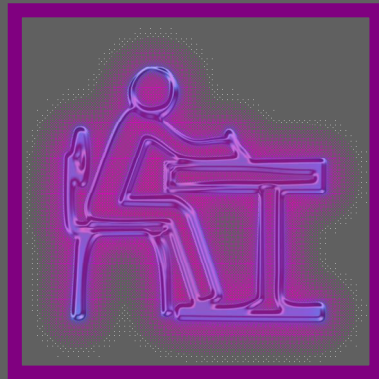
**Memory Techniques**



**Note-taking**



**Flashcards**



This icon returns  
you to the home  
page.

# Note Taking

- Note taking is one of the most important study skills for High School Students and University/College Students.
- It is important to learn how to take notes both during classes/lectures and when preparing for examinations.

# Note Taking

We will look at some general note taking tips and two specific methods that may be of use:

- **Cornell Method**
- **Outline Method**

Whatever method you use, ensure that

# General tips!

– Short, sharp reviews work best

**Review 1:** Same day as class

**Review 2:** At the end of the week, compile all of your notes from class onto one sheet

**Review 3:** Each weekend, review that sheet and ask yourself if anything has changed.

**Before your exam,** review your notes. Due to your ongoing review, studying will be a much less difficult task.

# Consider...

- **Reciting your notes!** Studies show that reciting material aloud helps with information retention.
- **Don't write everything down** – use abbreviations and key words only! Aim to reduce your notes as much as possible.
- **Take notes in different colours.** Colour can be used to show main ideas, important or emphasised material or movement from one topic to another. Alternately, when reviewing notes, use several colours of highlighters.
- **Use pictures and diagrams** - make your notes visual!



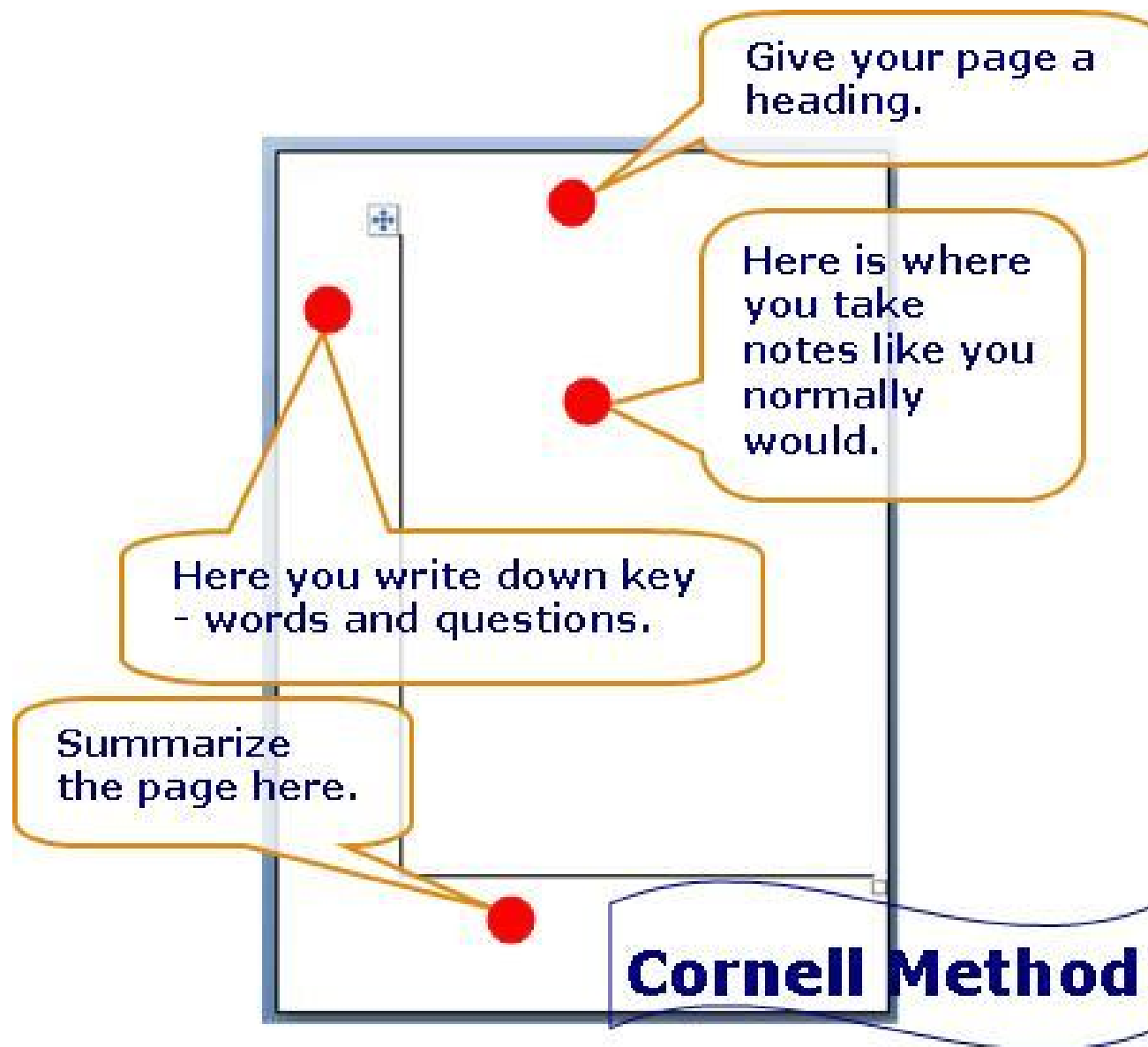
# Note-taking - The Cornell Method

- The Cornell method helps condense and organise notes.
- You must divide your paper into two columns: the note-taking column (on the right) is twice the size of the questions/key word column (on the left).
- You should leave five to seven lines at the bottom of the page.




# Take note...

- Notes from lessons are written in the note-taking column.
- Long sentences are avoided; symbols or abbreviations are used instead.
- Key words/Questions/Memory Joggers are recorded in the left column.
- After the notes have been taken, write a brief summary in the bottom five to seven lines of the page/or create a mini mind map for that section of study.
- When reviewing the material, cover up the note-taking (right) column to answer the questions/keywords in the key word (left) column.



# Example...

<i>Memory</i>	
	1. Can recall trivial things instantly, yet forget things recently worked hard to learn & retain
<i>Memory Trace</i>	a) Fact we retain information means that some <i>change was made in the brain</i>
	b) Change called <i>"Memory Trace"</i>
	c) <i>"Trace"</i> probably a molecular arrangement similar to molecular changes in a magnetic recording tape
<i>3 memory systems</i>	2. Three memory systems: <i>Sensory, short term, long term</i>
<i>Sensory</i>	a) <i>Sensory: Lasts one second - words or numbers sent to the brain by sight start to disintegrate with a few tenths of a second unless transferred to STABILE memory by verbal repetition</i>
<i>Short term</i>	b) <i>Short term memory (STM): lasts 30 seconds - Limited capacity, holds about 7 items. To retain items in SMT must rehearse - hear the sounds internally or externally.</i>
<i>Long term</i>	c) <i>Long Term Memory (LTM): Lasts a lifetime - can transfer items to LTM by associating with memories already in LTM, organising information into meaningful units by comparing and making relationships</i>

# The Outline Method

- The general idea behind this method is to write points in an organised pattern using space indentation.
- The information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
- As with the Cornell Method, long sentences are avoided; symbols or abbreviations are used instead.

Heading:

Make sure that your notes are well categorized and organized.

1. Main Topic

a. Sub Topics

- Points under the subtopic
- More Points
- Yet More

Use indentation to keep things clear.

b. Sub Topic 2

## Outline Method

2. Another Main Topic

a. With one Sub Topic

3. ETC

Develop your own system and stick to it.

## Example...

### Photosynthesis

- Carried out by green plants
  - Chloroplast
    - Chlorophyll
- Raw materials
  - light, water, carbon dioxide
- End products
  - glucose, oxygen

## Now its your turn...

- Using the paper your teacher gives you try out the Cornell method for the information sheet *The Great Fire of London*
- Use colour/images within your page to help aid memory.
- Fire of London example on the following page...

