



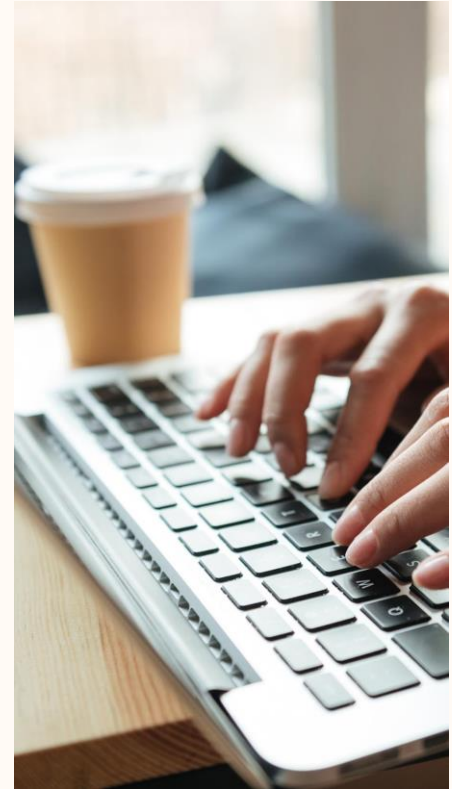
MyLearningCoach

# Learning Strategies for Online Learning

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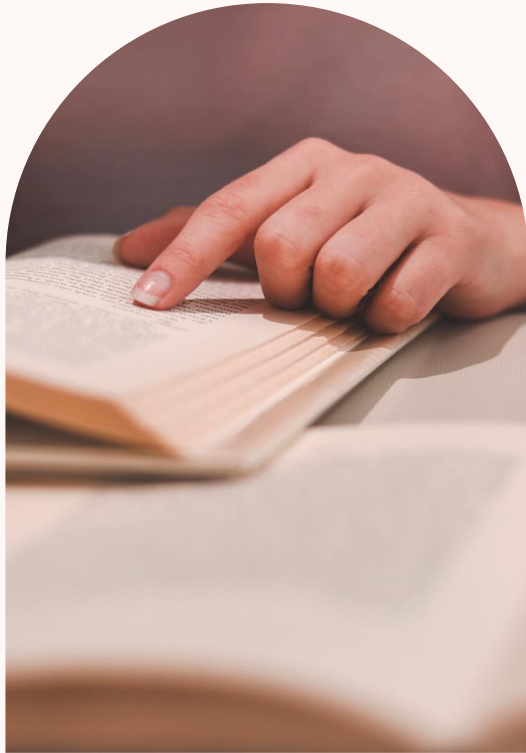
Learning Disability

Course Instructor

Learner

Educational Psychologist

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# Session Overview

- Session #1: Self-Management
- Session #2: Time Management and Organization
- Session #3: Notetaking strategies
- **Session #4: Test Preparation and Performance**
- Session #5: Reading Strategies
- Session #6: Writing Strategies and Communication Strategies



