



BRIDGING THE GAP

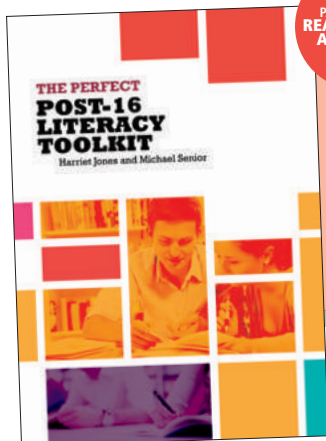
DEVELOPING THE SKILLS
STUDENTS NEED TO START
SIXTH FORM

Michael Senior



OTHER USEFUL MATERIALS

FOR HEADS OF SIXTH



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BRIDGING THE GAP

The skills students need for sixth form

Text by Michael Senior © Senior Press

Illustrations by John Taylor © Senior Press

Editors: Sheila Bond, Bruce Viveash, Sue Jones.

Published by Senior Press

Senior Press, P O Box, 199, Pinner. HA5 5ZG

© Senior Press

Published 2014

ISBN Book 978-1-905371-242

www.seniorpress.co.uk

info@seniorpress.co.uk

British Library Cataloguing in Publication Data. A catalogue record for this publication is available from the British Library.

Designed by www.callistodesign.co.uk

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* Highly suitable for induction because structured group discussion is a key focus

INTRODUCTION

THREE KEY ISSUES

Audience - This resource pack is designed to help students develop the skills needed for more independent study, especially for Post-16 study. Indeed, many of the skills are also needed at university. The material could also be used for able students starting GCSE level study.

Challenge - At times, the material is deliberately challenging – students need to learn to tackle harder tasks. All the material has been designed to be active e.g. rate yourself, apply the skills.

The key focus - A key focus of the material is motivation and emotions; these are two crucial areas that many study skills strategies ignore. I find, as a Head of Sixth, that motivational and emotional barriers are often the key to problems with learning. I hope these resources help reduce the number of problems emerging throughout the year and increase student confidence and competence for both sixth form studies and thereafter at university.

HOW CAN YOU USE THE MATERIAL?

As Bridging Work - Some of the material is really useful as a bridging pack to be given to Year 11 before commencing sixth form. You will best judge which areas to provide.

For Induction - Some material is ideal for induction as it generates discussion. The materials on Learning Mindsets are especially designed for induction.

During Tutorial time - All the material can be used for tutorial time as no single task needs to take longer than 15 minutes.

On your VLE - The material can be placed on your Virtual Learning Environment for more independent study.

FEEDBACK

Please feel free to email with reviews, feedback and ideas for future editions.
Email Michael Senior directly on michaelseniorpress@gmail.com

Follow Michael on Twitter [@MikeSenior1](https://twitter.com/MikeSenior1). I hope this publication makes the life Heads of Sixth a little easier, as the role is hard enough!

Michael Senior
Head of Sixth



WHAT WILL BE EXPECTED OF ME AS A SIXTH FORM STUDENT?

WHAT QUALITY DO LECTURERS MOST WANT FROM STUDENTS?

In a training session with Heads of Sixth Form in 2014, lecturer Harriet Jones, University of East Anglia, outlined the skills and qualities many sixth form students lacked when starting their degree course.

LEARNING TASK #1

CAN YOU IDENTIFY THE SINGLE QUALITY THAT MOST LECTURERS WANTED?

- ESSAY WRITING
- READING
- NOTE-TAKING
- ORGANISED
- RELIABLE
- CURIOSITY
- INDEPENDENCE
- EXAMINATION SKILLS

ANSWER: Lecturers most want students who are interested in the subject, who ask questions and wish to find out more. – Curiosity is the answer. The question they liked least was, "Will this be in the exam?" Curious students engage with the learning material, ask questions, look up and are critical of information.

LEARNING TASK #2

HOW CURIOUS ARE YOU ABOUT YOUR POST-16 SUBJECTS?

	TICK
Very curious e.g. I have already started to read some material about aspects of the course	-----
Curious e.g. There are questions I have that I would like to ask	-----
Not curious e.g. The course doesn't inspire me to ask questions or find out more independently	-----

LEARNING TASK #3**THE KEY SKILLS AND QUALITIES FOR SIXTH FORM**

The following are some of the key skills and qualities needed for sixth form. Each one is a piece of advice from a former sixth former who has completed their sixth form course. Rate your response to the statement after each piece of advice.

KATRINA

“You will be expected to turn up to lectures fully prepared, with your notes from the previous lecture and your own paper to make notes on.”

I am the sort of person who finds it difficult to be fully prepared for class/lecture

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

ANIL

“You will be expected to ask questions, there is no point leaving a lecture having not understood. Don't worry about what you think everyone else might think of your questions – actually, most of them will appreciate you asking.”

I find it a challenge to ask a question in class

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

MARK

“I thought I could get away with answering lots of past questions but then every new-style question on exam papers caught me out. Make really good notes BEFORE you start practising exam questions. Treat past questions as a way of checking the detail, accuracy and understanding of your notes.”

I tend to go straight to past question rather than prepare detailed notes first.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

ELLEN

“You are expected to solve problems yourself. If you don't understand something then read another book, go on YouTube to look for a video on the topic, iTunes for a podcast or a web site with materials. There are so many free resources out there to help you. Learn to help yourself rather than accepting you don't understand something.”

When I don't understand I tend to give up fairly quickly.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

BEN

“I thought I could start working hard later in the course but then I realised that the exam could be testing topics covered from the very first lesson and yet my notes were not detailed enough. You are expected to make notes and work hard from day one. There isn’t enough time at the end to make up for being lazy at the beginning!”

I never thought I would need to work hard from day 1.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

KRUPA

“Be attentive in class and ask questions. Print the spec. out for each subject and make notes, referring to numerous books – not just one.”

I thought I would only need to make notes from one book.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

JESSICA

“Try and balance your subjects. Don’t neglect one subject thinking it is easy or that you can revise for the course closer to the exam - you will run out of time.”

I find it hard to balance my subjects.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

MARTIN

“Make your notes in class and at home as you go – by the time exams are close, it’s all too late as there is so much to learn.”

I tend to work hard at the end.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

NANDINI

“Don’t leave looking for work experience too late. Start at the beginning of Year 12 otherwise the places all go. It’s the same for university open days – the best days go quickly in January of Year 12 for the summer.”

I didn’t think I would need to look for work experience quite so early.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

JADE

"Because I started a new sixth form I worried about making friends so much that I spent too much time socialising. I should have spent my time dedicating myself to studies, as that was what the really successful students were doing – not spending time making lots of friends."

I tend to think about making friends more than studies.

Strongly agree
1

Agree
2

Disagree
3

Strongly disagree
4

OMER

"Make sure that you attend lessons – the more you miss, the harder it gets."

I tend to miss a number of lessons.

Strongly agree
1

Agree
2

Disagree
3

Strongly disagree
4

THE THREE QUALITIES / SKILLS I NEED TO WORK ON MOST ARE:

- 1 _____
- 2 _____
- 3 _____

LEARNING TASK #4

WRITE DOWN ONE PIECE OF ADVICE YOU WOULD OFFER TO STUDENTS EMBARKING ON THEIR GCSEs.

My advice to students starting GCSEs is...



MOTIVATION: HAVE A GOAL

INTRODUCTION

Have you ever caught yourself reading a book and got to the bottom of a page only to find you cannot remember what you have just read? Studying can be like this: you can 'look' as if you are studying but you are not taking anything in. It is hard to motivate yourself to concentrate. It's even harder to learn information so that you retain it for examinations. Achieving high grades requires lots of hours spent learning: this means missing out on watching TV, playing computer games and socialising, whether on social media or face to face. So why would you make a decision to miss out on other past-times and work instead? Because you have a goal – the grades matter to you.

LEARNING TASK

Choose ONE of the four scenarios below that best matches your intentions when you leave the sixth form. You can complete more than one task if you are unsure of your aims. The tasks might help you identify a goal.

CHOOSE THE SCENARIO THAT IS THE 'BEST FIT' FOR YOU:

Scenario 1.

"I WOULD LIKE TO GO TO UNIVERSITY AND I KNOW WHAT COURSE I WOULD LIKE TO STUDY."

Scenario 2.

"I WOULD LIKE TO GO TO UNIVERSITY BUT I DON'T KNOW WHAT COURSE TO STUDY."

Scenario 3.

"I AM INTERESTED IN AN APPRENTICESHIP."

Scenario 4.

"I DO NOT WANT TO GO TO UNIVERSITY OR TAKE UP AN APPRENTICESHIP."



SCENARIO #1 "I WOULD LIKE TO GO TO UNIVERSITY AND I KNOW WHAT COURSE I WOULD LIKE TO STUDY"

If you have a goal, make sure you know what specific grades are required.

If your goal is university, choose at least TEN universities to find out the required grades.

Use the official web site for applying to university, www.ucas.com, to record the grades required for your chosen course(s).

A course search for the current year is good enough to get an idea. The grades might be slightly different for the year you wish to apply but those details won't be ready until June.

UNIVERSITY	COURSE	GCSE/STANDARD GRADE (SCOTLAND)	A LEVEL GRADES / BTEC / INTERNATIONAL BAC. / SCOTTISH HIGHERS	OTHER SKILLS OR QUALITIES / WORK EXPERIENCE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				



SCENARIO #2 “I WOULD LIKE TO GO TO UNIVERSITY BUT I DON’T KNOW WHAT COURSE TO STUDY”

Not many students commencing sixth form study know exactly what course they would like to study at university. However, it is important to have an idea of the grades required for courses at university in the general area in which you might be interested.

Step 1 Use a web site www.sacu.com ('SACU' is 'UCAS' spelt backwards) and use the Spartan Test in the 'Research Tools' section to explore what courses might interest you. It's free and very helpful for gauging your interests and suggesting related degree courses.

Step 2 Use the web site www.ucas.com to research the course requirements, though SACU will offer these too. Note that UCAS is the official site for applying to university.

Step 3 Complete the table below for a range of courses in the **general areas** that interest you.

UNIVERSITY	COURSE	GCSE/STANDARD GRADE (SCOTLAND)	A LEVEL GRADES / BTEC / INTERNATIONAL BAC. / SCOTTISH HIGHERS	OTHER SKILLS OR QUALITIES / WORK EXPERIENCE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				



SCENARIO #3 "I AM INTERESTED IN AN APPRENTICESHIP"

Sometimes it can be hard to motivate yourself to study if you don't intend to go to university. So it is worth checking out the sort of grades expected for high-level apprenticeships and careers that recruit students who have completed sixth form.

Step 1 Register on the government web site that advertises apprenticeships for your area:

For England www.apprenticeships.org.uk

For Scotland www.myworldofwork.co.uk/modernapprenticeships

For Wales www.careerswales.com

For Northern Ireland www.delni.gov.uk/apprenticeships

Step 2 Research ten apprenticeships that might interest you.

As a quick guide you will most likely be interested in Level 3 Apprenticeships (those at AS/A Level standard). More about apprenticeships - Level 4 (slightly higher than A level but not degree level), Level 5 (at Foundation degree level / HND) or Level 6 (at degree level). You will find a clear guide on www.icould.com and www.notgoingtouni.com: these are both useful sources of information.

UNIVERSITY	COURSE	GCSE/STANDARD GRADE (SCOTLAND)	A LEVEL GRADES / BTEC / INTERNATIONAL BAC. / SCOTTISH HIGHERS	OTHER SKILLS OR QUALITIES / WORK EXPERIENCE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

SCENARIO #4 “I DO NOT WANT TO GO TO UNIVERSITY OR TAKE UP AN APPRENTICESHIP”

If you have an idea of a career then having a goal is a little easier. If you don't wish to study further at university and don't wish to take up an apprenticeship, then finding a career goal is somewhat harder.

Try the following tips as a way forward and do not get frustrated if the journey doesn't seem to produce immediate ideas.

Step 1 At least research apprenticeships as this might provide ideas about areas in which you might search for a career. Sometimes such research informs you of what you DON'T like and this still helps to narrow down the scope of your research to help you locate what you DO like. Follow the guidance in the previous section about apprenticeships.

Step 2 Use www.icould.com to explore career options. On-line career services might help as well as www.totaljobs.com as such sites offer jobs for graduates (for people with degrees) and school leavers as well as apprenticeships. Try not to restrict your choice by selecting a salary – do not expect to be paid a great deal when you first start a job! Look more at the salary options after you gather experience.

UNIVERSITY	COURSE	GCSE/STANDARD GRADE (SCOTLAND)	A LEVEL GRADES / BTEC / INTERNATIONAL BAC. / SCOTTISH HIGHERS	OTHER SKILLS OR QUALITIES / WORK EXPERIENCE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Step 3 Look up gap year opportunities to check out if these appeal. Web sites that might be helpful include: www.gapyear365.com and www.gapyear.com.

LEARNING MINDSETS

SEVEN PRINCIPLES OF LEARNING EXERCISE



1. USE YOUR INITIATIVE, HAVE A GO; IT'S YOUR IDEAS THAT MATTER.

Sophie's story:

"I chose to study an extended project, which is a long academic essay about my own topic. I investigated how memories are affected by emotion. In my reading I kept coming across the name Alan Baddeley, who seemed to be the key researcher in memory, so I found where he worked and then I emailed him at his university. Within a few days, I was thrilled that he emailed back with lots of advice and articles to read. It made me realise that in my A levels I ought to use my initiative more, like finding other textbooks: the one I have for Biology isn't very detailed and not everything is explained clearly. I have looked around and read reviews of other text books which are better."

Can you think of an example where you used your initiative to help your learning?

Tick the response below which matches the extent you use your initiative when learning a topic.

I often use my own initiative.

I use my initiative occasionally, but probably need to use it more.

I rarely use my initiative: I need to use it much more.

I don't fully understand how to use my initiative.

Other? (please state)

2. TAKE A RISK AND BE CREATIVE.

Tom's story:

"I study Government and Politics, Economics, History and Maths. I understand concepts and theories – that is never the problem. But I don't achieve grade As because I don't offer enough detail in my answers. I find remembering detail a problem, names and dates especially. GCSEs had never really been a problem – the level of detail wasn't the same as required for A level. My teacher taught us to use diagrams and visual images to represent names to remember, which I thought was childish. However, one evening, I decided to give it a go. At first I had no idea what to draw. I am no good at drawing, anyway. However, I found that being forced to represent an idea or name in the form of a diagram forced me to think about it more and this helped me remember it - as well as the drawing itself: the more ridiculous the drawing, the more memorable it seemed to be. I don't use the method all the time, but whenever something is hard to recall, I give it a go."

CONTINUED OVER

Think of an example where you took a risk with learning or tried to be more creative. Jot down some brief details as prompts so that you can share the example, if required.

What is your attitude to being more creative with learning?

I don't enjoy being creative.

I would like to be more creative, but find it difficult.

I enjoy being creative.

Other? (please state)

3. TALK ABOUT WHAT YOU ARE LEARNING AND WHAT YOU KNOW.

Georgia's story:

"I studied really hard on my own and completed all the work my teacher set. But I kept achieving Bs in my Chemistry tests and wanted As. So I decided to try out studying for 2 hours at the weekend with another student from my class. I didn't know her that well, so that was helpful: otherwise we would be social and chat. She was already achieving As but had found that studying was becoming lonely and boring. We now choose topics to teach each other, share video lessons we have found on Youtube and design revision plans together. Trying to explain a topic to someone else really tests whether you understand it properly."

Tick the response below which matches the way you feel about learning with others:

I generally prefer learning with others.

I don't generally prefer learning with others, but do prefer working with specific individuals.

I prefer learning on my own.

Other? (please state)

What would persuade you try out learning with a study partner, even if just for specific tasks?

What would stop you / be a barrier to learning with someone else at times?

4. WORK TOGETHER TO EXPLORE HOW YOU WOULD SOLVE A PROBLEM.

Kane's story:

"I tend to gloss over areas that I don't understand, hoping they won't come up in the exam. There was an area in Psychology that was not covered well in any textbook – and I had looked in as many as I could find and looked it up on the internet. There was enough information for a paragraph but not a whole essay. So I worked with two friends in the class and we came up with the best answer we could. Then one of my friends showed me the exam report on a previous exam question on the topic, which was really helpful. Another friend had seen a web site that I hadn't found and that helped a bit too. Then we prepared a joint essay plan and showed it to our teacher. Our teacher said the plan would only get a B not an A. But when she realised our problem and how hard we had worked to locate the information she understood the problem; she said she would look for information too and

would show us how to improve our plan to help us achieve a grade A. I don't think I would have had the confidence to see the teacher without having worked it through with my friends first. Also, at university, I will need to work with colleagues more, as there won't be lecturers on hand to help me every time I get stuck."

What would stop you trying to solve a problem yourself e.g. what do you fear about solving a problem?

Do you know how to go about solving a problem yourself? If not, what can you do about this?

5. REFLECT ON YOUR NEEDS AND HOW YOU LEARN BEST IN TERMS OF INTERESTS, ABILITIES AND STYLES OF LEARNING. MAKE CHANGES IF NECESSARY.

Ben's story:

"I study Biology, Chemistry, Maths and Physics. I didn't like writing essays and I kept losing marks on the extended questions in science. I realised that unless I learned how to tackle them I ran the risk of achieving Bs rather than As, as the extended answers were worth a lot of marks. Also, I attended a university taster day in Year 12 and the lecturer in Biological Sciences informed us we would need to write essays, so I knew I needed to get better at writing. I started to search the internet for materials to help with essay writing and approaching longer style questions. There was loads of free material available on university web sites to help undergraduates that was available to anyone who logged on: Anglia Ruskin, Bradford, Reading and Manchester all offered really useful advice on academic study skills. I also read examiner reports and mark schemes and these gave me advice about the content needed in an extended answer. Then I wrote out some answers and gave them to my teacher to mark. The feedback was really useful. I was pleased with myself because, instead of accepting I was no good at writing, I tackled the problem by helping myself and asking for support from my teacher. Actually, I also went to a Psychology teacher who was used to teaching essay writing and he was really useful too, so seeking support is well worth it."

Have a look at the university web sites mentioned and choose THREE pieces of advice that might help you.

1	_____

2	_____

3	_____

CONTINUED OVER

6. RESPOND POSITIVELY TO FEEDBACK FROM YOUR TEACHERS AND YOUR PEERS.

Krupa's story:

"I realised that I am a very sensitive person. I love people saying positive things about my work but I get really uptight when teachers say negative things. I wonder why they only see the negative! In peer assessment, which seemed pointless to me, I didn't like another student telling me their feedback on my work either. However, I watched someone in my class receive feedback and she gets low marks nearly all the time. I noticed that she just soaked up the feedback and was really appreciative. She kept making progress and never seemed to get upset when she was told what was wrong with her work. I realised that I needed to search for feedback more and listen to it if I was to make progress. I now look at my feedback differently. I view any piece of feedback that helps me know what to do as the colour green. The more green I experience the better. It made me realise that with some of my feedback there was not much green and so I asked the teacher specific questions to tease out more advice."

How well do you take feedback?

Very well

Quite well

Not well

Not sure

Do you prefer to hear 'good news' about your work, rather than advice which moves you forward?

Yes / No – give reasons or examples

How might you think about advice so that you respond better to criticism?

7. TAKE RESPONSIBILITY FOR YOUR OWN LEARNING.

Mark's story:

"I study BTEC National Business. I found it really hard to work consistently, so when a deadline for coursework arrived I always missed it. This meant I didn't get feedback on how to improve. My work was constantly a Pass rather than a Merit or Distinction. In the end I decided to create a realistic schedule of independent study so that I kept up with writing my coursework to meet the deadline. I also made sure that I found the teacher at lunchtimes and talked to her about how to reach a Merit level – I got a lot of tips to include in my work."

Imagine you are passing on advice about taking responsibility for your own learning. Think of as many examples of responsibility for your own learning as you can.

LEARNING TASK

1 ON YOUR OWN, RANK THE SEVEN PRINCIPLES OF LEARNING IN ORDER FROM 'MOST IMPORTANT' (1) TO 'LEAST IMPORTANT' (7).

2 IN PAIRS OR A SMALL GROUP, AGREE ON FIVE PRINCIPLES AND REJECT TWO.

TICK 5. CROSS 2

Use your initiative, have a go; it's your ideas that matter.

Take a risk and be creative.

Talk about what you are learning and what you know.

Work together to explore how you would solve a problem.

Reflect on your needs and how you learn best in terms of interests, abilities and styles of learning. Make changes if necessary.

Respond positively to feedback from your teachers and your peers.