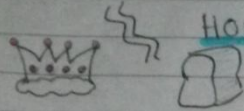


# THE GREAT FIRE OF LONDON

WHEN?

1666 ; after plague

HOW?



Pudding Lane

Kings Baker - Thomas Farriner

\* Oven left overnight \*\*

Sept → Dry → Spread

THE RESPONSE?



King Charles took charge

Fire Breaks - knocked down buildings

Rations ⇒ removed from city.

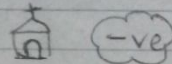
CONSEQUENCES?

Destruction!

→ 84 Churches ; St Pauls Cathedral

→ Homes / Streets

→ 5 people died



→ Fire boiled sewer waters ; sterilised

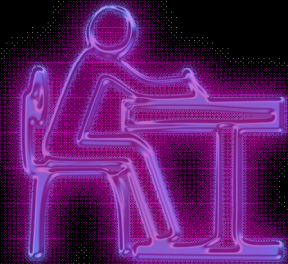
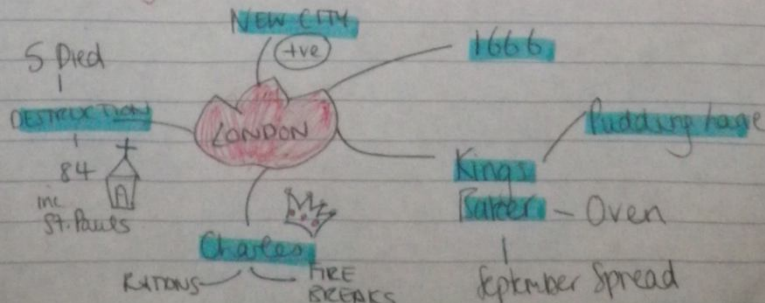
→ Slums burned away

↓ disease

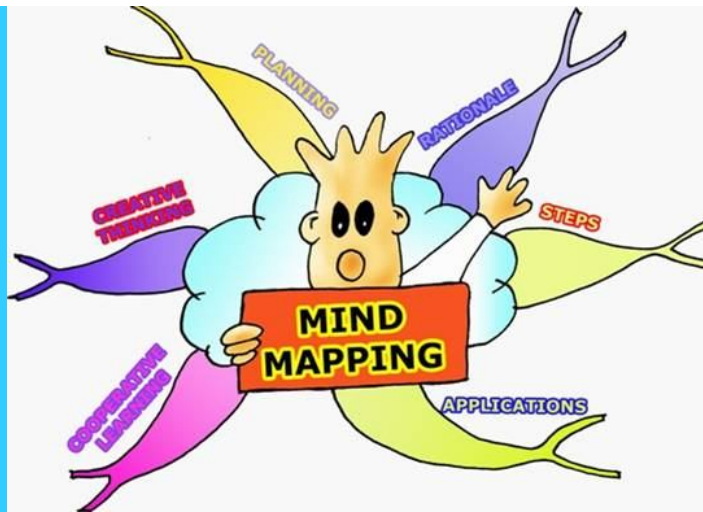
→ Re-build / plan city - Christopher Wren

Q Samuel Pepys

"The Churches, houses are all on fire"



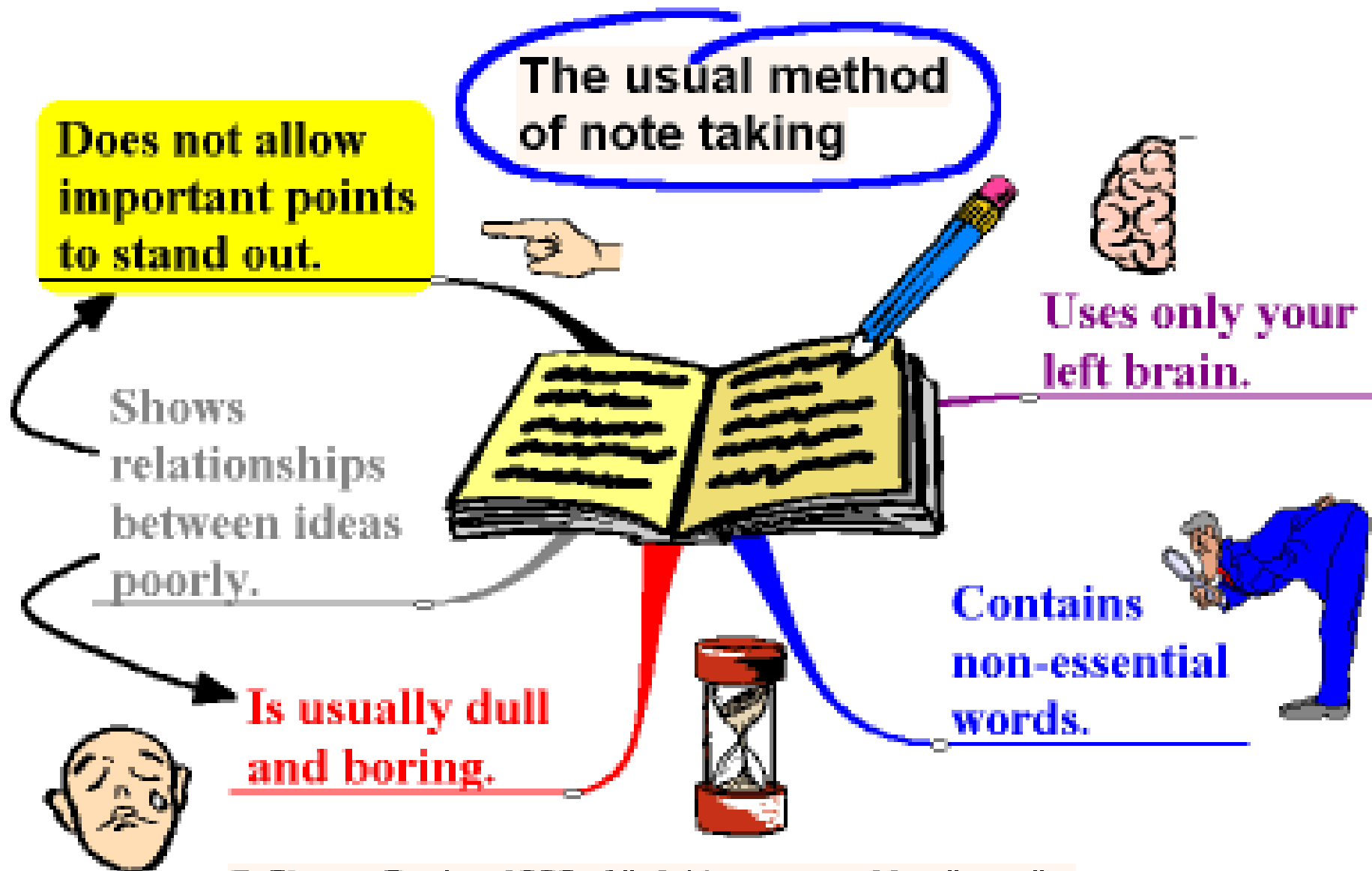




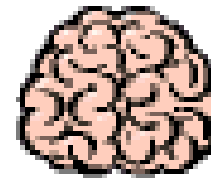
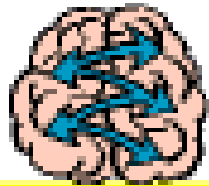
# Mind Mapping

Mind mapping is a method of putting ideas, and linking information, on paper using colour, text and pictures.

Its not for everyone but give it a go as you might find it's a method that works for you!!!