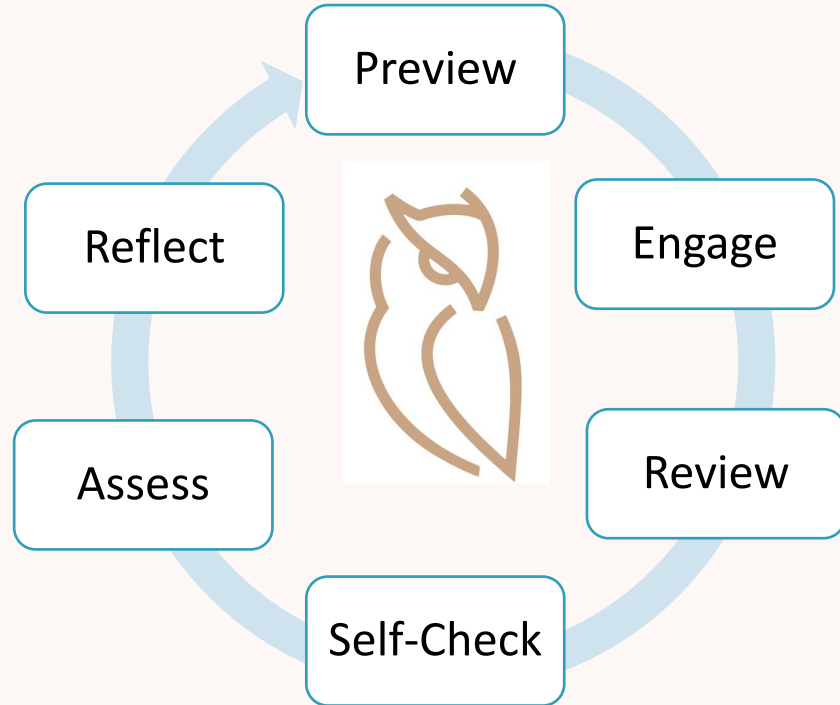
# SESSION #4

## Test Preparation and Performance

# Session #4: Test Prep and Performance

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- Exam Anxiety
- Pre-Term Preparation
- Time Management
- Study Strategies
- MyLearningCycle



# Exam Anxiety

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Excessive worrying about exams



Stems from many areas (fear of being evaluated/consequences of failure etc)



Exam Anxiety is Common



# Exam Anxiety- Causes and Solutions

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**Lifestyle**



lack of sleep/rest



poor nutrition  
and/or exercise



Organizational or  
scheduling  
barriers



**Informational  
Needs**



underdeveloped  
test-taking  
strategies



lacking  
information



knowledge of  
anxiety reduction  
strategies

- Prioritize Movement/Exercise
- Create Balance (school/work/life)
- Practice Positive Mindset
- Eat Healthy
- Prioritize Sleep
  
- Locate Accurate Information
- Utilize Resources
- Learn Test-Taking Strategies
- Practice Mindfulness



# Exam Anxiety- Causes and Solutions

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**Studying Styles**



inefficient studying  
strategies



**Psychological**



lack of control over  
exam situation



negative self talk



irrational thinking

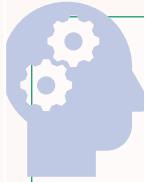
- Plan Regular Study Sessions
- Use Study Strategies
- Follow a Study Schedule

- Participate in Counseling
- Apply Anxiety Reduction Techniques





# Pre-Term Preparation



Engage in self-analysis



Create study space



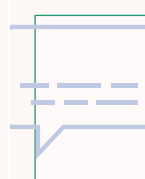
Utilize organizational systems (term, month, week, day)



Familiarize with procedures (exam booking, appeals etc)



Clarify exam writing process (Proctor U, in-person etc)



Arrange for accommodations (if needed)

# Time Management

Utilize	Utilize Organizational Systems (term, month, week, day)
Create	Create a Study Schedule (specific for midterms and finals)
Utilize	Utilize Time Blocking
Start	Start Early--- avoid procrastination
Chunk	Chunk your Studying
Schedule	Schedule in Breaks (study breaks, exercise breaks, social breaks, eating breaks)

# Pomodoro Technique

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1. Choose a single task you will focus on and write it down
2. Set a time for 25 minutes
3. Work on the task until the timer rings and put a checkmark on your tracker
4. Take a short 5-minute break
5. Work for another 25 minutes
6. After 3-4 work periods of 25 minutes, take a longer 30ish minute break

Pomodoro Technique <https://pomofocus.io/>



# Pomodoro Tracker and Apps

## Pomodoro Tracker








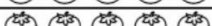
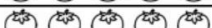
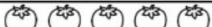




Task	#	Pomodoros	DONE
	.....		<input type="checkbox"/>
	.....		<input type="checkbox"/>
	.....		<input type="checkbox"/>
	.....		<input type="checkbox"/>
	.....		<input type="checkbox"/>
	.....		<input type="checkbox"/>
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<https://pomofocus.io/>