Take responsibility for your own learning.

3 IN PAIRS OR A SMALL GROUP, CREATE YOUR OWN PRINCIPLE OF LEARNING AND EXPLAIN WHY YOU THINK IT IS IMPORTANT FOR SUCCESS AT POST-16 STUDY.

**WRITE YOUR GROUP SUGGESTION HERE.
OUR NEW PRINCIPLE OF LEARNING IS:**

4 EXPLAIN WHY YOU THINK YOUR PRINCIPLE IS IMPORTANT FOR SUCCESS AT POST-16 STUDY

GROWTH VS FIXED MINDSETS

MEASURING YOUR OWN MINDSET

FIXED MINDSET		GROWTH MINDSET
SOMETHING YOU'RE BORN WITH	SKILLS	COME FROM HARD WORK
SOMETHING TO AVOID	CHALLENGES	SHOULD BE EMBRACED
UNNECESSARY	EFFORT	ESSENTIAL
GET DEFENSIVE	FEEDBACK	USEFUL
BLAME OTHERS	SETBACKS	USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME

LEARNING TASK - WHAT IS YOUR MINDSET?

WHAT YOU NEED TO DO

Read the following statements and tick the ONE statement in EACH section that best reflects your view about ability.

SECTION A - INTELLIGENCE

- 1 Intelligence is something you are born with – you either have as lot of it or you don't.
- 2 You can learn new things but you can't change your intelligence.
- 3 Intelligence is something you can largely change with effort.
- 4 Intelligence is totally shaped by effort and learning.

SECTION B - PERSONALITY

- 1 Some people have personalities that are sociable and others are shy – these are qualities that you either have or you don't.
- 2 Everyone is born with a personality such as being sociable or shy and life experience can change your personality a little.
- 3 Personality can be shaped a lot by experience – if you want to be more sociable you need to work at it.
- 4 Personality is something people shape for themselves – you can change your personality to be sociable or shy.

SECTION C - ORGANISATION

- 1 People are either highly organised or not – there is not a lot you can do about it.
- 2 People tend to be naturally highly organised – but people can learn to be a little more organised.
- 3 Organisation can be developed through sustained effort – however some people are better at it than others.
- 4 Organisation is something that is completely within someone’s control and it is an ability that can be developed through effort.

SECTION D - EXAMINATION RESULTS

- 1 Some people seem to be naturally good at taking examinations – they have always been good taking tests.
- 2 Some people seem naturally good exam takers but it is possible to improve exam performance slightly with effort – but within a limit.
- 3 Performing well in tests and exams is a technique that can be improved significantly with effort but there is a limit to what can be achieved.
- 4 Examination performance is a skill that can be developed entirely through a lot of effort – there is no ceiling to what it possible.

SECTION E - SPORTING ABILITY

- 1 Sports stars need a natural talent to be successful in their chosen area.
- 2 Sports stars have natural talent for their chosen sport but it also takes hard work.
- 3 Sports stars are people who were not always the best, but they were relatively good, and they persevered at their sport to become successful.
- 4 Hard work, drive, and determination (not natural talent) are the key ingredients of sporting success.

SECTION F - LEADERSHIP

- 1 Leaders are charismatic – leadership aptitude is a part of your personality that you either do or don’t have.
- 2 Leadership is a skill that, in the main, people have, but aspects of good leadership can be learned.
- 3 People develop leadership skills through experience, but some people have a basic aptitude to be effective leaders.
- 4 People develop into good leaders through experience – failing, failing again and, eventually, through perseverance, succeeding.

YOUR MINDSET – ‘FIXED’ OR ‘GROWTH’?

WHAT YOU NEED TO DO

Add up your score from the statements you ticked. The number of the statement you ticked is your score for each section. Add up your answers/scores for all five sections.

Total Score = _____

Look at the table below and, using your total score, tick the type of mindset indicated.

POINTS	TYPE OF MINDSET	WHAT DOES THIS MEAN?
6	VERY STRONG ‘FIXED MINDSET’	Your score means that you are strong in the view that ability is natural – there is little that experience and hard work can do to develop talent and skill
7-12	WEAK ‘FIXED MINDSET’	Your score means that in many areas you believe ability is natural – there is little that experience and hard work can do to develop talent and skill. However, there are some areas where you feel talent is natural and others where you think hard work can develop talent. The closer the score to 7, the stronger your view that talent is natural and experience has little effect. The closer the score to 12, the more you believe that in some areas, hard work can affect talent.
13-18	WEAK ‘GROWTH MINDSET’	You believe, the closer your score is to 18 than 12, that talent can be developed through hard work. However, you also think natural talent plays a key role in some areas.
19-24	VERY STRONG ‘GROWTH MINDSET’	You believe that talent can be developed through hard work in nearly all areas of life. You might also think natural talent also plays a key role in some areas – but the closer your score to 24, the more you believe all talent can be developed through hard work.

DISCUSSION EXERCISE

INTRODUCTION

Carol Dweck, Professor of Psychology at the prestigious Stanford University in California, has researched the mindset of successful and less successful people – in sport, business relationships and school.

Dweck identified two mindsets about human qualities – intelligence, sporting ability, leadership and even social skills.

Fixed mindsets tend to believe we are born with ability and effort makes relatively little impact: “You are either intelligent or not.”

The growth mindset leans more to the view that our experiences and effort shape our abilities: “Practice doesn’t always make perfect but it makes a huge difference.” It isn’t always the people who start out the smartest that end up the smartest, according to Alfred Binet who spent many years researching intelligence.



GROWTH MINDSET GROUP DISCUSSIONS

INSTRUCTIONS

- 1 You should be divided into small groups of around 3-5.
- 2 You will each receive at least one Source to read on your own. Individually summarise the key points in your own words and be ready to explain the source to the rest of your group, when it's your turn. Do not just read out the information on the card – the challenge is to be able to summarise it clearly.
- 3 Starting with Source 1, explain what you have read about growth and fixed mindsets and then pose the questions provided on the source card to the rest of your group. Feel free to create new questions.
- 4 Repeat the process for all five sources.
- 5a Everyone needs to examine Source 6 and answer the questions provided. Discuss your decision from Source 6 with the rest of your group.
- 5b Which student would you rather be? Alex or Morgan? Why?
- 5c Identify the advantages and disadvantages of completing homework, independent study and revision for internal tests seriously.

CONTINUED OVER

ADVANTAGES	DISADVANTAGES

FIXED MINDSET		GROWTH MINDSET
SOMETHING YOU'RE BORN WITH	SKILLS	COME FROM HARD WORK
SOMETHING TO AVOID	CHALLENGES	SHOULD BE EMBRACED
UNNECESSARY	EFFORT	ESSENTIAL
GET DEFENSIVE	FEEDBACK	USEFUL
BLAME OTHERS	SET BACKS	USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME

GROWTH MINDSET

SOURCE 1: ESTIMATING YOUR OWN ABILITIES

Carol Dweck, Professor of Psychology at the prestigious Stanford University in California, has researched the mindset of successful and less successful people – in sport, business relationships and school.

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Fixed mindsets tend to believe we are born with ability and effort makes relatively little impact: “You are either intelligent or not.”

The growth mindset leans more to the view that our experiences and effort shape our abilities: “Practice doesn’t always make perfect but it makes a huge difference.” It isn’t always the people who start out the smartest that end up the smartest, according to Alfred Binet who spent many years researching intelligence.

YOUR TASK

- 1 Individually, read the source.
- 2 When it is your turn, in your own words, summarise the source for your colleagues (start with the big picture i.e. the source title, and try not to get detailed too quickly; speak slowly and pause for a fraction of a second... before you saying something...important: it will be easier for others to understand).
You could always throw in a question half way through like, “What do you think will happen next? What do you think the researchers found at the end of the study?” Questions like these help engage the listener.
- 3 Read out the key questions and discuss the answers.

RESEARCH: ESTIMATING YOUR OWN ABILITIES

Which type of mindset – growth or fixed - would you expect to provide the most accurate insight into our own abilities? Studies show that people are generally poor at estimating their own abilities. However, Carol Dweck found that fixed mindsets made up the bulk of those over-estimating and that growth mindset people were more accurate. Why? Those with growth mindsets are open to accurate feedback to improve, so they tend to be more self-aware. Fixed mindset people treat feedback as either good news or bad news about their abilities (e.g. good or bad at essay writing) or personal traits (e.g. good at public speaking or not). Inevitably, good news is magnified, as it reinforces our view that we have natural talent, and bad news (e.g. a low essay mark) is explained away (the teacher didn’t mark it properly, I didn’t even try hard at that essay, anyway) – leading a fixed mindset person to have a distorted, ego-boosting, view of themselves.

KEY QUESTIONS

1 How well do you know your own strengths and weaknesses? Think of one personal area to develop and one strength. You don't have to share these but try and identify them for yourself

AREA TO DEVELOP	STRENGTHS

2 How open are you to actively seeking feedback that focuses on weaknesses? Have you found yourself ignoring / explaining away negative feedback in school?

3 What is your approach to internal tests such as mock, trial or practice tests – and how do you treat the feedback from them?

4 Which type of mindset do you think is most helpful for achievement in your studies?

5 What behaviour would you expect from a growth mindset student in terms of obtaining feedback to help them learn? (hints – tests, marked work, homework, tackling questions (hard/easy), asking questions, getting help etc).

GROWTH MINDSET

SOURCE 2: MINDSETS AND OUR APPROACH TO TASKS

YOUR TASK

- 1 Individually, read the source.
- 2 When it is your turn, in your own words, summarise the source for your colleagues (start with the big picture i.e. the source title, and try not to get detailed too quickly; speak slowly and pause for a fraction of a second... before you saying something...important: it will be easier for others to understand).
You could always throw in a question half way through like, "What do you think will happen next? What do you think the researchers found at the end of the study?" Questions like these help engage the listener.
- 3 Read out the key questions and discuss the answers.

RESEARCH 1: 4-YEAR OLDS

Carol Dweck offered four-year olds a choice: they could have a second go at completing an easy jigsaw or tackle a harder one. Dweck compared the children who chose each task and summed up their comments (see table below).

EASY TASK (FIXED MINDSET)	HARDER TASK (GROWTH MINDSET)
I don't do mistakes.	Why would anyone want to keep doing the same easy task?
I want to make sure I succeed.	I'm dying to figure it out.
Summary: Smart people should always succeed – therefore, avoid tasks where failure is possible.	Summary: Success was about stretching themselves – becoming smarter.

CONTINUED OVER

RESEARCH 2: UNIVERSITY-AGED STUDENTS

Carol Dweck tried out a study on university-aged students. At the University of Hong Kong classes were in English so mastering the language was key to academic success. Not every student had perfect command of English and so Dweck pre-selected 'freshman' (new) students with low levels of fluency in English and asked them a crucial question, "If the faculty offered a course for students who need to improve their English skills, would you take it?" They also showed them statements about intelligence being relatively fixed or able to change and asked the students how much they agreed with the statements – the answers were used to gauge fixed and growth mindsets. Dweck found that students with a growth mindset were the ones who signed up for the English course, with few exceptions. It seemed that the fixed mindset students were reluctant to expose their deficiency in English. They took a short-term approach, as their lack of fluency in English would be exposed later in their written assessed work. Fixed mindset students make themselves into non-learners.

KEY QUESTIONS

- 1 What do the above two studies show about mindset and approaches to learning?*
- 2 What type of support do you think should be offered to sixth form students in their first 6 weeks to help them make progress?*
- 3 Do you think students who needed support would admit they needed it, and would attend the support? How would you persuade them to attend?*

GROWTH MINDSET

SOURCE 3: BRAINWAVE ANALYSIS OF FIXED AND GROWTH MINDSETS

YOUR TASK

- 1 Individually, read the source.
- 2 When it is your turn, in your own words, summarise the source for your colleagues (start with the big picture i.e. the source title, and try not to get detailed too quickly; speak slowly and pause for a fraction of a second... before you saying something...important: it will be easier for others to understand).
You could always throw in a question half way through like, "What do you think will happen next? What do you think the researchers found at the end of the study?" Questions like these help engage the listener.
- 3 Read out the key questions and discuss the answers.



RESEARCH: BRAINWAVE ANALYSIS OF FIXED AND GROWTH MINDSETS

Carol Dweck, Professor of Psychology, Stanford University, performed a brainwave study on those with fixed and growth mindsets: she was interested to observe differences in brainwave activity between mindsets - what information would each type of person pay attention to when given feedback after answering hard questions.

FIXED MINDSET	GROWTH MINDSET
Brain most active when being told if their answers were right or wrong i.e. Feedback about their ability.	Brain active when presented with information that could help stretch their knowledge.
When presented with information that could help them learn they were least interested.	

KEY QUESTIONS

*If you were forced to choose, what type of information from teachers would you prefer:
(a) written feedback on an essay/coursework with no mark or grade?*

OR

(b) a mark or grade with no feedback about how to improve?

Justify your reasons. How do you think your answer reflects a fixed or growth mindset?

GROWTH MINDSET

SOURCE 4: EXPECTATIONS

YOUR TASK

- 1 Read the source.
- 2 When it is your turn, in your own words, summarise the source for your colleagues (start with the big picture i.e. the source title, and try not to get detailed too quickly; speak slowly and pause for a fraction of a second... before you saying something...important: it will be easier for others to understand).
You could always throw in a question half way through like, “What do you think will happen next? What do you think the researchers found at the end of the study?” Questions like these help engage the listener.
- 3 Read out the key questions and discuss the answers.

RESEARCH 1: “AM I GOOD ENOUGH?”

How do students cope with confusion when they're learning brand new material? Researchers Dweck and Licht divided students into two groups: both groups received new material to learn, but half were also given some confusing material near the beginning. Who coped better with the confusing material? High IQ students or average IQ students? The higher their IQ, the worse students seemed to cope. Actually, there was another difference – high IQ boys coped better with confusion than high IQ girls. Licht carried out further research into gender differences in coping with challenging tasks – girls lost confidence more quickly than boys. Dweck concludes that adopting a growth mindset is key to maintaining confidence – challenge is good, challenge is risky, challenge exposes weakness but, in the end, challenge promotes deeper learning.

RESEARCH 2: “BE KIND TO ME, PLEASE!”

Research shows that teachers who adopt a fixed mindset about ability (eg. you are either good at maths, art, writing or not) and try to comfort low performing students through, for example, not demanding the same level of homework, actually make the situation worse. Researchers Rattan, Good and Dweck in the Journal of Experimental Psychology (2012) found that students reported lower levels of motivation when teachers used ‘comfort-orientated feedback’ (i.e. kind words that let students off the hook and didn’t demand high standards). The teachers believed they were trying to be kind to the student. The student picked up on low expectations.

KEY QUESTIONS

1 Can you recall situations where the information you were reading or the task were very challenging or confusing? How did you react?

2 Faced with a choice between the two types of feedback, which would you choose? Justify your answer and think through the implications of whichever one is chosen (e.g. impact on self-esteem, impact on learning, impact on the way you feel about the teacher).

(a) Do you like teachers having high expectations and therefore being demanding, giving detailed feedback and being ‘picky’ about what needs to improve?

OR

(b) Do you prefer teachers who adjust their expectations downwards and offer feedback that tries to make you feel good (well done for this and that) and therefore gives a lot of praise for what you have done?

GROWTH MINDSET

SOURCE 5: SELF-CONFIDENCE

YOUR TASK

- 1 Read the source.
- 2 When it is your turn, in your own words, summarise the source for your colleagues (start with the big picture i.e. the source title, and try not to get detailed too quickly; speak slowly and pause for a fraction of a second... before you saying something...important: it will be easier for others to understand).
You could always throw in a question half way through like, “What do you think will happen next? What do you think the researchers found at the end of the study?” Questions like these help engage the listener.
- 3 Read out the key questions and discuss the answers.

RESEARCH: CONFIDENCE

Joseph Martocchio conducted a study of adults who were taking a short computer course as part of their company training. Half the adults were placed in a fixed mindset group – their computing teacher told them that success in terms of learning to use the computer was down to how much ability they possessed. The other half were part of the growth mindset group – they were told that computer ability was about how much they practised. All the people were assessed in terms of confidence at the beginning of the course and again at the end.

The average confidence level was the same for both groups at the beginning.

But as the course progressed and the tasks became more challenging, the fixed mindset group suffered a drop in confidence, whereas confidence in the growth mindset group improved throughout the course; this was despite adults in the growth mindset group making mistakes and struggling through some challenging tasks. Richard Robins and Jennifer Pals tracked students throughout their years at the University of California and found that those with a growth mindset grew in confidence and mastered the demands of the course. Those with fixed mindsets seemed to lose confidence over time, especially as the tasks became more challenging.

KEY QUESTIONS

- 1 How much impact do you think being self-confident has on academic ability?
- 2 In which subjects do you feel least-self confident / most self-confident in your ability?
- 3a How would adopting a growth mindset help in the subjects in which you feel least confident?
- 3b Could holding a view that you are ‘good at that subject’ be a problem? Why?

GROWTH MINDSET

SOURCE 6: TASK FOR PAIRS / INDIVIDUALS

MINDSETS, TESTS AND FEAR

Taking a test is like responding to the challenge of, "Let's see what you know!" It is therefore understandable for some students to avoid the situation – after all, their ego is on the line. Fear will prevent people from trying. A student who puts in no effort can blame their attitude rather than ability, leaving their ego intact. A student who receives a low score after having put in effort could feel depressed. However, a growth mindset says, "The test was hard. I expected it to be a challenge. Now I know where I went wrong so I have learned. The grade just means I can pinpoint my strengths and work on my weaknesses". Cheating to get a high grade covers up the weaknesses in a desperate effort to receive praise, rather than to learn. Fear prevents learning. Do not expect to receive high grades at the start of sixth form: it would be too easy otherwise.



CONTINUED OVER

Look carefully at the month-by-month information for Alex and Morgan and then identify the advantages and disadvantages of each approach:

ALEX. Doesn't cheat on tests. All grades are genuine. The feedback helps Alex target weaknesses.

MONTH	SEPT/OCT	NOV/DEC	JAN/FEB	MARCH/ APRIL	MAY	AUGUST FINAL GRADE
Grade	E	D	D	C+	Trial exam B	A
Grade report sent home	Realises textbook is not detailed enough.	Realises answers do not match the mark scheme well.	Realises examiner reports give lots of advice.	Realises specific questions are not understood.	Realises which questions are causing a problem.	
Outcome	Alex starts working harder. Alex tries out other textbooks.	Alex uses mark schemes to help with detailed answers.	Reads examiner comments.	Studies with a colleague to help each other.	Targets specific areas causing a problem. Seeks help before the final exam.	
Parents	Grade doesn't look great. You got good GCSEs after all so why are you achieving an E?	Progress made but grade looks a worry.	No progress shown and grade looks a worry.	Progress made but grade still looks a worry.	Progress made but grade not what you would like.	You're happy. Parents happy. Everyone is happy!

ADVANTAGES	DISADVANTAGES

MORGAN. Cheats to obtain high scores and copies homework. Relies on last minute revision as it worked for GCSEs.

MONTH	SEPT/OCT	NOV/DEC	JAN/FEB	MARCH/APRIL	MAY	AUGUST FINAL GRADE
Grade report sent home	B	B	A	A	Trial exam A	D
Morgan's approach to practice tests	Cheated, so not sure which areas are a strength/ weakness.	Cheated, so not sure which areas are a strength / weakness.	Cheated, so not sure which areas are a strength / weakness.	Cheated, so not sure which areas are a strength / weakness.	Cheated so not sure which areas are a strength / weakness.	
Outcome	Strategy of putting in little effort gets the grade - carry on.	Strategy of putting in little effort gets the grade - carry on.	Strategy of putting in little effort gets the grade - carry on.	Strategy of putting in little effort gets the grade - carry on.	Strategy of putting in little effort gets the grade - carry on.	
Parents	Parents happy, but A would be better.	Parents happy, but A would be better.	Parents happy.	Parents happy, and an A achieved!	Parents happy, and an A achieved!	No-one happy. Everyone is shocked. How could this happen?

ADVANTAGES	DISADVANTAGES

KEY QUESTIONS

1 Which student would you rather be? Alex or Morgan? Why?

2 Why take homework, independent study and revision for internal tests seriously?

GETTING ORGANISED



ORGANISATION 1: GATHERING EQUIPMENT TO START SIXTH FORM

Sixth Form is significantly different from what you might have experienced up till now. Many sixth forms require you to buy your own textbooks, for instance.