# Mind Mapping:



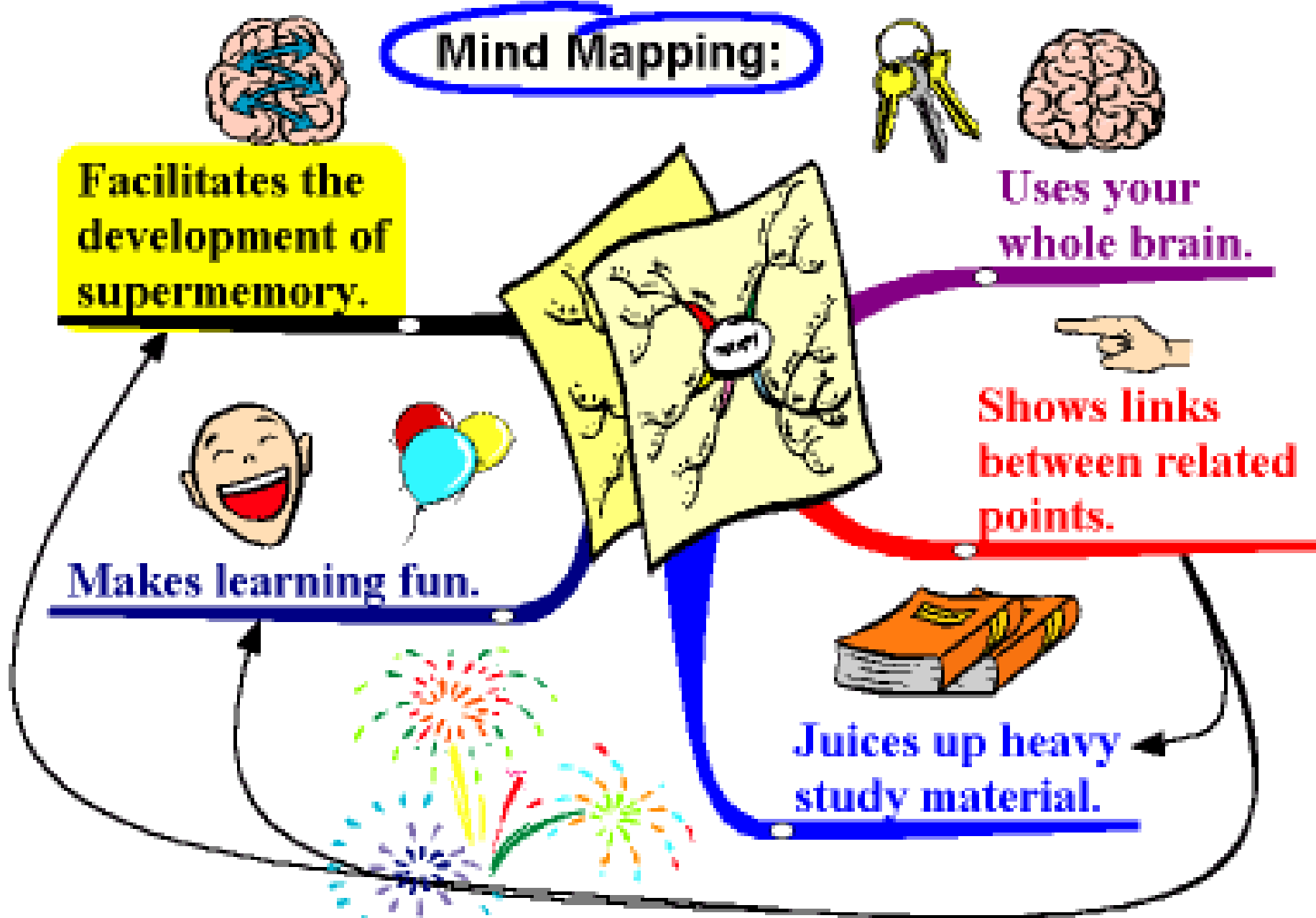
**Facilitates the development of supermemory.**

**Uses your whole brain.**

**Shows links between related points.**

**Makes learning fun.**

**Juices up heavy study material.**



# You can use mind maps for:

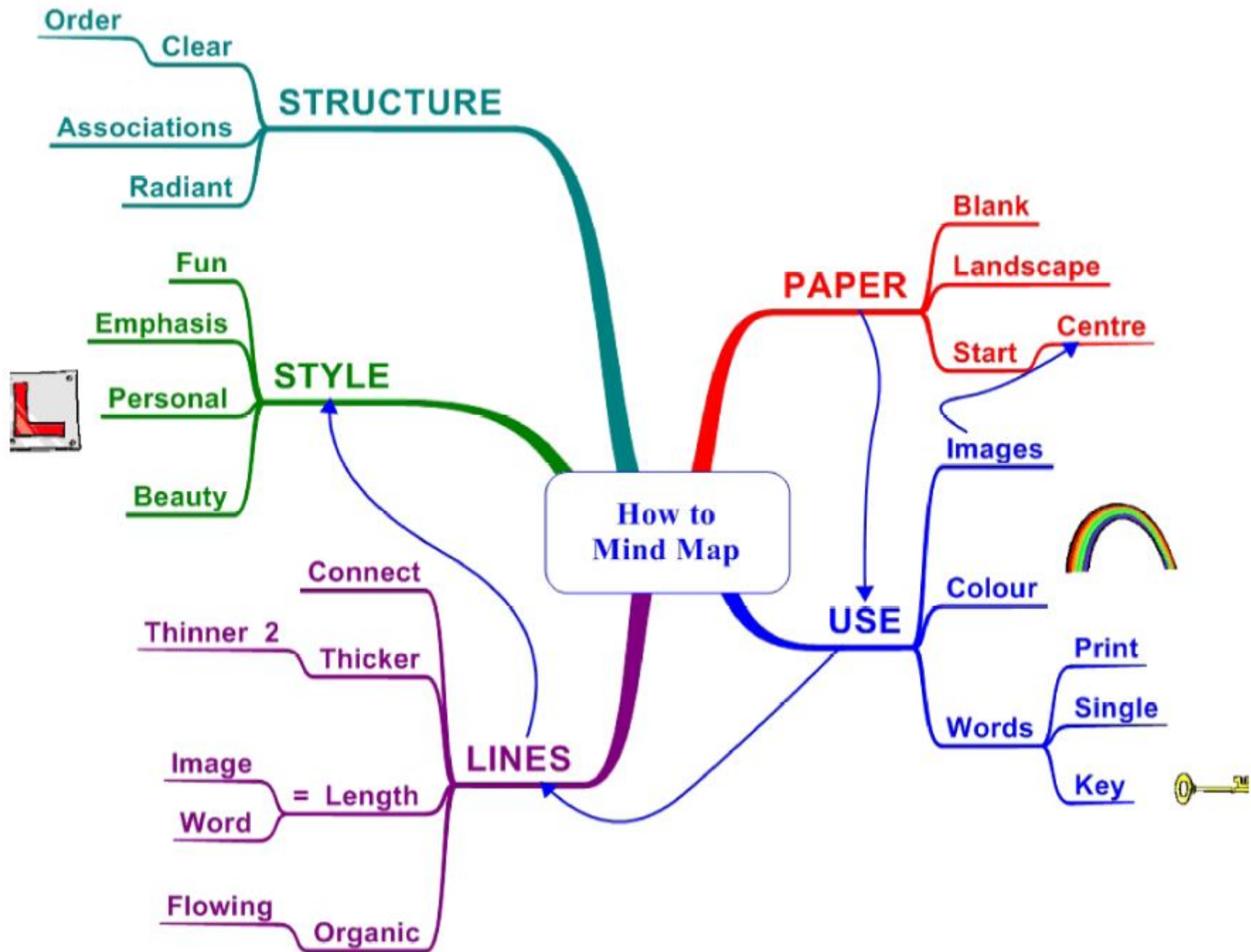
- Making notes during a lesson
- Planning for an essay
- Illustrating a process
- Brain storming
- Revising

# Here are some advantages of using mind maps:

- Think of more ideas
- Recall information more easily
- Visual signs and key words are easier to remember than linear notes.
- Revision will be made easier with all the key points illustrated.
- You can arrange notes in a way that your brain recognises.
- Clearly shows links and associations.
- Organised and creative.
- Compact, and can summarise pages of information.
- You can review the information at a glance, helping you remember it.
- Quick and easy to do. No unnecessary words.

# Task

Study and then copy the following slide as it tells you everything you need to know in order to create an effective mind map!!!