<https://pomodoro-tracker.com/>

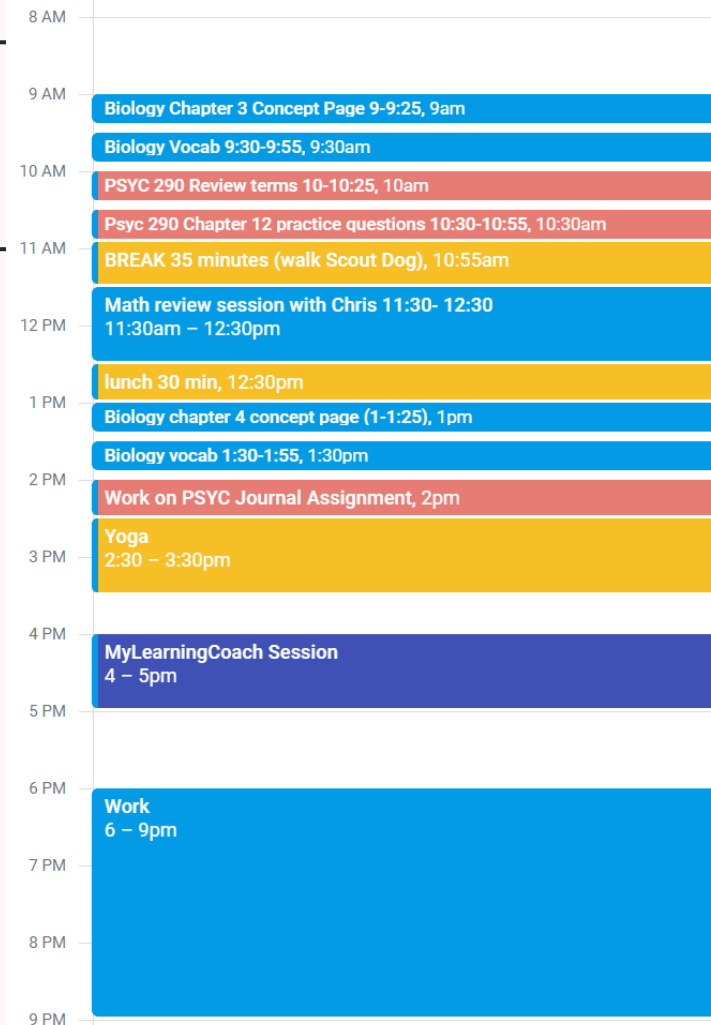
## Pomodoro Tracker

each Pomodoro is \_\_\_\_\_ minutes long with a \_\_\_\_\_ minute break

DATE	TASK	POMODOROS
		
		
		
		
		
		
		
		
		
		
		
		
		
		

# Pomodoro Scheduling

- If the pomodoro works for you, schedule your days using pomodoro time blocks



# Study Strategies

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Choose a study strategy based on:

- Your learning style
- The format and type of assessment

Sort information into two categories:

**Facts to be Memorized** (flashcards, recall activities, quizzes, vocab sheets)

**Concepts to be Understood** (charts, diagrams, timelines, concept maps)

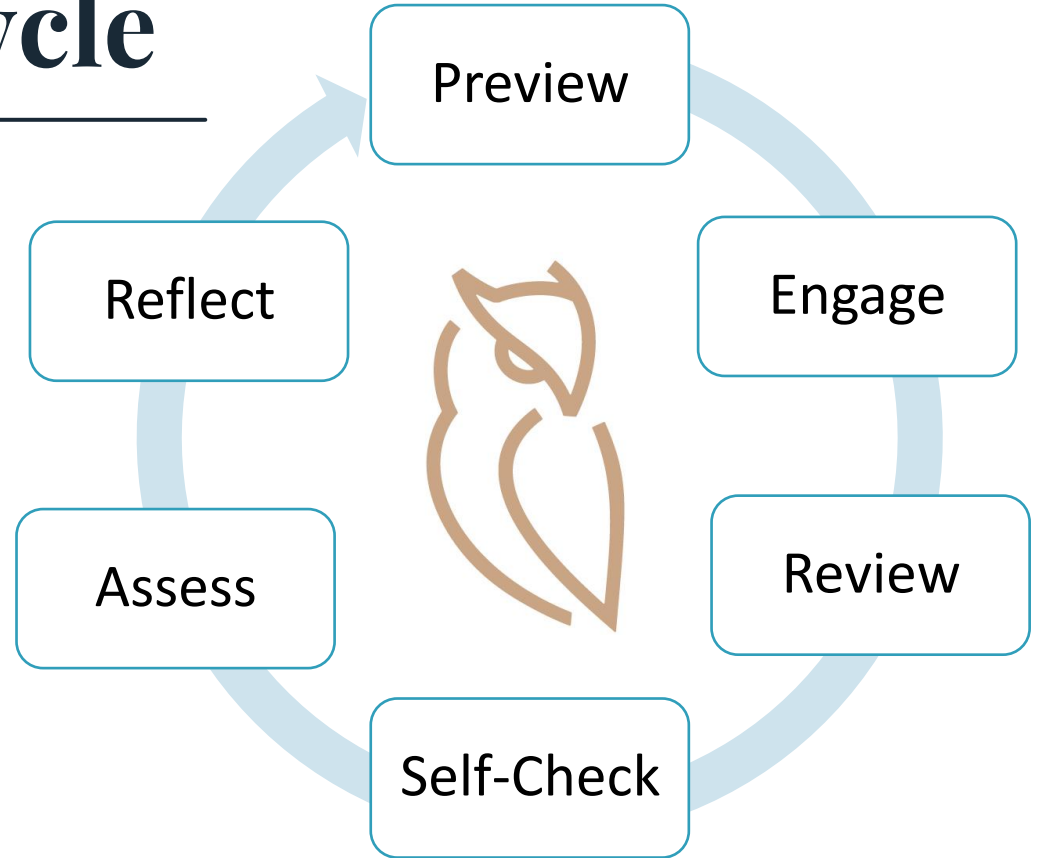
Engage the metacognitive brain. Thinking about your thinking!