LOOK AT THE CHECKLIST BELOW TO ENSURE YOU ARE READY:

You will need:

<p>DAILY FOLDER To place the notes and hand-outs used in daily lessons.</p>	Got it	Need	Not needed
<p>SUBJECT FOLDERS The notes and hand-outs from each of your subjects will require a folder.</p>	Got it	Need	Not needed
<p>FILE DIVIDERS You can buy these ready-made or produce your own by using sheets of paper and writing on each the unit title and the element of the specification your notes need to include in that section.</p>	Got it	Need	Not needed
<p>PENS Have more than one and think about which pen (black ink, for examinations) seems the easiest with which to write. Try out different pens so you know which one to use in a future exam.</p>	Got it	Need	Not needed
<p>HIGHLIGHTERS To help you when reading a hand-out. Highlight key words to ensure you are thinking and being selective. Highlighting selected features in hand-outs also helps you re-read the hand-out more quickly, as you only need to scan the page by looking at the features highlighted previously</p>	Got it	Need	Not needed
<p>PAPER Your centre is unlikely to provide you with paper and exercise books as they might have done in the past: you will be expected to supply your own.</p>	Got it	Need	Not needed
<p>TEXT BOOK If you need to purchase a textbook, order or buy it once enrolled on the course unless you are absolutely certain you will definitely be taking that course at your chosen centre. Note - if you decide to study at another centre, a different textbook might be required.</p>	Got it	Need	Not needed

MORE THAN ONE TEXTBOOK

Textbooks are like people – they have their own strengths and weaknesses, with some chapters being clearer and more detailed than others. Textbooks also tend to be written more speedily than in the past because there are more frequent changes to the specifications; this means writers have to make changes and update quickly, before the next change to the specification is introduced. Hence a single textbook might not be enough – if you have two or three available you can read multiple versions; where one chapter is weak in one book it might be stronger in another. No single textbook will ever deliver everything. Several textbooks are still cheaper than using tutors. If money is an issue, look in the school/college library as well as your local library and order them in.

Got it

Need

Not needed

DAILY PLANNER

Have a means of recording work to be completed and deadlines. This might be electronic or a paper diary/planner. Ask if your centre provides a free planner. If not, consider buying one if you prefer a paper, rather than digital, method of managing your tasks.

Got it

Need

Not needed

HOLE PUNCHER AND STAPLER

You might like to buy yourself one of each as not all your hand-outs will be hole punched and stapled for you.

Got it

Need

Not needed

PLASTIC WALLETS

Sometimes handouts can tear and fall out of folders. Plastic wallets can be useful to prevent this from happening.

Got it

Need

Not needed

*YOU MIGHT ALSO NEED:***USB FLASHDRIVE**

To store digital information e.g. for typed essays, digital hand-outs, coursework.

Got it

Need

Not needed

HARD DRIVE

With a large memory of 500 GB or more if you intend to edit video e.g. on Media Studies courses.

Got it

Need

Not needed

REMOTE STORAGE FACILITY

On-line digital storage services, accessed from anywhere, such as Dropbox, offer free space up to a certain amount e.g. 2GB – large enough for most use and for free. Register for a service so you can back up your digital files in case your USB or laptop/PC at home is affected. This will happen to you at some stage, so always back up your files.

Got it

Need

Not needed

OTHER SUBJECT SPECIFIC EQUIPMENT

Check out the advice and likely cost of other equipment required for your course, from calculators and laboratory coats to creative arts equipment and specialist vocational requirements for courses such as catering or hair and beauty courses. Do your research so you can balance good quality with value for money.

Got it

Need

Not needed



ORGANISATION 2: HOW TO ORGANISE YOUR FOLDER

You can waste a lot of time trying to find pieces of paper e.g. a hand-out, so spend a little time ensuring your folder is organised as soon as you start your course.

HERE ARE SOME TIPS ABOUT ORGANISING YOUR FOLDER:

USE A FOLDER WITH TWO INSIDE RINGS NOT FOUR

Unless madly keen to have four rings, then go for two as most hand-outs will feature two holes. It saves time trying to hole-punch two rather than four holes for each sheet.

USEFUL TIP

1

2

3

NOT USEFUL

4

A4 LEVER ARCH FOLDERS

You will have so many pieces of paper that a lever arch folder is likely to be most useful. But a lever arch folder will take up more space in a bag when carried.

USEFUL TIP

1

2

3

NOT USEFUL

4

USE FILE DIVIDERS TO SECTION YOUR NOTES

You can buy these or make your own. What would be really useful is to write a summary of the specification content on each file divider sheet.

USEFUL TIP

1

2

3

NOT USEFUL

4

DEVELOP A HABIT FOR ADDING SHEETS TO YOUR FILE

Think of a time when you will regularly update your folder. You might like to update it when talking with a friend so that the task is a little more enjoyable. Whatever you do, make a habit of updating the folder with the latest sheets.

USEFUL TIP

1

2

3

NOT USEFUL

4

THINK WHAT WOULD HAPPEN IF THE SHEETS FELL OUT OF THE FOLDER

Do you need to number the sheets and/or date them? If the rings fly open causing the sheets to fall out of the folder, how easily will you be able to reassemble the contents in order?

USEFUL TIP

1

2

3

4

NOT USEFUL**INCLUDE AN UP-TO-DATE COPY OF THE SPECIFICATION**

You need to know what the examination board expects you to have covered before the examination. Check that the specification is up-to-date if you were given it by your teacher - just in case. The front cover usually informs you of the date to which the specification relates.

USEFUL TIP

1

2

3

4

NOT USEFUL**CONTINUED OVER**

ORGANISATION 3: HOW TO ORGANISE YOUR DIGITAL DATA

Advice by the University of Leicester might help you organise your files more coherently, so that you avoid wasting precious time locating them later.

Choose a logical and consistent way to name and organise your data files and folders to locate them easily later.

LEARNING TASK - FOLDERS

DONE NEED TO DO

- 1 Set up a folder for each of your subjects
- 2 Within each folder, set up sub-folders with each topic listed on the specification
- 3 Set up other folders for generic files such as essay writing advice, study skills materials.

TIP!

USEFUL NOT USEFUL

1 CONSISTENCY – develop a system of naming files and then stick to it e.g. Psychology - Unit 1 – Short-term memory.

2 USE OF FOLDERS – structure your files logically within folders e.g. Subject / Unit / Topic

3 GOOD FOLDER NAMING – folder (and file) names should have clear, logical meanings, so that if you need to use a search facility, the folder or file will be easily located.

4 CURRENT AND COMPLETED WORK – it might help to separate current and completed work, or different versions of files/documents: e.g. where a document will have many versions and multiple contributors consider a “Current version” folder.

5 REVIEW WHAT YOU HAVE – don’t keep pointless multiple copies of data.

Source: adapted from University of Leicester
<http://www2.le.ac.uk/services/research-data/organise-data/data-files>

A TEST OF ORGANISATION!

You should be able to find the majority of your documents without using 'Spotlight' or 'Windows Search'. If you can't, then you need to spend some time organising your files. Especially, as you will need to back data up and there is little point backing up a disorganised folder.

FURTHER TIPS!

USEFUL

NOT USEFUL

1 AVOID STORING FILES ON THE DESKTOP

It's so easy to do, but storing files on your desktop is lazy and disorganised. The only exception might be on-going work that you are using every day.

2 AVOID HAVING TOO MANY MAIN FOLDERS

When you're creating folders, think minimal. Your main folders ought to be your course titles e.g. Mathematics, Economics, Biology and Chemistry. Within these folders you will create sub-folders by unit or topic.

3 GOOD FOLDER NAMING

Dropbox and other on-line storage facilities such as Sky Drive or Google Drive are important tools to have as a back-up in case your files go missing or get corrupted. If you ever forget your USB then you can access your files on-line. You can also share files with other colleagues e.g. with a study partner, which can be helpful.



READING 1A: GATHER A RANGE OF BOOKS FOR EACH SUBJECT

Books are still often the most easily accessible sources of information; they avoid wasting time searching for information on the web. However, books, like people, are often better at certain things than others. Books are sometimes:

- **clear but lacking in detail;**
- **less clear but very detailed;**
- **entertaining and attractive but without sufficient depth or detail;**
- **written to address the current examination.**

THE IMPLICATION FOR YOU

Students need several sources of information: at times we need entertaining or engaging texts to get us started. Sometimes we need more detail from texts that give full coverage of the topic, even if they don't focus on the exam questions. At other times, we need a more up-to-date book that links to the exam.

The problem with many (not all) modern books is that they are often written over a short time-frame because the specifications can change so quickly. Therefore, they tend to lack a lot of detail – somewhere between a textbook and a revision guide. If you are stuck, modern textbooks often fail to deliver enough background information to help you understand the topic. So you need textbooks that are more detailed and these might be slightly older versions that do not always relate specifically to the exam but they do often explain topics clearly and with lots of detail.

To locate useful older-style textbooks that were written before the introduction of AS Levels in 2000, use reviews on sites such as Amazon but consider purchasing them on sites such as eBay because some of the books can be very expensive. Find out if the books are available free of charge from your school library, department in school or public library. In many public libraries you can search for books and order them to be transferred to your local library.



READING 1B:**HOW TO CHOOSE A RANGE OF BOOKS FOR THE SAME SUBJECT**

	DONE IT	NEED TO DO IT
<p>1 LOCATE THE RECOMMENDED LIST OF TEXTBOOKS FOR YOUR SUBJECT FROM YOUR SIXTH FORM. Make sure you know the exam board and key topics to be covered throughout your course.</p>		
<p>2 DOWNLOAD THE EXAM BOARD RECOMMENDED READING LIST. This is likely to be very long but there might be materials on the list to seek out.</p>		
<p>3 VISIT A SCHOOL LIBRARY OR, PREFERABLY, A LARGE BOOKSTORE. (Public libraries rarely offer a wide range of textbooks but they can be an invaluable source of more specialised books for deeper research). Locate the section with textbooks for your subject. Alternatively, use sites such as Amazon to look inside recommended books and try reading some pages to gauge their levels of detail and clarity.</p>		
<p>4 CHOOSE A SELECTION OF TEXTBOOKS AND REVISION GUIDES. Don't rule out books on the basis of the way they look at this stage. This is your long list of books from which you will shortlist the ones that are worth more detailed scrutiny.</p> <p>Select ONE topic on which the books can be compared. Pick one topic and read about it in a range of different books – eventually you will discover the books which you find most useful.</p> <p>Consider buying a RANGE of books because you might need:</p> <ul style="list-style-type: none"> • one that offers less detail but explains the topic simply – this helps build up understanding. • one that offers more depth and detail but is still clear – this helps achieve top grades. • another that relates well to the current examination – this ensures you cover the specification. <p>Rarely will you find one book that satisfies all your needs.</p>		



READING 2: APPROACHING A TASK - ADVICE

When approaching a task you often need a range of sources of helpful information. Many students try to write just from the web and a revision guide, but it is almost impossible to achieve top grades using this method.

GATHER YOUR RESOURCES

ASK YOURSELF:

1 WHAT DO I WANT FROM THE SOURCE?

Choose what information is needed – a paragraph, a concept, a date, a definition, an explanation, a big picture overview. Match what you need to the type of source you are reading. A revision guide might give a definition and a list of key points, but it won't provide you with depth and detailed understanding.

2 WHAT DOES THE SOURCE OFFER ME?

explanation to help me understand fully, a more complex view, an extra idea, a specific theory.

Price and Maier (2007) suggest students think of sources in terms of their value in relation to the time available:

Essential (E) – must read this source.

Back-up (B) – provides extra examples, ideas and research.

Luxury (L) – provides in-depth understanding and some of it could be used in my answer: time-permitting.

Source: adapted from Price & Maier, *Effective Study Skills* (2007)

3 DO I TRUST THE SOURCE?

Is it a textbook? In which case, it might have errors but it has often been proof read and checked by others. Is it a university web site? People's reputations and jobs are on the line, so this tends to be fairly trust-worthy. Is it a video on YouTube of someone suggesting ideas? Who is that person? Can their information be verified easily? Probably not, but it can be useful. Is the source a revision guide? These can sometimes be very brief and offer minimal depth and vary in accuracy and quality. Is it a sample essay on the web? If so, virtually no checks will have been made and it might encourage you to copy: plagiarism would place you at serious risk, both in the sixth form and at university.

Textbooks
Wiki
Newspapers

Revision Guides
Vimeo
Class notes

Web
Images
Google Scholar articles

YouTube
Books

Podcasts
Magazines

Hand-outs
Journals

READING 3A: SPEED READING ADVICE



1 START WITH A 'BIG PICTURE'

WHY? Know why you're reading the information ie what topic is it? What area of the exam does it relate to? What types of exam questions relate to this area so that you can extract the relevant information as you are reading? What key terms might you need to look for?

HOW? Read the chapter headings and sub-headings first to get an overview: this helps develop a 'bigger picture'. Tip – when you read the headings and sub-headings, read the first sentence as well to provide you with a little more clarification. Maybe even scan the paragraph.

LOOK. Cast your eye over sources offered such as photographs, diagrams, images, and charts. This will also help provide you with another layer of information to help build up understanding before you read it in more detail.

SEARCH FOR 'GOLD'. Quick summaries are like gold – very valuable ways of providing a big picture before you read in more detail. A summary might be written at the beginning or end of the section but it is not enough usually – you often need more detailed information.

2 SPEED READING

DO – START EASY

Start with an easier version if the text you have is proving a challenge. Be willing to persevere but also try another text if you can't understand what you are reading – maybe the source isn't clear. But try out the range of reading strategies first.

DO – BE AN ACTIVE READER

Underline and make notes as you read as it helps with recall, understanding and, most importantly, makes you think. The more you think, the more you understand and remember as you are processing the information deeply at a semantic (understanding) level. The more you understand, the quicker you read.

DO – USE YOUR FINGER FOR TRACKING AHEAD

Speed read by using your finger to track the words ahead so that your eye is drawn to the next few words. Try using your finger to track the words ahead to see if your eye takes in more words, more quickly. This is a speed reading trick.

USEFUL TIP

NOT USEFUL

	USEFUL TIP	NOT USEFUL
<p>DO – READ LARGE CHUNKS OF INFORMATION Try taking in a whole paragraph – soon you will see where the detail might be – names, dates, quotes, concepts – and your eye will zoom in to the ‘gold’ rather than needing to read every sentence. If you lose the thread of understanding then go back and read more slowly. Keep scanning and zoning in at the speed that helps you at the time.</p>		
<p>DO – READ IN SILENCE Reading in silence speeds up the process. Avoid reading aloud.</p>		
<p>DO – SLOW DOWN AT TIMES Be a great judge of when you need to slow down if the concept is difficult or the information is detailed. Understanding what you are reading is the key – so speed sometimes has to be reduced.</p>		
<p>DO – SEEK HELP IF YOU THINK YOU HAVE DYSLEXIA If you think you might be dyslexic visit the British Dyslexia Association for more information, which includes a section about dyslexia at university. Visit www.bdadyslexia.org.uk for more information, including helpful tips.</p>		
<p>DON'T.... Read passively without any notes. You will soon switch off and waste time re-reading when it comes to using the information, as you will need to search for the key points all over again.</p>		
<p>DON'T.... Read aloud unless it really helps. Reading aloud slows you down.</p>		
<p>DON'T.... Feel that you must read every page of every book. Use your judgement about what is worth reading. That is where having a clear idea about why you are reading is helpful – either the text is delivering on it or not e.g. is it helping you find out more information for an essay?</p>		
<p>DON'T.... Think you are a slow reader and stay at this level. Try out the suggested strategies to speed things up. However, some students at every level of the ability range might be dyslexic – seek help if this might be the case. Famous dyslexics include Richard Branson, founder of Virgin Enterprises and Agatha Christie, famous author of detective novels. You can find other famous dyslexics at www.dyslexia.com/famous.</p>		

READING 3B: SPEED READING TEST



The average number of words read in exactly one minute is around 250.

Below is a passage to test your speed reading. The brackets show the number of words counted at set intervals.

TO DO

Step 1: Start a stopwatch (most smart phones have a stopwatch), then read the text.

Step 2: After one minute note the number of words you have read. This number is your reading speed.

“SPRITZ - A NEW APP TO HELP YOU SPEED READ”

“Speed reading is a skill, but sometimes an imperfect one: techniques can involve skipping words, for instance. There is, however, a technique called rapid serial visual presentation that involves showing (30) words, one at a time, around a fixed focal position. This technique aims to inhibit sub-vocalisation; that is, the practise of sounding out the words on a page in your (60) head as you read them. Instead, it will show words at a predetermined speed that is slow enough for your eyes to see, but too fast for you to take (90) the time to sound them out in your head. This is the concept behind Spritz, a new software kit designed around mobile devices (both Android and iOS). According to the (120) Spritz team, some readers are reaching speeds of 1000 words (140) per minute. “Reading is inherently time consuming because your eyes (150) have to move from word to word and line to line, (160) ” the website explains. “Traditional reading also consumes huge amounts of (170) physical space on a page or screen, which limits reading effectiveness (180) on small displays. Scrolling, pinching and resizing a reading area (190) doesn't fix the problem and only frustrates people. Now, with (200) compact text streaming from Spritz, content can be streamed one (210) word at a time, without forcing your eyes to spend time moving around the page.” You can give it a try (230) on its website. Words are shown in rapid succession, ranging from two hundred and fifty words per minute (the average adult reading (250) rate) to five hundred words per minute, around a single focal point, so that you do not have to shift (270) your gaze to see them. It is this technique, Spritz asserts, that will soon have you reading at twice the average speed — at least.” (293)

Web source: Michelle Starr found at <http://www.cnet.com/uk/news/spritz-software-teaches-you-to-speed-read-without-missing-a-word/>

READING 4A: ARE YOU READY TO READ CHALLENGING TEXTS?

INTRODUCTION

This section aims to help you tackle harder sources of information than you will have come across in pre-sixth form materials. Will you give up or persevere in terms of tackling more challenging sources of information?



GIVE UP	TICK IF THIS DESCRIBES YOU	PERSEVERE	TICK IF THIS DESCRIBES YOU
Expect to understand everything.		Strive to understand as much as you can but not everything.	
Don't look up language that is new to you.		Look up new language.	
Make no attempt to underline key points or be selective in what you underline: words like 'of', 'the', 'when' are not key words.		Make notes on the text, underline only key points: names, concepts, key dates, phrases are more important.	
Believe that making notes on the text is a waste of time and you will remember it.		Jot down questions and thoughts – shows you are understanding and thinking.	
Turned off by a challenge		Enjoy a challenge	

LEARNING TASK #1**ESSENTIAL STRATEGIES FOR READING CHALLENGING MATERIALS**

TASK A. Read 'The seven essential strategies for reading challenging material' and tick which ones you use already and which ones you need to practise more.

	DO THIS ALREADY	NEED TO PRACTISE MORE
<p>1. DON'T GIVE UP. At first, the text will make very little sense at all. That is intended. To learn how to tackle harder material means you need to be exposed to it. So, you must re-read the text and each time try to understand more.</p>		
<p>2. LOOK UP LANGUAGE. There will be a LOT of vocabulary that you will not have come across before, particularly in the article about the body ritual of the Nacirema. That is intended. You need to look up each word you do not understand and try to see how it makes sense in the sentence. The more language you look up, the wider your vocabulary becomes.</p>		
<p>3. THINK. Ask yourself questions about the article e.g. what is the point of this evidence? Is this important? Is this an example? With the article about the body ritual of the Nacirema try to visualise the strange culture described in the text and ask yourself questions about what you are reading like: 'What is the medicine man actually doing?'; 'What is a font and what is it doing in a house – does it sound like anything familiar?'</p>		
<p>4. GET THE BIG PICTURE. Try to understand the bigger picture before you struggle with detail. What is the study about? It's about what appears to be a strange culture in North America and how that culture is obsessed with the body. Your role is to keep this big picture going so that you add more to it each time you read. Perhaps, adding each ritual.</p>		

CONTINUED OVER

	DO THIS ALREADY	NEED TO PRACTICE MORE
<p>5. SCRIBBLE NOTES and QUESTIONS. Make notes in the margin. Circle key facts such as the name of the tribe, the names of rituals or key people – anything that seems to help build up a picture.</p>		
<p>6. RE-READ. Try to understand more each time you read and build up your knowledge in layers. Skip over sections that are just too hard and make no sense and then try and come back to them later.</p>		
<p>7. CREATE SUB-HEADINGS. When you have finished reading the article, use what you have underlined or noted down to help provide a sub-heading for each paragraph – that will help test if you understand the text and if you have underlined what is important.</p>		

TASK B. Apply all seven strategies to the following two articles:

<p>ARTICLE 1 'FIXED AND GROWTH MINDSETS'</p>	<p>THIS IS AN ACADEMIC ARTICLE ABOUT RESEARCH INTO FIXED AND GROWTH MINDSETS. IT IS MORE ACCESSIBLE THAN ARTICLE 2.</p>
<p>ARTICLE 2 'BODY RITUAL OF THE NACIREMA'</p>	<p>THIS IS ACADEMICALLY MORE CHALLENGING THAN ARTICLE 1. THERE ARE STRATEGIES THAT FOLLOW THIS ARTICLE TO HELP YOU INCREASE YOUR UNDERSTANDING.</p>

READING 4B: APPLYING STRATEGIES TO CHALLENGING TEXTS

ARTICLE #1 - "FIXED AND GROWTH MINDSETS"

INTRODUCTION

The following article and activity will help you learn how to understand an article by identifying paragraph themes i.e. what is the main point of the paragraph? This skill increases your level of understanding. The task will also help you learn about fixed vs growth mindsets, so that you can adopt an even more effective approach to learning.

