

The Ugly Truth About Studying

“...most students have
never been taught
how to study
and
the strategies they
devise on their own
don't work.”

~ Daniel Willingham



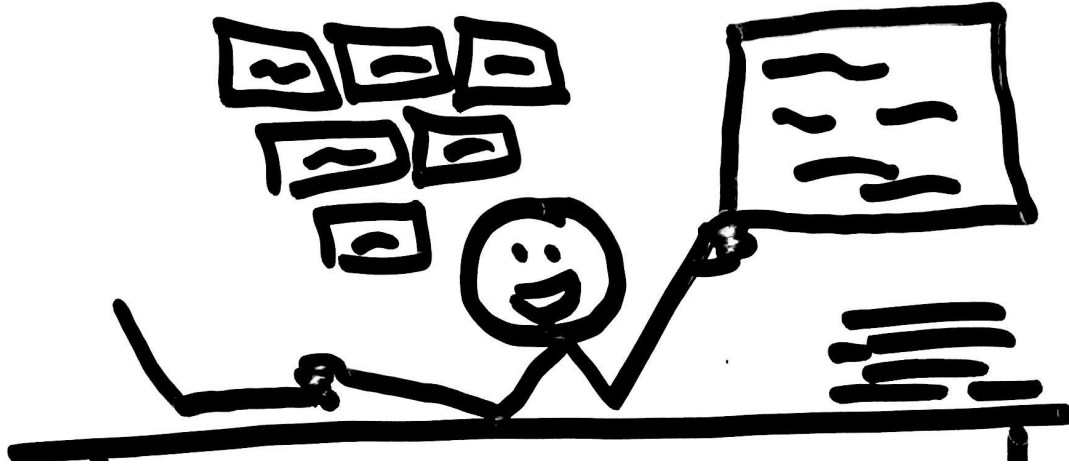
https://www.washingtonpost.com/news/answer-sheet/p/2016/09/14/a-telling-experiment-reveals-a-big-problem-among-college-students-they-dont-know-how-to-study/?utm_term=.3754b349d2fb

**How can educators
reverse this trend...**



**...so students become adept at using
study strategies that DO WORK?**

Let's define "Study":



The art of teaching **YOURSELF** info & skills.

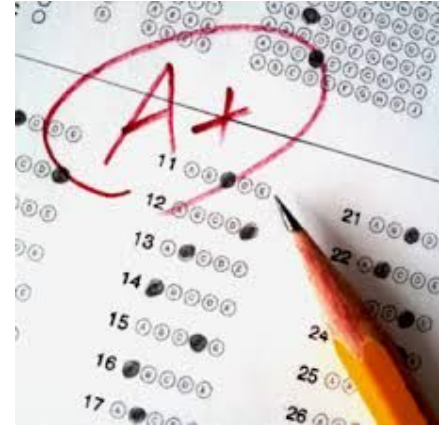
There is a surprisingly simple formula for studying:



Rock Your Finals!

What You'll Learn Today:

1. Mistakes teachers & students make
2. Why the Study Cycle is so important, and how to teach it to students
3. The simple formula for how to learn, so students can identify and fix their weakest link
4. How to create a final exam study plan that (hopefully) kicks cramming to the curb
5. How to incorporate these tools *all semester long* so you don't cram students with *Anti-Cram!* advice :-)



Why I Have Opinions...



- Former teacher & current learning geek
- Academic life coach with 5000+ coaching hours
- Peeked into the classrooms of 1000+ teachers

I also have courses for:

- **Students:** *Anti-Boring Approach to Powerful Studying™*
- **Educators:** *Art of Inspiring Students to Study Strategically™*
- **Academic Coaches:** *Anti-Boring Approach™ Coach Training Program* and *The Art of Launching Your Biz*

WARNING:

(just in case you're getting your hopes up...)

These skills can't be taught to fluency between now and finals!

We are going to cover as much as we can today and you are going to walk away with the MOST IMPORTANT tools to teach students asap.

Improving skills over the long haul takes **time and troubleshooting**.