Utilize Resources!



# My Learning Cycle

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# Preview

Preview the course outline, syllabus, website etc for main ideas and topics to be covered

## Examine the required course assessments (assignments and exams)

- Consider the type of assignments (projects, essays)
- Consider the format of exams (M/C,T/F short/long answer, open book, take home etc)

## Preview required readings/materials

- Skim the introduction, chapter headings, keywords, diagrams, and summary

## Plan and organize your time

- Term at a glance
- Study/assignment completion schedule
- Time blocking





# Exam Format Considerations

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## Essay/Long Answer

- Looking for application of theories, big concepts and ideas
- Create an outline and map out concepts
- Practice questions

## Open book and/or take-home exams

- Looking for application of theories, big concepts and ideas
- Create a resource to reference material
  - Mark, highlight, color code important concepts and sections of your textbook, or notes
  - Make lists of important facts and other details

## Multiple Choice/True-False/Matching

- Looking for recall of information
  - use cue cards or split page notes to study vocab/terms
  - review text features in course readings
  - complete and review practice questions

# Preview Required Readings

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Skim the introduction

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Read headings, and subheadings- create a topical outline or questions

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Extract keywords/italicized words

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Diagrams

---

Summary



# Make a Plan/Organize Your Time

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- Term at a glance
- Study/assignment completion schedule
- Time blocking
  
- Plan a strategy for studying the material based on the course requirements, format, assignments, your strengths etc.
  
- Consider the notetaking strategy to learn material and to prep for the assessments



# Engage

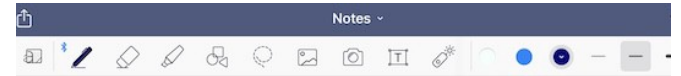
Engage in lectures, videos, readings, seminars and discussion forums

Utilize	Utilize effective notetaking system while attending to course materials
Record	Record lectures
Highlights	Highlight concepts and topics
Ask	Ask questions
Synthesize	Synthesize learning material
Be Present	Utilize strategies and resources to remain present when engaging in material



# Utilize Notetaking Systems

- Which notetaking system/strategy will work best?
- Don't waste your time taking ineffective notes
- The notes you take while learning the material are tools to help you review content for the assessment



Method	Description	When to use	Pros	Cons
Outline				
Cornell				
Boxing				
Charting				

# Concept Page

- A visual outline of material, concepts, theories
- Can be used as a study aid/study notes

## GRAVEE

**[G]eneralisability:**  
Can we generalise these findings to different groups of people?

**[R]eliability:**  
Can the research be replicated?

**[A]pplication:**  
Can the findings be applied to the real world?

**[V]alidity:**  
Did the study measure what it intended to? (**internal validity**).  
Does it apply to the real world? (**ecological validity**).

**[E]thics:**  
Were any ethical guidelines broken? Were these justified?

**[E]conomic Implications:**  
Do the findings impact the economy?

## APPROACHES

- **Biological** - Behaviour is a result of genetics, hormones, evolution and neurological structures. Our biology is similar to animals.
- **Behaviourism** - All behaviour is learnt via conditioning with no genetic influence. Animals and humans learn in the same way.
- **Cognitive** - Humans process information similar to a computer which are studied indirectly.
- (A-Level) **Psychodynamic** - Behaviour has unconscious causes and early childhood is important.
- (A-Level) **Humanism** - The whole person should be studied, everyone is unique and desires to self-actualise.


## ISSUES & DEBATES

Gender bias  
Reductionism Vs Holism  
Ethical issues vs Socially sensitivity.  
Nature Vs Nurture  
Idiographic Vs Nomothetic  
Determinism Vs Freewill  
Ethnocentrism.