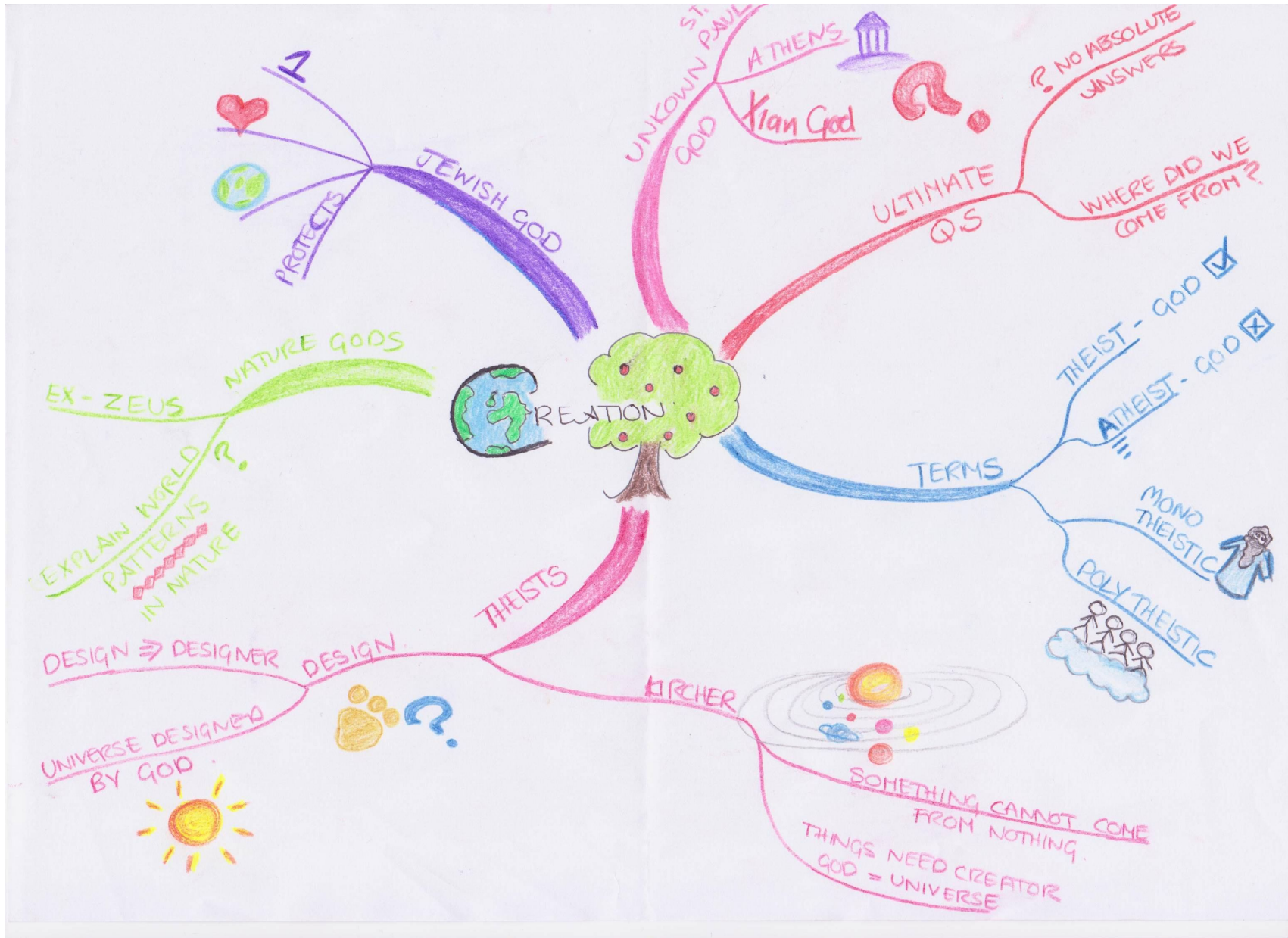
# Tip for remembering quotes...

- If you are remembering quotes for English, for example, refer to the quotes at the appropriate areas of your mind map as Q1, Q2, Q3 etc...
- On the reverse write out the quotes in full and then use the sheet like a flash (index) card.
- i.e. Romeo and Juliet - Theme – Fate – Q1 – try and recite it and then turn over the sheet to check...

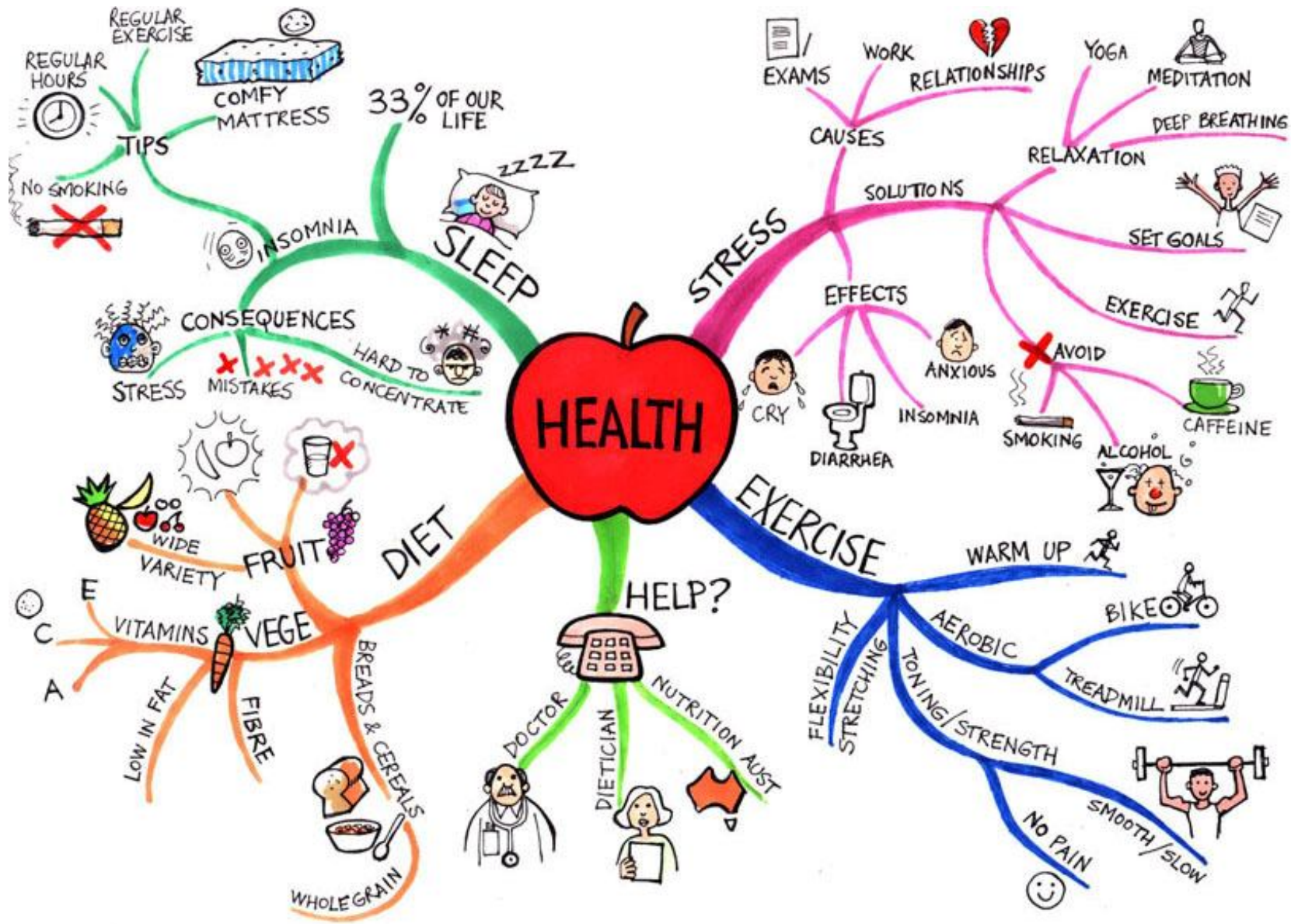
"From forth the fatal loins of these two foes, a pair of star-crossed lovers, take their life."