If you're hungry for more, at the end I'll share details about my online course:



The Art of Inspiring Students to Study Strategically!

Before We Dive In:

1. Get access to the worksheet.
2. Hour-long presentation. Q&A for half-hour at end.
3. **Q&A:** Type questions for Gretchen.
4. **Chat:** Resist webinar passivity. Stay active!
 - a. Comment in chat (extroverts!)
 - b. Email me afterwards with reflections (introverts!)
5. **Raise Hand:** To ask questions with your voice.
6. Get rewarded for active learning with a raffle.



Free Access to Course!

Mistakes TEACHERS Make

1. Expect students know how to study
2. Don't give tests and quizzes back, or...
3. Give tests back, without allowing time to fill in correct answers
4. Wait until a week before exam to pass out study guides
5. Format worksheets so that they are *hard to use again* for self-quizzing
6. Teach students specific strategies, without teaching **theory** of why the strategies might work and providing **practice** over the semester.
7. What else?



I'm guilty too!

Mistakes STUDENTS Make

1. Wait until last minute to study.
2. Stay up all night the night before.
3. Don't make a plan.
4. Don't study at all because of the "illusion of knowing."
5. Choose boring ways to studying, like re-read notes and textbook.
6. Only study simple flashcard definitions. Don't look more deeply at material
7. Don't move their bodies and take the right kinds of refreshing breaks.
8. What else?



**What is the most important thing to teach
that has the potential to transform
students' ability to study well for any test?**

(If you've been reading the emails, you should know this by now...)

The Study Cycle!!!

Get Out Your Worksheet:

The Study Cycle



The Mini-Lecture

To Study Effectively, Students Must Become Fluent At:

- (1) testing themselves repeatedly,
- (2) assessing themselves accurately, and
- (3) encoding info they haven't yet learned in a variety of NEW ways.

Steps in the Mini-Lecture:

- Draw first arrow. Step 1 is to get info from "basket of knowledge and skills" and store it in brain. Intro words "encode" and "in".
- Ask: That's the first step, and most students stop there and never do anything else. What do you think the second step might be?
- Draw second arrow. Intro words "retrieve," "out," "quiz/test" and "assess"
- Draw and x. Talk about importance of PROVING what you know.
- Draw third arrow. Encode anything you DON'T know in a NEW way.
- Ask: And what do you do after you encode in a new way? (Repeat cycle).
- TIPS:
 - ◆ Have students draw OR practice retrieval by teaching it back
 - ◆ Ask student to identify strongest & weakest points on cycle.
 - ◆ Ask student where to start when studying? (Step 2: Retrieve)

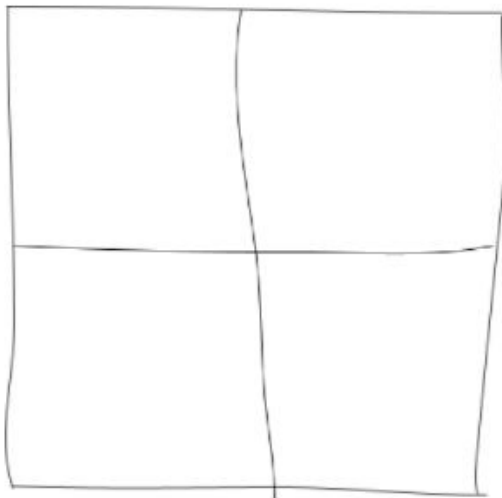
There is a surprisingly simple formula:

$$\text{Repetition} + \text{Variation} =$$

Rock Your Finals!

Get Out Your Worksheet:

The Study Senses



The Mini-Lecture

The Brain Processes Info In At Least Four Ways:

- (1) seeing,
- (2) hearing,
- (3) speaking, and
- (4) moving / manipulating

Main Idea: The more senses we use when learning, the stronger a pathway we build (this is what it means to have variation in learning).