FIXED MINDSET		GROWTH MINDSET
SOMETHING YOU'RE BORN WITH	SKILLS	COME FROM HARD WORK
SOMETHING TO AVOID	CHALLENGES	SHOULD BE EMBRACED
UNNECESSARY	EFFORT	ESSENTIAL
GET DEFENSIVE	FEEDBACK	USEFUL
BLAME OTHERS	SETBACKS	USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME

YOUR TASK

Read the article. As you read, write down the key theme of each paragraph. Paragraph 1 has been done for you as an example. Remember the seven essential strategies for reading challenging material.

THE SEVEN ESSENTIAL STRATEGIES FOR READING CHALLENGING MATERIAL:

- 1 DON'T GIVE UP
- 2 LOOK UP LANGUAGE
- 3 THINK
- 4 GET THE BIG PICTURE
- 5 SCRIBBLE NOTES and QUESTIONS
- 6 RE-READ
- 7 CREATE SUB-HEADINGS

CONTINUED OVER

CAROL DWECK 'THE FIXED AND GROWTH MINDSETS IN SPORT, LEADERSHIP, RELATIONSHIPS AND SCHOOL'

The difference between the fixed and growth mindsets

1 Carol Dweck, Professor of Psychology at the prestigious Stanford University in California, has researched the mindset of successful and less successful people – in sport, business relationships and school. Dweck identified two mindsets about human qualities – intelligence, sporting ability, leadership and even social skills. Fixed mindsets tend to believe we are born with ability and effort makes relatively little impact, “You are either intelligent or not.” The growth mindset leans more to the view that our experiences and effort shape our abilities, “Practice doesn’t always make perfect but it makes a huge difference.” It isn’t always the people who start out the smartest who end up the smartest, according to Alfred Binet who spent many years researching intelligence.

2 Studies show that people tend to be poor at rating their own abilities. However, fixed mindset people tend to be the worst at this task. Fixed mindsets tend to over-estimate their abilities. Howard Gardner, in his book *Extraordinary Minds*, claimed that some individuals have “a special talent for identifying their own strengths and weaknesses.” People with growth mindsets have this special ability - tending to rate both their strengths and weaknesses more accurately than those with fixed mindsets. Having such awareness helps people to work on their weaknesses rather than ignoring them.



3 Dweck performed a fascinating experiment on young children who were given a jigsaw to solve. Dweck made sure the jigsaw was impossible to complete but the children were not aware of this frustrating twist. After failing to complete the jigsaw, Dweck asked them if they would like to do another one. The one's who had been praised for their ability – the fixed mindset group - said, “No.” The ones praised for having a go and putting in effort – the growth mindset group - wanted to have another go: failure was not going to stop them continuing to put in the effort. Just being smart was not the aim. Learning was the key. Challenging tasks help a person to learn more.

4 Fixed mindset students tend to want a lot of positive feedback to prove they have the ability. If there is a gifted and talented group, they want to be in it. If there is a test, they want to be top. If there is a task, they want affirmation that they did well. They also want this positive feedback quickly to prove that the ability is there – phew! Fixed mindsets constantly try to please people. They are more likely to lie if self-assessing their own work, cheat to get a high test score – anything to receive a high mark and proof of their ability, regardless of the truth. Even evidence from brain scans reveals this thirst for affirmation amongst those with a fixed mindset.

5 In a brain-wave laboratory at Columbia University, fixed and growth mindset people were given hard questions to answer and given feedback whilst their brain activity was measured. Fixed mindsets were most active when feedback about when they were right or wrong was given – they switched off when information was provided that would help them learn.

THINK:

What are you like in lessons? Are you more interested in the grade than the feedback about how to improve? Do peer and self-assessment tasks frustrate you – having to think for yourself rather than relying on a teacher to tell you your grade?

6 Dweck found that being given low grades had a dramatic impact on sustaining interest on courses. Dweck discovered that medicine undergraduates – all of whom had achieved well at school to be accepted on the degree programme – reacted differently to receiving low grades in their first term. Most students started out fairly interested in Chemistry, but fixed mindsets who were suddenly presented with lower grades for the first time in their lives tended to lose interest quickly: they had little resilience. After all, the feedback informed them that they didn't have the ability so might as well give up. Growth mindsets maintained their interest – they were not put off when discovering the course to be hard. They did not expect to be good right away.

THINK:

If you receive a low grade in the first term, how do you think you will react?

7 Marina Semyonova, a great Russian dancer with her own ballet school, created a special entrance test based on mindsets rather than raw ballet ability. During a ballet assessment entrance test, the students were assessed for their reaction to praise and criticism. Only students who reacted well to criticism and were not overly-seeking praise passed the test. Semyonova then knew the ballet students who were more likely to learn and develop when they entered the ballet school.

8 People with fixed mindsets expect ability to show up before learning takes place; "It's natural after all," goes the mistaken belief. It therefore doesn't take very much to make fixed mindset people feel they do not belong, and that they are academic imposters. A few low grades and fixed mindset people question if they have the ability. That is perhaps why, when tests are presented, it is perhaps more likely for a fixed mindset student to cheat in their quest to seek high grades. For a growth mindset person there is no point in cheating: where is the learning in that? Taking a test is like responding to the challenge of, "Let's see what you know!" It is therefore understandable for some students to avoid the situation – after all, their ego is on the line. Fear might prevent people from trying. A student who puts in no effort can blame their attitude rather than ability, leaving their ego intact. A student who receives a low score after having put in effort could feel depressed. However, a growth mindset student says, "The test was hard. I expected it to be a challenge. Now I know where I went wrong, so I have learned. The grade just means I can pinpoint my strengths and work on my weaknesses". Cheating to get a high grade covers up the weaknesses in a desperate effort to receive praise – not to learn. Fear prevents learning. Do not expect to receive high grades at the start of sixth form: it would be too easy otherwise.

9 According to Dweck, the amount of confidence between people with fixed and growth mindsets is relatively similar at the start of a task. Joseph J Martocchio, University of Illinois, performed an interesting experiment. A group of employees were about to take a short computer course. Martocchio randomly divided them in two groups: one group were taught in a fixed mindset way (they were informed that computing ability was natural and not dependent on effort or practice) and the other half were taught in a growth mindset way (progress in computing depended on effort and practice). Martocchio measured each person's confidence at the beginning and at the end of the course. He found that whatever the initial confidence level at the start of the course, it dropped for the fixed mindset group by the end. Confidence levels increased in the growth mindset group: mistakes did not hold them back; they kept practising.

10 Etched into the frosted glass wall of the executive meeting room at Chelsea's training ground in Surrey is the quote, 'Hard work beats talent when talent doesn't work hard enough.' Even in centres of sporting excellence, the talented are expected to commit themselves to extremely hard work. Indeed, hard work develops talent. But what does hard work actually mean? Daniel Coyle's 'The Talent Code' discusses the role of myelin, a coating round each nerve cell that causes messages to travel faster by insulating the nerve. Coyle claims that people who train with more attention to detail, build up more myelin. Myelin seems key to learning. Indeed the reason why older people find it harder to learn new information is that myelin does not build up as quickly as we get older. Two researchers from George Mason University, USA, Zimmerman and Kitsantas researched whether one can accurately predict a person's ability by looking at how they practise. They studied three groups of volleyball players – expert, club and novice – and asked them one question about how they practised a serve in volleyball. The answers the players gave about how they practised were enough to tell the researchers who was in each group. Thus attention to detail in the way we practise is key to our success: it takes effort, and a lot of it, to reach the top.

11 Dweck is not suggesting that effort is everything. Some people might well be born with more talent than others or their very early experiences and stimulation might make a difference: either way, talent isn't distributed equally. But Dweck does suggest that we only need ENOUGH talent; after that it is down to effort and deep practice e.g. basketball players need only to be tall enough, after that skill is everything. Intelligence is the same. For sixth form, enough ability is required, after that, hard work is everything. Dweck performed a fascinating experiment on young children who were given a jigsaw to solve. Dweck made sure the jigsaw was impossible to complete but the children were not aware of this frustrating twist. After failing to complete the jigsaw, Dweck asked them if they would like to do another one. The one's who had been praised for their ability – the fixed mindset group - said, "No." The ones praised for having a go and putting in effort – the growth mindset group - wanted to have another go: failure was not going to stop them continuing to put in the effort. Just being smart was not the aim. Learning was the key. Challenging tasks help a person to learn more.



NEED HELP CREATING PARAGRAPH SUB-HEADINGS?

It is more of a challenge to think of your own, but if you need help try using the suggested paragraph sub-headings below. They are arranged in random order, so you need to match them to the correct paragraph.

The desire for praise

Mindsets, tests and fear

The difference between fixed and growth mindsets

A conclusion

Growth mindset and deep practice

Brainwave research

Mindsets, feedback and staying motivated

Mindsets and confidence

A test of mindset

Mindsets and self-assessment

The jigsaw experiment

11 A conclusion

10 Growth mindset and deep practice

9 Mindsets and confidence

8 Mindsets, tests and fear

7 A test of mindset

motivated

6 Mindsets, feedback and staying

5 Brainwave research

4 The desire for praise

3 The jigsaw experiment

2 Mindsets and self-assessment

growth mindsets

1 The difference between fixed and

READING 4C: APPLYING STRATEGIES TO CHALLENGING TEXTS, ARTICLE 2

'BODY RITUAL AMONG THE NACIREMA'

INTRODUCTION

The article that follows is more challenging than the fixed and growth mindsets article. It is unlikely to make immediate sense to you. Its language is off-putting as there are many unfamiliar words that need to be looked up. Your task involves using the seven essential strategies for reading challenging material. There are additional tasks to carry out after the article to help you practise some of these strategies.



THE SEVEN ESSENTIAL STRATEGIES FOR READING CHALLENGING MATERIAL:

- 1 DON'T GIVE UP
- 2 LOOK UP LANGUAGE
- 3 THINK
- 4 GET THE BIG PICTURE
- 5 SCRIBBLE NOTES and QUESTIONS
- 6 RE-READ
- 7 CREATE SUB-HEADINGS

'BODY RITUAL AMONG THE NACIREMA' -

ADAPTED FROM HORACE MINER, AMERICAN ANTHROPOLOGIST 58:3, JUNE 1956

Professor Linton first brought the ritual of the Nacirema to the attention of anthropologists in 1936 but the culture of this people is still very poorly understood. They are a North American group living in the territory between the Canadian Cree and the Tarahumare of Mexico. Little is known of their origin.

Nacirema culture is characterised by a highly developed market economy which has evolved in a rich natural habitat. While much

of the people's time is devoted to economic pursuits, a large part of the fruits of these labours and a considerable portion of the day are spent in ritual activity. The focus of this activity is the human body, the appearance and health of which loom as a dominant concern in the ethos of the people.

The fundamental belief underlying the whole system appears to be that the human body is ugly and that its natural tendency is to debility and

disease. Incarcerated in such a body, man's only hope is to avert these characteristics through the use of ritual and ceremony. Every household has one or more shrines devoted to this purpose. The more powerful individuals in the society have several shrines in their houses and, in fact, the opulence of a house is often referred to in terms of the number of such ritual centres it possesses.

The focal point of the shrine is a box or chest which is built

into the wall. In this chest are kept the many charms and magical potions without which no native believes he could live. These preparations are secured from a variety of specialised practitioners. The most powerful of these are the medicine men, whose assistance must be rewarded with substantial gifts. However, the medicine men do not provide the curative potions for their clients, but decide what the ingredients should be and then write them down in an ancient and secret language. This writing is understood only by the medicine men and by the herbalists who, for another gift, provide the required charm.

The charm is not disposed of after it has served its purpose, but is placed in the charmbox of the household shrine. As these magical materials are specific for certain ills, and the real or imagined maladies of the people are many, the charm-box is usually full to overflowing. The magical packets are so numerous that people forget what their purposes were and fear to use them again.

Beneath the charm-box is a small font. Each day every member of the family, in succession, enters the shrine room, bows his head before the charm-box, mingles different sorts of holy water in the font, and proceeds with a brief rite of ablution. The holy waters are secured from the Water Temple of the community, where the priests conduct elaborate ceremonies to make the liquid ritually pure.

In the hierarchy of magical practitioners, and below the medicine men in prestige, are specialists whose designation is best translated as "holy-mouth-men." The Nacirema have an almost pathological horror of and fascination with the mouth, the condition of which is believed to have a supernatural

influence on all social relationships. Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them. They also believe that a strong relationship exists between oral and moral characteristics. For example, there is a ritual ablution of the mouth for children which is supposed to improve their moral fibre.

The daily body ritual performed by everyone includes a mouth-rite. Despite the fact that these people are so punctilious about care of the mouth, this rite involves a practice which strikes the uninitiated stranger as revolting. It was reported to me that the ritual consists of inserting a small bundle of hog hairs into the mouth, along with certain magical powders, and then moving the bundle in a highly formalized series of gestures.

In addition to the private mouth-rite, the people seek out a holy-mouth-man once or twice a year. These practitioners have an impressive set of paraphernalia, consisting of a variety of augers, awls, probes, and prods. The use of these objects in the exorcism of the evils of the mouth involves almost unbelievable ritual torture of the client. The holy-mouth-man opens the client's mouth and, using the above mentioned tools, enlarges any holes which decay may have created in the teeth. Magical materials are put into these holes. If there are no naturally occurring holes in the teeth, large sections of one or more teeth are gouged out so that the supernatural substance can be applied.

In the client's view, the purpose of these ministrations is to arrest decay and to draw friends. The extremely sacred and traditional character of

the rite is evident in the fact that the natives return to the holy-mouth-men year after year, despite the fact that their teeth continue to decay.

The medicine men have an imposing temple, or *latipso*, in every community of any size. The more elaborate ceremonies required to treat very sick patients can only be performed at this temple.

The *latipso* ceremonies are so harsh that it is phenomenal that a fair proportion of the really sick natives who enter the temple ever recover. Small children whose indoctrination is still incomplete have been known to resist attempts to take them to the temple because "that is where you go to die." Despite this fact, sick adults are not only willing but eager to undergo the protracted ritual purification, if they can afford to do so. No matter how ill the supplicant or how grave the emergency, the guardians of many temples will not admit a client if he cannot give a rich gift to the custodian. Even after one has gained and survived the ceremonies, the guardians will not permit the neophyte to leave until he makes still another gift.

In conclusion, looking from far and above, from our high places of safety in the developed civilization, it is easy to see all the crudity and irrelevance of magic. But without its power and guidance early man could not have mastered his practical difficulties as he has done, nor could man have advanced to the higher stages of civilization.

YOUR TASK

1 BIG PICTURE

In a nutshell, what is this article about?

2 NEW LANGUAGE

Look up the words you don't know or understand well, and write each word and its meaning in the table below. There should be lots of new words – this task is designed to be a challenge! At university and at sixth form, the texts will not always be easy. You need to be exposed to new vocabulary to improve.

The first paragraph has been completed for you by anticipating most of the words that might be unfamiliar to some readers.

WRITE NEW WORDS	MEANING
Ritual	A ceremony or action performed in a customary way, often of a religious significance, such as a wedding or funeral.
Anthropologists	Social Scientists who study the origin, behaviour, and the physical, social, and cultural development of humans – often studied by exploring primitive cultures.
Territory	An area of land; a region.
Origin	The point or place where something begins, arises, or is derived.
Canadian Cree	Early native American Indians living in southern Canada.
Tarahumare	Early native American Indians living in northern Mexico.
Other words?	

WRITE NEW WORDS	MEANING

3 NOTES

Design a set of notes that summarise the key points of the article.

4 QUESTIONS

What questions come to mind as you read the account of the Nacirema? Your questions show that you are thinking and curious. Being curious is probably the KEY quality needed for Post-16 and university success.

5 SUMMARY

The summary will be a combination of the big picture and the more detailed notes you have taken.



CLUE#1

Try looking at the word 'nacirema'? Think about this word for a while and what comes to mind?

Still stuck?

CLUE#2

Okay, if you still haven't got an answer, spell the word 'nacirema' backwards – what do you get?

Still stuck?

CLUE#3

The article is about modern American people. Now you know this, who do you think the medicine man might be? The herbalist? Latipso (backwards – and add an H)? The mouth doctor? The shrine in a person's house? The font in the shrine? The chest full of magical potions?

Still stuck?

CLUE#4

The article is about modern American people. It was written to show how anthropologists' writing about other tribes often makes them seem strange. Yet, if we look at our own customs as an outsider who has no understanding of our behaviour, we seem strange too!

The medicine man: a doctor

The herbalist: a pharmacist

Latipso: a hospital

The mouth doctor: a dentist

The shrine in a person's house: a bathroom

The font in the shrine: a sink

The chest full of magical potions: a bathroom cabinet full of medicines, creams etc.

READING 5A: READING STRATEGIES - C A P S ADVICE



INTRODUCTION

Universities have found that many students, including undergraduates with top A level grades at AAA, struggle to read challenging articles. The issue is comprehension (understanding) of the information. Below are four well-established strategies to help with understanding what you read. One question you need to ask before using the four strategies is, 'What do I want to get out of the article?' as that will determine how you read it. If you want a key fact then skim reading will be the key. Alternatively, if you want to understand more about an issue, then you are likely to read more of the article. The four strategies to aid understanding can be summarised by the mnemonic 'C A P S'.

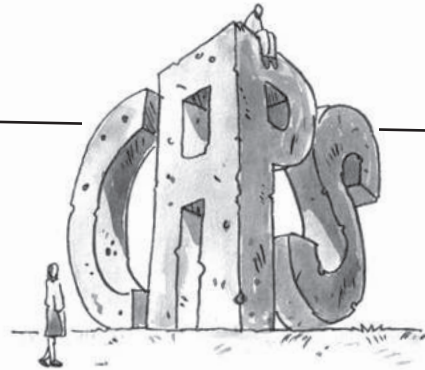
C A P S – STRATEGIES TO HELP YOU UNDERSTAND WHAT YOU READ.

WRITE NEW WORDS	MEANING
C. Clarify	Look up words you don't understand, pan back to get the 'big picture' by looking at key headings and sub-headings.
A. Ask questions	If you can ask a question, it generally shows a level of understanding. Easy questions are: who (said this)? What (do you mean by...)? How (does this work)? Why (does it have to be the way the book says it)? When (is the source old or up-to-date)? Agreeing or disagreeing with the text is another useful way of having posed a question. Harder questions delve into the detail of a concept or topic.
P. Prediction	Shows that you know what is likely to be written and is another way of increasing understanding. Think what the article might go on to mention i.e. what happens next.
S. Summarising	If you can precis in far fewer words and capture the essence (key points) of what you have read, this shows a level of understanding. The challenge here is trying to summarise: until you try, it is hard to know if you have actually understood. The process of summarising is the learning – so don't take short cuts and not try.

READING 5B: APPLYING CAPS STRATEGIES

LEARNING TASK

1. Complete the CAPS Reading Table (below) to record your CAPS.
2. Apply the CAPS strategies to the article 'How much time should you spend studying?'



CAPS READING TABLE

Name _____ Source of information _____

a. PREDICTION

State some prediction about what you are about to read. What do you think the text will say or conclude?

b. IDENTIFY THE MAIN IDEAS and ASK QUESTIONS

For each paragraph identify the main idea and a question about the paragraph. Note that, when surveyed, university lecturers identified curiosity as the key area they look for in students. Being able to generate a question shows that you both understand the material and are curious.