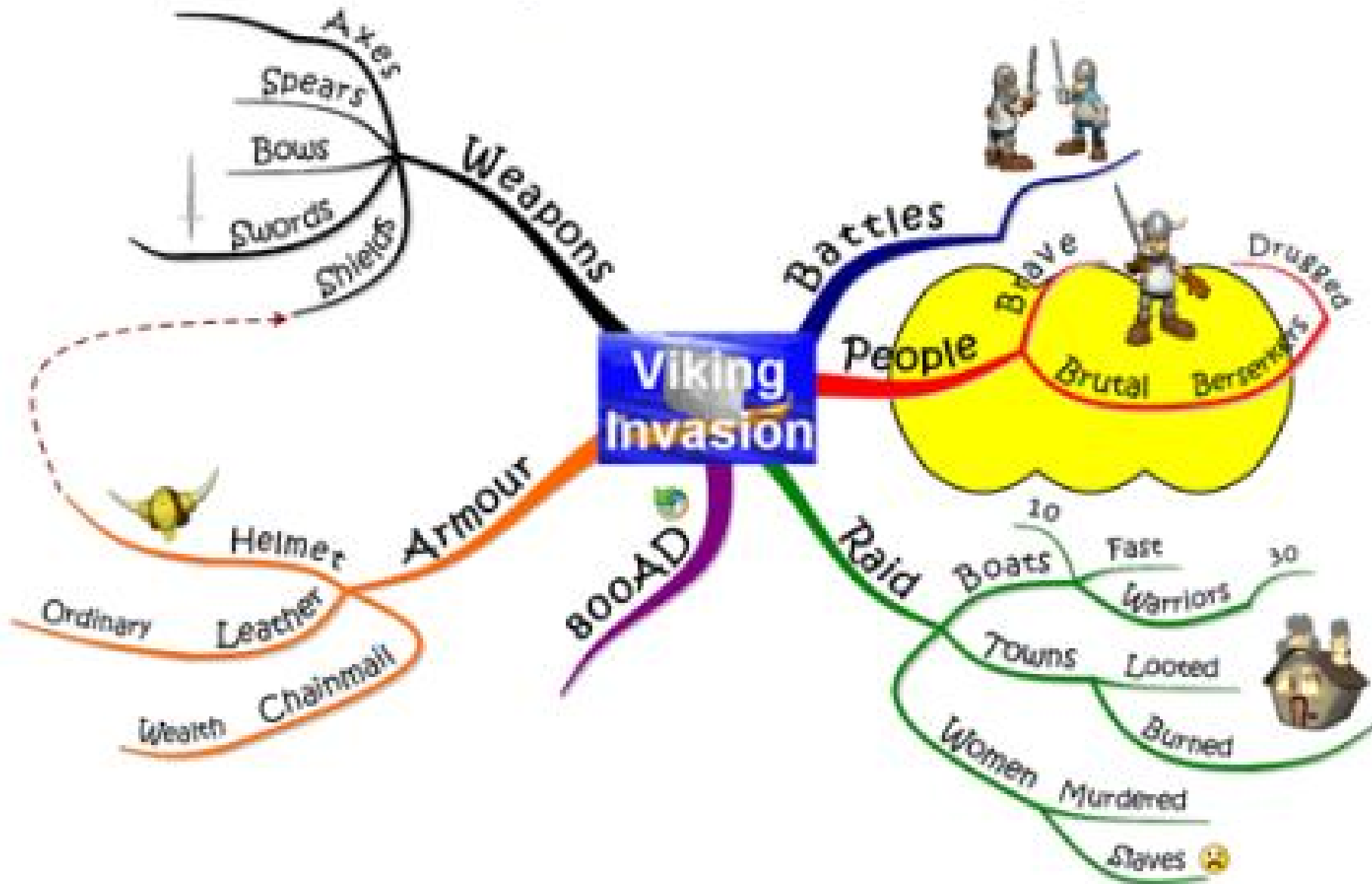
# An R.E. Example...



# An PSHE/Home Economics Example...

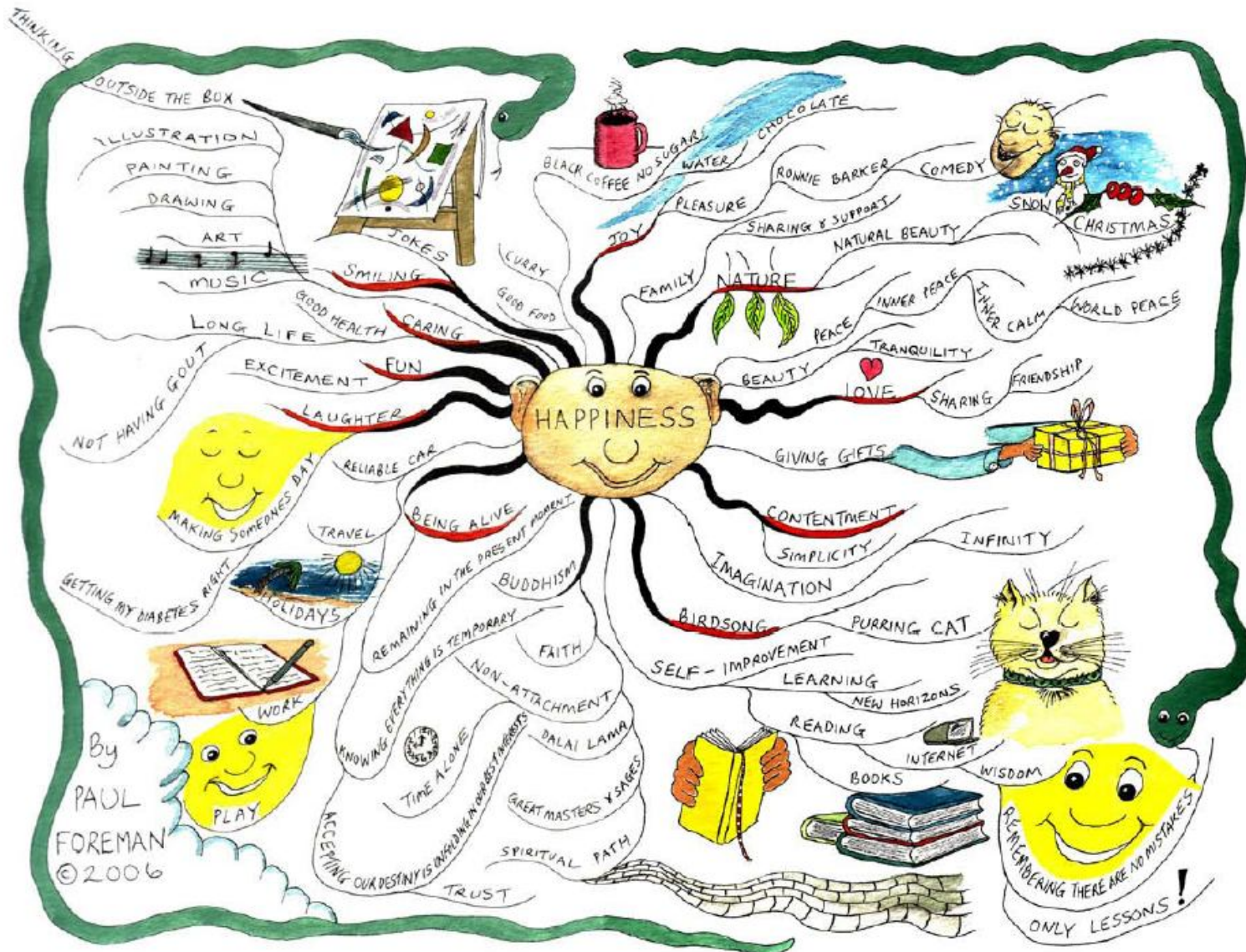


# A history example...





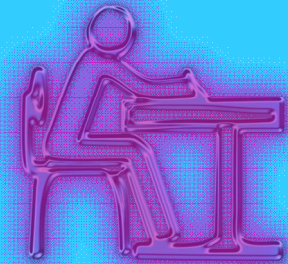
# Be Creative...