Steps in the Mini-Lecture:

- Have student draw box & then break it th
- Instruct student to draw eye, ear, mouth, and stick figure with hands
- Introduce idea that these are 4 ways that brains process information
- Ask: Guess the verb that each picture represents
- Ask: Which sense is the one you use most often? OR when you last studied for a test, which senses did you use?
- Explain: the more senses we use, the stronger the neural pathway
- Take time to explain what it means to move both the body AND information (this is the most confusing part for students). Introduce the idea that "mani" in "manipulate" means to use our hands
- Explain that often "speaking" and "hearing" senses work together, as well as "seeing" and "moving/manipulating". Brainstorm examples
- Revisit the study cycle, pointing out that the study senses can be used to (1) encode in a new way and (2) for retrieval practice
- Design study plan for a test that uses as many Senses as possible

There is a surprisingly simple formula:

$$\text{Repetition} + \text{Variation} + \text{Spaced Retrieval} =$$

Rock Your Finals!

Get Out Your Worksheet: *The Anti-Cram! Plan*

| Mon | Tue | Wed | Thur | Fri | Sat | Sun |
|-----|-----|-----|------|-----|-----|-----|
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |

| M | T | W | Th | Fr | Sa | Su |
|---|--------------------|-----------------------|----|----|--|--------------------------------------|
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |
| | | Talk to Simi to make. | | | Hist - Draft 1 + 2 hours | Hist Draft 2 + 3 hours |
| | | | | | Math - Start the Final Review sheet 2 hrs | Math - Finish the Review sheet 2 hrs |
| | | | | | Bio - look over previous tests & finish test corrections | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Read History Reading Review according to the plan w/ Simi Make classification on review sheet + testing self w/ other handouts | | | | | Study Hist w/ Simi | |
| Study Day 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | Science History | Math Eng | | | | |

Step 1: Make time visible

Create a
one-page
calendar to
SEE
how many
days or weeks
there are
between
NOW
and
FINALS.

| Mon | Tue | Wed | Thur | Fri | Sat | Sun |
|-----|-----|--|--|-----------------------|--|--|
| 27 | 28 | 29  | 30 | 1 | 2 | 3  |
| 4 | 5 | 6 | 7  | 8 | 9  | 10 |
| 11 | 12 | 13 Spanish Science | 14 English | 15 Math History | 16 | 17 |

Step 2: Prioritize classes by difficulty

Most Effort

1. Science
2. History
3. Math
4. Spanish
5. English





Least Effort

| Mon | Tue | Wed | Thur | Fri | Sat | Sun |
|-----|-----|--|--|-----------------------|--|--|
| 27 | 28 | 29  | 30 | 1 | 2 | 3  |
| 4 | 5 | 6 | 7  | 8 | 9  | 10 |
| 11 | 12 | 13 Spanish Science | 14 English | 15 Math History | 16 | 17 |





Step 3: Figure out what resources you need to study

Available Quizzable Study Tools:

- Old tests & quizzes
- Worksheets
- Flashcards
- Study guide
- Etc

| Mon | Tue | Wed | Thur | Fri | Sat | Sun |
|-----|-----|--|--|-----------------------|--|--|
| 27 | 28 | 29  Collect quizzable study tools & other supplies | 30 | 1 | 2 | 3  |
| 4 | 5 | 6 | 7  | 8 | 9  | 10 |
| 11 | 12 | 13 Spanish Science | 14 English | 15 Math History | 16 | 17 |

Step 4: Schedule retrieval practice (and assessment)





| Mon | Tue | Wed | Thur | Fri | Sat | Sun |
|-----|---|---|--|--|--|--|
| 27 | 28 | 29  Collect quizzable study tools & other supplies | 30 Fill out study guide f/ memory | 1 Compare study guide to key. Make list of what I don't know. | 2 | 3  |
| 4 | 5 | 6 | 7  | 8 | 9 Test self again using study guide and/or re-take old tests  | 10 |
| 11 | 12 Final retrieval using study guide | 13 Spanish Science | 14 English | 15 Math History | 16 | 17 |

Step 5: Plan how to encode in a new way

Use strong verbs

Don't say "study"
or "review"





Use as many
Study Senses
as possible.