Main idea

Questions

Paragraph 1 – Main idea

Paragraph 2 – Main idea

Paragraph 3 – main idea

Paragraph 4 – main idea

c. CLARIFY THE WORDS or PHRASES YOU DON'T UNDERSTAND

Look them up / talk to others about them / solve the problem!

d. WRITE A SUMMARY

In under 50 words, summarise what you have read by using the main ideas in the paragraphs.

APPLY THE CAPS STRATEGIES

“HOW MUCH TIME SHOULD YOU SPEND STUDYING?”

Michael Senior



How much time should you spend studying? According to Ronald C. Blue, ‘How to Study’ (1995), it takes university students about a year to learn effective study skills. The same amount of time is likely to apply to Post-16 students embarking on their new courses. In fact, Hilary Jones, Lecturer in Biological Science at University of East Anglia, identified a host of skills that even students with top grades at A-level lack when they enter university: this includes the ability to take notes from books and lectures and to organise their time to keep up with their workload. A top five UK university in London recently established a working group to look into why A-Level students with grades AAA struggle when they start a degree. One of their findings was the inability of Post-16 students to tackle difficult textbooks – the students simply gave up reading them. So, developing the skills to study during sixth form is key. However, these skills take dedication and hours of practice, and this is one key reason why not everyone achieves top grades.

By the time Year 13 begins (Upper Sixth) students are beginning to use more effective study skills – but by this time predicted grades for university have already been decided, based on your performance in Year 12! That means you need to work hard at learning effective study skills quickly in Year 12 so that your grades are as good as they can be by the end of Year 12: your predicted grades should then reflect your true potential.

Advice from various sources seems to recommend the following study time for A-Levels or other Post-16 studies:

22 hours per week for a grade A
16 hours per week for a grade B
14 hours per week for a grade C
10 hours per week for grade D
0 hours per week for a grade U

An hour of study is defined as studying for 45 minutes with close attention to detail where challenging (not easy tasks) are tackled, and a break of 15 minutes.

Ronald C. Blue also claimed that “research suggests that the slowest 10 percent of students might need 5 to 6 times as much time to learn the same material as the fastest 10 percent. Each person is highly likely to have strengths and weaknesses. Overcoming your weakness increases your strength.” Source: web source - R.C. Blue ‘How to Study’ <http://tep.uoregon.edu/resources/faqs/outsidehelp/study.html>

Malcolm Gladwell in his book ‘Outliers’ researched the most talented musicians, sports stars, academics and business people and found that what they had in common was 10,000 hours of hard graft, coaching and support. At sixteen, Bill Joy spent many hours in a newly opened computer centre at the University of Michigan and got a job helping a computer science professor so he could access the centre over the summer months. He then enrolled for a degree in computer science and completed a PhD. He wrote much of the code on which the internet functions as well as code such as UNIX and Java and was co-founder of Sun Microsystems in Silicon Valley. His ‘talent’ and success came after hours and hours of computing code practice. Bill Gates and Steve Jobs spent many hours working on computers before they became successful. Psychologist Ericson studied musicians at the elite Academy of Music in Berlin and compared the hours that three groups clocked up practising:

CONTINUED OVER

Group 1.

Soloists – clearly the cream of musicians.

Group 2.

Orchestra musicians – still incredibly talented to be in the Berlin Academy of Music.

Group 3.

Music teachers – very good but not good enough to be in the orchestra.

Ericsson and his two colleagues found that all three groups started playing their instruments at roughly the same age, 5 years-old, and initially everyone practised the same amount, 2-3 hours a week. By the age of nine, some children began to put more hours in – 6 hours a week at nine, 8 hours a week by twelve, 16 hours by fourteen and the hours spent practising increased even further with age. By the age of twenty, the elite soloists had clocked up no less than 10,000 hours each, the orchestra players 8,000 hours and the music teachers 4,000 hours. Eriksson found no-one was regarded as a ‘natural’ who did not need to practise as hard as the rest. They found that as long as someone had ‘enough’ ability, the rest was hard work, really hard work.

Hours of study in the sixth form relates to the notion of 10,000 hours. Imagine you study 20 hours in lesson time plus 20 hours outside lesson time. That is 40 hours a week. Over a 30 week academic year, as examinations usually cut-short the year, 30 weeks x 40 hours = 1200 hours. Double the hours for a two-year course and that is 2400 hours. Top students will be putting in this amount and possibly more – studying over holiday periods, especially if conducting research for an Extended Project, doing extra reading to broaden understanding and expand vocabulary, watching tv programmes that enhance learning, listening to podcasts etc.

Talented people made themselves even more talented through hard work. Top musicians practised harder pieces. Sports stars paid close attention to detail. Businessmen valued experience and had failed a great deal before they became successful – the hours of business experience clocked up over years. As a Head of Sixth Form for over 15 years, I found that every student who has achieved top grades has done so through hours and hours of study. And what

is interesting is that students who didn’t work as hard nearly always claimed that top grades came from bright students – they never reflected on how hard work had contributed to those great grades!

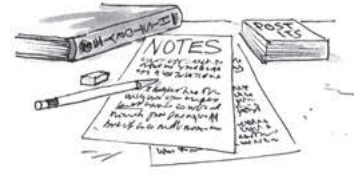
How do you achieve top grades?

Believe you can succeed and be willing to **pay the price**. The price is always what you don't want to pay – time given over to study. If you have a goal then paying the price is not a problem. You might have a specific goal e.g. a specific course or career, so it becomes easier to give up the time to achieve this goal e.g. less tv, no computer games, less time socialising on social media or face-to-face, better use of study time at school. Alternatively, you might have a general goal e.g. “I need grades ABB to stand a chance of going to a university that I like.” If you do not have a goal it will be very hard to motivate yourself to ‘pay the price’, so try getting a goal. I finish with the words of wisdom of a student determined to study at the University of Oxford, who, in Year 13, was asked to talk to Year 12s who aspired to achieve top A-Level grades. The Year 12s asked her when she started preparing for the end of year exams. The answer was, “At the start of the course in September, of course!” The Year 12s were in shock. It’s up to you whether you believe the research and all the messages about hard work. Relying on natural talent and hope is easier, but it doesn’t work. If you want to use the route that successful people use, work out your study schedule so you clock up 22 hours a week of extra study and make sure it’s hard and challenging with plenty of attention to detail.

About the author - Michael Senior has been a Head of Sixth Form for over 15 years. He has written over twenty guides to support sixth form students through his publishing company Senior Press. Michael is the co-ordinator of the Annual Heads of Sixth Form Conference which trains and supports around 300 heads of sixth every year. For students, Michael has set up www.getahead16-19.co.uk to provide free expert guidance about future courses and careers as well as offer get-ahead opportunities for sixth formers including revision courses, university workshops, talks and events. The site will be rolled out over the Autumn term 2014.

NOTE-TAKING

UNDERSTANDING THE NEED TO TAKE NOTES



NOTE-TAKING

Sonja's story:

"There are two things which I find difficult about making notes. Firstly, I am not very confident about using my own words – the book always seems to say things better. It is very tempting to use nearly the same words as the book. I imagine that I will rewrite them in my own words later – but then I don't have the time, or I forget which bits are taken from the book, and end up with the words of the book in my essay without even realising."



OVER TO YOU

I feel the same way as Sonja – I find it difficult to take notes as the book says it better.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
4	3	2	1

"The second thing I find difficult is working out what to take notes about, especially keeping to essentials. I worry in case I miss out information I will need in the future. I can end up with 10 sides of notes from reading only a few pages. It takes ages and there is too much to even look at a second time. When I came to revise for my first exams, I had too many notes to revise – there were simply too many to read, never mind learn."



OVER TO YOU

I feel the same way as Sonja – I don't know what to leave out: my notes are too long.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
4	3	2	1

"Now I spend more time thinking and planning before I even touch a book. I try to work out what information I want. I draw a mind-map with everything I already know, and what I need to find out. If I have an essay title I do a rough plan really early, even before I start reading – just to get the shape in my head."



OVER TO YOU

I rarely plan what I want to get out of notes or design a mind-map first.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
4	3	2	1

“I always start with the easiest book – just to get a picture of what it is all about. With other books, I use the contents page and headings to work out where information is. At this stage I don’t write much except something like ‘gold – producer countries: p.248 and pp. 265-9’.”



OVER TO YOU

I don’t have a range of books – easier, harder.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
4	3	2	1

“When I have more idea of what I am looking for, and where that information is, I take more detailed notes. Sometimes, I do this by writing a question and putting the information as an answer. When I am not sure if I want some information, I just write a few lines onto an index card, saying where I can find that information later if I really need it.”



OVER TO YOU

I don’t build up notes from ‘big picture’ information to more detailed information.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
4	3	2	1

ADD UP ALL FIVE SCORES _____

YOUR SCORE	WHAT YOUR SCORE MIGHT MEAN
15-20	You need to treat note-taking seriously and start learning strategies to select important points and avoid re-writing hand-outs or textbooks. There are lots of places to go to with information. Stella Cottrell’s book ‘The study skills Handbook’ is excellent but costs around £20. Free, but less detailed, sources can be found by searching ‘study skills’ on university sites: University of Bradford, Anglia Ruskin, Manchester and Reading are some of the best.
11-14	You are more confident in some areas than in others, which is a good start - the advice above is still relevant but you will need to spend time targeting specific issues as you already have developed some skill.
5-10	Well done. You feel more confident in note-taking. You might try and find out how others take notes to see if there are ways of fine-tuning your skills. There will always be someone who takes ‘better’ notes.

Source: Sonja’s story taken from Stella Cottrell (2013) *The Study Skills Handbook*, 4th edn, Basingstoke: Palgrave Macmillan, p. 175

A QUICK NOTE:

The Study Skills Handbook by Stella Cottrell is an excellent book and many undergraduates use this book to help them with advice about completing their degree successfully – it is equally useful at the sixth form level.

NOTE-TAKING

Rank the following reasons for taking notes in terms of importance for you.

RANK	REASON
	Increases understanding if key points are selected – the selection process takes thought.
	Helps recall when it comes to examinations – just scan over your notes.
	Helps organise ideas ready for an essay or piece of coursework as ideas can be re-arranged.
	Helps to transfer information to long-term memory through the act of noting information.

The way we make notes doesn't need to be the same for everyone - we all have preferences. The 'right' way of making notes is whatever works for you in terms of delivering on the four reasons outlined above.

USING SYMBOLS AND ABBREVIATIONS ~ ADVICE

& or +	and / in addition to	c.	approximately, around
>	greater / more / better than	i.e.	that is, that means
<	less / fewer / smaller than	etc.	and so on
=	equal to / the same as	p.	page, pp. = pages
≠	not the same as	para.	paragraph
δ	small change	info.	Information
Δ	large change	X	trans... e.g. transfer = Xfer; translate = Xlate
∴	therefore	xxxn	xxxtion e.g. education = educn
∵	because	cd	could
♂	male / man	wd	would
♀	female / woman	xxxt	xxxment or xxxant , so government = govt
→	leads to / produces / causes		important = impt
↓	decreasing / reducing etc.		century
↑	increasing / upwards trend	C	i.e. 19C = 19th century
w/	with		
e.g.	for example		

Web source: www.bradford.ac.uk/academic-skills 'Note-taking Skills Symbols & Abbreviations'.

TOP TIP!

VISIT THE SIXTH FORM STUDY ROOM

[HTTPS://SITES.GOOGLE.COM/SITE/SIXTHFORMSTUDYROOM/](https://sites.google.com/site/sixthformstudyroom/)

THERE ARE LINKS TO LOTS OF ACADEMIC STUDY SKILLS PROVIDED BY THE UNIVERSITIES - ADVICE THAT YOU CAN ACCESS FOR FREE.

USING SYMBOLS AND ABBREVIATIONS ~ EXERCISE**YOUR TASK**

Using the source below, substitute the words in the article with the symbols and abbreviations provided (as well as any of your own). Use as many of the symbols as you can. Cross out each word that you can replace with a symbol; then write the symbol below the word in the space provided.

A LADY BUYS A NEW TELEVISION

A lady decided buy a new television and set off to visit Sevenoaks 'Sound and Vision' electrical store. Over the phone, she had explained to the man in the shop that her television had stopped working because of the government campaign to switch from analogue to digital broadcasting which led to the signal being switched off. Maybe it was time to buy a new one, anyway, as her grandson had asked if her old television was from the 18th century! They weren't even invented then! However, the latest televisions have large screens, so that would be better than her old one. She knew that most people had large screens: it was the latest upward trend. Unfortunately, the price of electrical goods had increased since she had bought her last television. The brochure on televisions that she had downloaded was so complicated she hoped the man in the shop would translate it for her: she now regretted not having had a good education. The most important feature for the lady was price, as she had around £300 to spend.

THE DIFFERENCE BETWEEN TAKING NOTES AND TRANSFORMING NOTES

STEP 1 TAKING NOTES	STEP 2 TRANSFORMING NOTES
<p>Taking notes often involves simply writing down what has been said in class or re-writing in a summarised form what you read e.g. a page in textbook.</p> <p>Helps as a record of sources</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Doesn't help you understand <input checked="" type="checkbox"/> Doesn't help with recall for an exam <input checked="" type="checkbox"/> Doesn't help connect other information 	<p>Transforms what has been said or written into another format – a more condensed format that:</p> <ul style="list-style-type: none"> • strips away words that you do not understand / chooses simpler language; • leaves out redundant words such as 'and', 'of', 'which', 'the', 'it'; • presents KEY information in a way that is more memorable (e.g. diagrams) and might show connections with other concepts and information. <p>A much more creative set of notes that transforms information.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Helps to understand material <input checked="" type="checkbox"/> Helps with recalling material <input checked="" type="checkbox"/> Helps connect other information

NOTE-TAKING STRATEGIES 1: LINEAR NOTES ADVICE

LINEAR NOTES:

- are written notes that record what has been said or written in another source, such as a book or hand-out;
- are notes which write information in sentences or half sentences;
- might use a series of abbreviations;
- might use a series of bullet points.

Linear notes are not diagrams or mind maps – they are more logical and organised lists of points.

CONTINUED OVER

EXAMPLES OF LINEAR NOTES

1. ACTIVE HAND-OUTS

If you are given a hand-out or read a textbook, you might highlight key words (facts and figures, evidence, concepts, definitions, names and dates).

The notes will leave out a lot of 'redundant words' which do not convey any important information e.g. 'and', 'of', 'which', 'that', 'is'.

BETTER LINEAR NOTES

ADD COMMENTS OF YOUR OWN OR QUESTIONS THAT SHOW YOU ARE THINKING.

I need to practise writing comments when I read, such as 'Key point' or '5 causes of World War 2'.

I need to ask questions, such as: 'What evidence shows that writing questions improves learning?'

REVISION CARDS / NOTE CARDS

- SOME STUDENTS PREFER TO PRODUCE CARDS
- KEY POINTS ONLY LISTED BECAUSE SPACE IS DELIBERATELY RESTRICTED
- RESTRICTED SPACE MEANS GREATER SELECTION OF KEY POINTS
- REDUNDANT INFORMATION AND WORDS ARE EXCLUDED
- "LESS IS MORE".

NOTE-TAKING STRATEGIES 2A: THE CORNELL SYSTEM ADVICE

Follow the instructions and take notes in the numbered order 1-4. This system is often referred to as the Cornell System.

If you would like to know more about the Cornell System including a video explaining it visit the study skills web site set up especially for post-16 students called SIXTH FORM STUDY ROOM at <https://sites.google.com/site/sixthformstudyroom/>.

1 WHAT IS THE TEXT ABOUT? i.e 'THE BIG PICTURE'

Then read the source and make notes in section 2

3 KEY WORDS

Write only **Key words** from your notes section.

Then cover up section 2 NOTES and use only your key words to help you recall the information.

Then write a summary by using Section 4.

2 NOTES

Record – use this section for your notes written in short sentences with no unnecessary words; record relevant key facts, dates, names, concepts, evidence.

Eg. Three pigs each in own house, one wolf after the pigs, wolf blows down sticks & straw houses but not brick house.

Avoid 'which', 'there', 'of', 'is', 'whether' etc – words that convey no content.

Questions – any interesting questions relating to the topic, write them in your notes section e.g. 'What evidence is there that shows people prefer the colour green to red?'

Key words – as you make your notes record the key words in column 3.

Recite – when your notes are complete, cover up your notes and only look at the key words to check how much detail from your notes you recall.

Review – ideally, try the recite process again in a week and again a month later to embed it in your memory.

4 SUMMARY

Write a brief summary in 100 words.

If you can summarise the key points in your own words then you have probably understood it.

CORNELL NOTE-TAKING SYSTEM

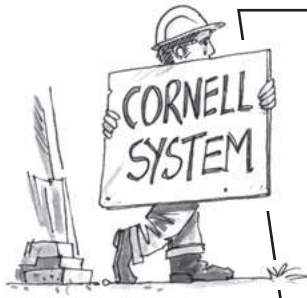
1 "THE BIG PICTURE"

3 KEY WORDS

2 NOTES

4 SUMMARY

NOTE-TAKING STRATEGIES 2B: APPLYING THE CORNELL SYSTEM OF NOTE-TAKING



LEARNING TASK

1. Read through the following article.
2. Underline key words and phrases or, better still, write notes in the margin as you go e.g. "I dis/agree", "So does this mean that...", "Is this enough evidence?"
3. Use the article to practise the Cornell System of note-taking.

“Students who are self-motivated practise in a different way from those who are forced to learn.”

Michael Senior



KEY WORDS:

PURPOSEFUL PRACTICE – practising with greater attention to detail and improving skill levels through tackling more challenging tasks.

Etched into the frosted glass wall of the executive meeting room at Chelsea’s training ground in Surrey is the quote, ‘Hard work beats talent when talent doesn’t work hard enough.’ Even in centres of sporting excellence, the talented are expected to commit themselves to extremely hard work. Indeed, hard work develops talent. But what does hard work actually mean? Daniel Coyle’s ‘The Talent Code’ discusses the role of myelin, a coating round each nerve cell that causes messages to travel faster by insulating the nerve. Coyle claims that people who train with more attention to detail, build up more myelin. Myelin seems key to learning. Indeed the reason why older people find it harder to learn new information is that myelin does not build up as quickly as we get older.

Two researchers from George Mason University, USA, Zimmerman and Kitsantas researched whether one can accurately predict a person’s ability by looking at how they practise. They studied three groups of volleyball players – expert, club and novice – and asked them one question about how they practised a serve in volleyball. The answers the players gave about how they practised were enough to tell the researchers who was in each group. Thus attention to detail in the way we practise is key to our success: it takes effort, and a lot of it, to reach the top.

CASE STUDY

Music psychologists, Gary McPherson and James Renwick, in their study of children learning to play a musical instrument, filmed a child we shall call Clarissa, who, in just six minutes of clarinet practice, made exceptional progress. The two Australian researchers found that she was highly error-focused and was constantly trying to correct herself when she hit the wrong note. She practised in a way that was similar to a professional concert performer: with exceptional attention to detail. So what made children like Clarissa different, and can students apply this principle to help them learn as effectively?

KEY RESEARCH

With a colleague, McPherson tracked 157 randomly selected children aged 7-8 years old from a few weeks before choosing their musical instruments through to high school graduation. Through the use of interviews, tests and filmed sessions of them learning their chosen instrument, McPherson found that after 9 months there was a spread of progress: but what was the cause? IQ and musical 'ears' were not found to correlate. Neither was the amount of time practising - which was a surprise. What appeared to link with progress was the answer given by the child to a question about for how long they expected to play the instrument. The options were:

- **Through this year only = short-term**
- **Through primary school = medium-term**
- **Through secondary school = long-term**

Those with a long-term goal were found to make most progress, no matter how long they practised each week. They practised in a way that was focused on detail: paying attention to errors and attempting to correct them. In fact, even with the same amount of time practising, the children with a long-term goal out-performed the children with short-term goal by 400% according to a standardised musical performance scale called the Watkins Farnham scale for band instruments (ie it was measured in a fairly robust manner so we can be confident of the findings). Motivation to learn appears key to learning most effectively.

Source: G. McPherson & J. Renwick, 'Interest and Choice: Student selected repertoire and its effect on practising behaviour'. *British Journal of Music Education* 19 (2002) and in 'The Talent Code' Coyle D. (2009).

SO WHAT DOES THIS MEAN FOR YOU?

Simply putting in the hours is not enough: students need a long-term goal which inspires them and drives them on. It is not just how many hours a student needs to spend studying but what is done in those hours. High calibre people study with greater attention to detail. Students who need to retake an exam often claim, for the first exam, to have studied no more than just the main headlines – not a great deal of detail: “My understanding was sound but I couldn’t recall the detail needed for a grade A.” Research also shows that engaging in more difficult tasks also helps one to make progress e.g. playing more difficult pieces when practising a musical instrument, tackling harder exam questions, seeking out exam papers from different exam boards to see if there are more challenging or unfamiliar questions to try.