By  
PAUL  
FOREMAN  
© 2006

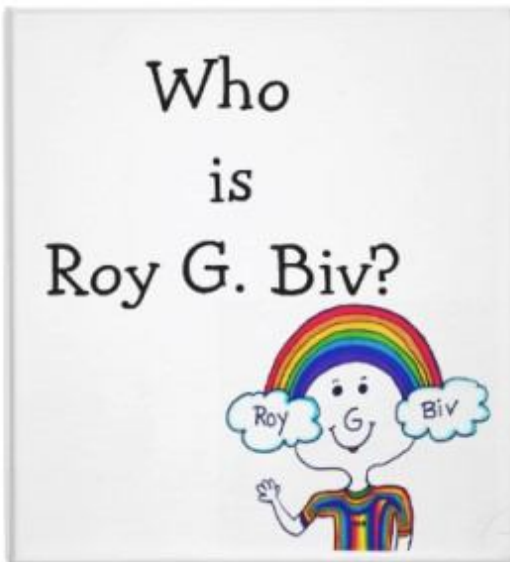
# Try your own:

- **Choose a topic within a subject you are studying and create your own mind map.**
- **Keep it simple and gradually you will build up your mind mapping skills!!!**



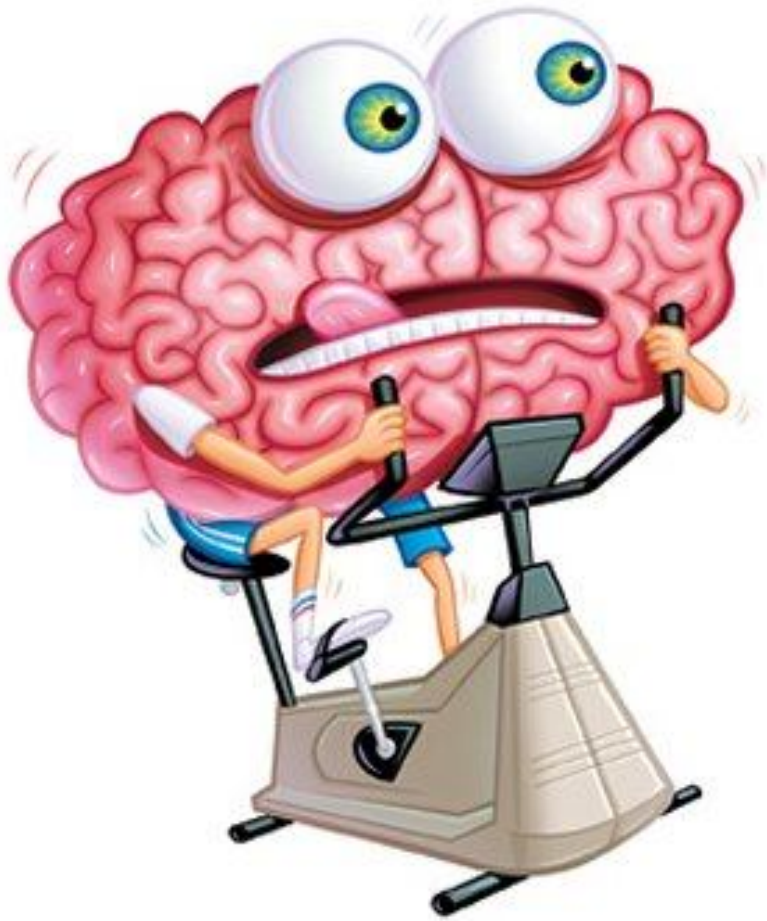
# Memory Techniques

## Mnemonics



- Mnemonics are based on the principle that the brain likes patterns, it is always looking for associations between the information it is receiving and what is already stored.

If the brain can find no link or association, it is highly unlikely that the information will be stored in long-term memory.



Memory is  
like a muscle  
- the more it  
is used, the  
better it  
gets!

# The Link Method

## For remembering a simple list

You use it by making simple associations between items in a list, linking them with a vivid image containing the items.

Taking the first image, create a connection between it and the next item. Then move on through the list linking each item with the next.





# For example...

- You may want to remember this list of counties in the South of England: Avon, Dorset, Somerset, Cornwall, Wiltshire, Devon, Gloucestershire, Hampshire, and Surrey.

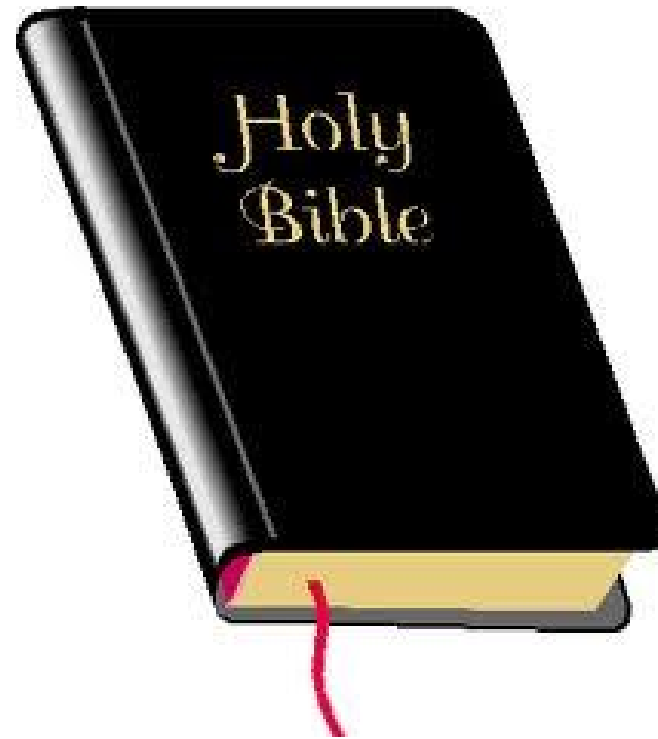
## **The Link Method**

- An AVON (Avon) lady knocking on a heavy oak DOOR (Dorset)
- The DOOR opening to show a beautiful SuMMER landscape with a SETting sun (Somerset)
- The setting sun shines down onto a field of CORN (Cornwall)
- The CORN is so dry it is beginning to WILT (Wiltshire)
- The WILTing stalks slowly droop onto the tail of the sleeping DEVil (Devon).
- On the DEVil's horn a woman has impaled a GLOSSy (Gloucestershire) HAM (Hampshire) when she hit him over the head with it
- Now the Devil feels SoRRY (Surrey) he bothered her.

# Lets try it...

Create a way to remember the first 5 books of the Bible:

- Genesis
- Exodus
- Leviticus
- Numbers
- Deuteronomy



# The Roman Room

- The Roman Room technique is an ancient and effective way of remembering unstructured information where the relationship of items of information to other items of information is not important.
- It functions by imagining a room (e.g. your sitting room or bedroom). Within that room are objects. The technique works by associating images with those objects. To recall information, simply take a tour around the room in your mind, visualising the known objects and their associated images.



# The Journey Method

- Imagine a journey you often make – walk to school/bus stop and peg information to familiar sights.
- The journey could even be through the rooms of your home.
- The Roman Room technique is most effective for storing lists of unlinked information, whereas the Journey Method is most effective for storing lists of related items/ordered information.



Imagination is  
central to  
these  
techniques!



# Try the Journey Method for the following list of items (in order!):

- Pack of cards
- Door
- Elvis Presley
- Can of juice
- Witch
- Dictionary
- Koala bear
- Umbrella
- Fridge magnets
- CD
- Teddy bear
- Fried chicken
- Takeaway menu
- Otter
- Albert Einstein
- Map of Spain

# Recite the list...

- In 20 minutes/at the end of the day/next week.
- How many of these items can you remember in the correct order?

Test Yourself



# Other memory techniques

## Acronyms...

Use the first letters of the things you are trying to remember to create a word that will help you remember!