| Mon | Tue | Wed | Thur | Fri | Sat | Sun |
|---|--|--|--|--|---|--|
| 27 | 28 | 29  Collect quizzable study tools & other supplies | 30 Fill out study guide f/ memory | 1 Compare study guide to key. Make list of what I know & don't know. | 2 Make fake textbook. See/Move/Manipulate. | 3  |
| 4 Study Group. Test & Teach each other. Goal: what questions does the teacher need to answer? Hear/Speak/See/Manipulate | 5 Test & Teach Goal: what questions does the teacher need to answer? Hear/Speak/See/Manipulate | 6 Attend teacher's study session Hear + Speak | 7  | 8 | 9 Test self again using study guide and re-take old tests  | 10 |
| 11 Final encoding on white board | 12 Final retrieval using study guide | 13 Spanish Science | 14 English | 15 Math History | 16 | 17 |

Presenting: An Anti-Cram! Plan

CHALLENGE:

Did we use
the verbs
“study” or
“review”
anywhere in
this plan?

| Mon | Tue | Wed | Thur | Fri | Sat | Sun |
|---|---|--|--|--|---|--|
| 27 | 28 | 29  Collect quizzable study tools & other supplies | 30 Fill out study guide f/ memory | 1 Compare study guide to key. Make list of what I know & don't know. | 2 Make fake textbook. See/Move/Manipulate | 3  |
| 4 Study Group. Test & Teach each other. Goal: what questions does the teacher need to answer? Hear/Speak/See/Manipulate | 5 Test & Teach Goal: what questions does the teacher need to answer? | 6 Attend teacher's study session Hear + Speak | 7  | 8 | 9 Test self again using study guide and re-take old tests  | 10 |
| 11 Final encoding on white board | 12 Final retrieval using study guide | 13 Spanish Science | 14 English | 15 Math History | 16 | 17 |

But what about scheduling MULTIPLE exams?!

- Schedule the hardest subject with the most detail
- In lesser priority classes, schedule the simplest version of the Study Cycle:
 - Retrieve → Encode → Retrieve
- Make a detailed plan. MAKING the plan is important, even if you don't follow it exactly
- Make sure the encoding activity is *active* and *interesting*, and keeps your attention.
- What else?

How to ACTUALLY follow through with the plan?!

- Suggestions for Students:
 - Use timers, and learn to tolerate 20 minutes of effort/difficulty
 - Organize supplies, and keep them out and visible during study process
 - Put posters and flashcards up around the space (blue tape is your friend)
 - Schedule meetings -- with teachers, study groups etc.
 - Work in new and interesting places & provide self with treats
- Suggestions for teachers:
 - A minimum: teach the Study Cycle
 - Find class time or special study session to practice the study senses and making a plan
 - Scaffold THEORY + TOOLS throughout the semester

In a moment, your questions. But first:



What is the full set of **theory & tools** that students need to be strategic, self-sufficient learners?

- 1 - The Study Cycle
- 2 - Indiana Jones
- 3 - Neural Pathways
- 4 - Study Senses
- 5 - Spaced Retrieval
- 6 - Working Memory
- 7 - (Plasticity & Growth Mindset)

Train the Brain Mini-Lectures

- 1 - Get It Down Notes
- 2 - Hone It Notes
- 3 - Quizzable Notes
- 4 - Rule of 1/3
- 5 - Clump and Chunk
- 6 - Graphic Organizers
- 7 - Book Chart
- 8 - One Page Summary
- 9 - How to Read a Book

Note-Taking and Encoding Tools

- 1 - T-Chart
- 2 - Above/Below
- 3 - Flashcards
- 4 - Advanced Flashcards
- 5 - DECS
- 6 - DIY Study Guide
- 7 - The Check Set
- 8 - Assignments as Quizzable Tools

Quizzable Study Tools

The Art of Inspiring Students to Study Strategically

Organization Tools

- 1 - The Archives
- 2 - The ARC System
- 3 - Binders vs. Stuffers
- 4 - Organize with the Exam in Mind

Anti-Procrastination Tools

- 1 - Make Time Visible
- 2 - Due Dates vs. To Do Lists
- 3 - Digital v. Paper Planners
- 4 - Reminder Tools
- 5 - Pomodoro
- 6 - The Set Up Routine
- 7 - Tools, Team & Routine
- 8 - Mindset & Self Talk
- 9 - Distraction Blockers

Planning Tools

- 1 - Banish "Review" and "Study"
- 2 - The Backwards Plan
- 3 - In the Manner of the Test
- 4 - Calendarize
- 5 - Study Groups
- 6 - How to Talk to Your Teacher



Join me for

The Art of Inspiring Students to Study Strategically!