## KEY TERMS

- Environmental reductionism.
- Biological determinism.
- (machine) reductionism.
- Collectivist vs Individualist.
- Unconscious.
- Reinforcement
- Unethical

## PSYCH CHEAT SHEET



## AO1 - Facts & figures of studies. Outlines of theories (Description).

## AO2 - Apply your knowledge to scenario questions (referencel).

## AO3 - Evaluate, Judge... and (GRAVE/GRENADE)

# HUMANISTIC APPROACH

## Humanistic Psychology

**FREE WILL**

- ↳ human beings self-determining - have free will
- ↳ affected by external/internal influences
- ↳ humanistic psychologists **Rogers + Maslow** reject scientific models attempting to establish principles of behavior
- ↳ study of **subjective experience** rather than general laws - **person centered approach**

**SELF ACTUALISATION**

- ↳ innate tendency to achieve full potential
- ↳ self-actualisation - highest level of Maslow's hierarchy of needs
- ↳ lower levels must be fulfilled to move up hierarchy - personal growth
- ↳ psychological barriers can prevent personal growth

**THE SELF, CONGRUENCE AND CONDITIONS OF WORTH**


- ↳ Rogers - individuals concept of **self** must have congruence with their ideal self for personal growth
- ↳ if gap too big person will experience **incongruence** + self-actualisation not possible due to negative feelings
- ↳ Rogers developed **client centered therapy** to reduce gap between self concept + ideal self
- ↳ help cope with problems of everyday living
- ↳ worthlessness + low self-esteem caused by lack of **unconditional positive regard** as children
- ↳ parent who sets boundaries on love = psychological problems for child in future
- ↳ Rogers as therapist provided the unconditional positive regard the patients had been deprived of

**Maslow's Hierarchy of Needs**

- ↳ Maslow interested in what **motivates** people
- ↳ deficiency needs must be met to reach self-actualisation
- ↳ progress only when current need in sequence met

## Assumptions

- Focus on free will + reason
- Focus on self
- Emphasised importance of subjective experience for self-actualisation
- Maslow did an experimental by asking people how they put in different scenarios
- people usually pick



The diagram shows Maslow's Hierarchy of Needs as a pyramid with five levels from bottom to top: Physiological needs (blue), Safety and Security (orange), Love and Belongingness (red), Self-esteem (green), and Self-actualisation (purple). Handwritten notes include: 'achieve full potential' at the top, 'Self-fulfillment needs' on the right, 'psychological needs' on the right, and 'basic needs' at the bottom. On the left, 'deficiency needs' is written next to the bottom three levels, and 'growth needs' is written next to the top level. A note 'primary part of being human' is written in a bubble next to the top level.

## Counseling Psychology

### CLIENT CENTERED THERAPY - Rogers (1950)

- ↳ important modern day psychotherapy
- ↳ saw the individuals as experts in their own conditions
- ↳ discover own solutions
- ↳ effective therapist should provide:
  - ↳ genuineness/ empathy / unconditional positive regard
  - ↳ AIM:
  - ↳ increase feelings of self-worth
  - ↳ reduce incongruence between self concept and ideal self
  - ↳ help person become fully functioning person

# Record Lectures

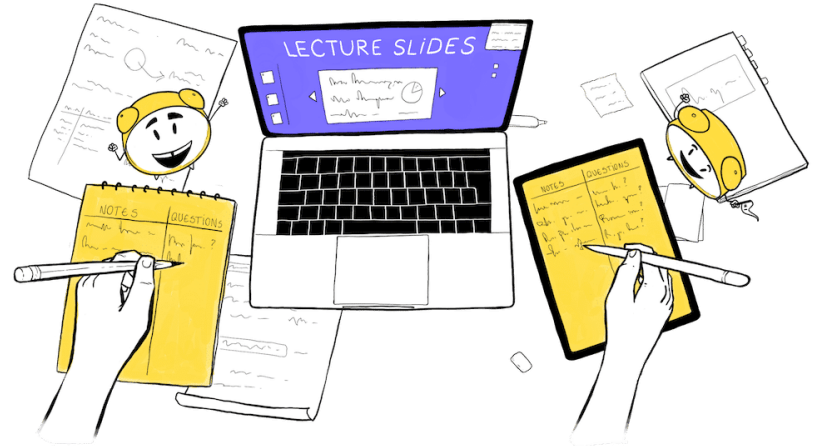
- Recording Lectures can be a good way to review presented material after class
- Can be time consuming
- Not a replacement to obtaining presented information during the lecture/presentation