NOTE-TAKING STRATEGIES 3A: THE CORNELL-SENIOR SYSTEM OF NOTE-TAKING

Below is a slight modification to the Cornell system with an additional column for some detail. I find my students need to take notes, then create key words and then select some key information e.g. dates, names, facts, concepts, which help to elaborate the key point.

1 WHAT IS THE TEXT ABOUT? ie 'THE BIG PICTURE'.
Then read the source and make notes in Section 2.

3 Write only KEY WORDS from your notes section. Then cover up Section 2 NOTES and use only your key words to help you recall the information. If there are extra details you need to help you, write them in Section 4 DETAIL. Then write a summary by using Sections 3 and 4 only.

4 When covering up Section 2 and using key words only to recall, feel free to peek at your notes to add extra DETAIL from your notes that helps you recall more about the key words. Feel free to change your key words if you find better ones. Write as little as possible – key facts, figures or quotes. Eventually, when you get even better at note-taking, your notes will become like this section.

2 Write your NOTES here while reading.

Then go to Section 3 and identify KEY WORDS

5 Use Sections 2-4 to write a SUMMARY

THE CORNELL-SENIOR SYSTEM OF NOTE-TAKING

EXAMPLE

KEY WORDS

EXTRA DETAIL

NOTES

SUMMARY

NOTE-TAKING STRATEGIES 3B: APPLYING THE CORNELL-SENIOR SYSTEM OF NOTE-TAKING



Apply the Cornell note-taking system or its variation, the Cornell-Senior system, to the following article about how much time should you spend studying.

How Much Time Should You Spend Studying?

Michael Senior



How much time should you spend studying? According to Ronald C. Blue, 'How to Study' (1995), it takes university students about a year to learn effective study skills. The same amount of time is likely to apply to Post-16 students embarking on their new courses. In fact, Hilary Jones, Lecturer in Biological Science at University of East Anglia, identified a host of skills that even students with top grades at A-level lack when they enter university: this includes the ability to take notes from books and lectures and to organise their time to keep up with their workload. A top five UK university in London recently established a working group to look into why A-Level students with grades AAA struggle when they start a degree. One of their findings was the inability of Post-16 students to tackle difficult textbooks – the students simply gave up reading them. So, developing the skills to study during sixth form is key. However, these skills take dedication and hours of practice, and this is one key reason why not everyone achieves top grades.

By the time Year 13 begins (Upper Sixth) students are beginning to use more effective study skills – but by this time predicted grades for university have already been decided, based on your performance in Year 12! That means you need to work hard at learning effective study skills quickly in Year 12 so that your grades are as good as they can be by the

end of Year 12: your predicted grades should then reflect your true potential.

Advice from various sources seems to recommend the following study time for A-Levels or other Post-16 studies:

22 hours per week for a grade A
16 hours per week for a grade B
14 hours per week for a grade C
10 hours per week for grade D
0 hours per week for a grade U

An hour of study is defined as studying for 45 minutes with close attention to detail where challenging (not easy tasks) are tackled, and a break of 15 minutes.

Ronald C. Blue also claimed that “research suggests that the slowest 10 percent of students might need 5 to 6 times as much time to learn the same material as the fastest 10 percent. Each person is highly likely to have strengths and weaknesses. Overcoming your weakness increases your strength.” **Source: web source - R.C. Blue 'How to Study' <http://tep.uoregon.edu/resources/faqs/outsidehelp/study.html>**

Malcolm Gladwell in his book 'Outliers' researched the most talented musicians, sports stars, academics and business people and found that what they had in common was 10,000 hours of hard graft, coaching and support. At sixteen, Bill Joy spent many hours in a newly opened computer centre at the University of Michigan and got a job helping a computer science professor so he could access the centre over the summer months. He then enrolled for a degree in computer science and competed a PhD. He wrote much of the code on which the internet functions as well as code such as UNIX and Java and was co-founder of Sun Microsystems in Silicon Valley. His 'talent' and success came after hours and hours of computing code practice. Bill Gates and Steve Jobs spent many hours working

on computers before they became successful. Psychologist Ericsson studied musicians at the elite Academy of Music in Berlin and compared the hours that three groups clocked up practising:

Group 1. Soloists – clearly the cream of musicians.

Group 2. Orchestra musicians – still incredibly talented to be in the Berlin Academy of Music.

Group 3. Music teachers – very good but not good enough to be in the orchestra.

Ericsson and his two colleagues found that all three groups started playing their instruments at roughly the same age, 5 years-old, and initially everyone practised the same amount, 2-3 hours a week. By the age of nine, some children began to put more hours in – 6 hours a week at nine, 8 hours a week by twelve, 16 hours by fourteen and the hours spent practising increased even further with age. By the age of twenty, the elite soloists had clocked up no less than 10,000 hours each, the orchestra players 8,000 hours and the music teachers 4,000 hours. Eriksson found no-one was regarded as a ‘natural’ who did not need to practise as hard as the rest. They found that as long as someone had ‘enough’ ability, the rest was hard work, really hard work.

Hours of study in the sixth form relates to the notion of 10,000 hours. Imagine you study 20 hours in lesson time plus 20 hours outside lesson time. That is 40 hours a week. Over a 30 week academic year, as examinations usually cut-short the year, 30 weeks x 40 hours = 1200 hours. Double the hours for a two-year course and that is 2400 hours. Top students will be putting in this amount and possibly more – studying over holiday periods, especially if conducting research for an Extended Project, doing extra reading to broaden understanding and expand vocabulary, watching tv programmes that enhance learning, listening to podcasts etc.

Talented people made themselves even more talented through hard work. Top musicians practised harder pieces. Sports stars paid close attention to detail. Businessmen valued experience and had failed a great deal before they became successful, with hours of business experience clocked up over years. As a Head of Sixth Form for over 15 years, I found that every student who has achieved top grades has done so through hours and hours of study. And what is interesting is that students who didn’t work as hard nearly always claimed that top grades came from bright students: they never reflected on how hard work had contributed to those great grades!

How do you achieve top grades?

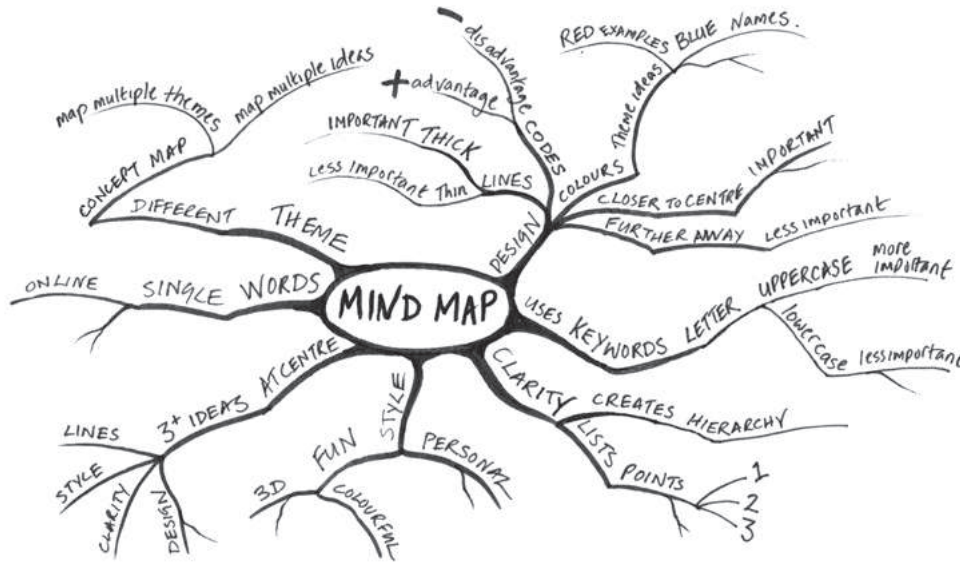


Believe you can succeed and be willing to pay the price. The price is always what you don't want to pay – time given over to study. If you have a goal then paying the price is not a problem. You might have a specific goal e.g. a specific course or career, so it becomes easier to give up the time to achieve this goal e.g. less tv, no computer games, less time socialising on social media or face-to-face, better use of study time at school. Alternatively, you might have a general goal e.g. “I need grades ABB to stand a chance of going to a university that I like.” If you do not have a goal it will be very hard to motivate yourself to ‘pay the price’, so try getting a goal. I finish with the words of wisdom of a student determined to study at the University of Oxford, who, in Year 13, was asked to talk to Year 12s who aspired to achieve top A-Level grades. The Year 12s asked her when she started preparing for the end of year exams. The answer was, “At the start of the course in September, of course!” The Year 12s were in shock! It’s up to you whether you believe the research and all the messages about hard work. Relying on natural talent and hope is easier, but it doesn’t work. If you want to use the route that successful people use, work out your study schedule so you clock up 22 hours a week of extra study and make sure it’s hard and challenging with plenty of attention to detail.

About the author - Michael Senior has been a Head of Sixth Form for over 15 years. He has written over twenty guides to support sixth form students through his publishing company Senior Press. Michael is the co-ordinator of the Annual Heads of Sixth Form Conference which trains and supports around 300 heads of sixth every year. For students, Michael has set up www.getahead16-19.co.uk to provide free expert guidance about future courses and careers as well as offer get-ahead opportunities for sixth formers including revision courses, university workshops, talks and events. The site will be rolled out over the Autumn term 2014.

NOTE-TAKING STRATEGIES 4A: VISUAL AND PATTERN NOTES – MIND MAPPING

MIND MAPPING



Mind Mapping is a technique for drawing information in diagrams, instead of writing it in sentences. It is a technique trademarked by Tony Buzan.

The diagrams always take the format of a tree, with a single starting point in the middle that branches out, and divides again and again.

The tree is made up of words or short sentences connected by lines. The lines that connect the words show how ideas relate to each other ie the logical connections between ideas.

FOUR ONLINE SOURCES ABOUT MIND MAPPING:

SOURCE 1. Mindomo www.mindomo.com

Offers free examples of Mind Maps and you can have a free go – a charge is made for further attempts, but do at least have a go online for free.

SOURCE 2. YouTube www.youtube.com/watch?v=wLWV0XN7K1g

Will show you a step-by-step guide to designing a Mind Map.

SOURCE 3. YouTube www.youtube.com/watch?v=nMZCghZ1hB4

Tony Buzan, popularised and trademarked the use of Mind Maps and here he delivers a Tedx Talk about information overload and how to use Mind Maps to increase understanding and get rid of 'clutter'.

SOURCE 4. Think Buzan

Tony Buzan's company take you through easy steps for Mind Mapping – visually and simply. <http://thinkbuzan.com/how-to-mind-map/>

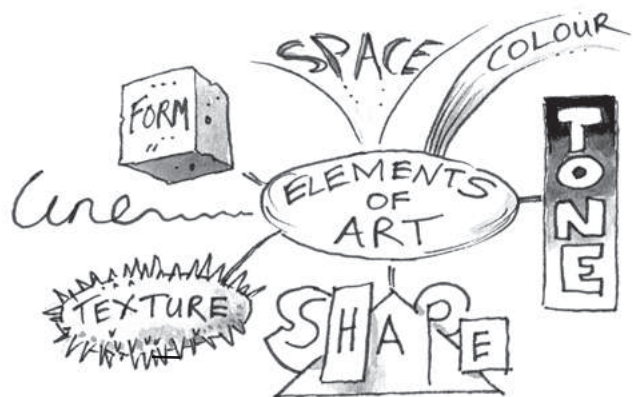
CONTINUED OVER

TEN STEPS TO CREATING A MIND MAP:

1. START IN THE CENTRE WITH AN IMAGE OF THE TOPIC.
2. USE IMAGES, SYMBOLS, CODES.
3. USE DIMENSIONS – LARGER IMAGES AND THICKER LINES CONVEYING IMPORTANCE.
4. SELECT KEY WORDS AND PRINT USING UPPER OR LOWER CASE LETTERS.
5. ONLY ONE WORD/IMAGE SHOULD FEATURE ON ITS OWN LINE.
6. THE LINES SHOULD BE CONNECTED, STARTING FROM THE CENTRAL IMAGE AND BRANCHING OUTWARD.
7. THE LINES SHOULD BE SAME LENGTH AS THE WORD/IMAGE THEY FEATURE.
8. USE MULTIPLE COLOURS THROUGHOUT THE MIND MAP, FOR VISUAL EFFECT AND TO CONNECT IDEAS.
9. DEVELOP YOUR OWN PERSONAL STYLE OF MIND MAPPING E.G. CODES, LINES AND IMAGERY.
10. KEEP THE MIND MAP CLEAR BY USING A LOGICAL RADIAL (MEANS BRANCHING IN AN ORDERED PATTERN) HIERARCHY WITH IMPORTANT IDEAS BEING CLOSER TO THE CENTRE; EXAMPLES AND CONNECTED IDEAS THEN BRANCH FURTHER AWAY.

Source: adapted from web source dated 28-04-2014 http://en.wikipedia.org/wiki/Mind_map.

However, Mind Mapping will not suit everyone or work for every topic. Give it a go to see if it can work for you though.



LEARNING TASK

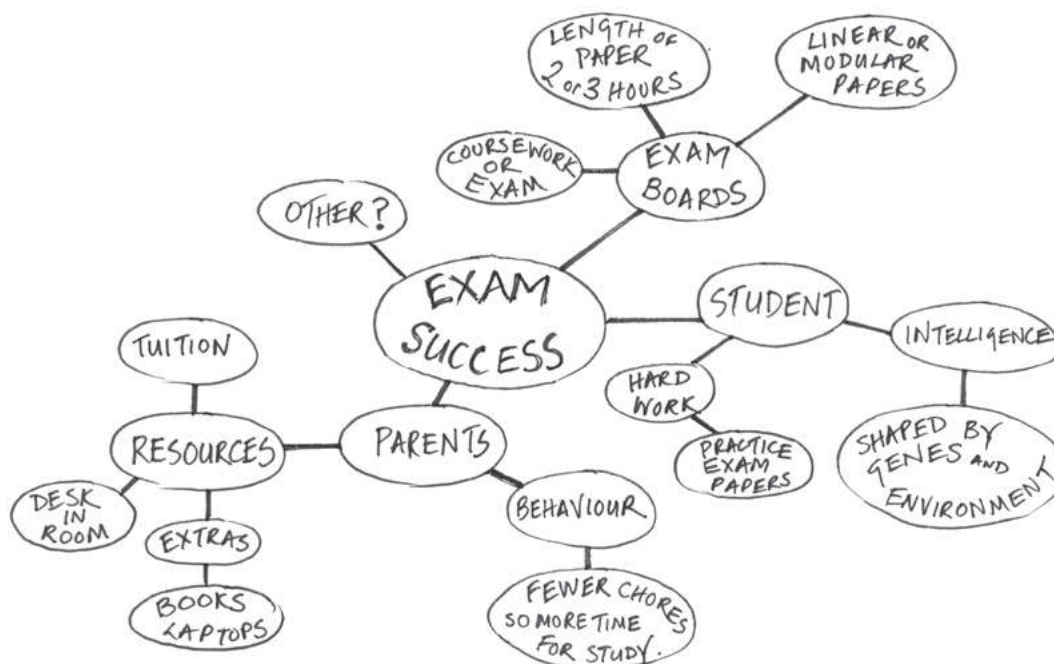
Create a Mind Map using the article: 'How Much Time Should You Spend Studying?' on page 77

NOTE-TAKING STRATEGIES 4B: VISUAL AND PATTERN NOTES – CONCEPT MAPPING

CONCEPT MAPPING

Mind Mapping works with ONE KEY CENTRAL IDEA (the branch of the tree), with all other concepts stemming from this central idea.

On the other hand, Concept Mapping attempts to connect lots of different concepts. It is a useful way of summarising a topic so that you can identify the links between ideas; this is why Concept Maps are sometimes called Topic Maps.



CONCEPT MAPPING HELPS STUDENTS:

1. Brainstorm ideas
2. Create logical links between ideas
3. Integrate new concepts with older concepts
4. Summarise a topic easily

TRY CONCEPT MAPPING:

You can try Concept Mapping online by downloading free software at:
<http://cmap.ihmc.us/download/>

CONTINUED OVER

LEARNING TASK

Imagine you wanted to brainstorm the topic of: 'Success in examinations – what makes a student successful?'
 Think of the categories which might contribute to academic success and then some ideas/examples within each category. Three categories are provided with two ideas per category. Think of two more categories and some more examples in each category.

SCHOOL	STUDENT	EXAM BOARDS		
Quality of teachers	Ability of the student	Design of the exam papers e.g. difficulty of the questions		
Resources offered to students	Hard work by student	Structure of the exam e.g. modular or linear		

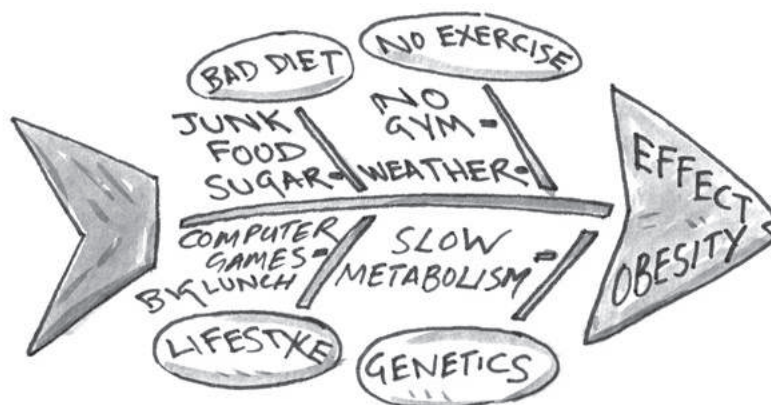
NOTE-TAKING STRATEGIES 4B: VISUAL AND PATTERN NOTES - FISHBONE DIAGRAMS

FISHBONE DIAGRAMS:

Fishbone Diagrams are useful for identifying and illustrating cause and effect relationships. They can be useful in subjects such as history, economics, psychology – indeed, in any subject where one factor might lead to another. The Fishbone Diagram shows the causal chain of events.

The head of the fish identifies the 'effect' (ie the problem to be explained). 'Side bones' are added, with relevant detail, to build up a chain of events (causes) viewed as contributing to the 'effect'.

Here is an example applied to obesity. Obesity is the effect and the side bones are the possible causes. On each side bone there are small bones with examples.



HELPING YOURSELF

TEN STRATEGIES TO GATHER DIGITAL RESOURCES TO HELP YOURSELF



INTRODUCTION

Asking for help is important – the story of successful people is also the story of support – but learning to help yourself is also key. Teachers are not there to help you all the time and at university there will be even less support. Spend time trying to find the best on-line sites to support your learning.

Try out these different on-line search strategies to gather resources:

STRATEGY 1. 'TRAWLER' SEARCH

Search by your general subject (e.g. Chemistry), level (A Level) and exam board (e.g. AQA).

Look for web addresses; anything exam board-based probably won't give you free resources apart from past papers, mark schemes and examiners' reports.

Look to see if the web address appears to be offered by a teacher: (the details on Google search might mention the free web language WordPress: this is often the way teachers construct their own subject sites, which often includes videos, podcasts and worksheets).

DO THIS ALREADY

WILL TRY

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STRATEGY 2. 'FISHING ROD' SEARCH

Search by a specific topic (e.g. Neutrons), level (A level) and exam boards (e.g. Edexcel).

This will show up other sites. Once again, look at the web address: is it a university site? In this case the information might be peer reviewed, but might also be too stretching. University sites addresses usually end in .ac.uk. American universities often have the best video links; UK universities are still playing catch up at the moment so search for Stanford, Yale, Harvard and MIT.

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STRATEGY 3. SEARCH BY YOUTUBE – SEARCH BY VIDEO

YouTube has almost become a search engine and can be a really useful starting point.

Searching for a video can sometimes give you the trail to other videos and they often give you the clue to a web site that is useful, so try this way of searching. Bookmark any useful sites or videos to avoid forgetting them.

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STRATEGY 4. SEARCH THE KHAN ACADEMY, A SPECIFIC FREE VIDEO SITE

Use www.khanacademy.org

Khan Academy is an American site which hosts lots of free academic videos.

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CONTINUED OVER

DO THIS ALREADY

WILL TRY

STRATEGY 5. SEARCH FOR PODCASTS

Podcasts are an easy way to learn, especially when you are tired.