Starts January 8, 2018

THE ART OF INSPIRING STUDENTS TO STUDY STRATEGICALLY ~ WINTER 2018

About The Course



Course starts on November 29

During this 5-week course for educators of all kinds, I'll introduce you to my "secret formula" for helping overwhelmed students stress less and study smarter. By the end of this course, you'll walk away with (1) a complete set of the concrete strategies for time management, organization and strategic studying that I teach all my academic coaching clients, and (2) the tricks I use as a coach to teach these skills in a way that inspires students to take action.

Your Guide



GRETCHEN WEGNER, M.ED.

I help overwhelmed students de-stressify school so that they can rock their grades and have a life too. I also train grown-ups how to inspire students to study, and to launch their own thriving academic coaching businesses. When I'm not changing the world one creative study strategy (and time management tool!) at a time, you'll find me swing dancing, camping, and walking around Lake Merritt in my beloved home of Oakland, California.

Questions? Comments? [Email me!](#)

Lessons

[All Lessons »](#)

1. **INTRODUCTION**
○○○○○○○○○○
2. **WEEK 1: THE STUDY CYCLE & "STICKY" LEARNING**
○○○
3. **WEEK 2: TRAIN THE BRAIN & THE STUDY SENSES**
○○○
4. **WEEK 3: POWERFUL NOTES & QUIZZABLE STUDY TOOLS**
○○○
5. **WEEK 4: ROCK SOLID STUDY PLANS**
○○○○
6. **WEEK 5: ANTI-PROCRASTINATION TOOLS**
○○○
7. **FINISH UP**
○○○○○
8. **BONUS: THE POWER OF TRACKING HABITS & GRADES**
○○○



Chock full of goodies!

“I’m always amazed by how much you give us.”

~ Tami, Retired Teacher and Tutor at a Catholic High School

- Complete *Anti-Boring Approach to Powerful Studying*™ online course
- 40+ specific tools to teach students and steps for integrating into curriculum
- Sample “scripts” for 7 mini-lectures
- Online portal revisit training materials for up to two years.
- Lifetime access to a fun and helpful Facebook community
- Video excerpts from coaching sessions with *real* teens
- Certificate of Completion and ICF Continuing Education Credits



What Other Educators Says About

The Art of Inspiring Students to Study Strategically!

Patti, High School English Teacher & Department Head:

"I started your coursework today at noon, thinking I would take just a little time to do the introductory work and then head home early. Ha! It's now 3:30pm. Your course is thoroughly engaging and challenging. I've barely begun, and **I already see the huge value of this course for experienced and new teachers alike.**"

Adam, College Instructor and Academic Life Coach:

"You make it streamlined. I knew most of the research you were drawing upon, but you put it together in a **streamlined, efficient way** that makes presenting it to students both easier and more effective, instead of piecemeal."

Join other awesome educators for *The Art of Inspiring Students to Study Strategically!*

Sign Up Before Monday, December 12
Get 50% off

~~\$695~~ \$395

Coupon code EARLYBIRD100



www.gretchenwegner.com/register

The Benefits of Teaching Students How to Study Strategically

When students...

1. Understand the **brain's learning** processes
2. Have a **toolbox filled with strategies** to implement these skills
3. Practice these skills **over time**

They become....

- More confident
- Less anxious
- More curious
- More self sufficient

They also...

- Struggle less with homework
- Advocate for themselves
- Learn from their “mistakes”
- Grades go up too!



In other words...