### PMAT

The four stages of mitosis (in order): Prophase, metaphase, anaphase, telophase

### ROYGBIV

The colours of the rainbow/visible spectrum( in order of decreasing wavelength): **Red****Orange****Yellow**  
**Green****Blue****Indigo****Violet**

### OILRIG

Oxidation Is Loss (of electrons), Reduction Is Gain (of electrons)



# Other memory techniques

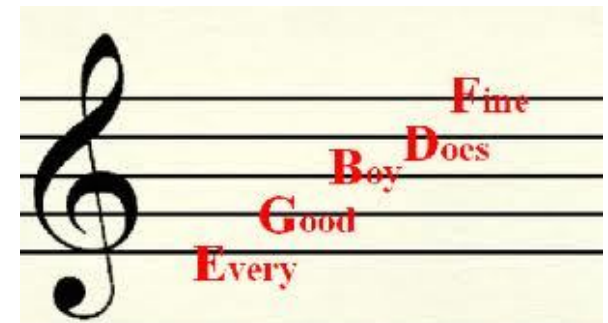
## Silly Sentences...(Acrostics)

**Mary's Violet Eyes Made John Stay Up Nights**

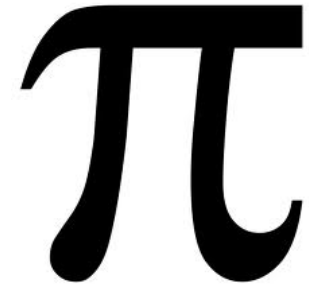
The order of the planets: **M**ercury **V**enus **E**arth **M**ars  
**J**upiter **S**aturn **U**ranus **N**eptune **P**luto

**Every Good Boy Does Fine**

Musical notes - the treble clef scale: E-G-B-D-F



# Pipphilology



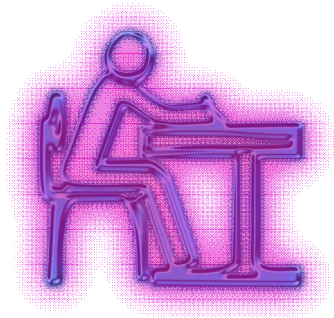
- Some people learn sentences/rhymes to help them remember a span of digits of the mathematical constant  $\pi$ .

*Can I have a large container of coffee? Thank you.*

- Count the number of letters in each word. It allows you to remember  $\pi$  as 3.141592653
- Some people have created poetry that allows them to remember many more digits.
- One individual even wrote a book using this technique! (pilish)

# Create your own...

- Think of something you are having difficulty remembering (if you can remember what it is!)
- Create your own acronym or acrostic (silly sentence)