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Radio 4 often has podcasts on ethical issues, business, psychology, literature or history. Desert Island Discs can be great for listening to famous people talk about their lives – people you might come across in your studies. iTunesU is brilliant source of podcasts from mainly US universities.

STRATEGY 6. SEARCH BY SUBJECT ASSOCIATION

Subject associations often offer a range of free resources and links.

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By typing in your subject and find a relevant subject association, you might find lots of links and helpful resources e.g. The Historical Association, British Psychological Association, Royal Society of Chemistry, Royal Economic Society. There are often free talks, videos, podcasts, and publications. Try to locate British associations rather than American ones, as the information might be more relevant. Key words such as your subject and the word 'association' should be a useful start.

STRATEGY 7. SEARCH USING OTHER PEOPLE'S RECOMMENDATIONS.

Use www.thestudentroom.co.uk, a massive student forum.

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Try using www.thestudentroom.co.uk and ask other students for their recommendations.

STRATEGY 8. SEARCH UNIVERSITY WEB SITES.

Know what universities offer.

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Check out which universities offer free resources for your subject, and then bookmark the links for easy return to these sites. For study skills, check out Bradford University academic study skills and Anglia Ruskin study skills – all free.

STRATEGY 9. TWITTER CAN BE USEFUL.

Twitter is great way of discovering web links with useful resources.

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Yes, Twitter can waste time informing you about what someone had for breakfast but it can snowball with links providing links, providing more links to useful web site material.

STRATEGY 10. ASK OTHER STUDENTS

Colleagues are a useful resource.

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If you share resources with others they will often reciprocate and share links with you. Try it.

TIME MANAGEMENT

CREATE A STUDY SCHEDULE ~ EXERCISE

You need a strategy to clock up at least 22 hours of self-study outside lessons each week from the start of your course.



PICK YOUR GRADE!

A = 22 hours a week
 B = 18 hours a week
 C = 16 hours a week
 D = 10 hours a week
 E = 8 hours a week
 U = 0 hours a week

THE SEVEN KEY INGREDIENTS FOR ACADEMIC SUCCESS:

A dollop of intelligence (it only has to be 'enough');
 22 hours of purposeful study with no distractions;
 Constant attention to detail;
 Testing using challenging tasks;
 Seeking support when needed;
 Drive and determination;
 Lots of practice.

CREATE A STUDY SCHEDULE: LEARNING TASK

Identify the times when you will undertake independent study using the schedule below.

SCHOOL	AM	AFTERNOON	EVENING	TOTAL
MONDAYS				
TUESDAYS				
WEDNESDAYS				
THURSDAYS				
FRIDAYS				
SATURDAYS				
SUNDAYS				
TOTAL				AIM: 22 HOURS

QUESTIONS:

- 1 *Is your schedule realistic i.e. is it sustainable?*
- 2 *Are too many hours coming from working late in the evening? This is likely to have a knock-on effect in terms of your attendance or ability to learn in early morning lessons.*
- 3 *Have you built any exercise into your schedule? You ought to maintain / improve your physical fitness alongside studying.*
- 4 *Does your working environment allow you to study effectively? e.g. a quiet study area or a room full of distractions, such as your friends in the study room.*
- 5 *Is your schedule balanced? Does it allow you to complete work regularly throughout the week, rather than requiring huge 'dollops' of study at the weekend?*

PROCRASTINATION EXPLAINED



WHAT IS PROCRASTINATION?

Procrastination can be defined as the avoidance, without good reason, of an intended task until later. Extra information - the word has its origins in Latin: pro (meaning - forward) and crastinus (meaning - of tomorrow).

IS PROCRASTINATION A PROBLEM?

Not always. Putting off a task can provide more time to think about how to approach it. Sometimes people need to have a deadline that is close to motivate them to perform the task. As long as putting off the task doesn't cause difficulties later on, and possibly leads to a better final outcome, then there is no problem.

WHEN IS PROCRASTINATION A PROBLEM?

When a person misses a deadline, or leaves so little time to complete a task that the outcome is poor, procrastination becomes a serious concern.

IS PROCRASTINATION COMMON AMONGST STUDENTS?

Yes. Research suggests that around 50% of students procrastinate regularly to the extent that meeting deadlines becomes a problem (quoted in Steele 'The Nature of Procrastination' (2007) P. 2007). The question arises, are the 50% of students who procrastinate amongst the more or less successful in academia. The answer is fairly obvious!

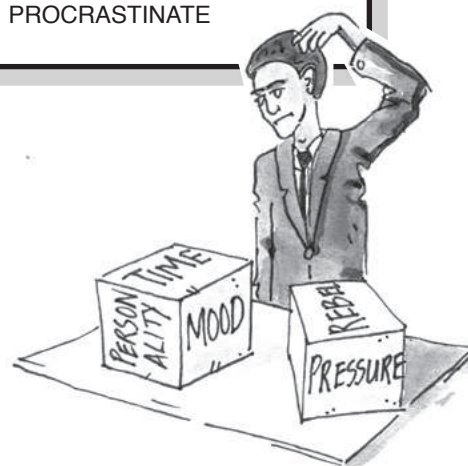
WHY DO PEOPLE PROCRASTINATE?

According to Steele (2007), there are a number of factors that influence when we procrastinate:

- **The importance of the task** – we might put tasks off regularly but when a task is presented to us that seems really important – “Call an ambulance this person is seriously ill”, then we tend to get on with it.
- **Attractiveness of the task** – we are more likely to avoid a task if we think it is boring.
- **Personality** – if we tend to put everything off, then we are more prone to procrastination.
- **Time** – if there is too much time until the deadline then the task is more likely to be put off.
- **Difficulty** – if the task seems too challenging then the task might be put off.

Procrastination factors can be summarised below:

FACTOR	EXPLANATION	OUTCOME
The IMPORTANCE of a task HIGH or LOW	HIGH - If the task is important then students are more likely to get on with it. LOW - If the task is less important then students tend to avoid getting on with it.	GET ON WITH IT PROCRASTINATE
The ATTRACTIVENESS of a task HIGH or LOW	HIGH - If the task is INTERESTING then students are more likely to get on with it. LOW - If the task is BORING then students are more likely to avoid getting on with it.	GET ON WITH IT PROCRASTINATE
The TENDENCY of the person to procrastinate HIGH or LOW	HIGH – If the student is prone to put off tasks. LOW – If the student either naturally or has been trained to tackle tasks.	GET ON WITH IT PROCRASTINATE
The TIME available for the task LOTS or LITTLE	NOT MUCH TIME – deadline is very close. LOTS OF TIME – deadline is far away.	GET ON WITH IT PROCRASTINATE



PROCRASTINATION EXERCISE

Let's test out the procrastination chart with an example that compares a mock exam with the 'real' exam. Compare your approaches to both types of test: e.g. your mock / trial exams with your 'real' GCSE exams.

STEP 1.

Generate your procrastination score for approaching mock / trial exams by **CIRCLING THE APPROPRIATE SCORES** in the right hand column of the table.

You need a score for each of the **FOUR CRITERIA**: importance, attractiveness, personality and time.

APPROACH TO MANAGING TIME BEFORE A MOCK / TRIAL EXAM:

FACTOR	EXPLANATION	OUTCOME
The IMPORTANCE of a task HIGH or LOW	Think of examples that suggest you believe the task was important e.g. organised your notes, attended revision classes, looked at past papers and mark schemes, used a revision schedule that was demanding in terms of hours.	1 – Very important – revised hard for the mock. 2 – Quite important and revised, but should have put in more hours. 3 – Not that important, but tried revising at the last minute. 4 – No revision at all.
The ATTRACTIVENESS of a task HIGH or LOW	HIGH / LOW – why? This might relate to the way you view ability. If ability develops through making mistakes and learning from them, mock exams might be attractive.	1 – Helpful to have a mock to test out my learning. 2 – Helpful to have a mock but would prefer not to have one. 3 – Waste of time to have a mock exam, but will have a limited go at it. 4 – A total waste of time.
The TENDENCY of the person to procrastinate HIGH or LOW	HIGH / LOW – what evidence do you have that you are high or low? Think about how often you miss deadlines, or your systems for meeting deadlines, such as noting tasks down and scheduling tasks.	1 – I generally get on with tasks as I am highly self-disciplined and driven to succeed. 2 – I tend to get on with tasks but need to be more self-disciplined and driven to succeed. 3 – I put off a lot of homework and self-study tasks if I feel I can get away with it. 4 – I put off nearly all homework and self-study tasks if I feel I can get away with it.
The TIME available for the task LOTS or LITTLE	Did revision start early or late? How close must the deadline be to motivate you? Do you leave revision to the night before the test?	1 – I try to get on with tasks straight away to avoid a last minute rush. 2 – I get on with some tasks straight away but last minute is sometimes a motivator. 3 – I put off many tasks to the last minute and then rush it. 4 – I put off almost every task until the last minute then rush it.

STEP 2.

Write your four scores from the mock / trial exam scenario in the spaces below, and add them up to give your total score:

Add up each circled value and use the total to gauge your degree of procrastination using the 'Procrastination Checker'.

SCORES FROM THE MOCK EXAM SCENARIO:

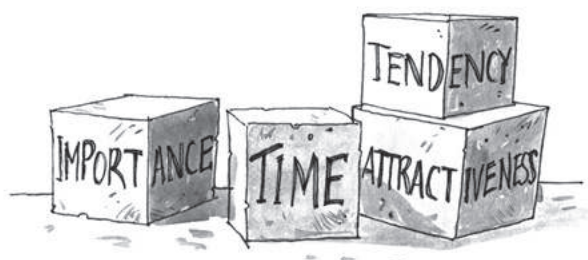
Importance _____

Attractiveness _____

Tendency _____

Time _____

TOTAL SCORE _____

**STEP 3.**

Use the 'Procrastination Checker' below to gauge your degree of procrastination:

'Procrastination Checker'

TOTAL SCORE	WHAT YOUR SCORE MEANS
4	<p>DRIVEN.</p> <p>You do not suffer from procrastination. You probably have a specific goal in mind and will study hard to achieve it.</p>
5-8	<p>SELF-MOTIVATED, BUT COULD BE MORE DRIVEN.</p> <p>You might have a goal but need to be a little more self-driven to achieve it. You might need to develop a growth mindset that suggests hard work pays off: relying on natural talent will only get you so far, hard work completes the journey.</p>
9-12	<p>TENDENCY TO PROCRASTINATE.</p> <p>You need a goal and change of mindset. You need a reason to work as you are not relying on hard work. Get a goal. You might also need to be resilient and bounce back from poor marks. You might avoid working to protect your self-esteem: "I got a low grade because I didn't do any revision – if I had worked hard, I would have achieved a higher grade".</p>
13-16	<p>TOTAL PROCRASTINATOR – DISASTER.</p> <p>You definitely need a goal to motivate you. You need to develop a growth mindset that believes that hard work pays off. You must examine why you are studying your courses.</p>

PROCRASTINATION: MORE FACTORS THAT CAN AFFECT US



WHEN ATTEMPTING TO GET ON WITH A TASK, DO THESE FACTORS ALSO AFFECT YOU?

In addition to importance, attractiveness, tendency and time, there are some further factors identified by Steele in his book 'The Nature of Procrastination' (2007) that can lead to procrastination.

TASK

Rank the following factors that can cause procrastination: the one that affects you the most scores 1; the one that affects you the least scores 7.

A. WORRYING ABOUT FAILURE

YOUR RANKING ____

Students might be so worried about failure that they prefer not to 'put themselves on the line' by working hard for a test they might still feel unprepared for, or handing in a piece of work on the deadline if they feel it isn't very good. They might feel that others will judge them negatively in terms of a lack of effort or ability.

B DEPRESSION OR MOOD RELATED

YOUR RANKING ____

Some students might not feel 'in the mood' to study at the time. Is this a pattern?

C. IMPULSIVE PERSONALITY

YOUR RANKING ____

Some students get distracted with enjoyable tasks now and put off work until later. Enjoyable pursuits such as talking to friends in the common room can be over-whelming.

D. ENJOYMENT OF WORKING UNDER PRESSURE**YOUR RANKING** ____

Some students enjoy feeling under pressure to deliver with only limited time left until the deadline.

E. ENVIRONMENTAL FACTORS**YOUR RANKING** ____

Some students feel that they have to be in just the right environment to study e.g. noise level, temperature, few distractions, type of chair and desk. Some students delay work by deliberately searching for more and more resources, rather than starting work with the resources they have.

F. TIME MANAGEMENT ISSUES**YOUR RANKING** ____

Some students under-estimate how much time a task will take, and therefore start work too late. This issue might then link with worrying about failure, as the person might feel under-prepared for a test or that a piece of work is not likely to be graded highly.

G. REBELLION**YOUR RANKING** ____

Sometimes the relationship with the person who sets the task is the issue. If you do not get on with your teacher then you might try to make a statement by avoiding the task. Do you fall into this trap?

STRATEGIES TO REDUCE PROCRASTINATION

1 UNDERSTAND YOURSELF A LITTLE MORE

Which type of student are you?

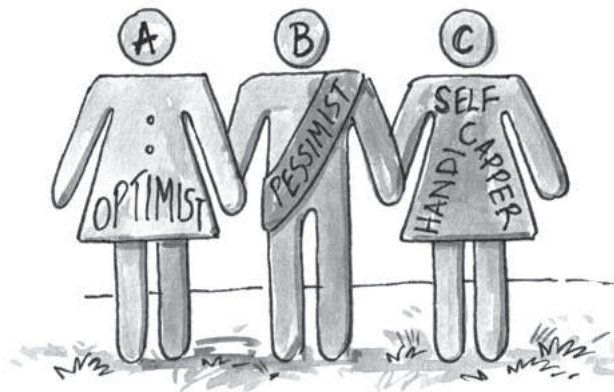
We need to reflect a little on what type of person we might be. Which of these three types student, A, B or C, is most like you?

“**Student A** is an "optimist," expects to do well, and works hard to meet or beat his/her past achievements.

Student B is a "pessimist," fears...failure, overlooks past successes, and predicts doom to soften the blow when it comes. He/she tries real hard to avoid all the awful outcomes he/she is imagining.

Student C is a "self-handicapper" who wants to impress others but fears getting an average score which would tarnish his/her image of being brilliant, so he/she hopes to do fairly well on the exam while letting everyone know he/she hasn't studied, thus, preserving the image of being real smart.”

Source: Psychological Self-Help by Dr. Clayton E. Tucker-Ladd



WHICH DRIVE AFFECTS YOU MOST – ACHIEVEMENT OR BEING LIKED?

Another notion about ourselves is that we are often motivated by two drivers, the drive to achieve and the drive to be liked. Whether you are studying in the company of others or alone with your phone/laptop/tablet etc, how distracted are you by the need to be liked? The need to be liked will draw you to communicate with others, looking at and responding to texts and messages on Instagram or other forms of social media.

HOW CAN I BE MORE DRIVEN TO ACHIEVE?

Tucker-Ladd in his on-line book 'Psychological Self-Help' (2007) suggests some of the following ideas:

- a Write down all the **reasons** why you want to e.g. be a psychiatrist, get a job, go to university etc. “You are most motivated when doing whatever is your choice, not someone else's, and gives meaning to your life.” The more reasons you have, the more motivated you will be.

- b** Be sure your long-range **goals are realistic** and moral. Talk to others about your motives. This will clarify your thinking. Be sure the means and the end-goals are in line with your values. Consider what a highly motivated person with your goals would do. Observe and talk to a role model. Set sub-goals, e.g. get all "A's," and **plan daily schedules**, e.g. study 8 hours a day. Plan your life well enough and get enough self-control that you expect to succeed.
- c** Consider the most likely **distractions**, make plans for **avoiding them**. Guard against immediate temptations distracting you from your more important long-term goals.
- d** List all the **sources of resistance** you can foresee - your ways of avoiding the work, your temptations and your excuses. Ask what these resisting forces are trying to achieve for you; see if those needs can be met some other way. Look for the fears that cause you to resist change and try to handle these fears.
- e** When you have definitely decided what goals you want to be your priorities, stop thinking about the decision. **Get on with it.**
- f** "**Commit yourself** publicly, specifically, and wholeheartedly to reaching your goals."
- g** Altogether, these ideas boil down to - **learn self-discipline**. A critical part of discipline is learning to postpone pleasures and stick with the job until it is done. You must be able to envision the desired pay-offs in the future but stay steady, organised, and dependable along the way.

TASK

Answer the following five questions about your motivation as best you can:

- i** **What are your reasons** for wanting to e.g. be a psychiatrist, get a job, go to university etc.
- ii** What are your **sub-goals** to help achieve your main goal? e.g. get all grade A?, and plan daily schedules, e.g. study 8 hours a day.
- iii** What are your most likely **distractions**? Make plans for **avoiding them**
Distractions *Plan for avoiding them*
- iv** What **resistance** (e.g. desire to be liked, feeling academically weak) or **fears** (e.g. of failure) might cause you to give in to distractions?
- v** To whom will you **commit yourself publicly** to reaching your goals?

2 TREAT LEARNING AS IMPORTANT e.g. lessons, homework, revision

If you adopt a growth rather than fixed mindset then academic ability is something that improves with effort. You are then most likely to treat studying and the tasks set as important in developing your ability. Therefore, you must give yourself every opportunity to apply yourself so that you develop e.g. better essay writing ability, solving mathematical equations, recalling information under timed conditions etc. Struggling with work is important so do not give up.

3 ATTRACTIVENESS OF THE TASK

If you find studying a lonely, unattractive task, that becomes a barrier to your learning. You might then need think of ways of making studying more enjoyable (e.g.) by working with a study partner: try to choose someone with whom you can avoid resorting to friendly conversation about everyday issues. Agree to meet on a regular basis and plan specifically what you intend to study by setting each other a clear task: e.g. one person prepares the session by finding resources on YouTube, podcasts, web materials, handouts. Setting a quiz can be useful as this benefits both the quiz-setter (who has to learn the correct answers), as well as the study partner.



4 PRONENESS TO PROCRASTINATION

If you are prone to putting off tasks and easily distracted then you might need to:

- A** Think about avoiding areas where there are opportunities to put off working e.g. the study room or library can become noisy in some centres, so think about finding another location.
- B** Use earphones with relatively quiet music (lyric free if you pay attention to the words sung) to block out people's conversations. Using earphones might also signal that you wish to be left alone. Inform your friends that you are studying so they know to leave you alone – don't let them guess. Avoid rewarding friends who distract you by giving them the attention they desire – look slightly harassed and inform them that you have a deadline to meet. **Note** - there is also some research that also suggests listening to music can be distracting.

- C** Have a strategy to deal with boring tasks. According to Colin Neville 'Procrastination: What it is. Why we do it. What we can do about it' (2007), the following strategy is suggested:

“Start with the unpleasant tasks first: get them out of the way early. You can then enjoy the more interesting tasks.

Set yourself a short time limit for reading: 40 – 45 minutes tends to be the maximum time most people can read before their concentration slips. At the end of the set time, stop and take a break. The relatively short time you set yourself for reading at any one stretch can help concentrate your mind.

Combine short bursts of reading, with active reading: when you read, make notes of the key ideas or points. Continually looking for main points in any paragraph: highlighting or summarising them in your own words will help keep your mind focused.”

5 TIME MANAGEMENT ISSUES

- A** Procrastinators might tend to underestimate the time required to complete a set task, so that needs to be tackled. Once again, high expectations are required and a growth mindset adopted.
- B** Tucker-Ladd (2007) claims that “...for perhaps a third of all student procrastinators, a ‘To-Be-Done List’, a daily schedule and a simple record-keeping and reward procedure will do wonders”. Make sure you have a system of noting tasks down when set in lessons. Write a To-Do list every day and tick off the list as you go.

6 BE AWARE OF THE ‘REAL’ AND ‘IDEAL’ YOU



Sometimes we can fool ourselves that we have spent time as the ideal person when reality is different. This is also the case about the way we spend time, or exercise or eat healthily.

TASK

In terms of the amount of time spent studying independently, for one week record how much time was spent actually working productively in the day. Add up the minutes and try to aim for at least 3 hours independent study per day on average ie 45 minutes per subject, if you study 4 subjects or an hour per subject if you study three.