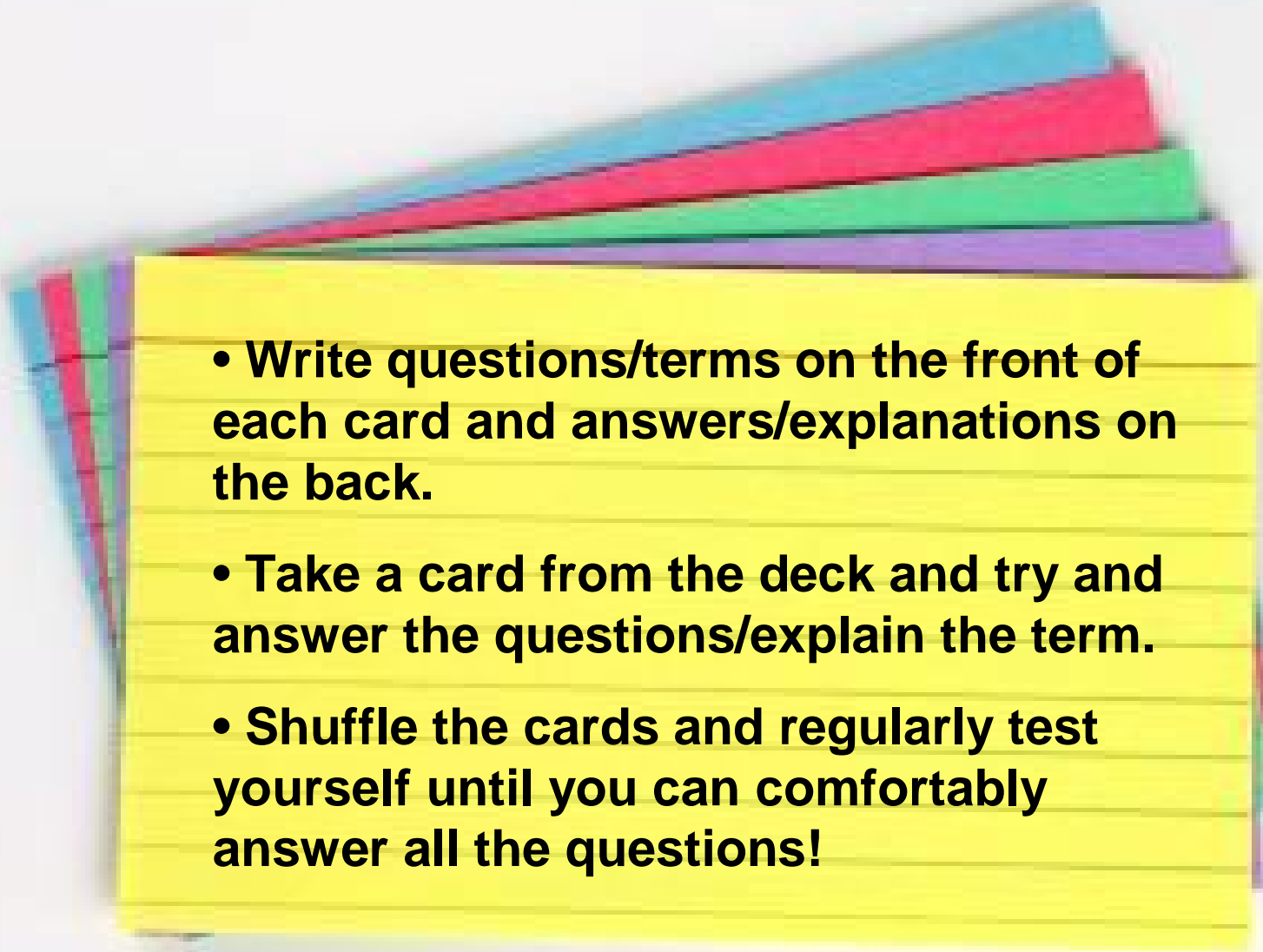


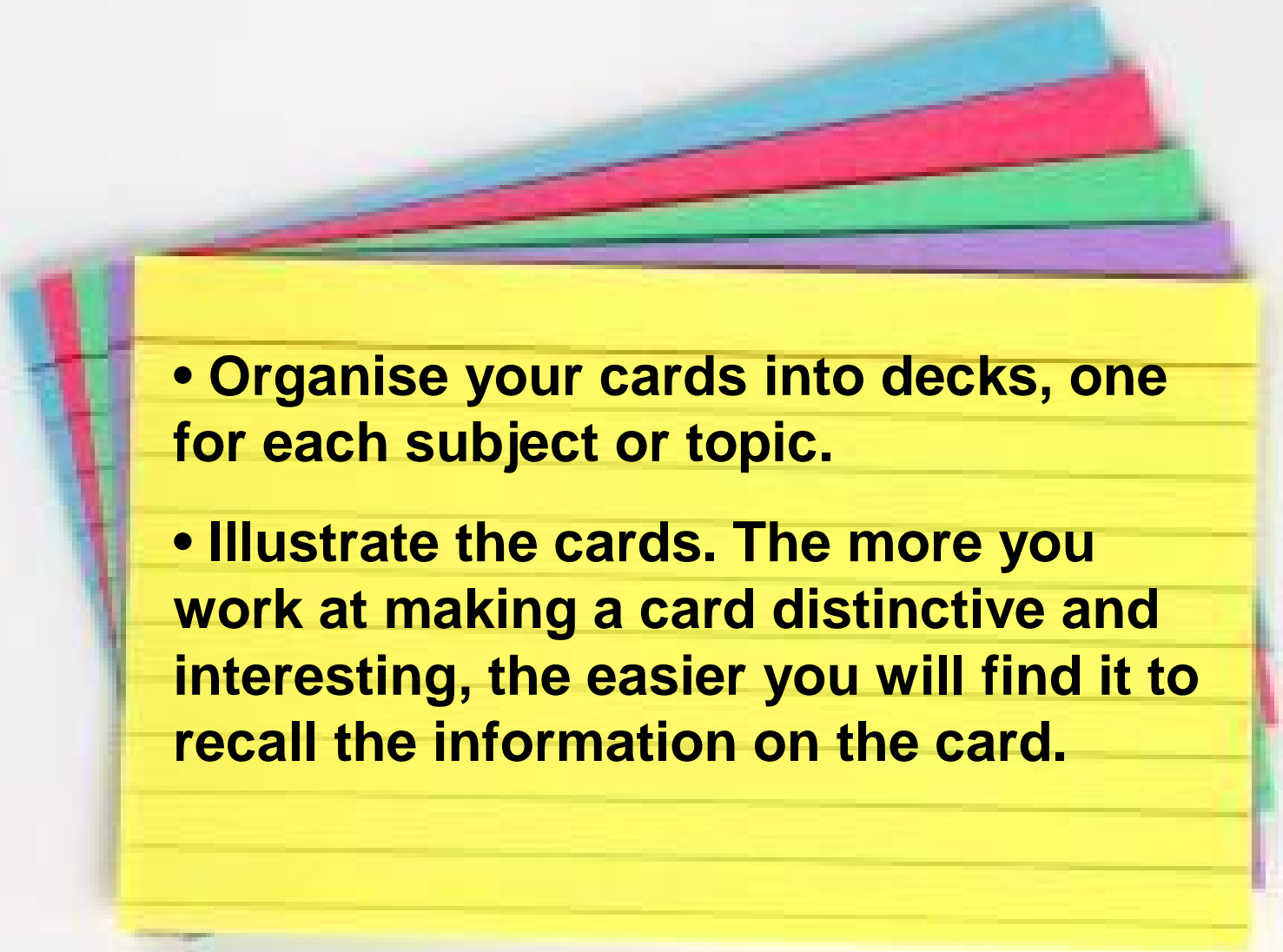
## Acrostic Poetry

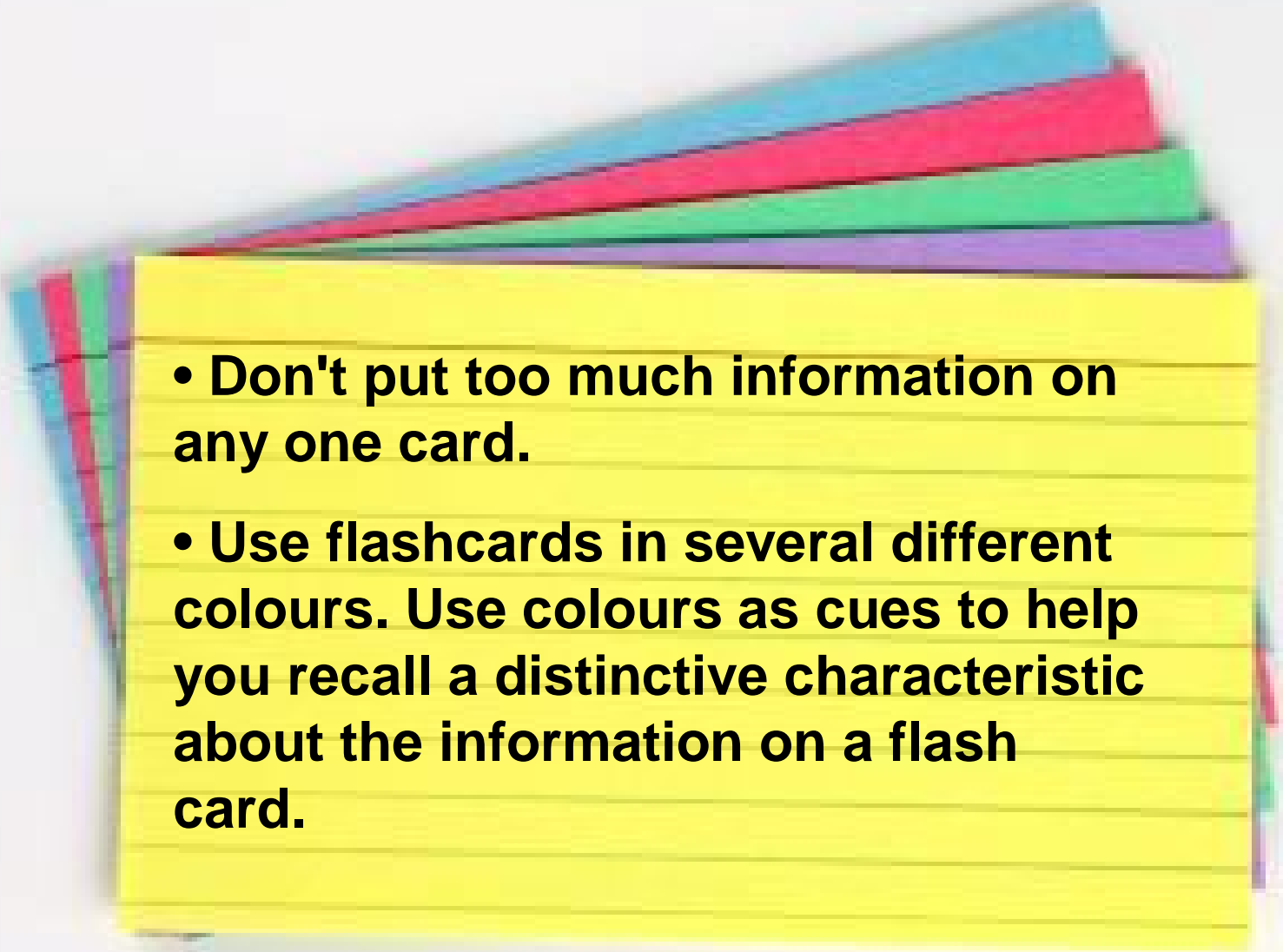
An acrostic poem  
Can be about anything,  
Really.  
Of course, some people like to  
Start each line as a sentence,  
Though  
I prefer weaving words into a  
Creation that is more freeform.

A stack of colorful flashcards is shown against a light gray background. The top card is yellow with horizontal lines and the word "Flashcards" written in bold black text. Below it, several other cards in various colors (red, green, purple, blue) are visible, slightly offset to the left.

# Flashcards

- 
- **Write questions/terms on the front of each card and answers/explanations on the back.**
  - **Take a card from the deck and try and answer the questions/explain the term.**
  - **Shuffle the cards and regularly test yourself until you can comfortably answer all the questions!**

- 
- **Organise your cards into decks, one for each subject or topic.**
  - **Illustrate the cards. The more you work at making a card distinctive and interesting, the easier you will find it to recall the information on the card.**

- 
- **Don't put too much information on any one card.**
  - **Use flashcards in several different colours. Use colours as cues to help you recall a distinctive characteristic about the information on a flash card.**



A stack of colorful sticky notes is shown against a light gray background. The top note is yellow and has the text "Subject Specific Examples..." written on it in a bold, black, sans-serif font. Below the yellow note, several other colored notes are visible, including purple, green, red, and blue. The notes are slightly offset to the left, creating a sense of depth.

**Subject Specific  
Examples...**



**Date/Names (History/ Modern Studies)**

**You might write "George Washington" on the front and "first U.S. president" on the back.**

**Flip the cards over from time to time.**

**Sometimes you will see "George Washington" and will have to remember that he was the first president of the U.S. Other times you will see "first U.S. president" and will have to remember that it was George Washington.**

**Doing this will strengthen your recall of the information.**

### English

Use flash cards to remember quotes/motifs related to key themes.

For example, Romeo and Juliet.

On one side write the theme

**'Fate'**

and on the other side the quote

**"From forth the fatal loins of these two foes, a pair of star-crossed lovers, take their life."**



### **Vocabulary – Musical Terms/Languages**

**Write the word to be learned on the front of the card and a short definition on the back of the card.**

### **Chemistry**

**Draw the formulae for a chemical compound on one side and name it on the other.**



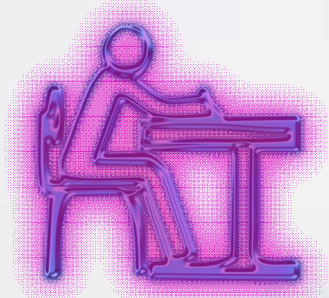
## **Task**

- **In pairs: Think of some other specific ways you could use flash cards.**
- **Share your suggestions with the class.**



**And finally:**

- **Carry your cards with you.**
- **Change the order of the cards frequently. Shuffle the cards each time you review them.**
- **Find someone you work well with and test each other.**
- **Recite answers aloud – it really does work (tip - find somewhere private to do this!)**



## **Task:**

- **Make up your own flashcards for an upcoming test!**
- **Test each other**