CONTINUED OVER

	MINUTES SPENT STUDYING INDEPENDENTLY	TOTALS
EXAMPLE	<i>Study period 3 – 40 minutes ; 4.00-6.00 – 90 minutes (30 mins break); 8.00 – 10.00 – 85 minutes (35 mins break)</i>	<i>4 hours 40 minutes</i>
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
	<i>Target 20 hours per week</i>	

7 OTHER USEFUL STRATEGIES FOR TACKLING MAJOR TASKS SUCH AS ESSAYS.

TASK

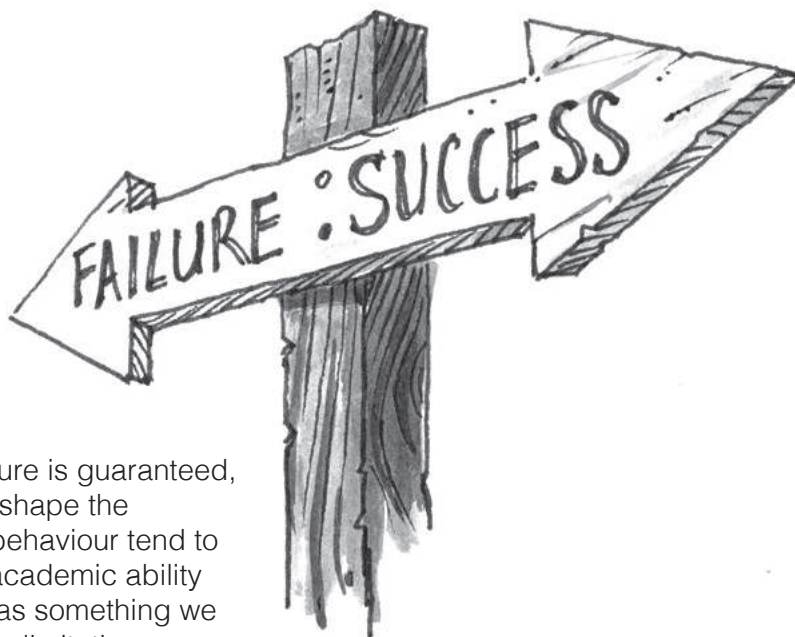
Time Management: Overcoming Procrastination with Essays' published by Bradford University suggests the following strategies to tackle an essay.

TICK the ones that you might try using:

- a** Brainstorming the topic over several days; keep coming back to it and adding new ideas until you have filled the piece of paper with lots of ideas.
- b** Writing freely on the topic for a few minutes to see what ideas come to mind.
- c** Breaking down the essay question into small chunks so that you get a better understanding of the whole area.
- d** Talking about the topic with other people on the course to help kick-start the process.



EMOTIONS AND LEARNING: YOUR MINDSET



Introduction: Neither success nor failure is guaranteed, but the way you view ability will heavily shape the likelihood of success. Certain types of behaviour tend to limit the success of those who believe academic ability is 'carved in stone': i.e. they see ability as something we are born with and cannot change. These limitations are illustrated by the following scenario. How would you react in this situation?

A DAY IN YOUR SIXTH FORM LIFE

LEARNING TASK

Imagine: Two weeks into your sixth form experience you handed in your first essay set by your teacher. You spent a reasonable amount of time on it to make it impress - it is your first submission, after all. Today was the day you received your mark! It achieved a D! Not an A or B and not even a C! After the lesson ends, you go to find the friend you meet every lunchtime. Another student informs you that your friend left to find somewhere to eat and didn't text you the details. You make a call on your mobile but there is no answer. You decide to go home, given that your last lesson was before lunch, but realise you have forgotten your house key - today does not seem to be going well!

- 1 What would you feel about the day's events? e.g. upset, frustrated, angry, indifferent (neutral), more driven to succeed?
- 2 What would you do? e.g. give up, work harder, go and get some exercise and try to forget the day, put a reminder on your phone to take your key every morning.

CONTINUED OVER

YOUR GRADE	Feel... Do...
YOUR FRIEND	Feel... Do...
YOUR KEY	Feel... Do...

SOME POSSIBLE RESPONSES:

ABOUT YOUR GRADE	<p>You might feel ‘a failure!’ and not bother trying hard on the next task; after all, “hard work didn’t pay off the first time”.</p> <p>You might decide to find out how the work needs to improve and to work harder next time.</p>
ABOUT YOUR FRIEND	<p>You might think you are no longer popular – that your friend prefers somebody more entertaining.</p> <p>You might appreciate that people like to mix things up a bit and it isn’t about you at all – or perhaps their mobile had run of battery or their phone is still switched to silent, which was why they didn’t take your call.</p> <p>Interpreting the situation negatively isn’t helpful. It might spur you on to make new friends.</p>
ABOUT YOUR KEY	<p>You might take the view that the whole day has been awful and so you might as well go off to bed and hope tomorrow is better!</p> <p>You might take the view that you need a better system of remembering your key to avoid the same situation in future. In other words, fix the problem.</p>

MORE ABOUT YOUR GRADES – THE KEY TO SUCCESS

The way we THINK influences our FEELINGS and BEHAVIOUR. Carol Dweck, Professor of Psychology, Stanford University, USA, has spent many years studying the way both successful and less successful think about ability; she claims there are two key types which influence future success.

Which type are you?

FIXED MINDSET

- Ability is fixed – you are born with it.
- Effort makes little difference.

GROWTH MINDSET

- Ability is largely learned.
- The harder you work, the more able you become.

The growth mindset can be summed up as 'it's not always the people who start out the smartest who end up the smartest.' Quote by Alfred Binet, researcher into intelligence.

Which mind set do you tend to demonstrate?

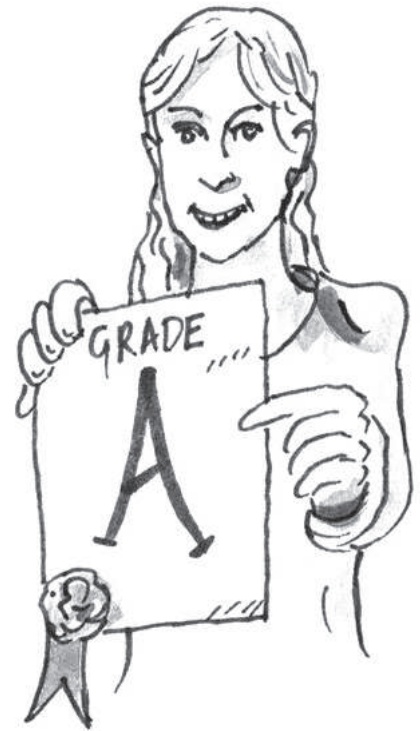
FIXED MINDSET?

GROWTH MINDSET?

What mind set is most helpful in terms of learning and responding to feedback?

FIXED MINDSET ?

GROWTH MINDSET?



EMOTIONS AND LEARNING: ADVICE

'IT'S HARD TO ACHIEVE IF YOU DOUBT YOURSELF'



INTRODUCTION

You are far more likely to learn if you feel good about yourself. "There's not much upside to self-doubt." Hugh Hendry (Hedge Fund Manager *quoted in L. Field, 'The Self-esteem Coach', 2012*). This feeling about your own worth is known as self-esteem. More specifically, self-esteem:

- is vital for personal success – you need to be calm, happy, confident
- does not depend on success – indeed, success comes from high self-esteem. If self-esteem only came from success then most people who fail at something would suffer from low self-esteem. Most successful people have failed along the way, and so self-esteem is best if it comes from something other than being successful.

Psychotherapist, Nathaniel Branden, defines self-esteem as the "confidence in our ability to think clearly, confidence in our ability to cope with the basic challenges in life, and confidence in our right to be successful and happy, the feeling of being self-worthy, deserving, entitled to assert our needs and wants, and enjoy fruits of our efforts."

Source: Nathaniel Branden, *The Six Pillars of Self-esteem* (1995)

Branden goes on to describe six key 'pillars' of self-esteem:

- Thinking clearly**... gives you confidence that you can make sound decisions.
- Feeling that you can cope with basic life challenges**... stops you feeling fearful.
- Your right to be successful and happy**...helps you make positive decisions.
- Feeling self-worthy**...makes you feel as good as everyone else around you.
- Belief in your right to assert your needs and wants**...helps you care for yourself.
- Entitlement to enjoy yourself**...helps you reward and praise yourself without guilt.

LEARNING TASK

According to your own sense of self-esteem:

1 Which, if any, of Branden's 6 pillars of self-esteem do you think are most relevant to you?

2 Research Branden's work if you are interested to know more. There is plenty of on-line material.

CHECK YOUR SELF-ESTEEM

These are some of the features associated with high and low self-esteem. For each of the eight areas, tick the statements you feel most reflect your approach to sixth form.

HIGH SELF-ESTEEM

1 High Energy.

I can get on and study.

2 Confidence.

I can fulfil my academic potential.

3 Relaxed.

I feel relaxed when I come to school.

4 Happy.

I feel happy with my situation at the moment.

5 Realistic expectations.

My expectations are achievable.

6 In control.

I feel in control of my life.

7 Feel a success.

I feel successful so far in my life.

8 My successes are real.

My successes are due to my ability & hard work.

LOW SELF-ESTEEM

Low energy.

I don't have the energy to study.

Lacking confidence.

I feel like I will fail on my courses.

Uptight.

I feel uptight when I come to school.

Unhappy.

I feel unhappy with my situation.

Unrealistic expectations.

My expectations are not achievable.

Out of control.

I feel out of control.

Feel a failure.

I feel a failure.

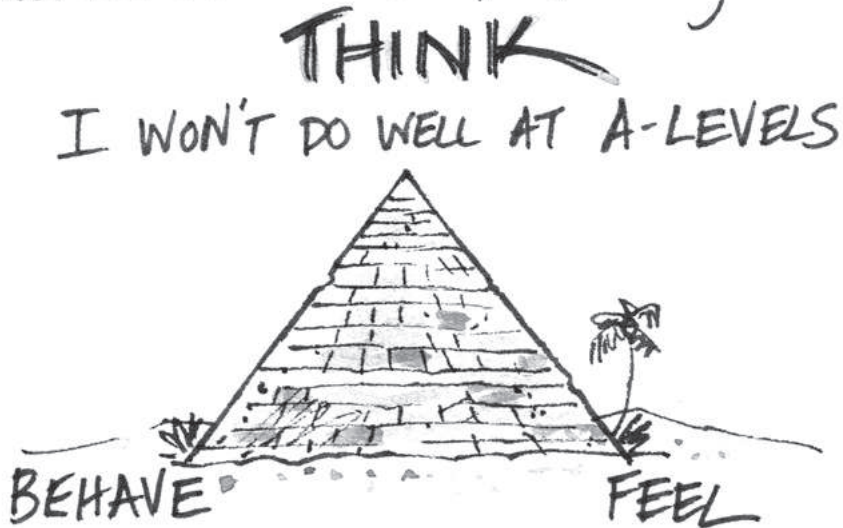
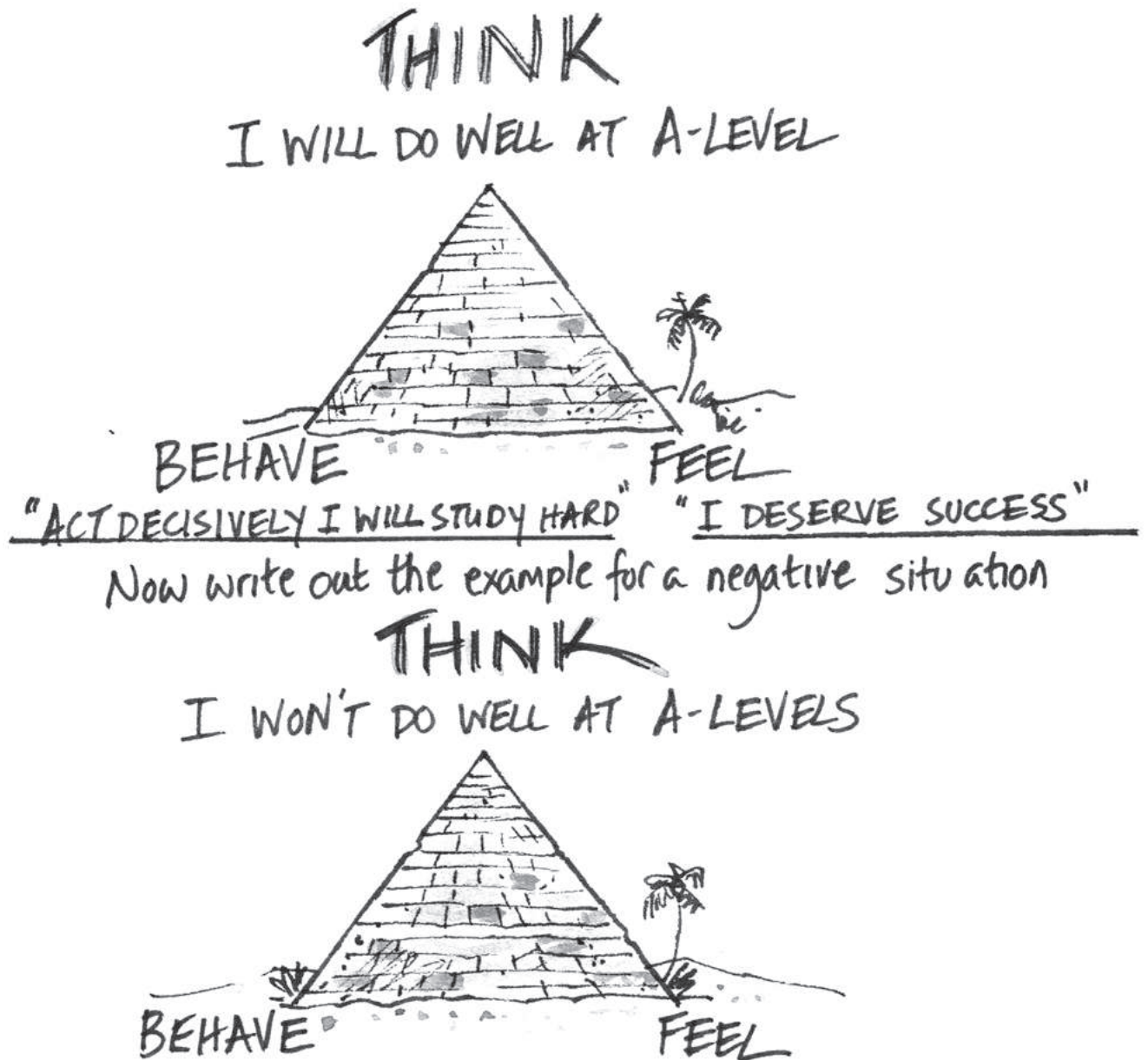
I feel a fraud.

My successes were a complete surprise.

THE SELF-ESTEEM CYCLE

Your self-esteem is part of a cycle that either helps you feel confident and good about yourself or makes you lack confidence and doubt yourself.

Think **positively** about yourself:



Your task is to **think** positively and to **feel** positive. Then positive decisions and action should flow from these thoughts and feelings.

Because we choose ALL our thoughts, we can change them.

CHOOSE HIGH SELF-ESTEEM



"There's not much upside to self-doubt."

Hugh Hendry (Hedge Fund Manager)

The first step towards increasing your self-esteem is to realise that having low esteem does not lead to success and happiness. So you need to work hard to change it: it will change through the way you think, feel and act.

STRATEGIES TO RAISE YOUR SELF-ESTEEM: being kind to yourself

Being kind to yourself is one key way of managing your self-esteem. Why? Because to value yourself, you need to appreciate yourself. We are often good at being kind to others but not quite so accomplished at being appreciative of ourselves.

10 WAYS TO BE KINDER TO YOURSELF:

How far do you use these strategies? Rate yourself on each of the ten strategies listed below:

STRATEGIES

1. I often focus on what I can do, rather than what I can't do.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

2. I treat myself from time to time...something small that doesn't make me worry about the cost.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

3. I do not tend to worry about what people think...they're probably not judging me anyway.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

4. I am often grateful for what I have...it makes me happier and optimistic.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

5. I try to smile...it attracts positive reactions which make me feel good.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

CONTINUED OVER

6. I do positive things that I enjoy...listen to music, read, watch tv...without feeling guilty.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

7. When feeling down I try to talk nicely to myself...abandoning self-criticism for the day.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

8. I don't strive to be confident all the time...I let myself dip and peak knowing I can bounce back.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

9. I give myself time to make decisions...I avoid feeling rushed into decisions by others and this leads to better decisions which, in turn, makes me more confident.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

10. I try to be myself...letting others see the real me rather than showing others the person I think they wish me to be.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

Source: adapted from L. Field, 'The Self-esteem Coach' (2012)

LEARNING TASK: DISCUSSION / SELF-REFLECTION

1 Identify the self-esteem strategies you already try (i.e. ones where you scored 3 or 4). Tick these strategies in the right hand column of the table above.

2a Which of the strategies that you don't currently use (i.e. ones where you scored 1 or 2) do you think could be effective for you in future? Why?

2b Which of the strategies that you don't currently use do you think would be the hardest for you to adopt? Why? What would make you feel better about trying them out?

SELF-ESTEEM ~ COMPARISON SHOPPING

One way of generating low self-esteem is to compare yourself with others whom you feel are more talented.

Claire's story

Claire achieved good GCSEs. They were not as high as other students in her A level class, who had been invited to an evening about applying to University of Oxford or Cambridge. Claire felt doubtful that she could achieve top grades in her subjects given that she hadn't achieved top grades at GCSE. From the start of the course, Claire decided to work hard but felt it wasn't worth putting in hours and hours if top grades weren't achievable. Grade Bs and Cs would be okay to get into a local university.

Claire's problem

Claire had failed to notice that those with top grades work incredibly hard. She had also failed to notice that others were capable of achieving A level grades AAA with the same GCSEs as Claire. Claire also wasn't focusing on students with lower GCSEs – they were probably looking at Claire wishing they were as able as her!

FIVE WAYS TO BE YOU:***How well do you use these strategies?***

1. Don't be jealous of others, learn from the achievements of others – find out what makes others successful and seek to try out the same strategies.

<i>Use always</i>	<i>Use often</i>	<i>Use occasionally</i>	<i>Never use</i>
1	2	3	4

2. Be comfortable in your own skin, you don't have to be perfect: be glad that you are you and different from others. This can be a liberating experience as it sets you free to make your choices about how to go about your life.

<i>Use always</i>	<i>Use often</i>	<i>Use occasionally</i>	<i>Never use</i>
1	2	3	4

3. Balance the need to give your goals a chance, with questioning whether you really want something – respect your own path in life and have the confidence to keep trying to achieve it. Balance this drive with the odd question as to whether it really is your goal or are you trying to live out someone else's goal e.g. your parents'.

<i>Use always</i>	<i>Use often</i>	<i>Use occasionally</i>	<i>Never use</i>
1	2	3	4

4. Believe in yourself and promote yourself. Make sure you know your strengths and remind yourself of them to shore up your self-esteem. You might not always achieve a top grade but your strength is that you keep on trying and never give up. This approach is likely to help you get over a knock when you get a lower than expected grade in a test, and encourage you to study even harder for the next test: a strategy which is more likely to result in an improvement.

<i>Use always</i>	<i>Use often</i>	<i>Use occasionally</i>	<i>Never use</i>
1	2	3	4

SELF-ESTEEM ~ THE NEGATIVE CYCLE

Because we choose ALL our thoughts, we can change them.



THOUGHTS

Notice whether your thoughts are negative e.g. “I can't improve my grades”, “I won't pass my exams”, “I'm not popular”, “I will never meet the deadline”.

FEELINGS

Notice your negative feelings e.g. “I feel stupid”, “I feel boring”, “I feel lazy”.

ACTIONS

Notice your negative actions e.g. “I give up studying”, “I don't talk confidently to others”.

Your negative thoughts can drag you down into a negative spiral.

LEARNING TASK: NOTICE YOUR NEXT NEGATIVE CYCLE

1 WATCH for your next negative thought.

e.g. If being in a circle of 'friends' makes you feel unhappy because they are critical of others and that makes you feel judged as well.

Your example of the situation

2 NOTICE your response e.g. anger with yourself.

e.g. the experience makes you feel critical of yourself.

Your example of your response

3 ACTION - don't judge yourself as you notice the negative thought and response.

e.g. try not to feel even worse for being in the circle of 'friends' or feel angry because you know what you ought not to feel self-critical.

Your example of how you respond either in what you do/say/feel

4 SPACE – give yourself space to reflect.

e.g. give yourself space just to think about the situation without judging yourself.

How did you go about giving yourself space?

5 CHANGE - think of a more positive way of thinking and responding.

e.g. think about changing the situation (choose new friends), see the value in what the group offer you without treating their conversation so seriously.

Your example of what you changed



BRIDGING THE GAP

DEVELOPING THE SKILLS
STUDENTS NEED TO START
SIXTH FORM

Michael Senior

ISBN 978 1905371 242



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ORDERS TO - INFO@SENIORPRESS.CO.UK