<https://www.teachingexpertise.com/technology/apps-for-recording-lectures/>



# Highlight Concepts/Topic

- Highlight important topics while engaging in the lecture/reading (notetaking strategies)
- Extract important information from the textbook/reading
- Create Study Notes/Concept Pages





# Ask Questions

- Utilize your instructor (attend office hours, send emails)
- Utilize your peers (post on course forums, create study groups)
- Utilize resources (google, YouTube, library, textbook, supplementary readings, tutor, strategist)



# Synthesize Learning

Combining information to create something new

Steps to Synthesize Information:

1. Think critically about the content (engagement, reflection)
2. Organize sources (notes, outlines, concept page)
3. Create context and connection with the materials (answer questions, discuss out loud)



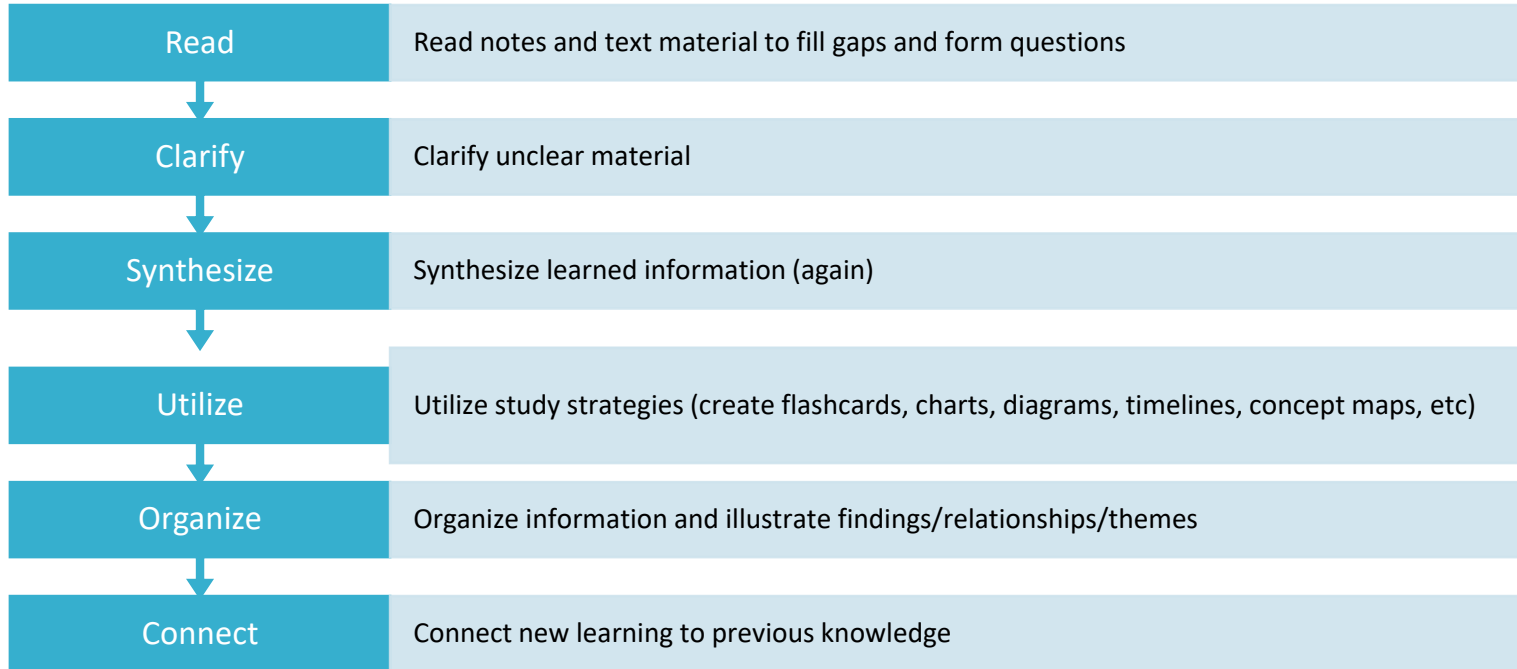
# Be Present

- Create the environment you need to focus!
- Examine your space
- Use strategies, tools and resources
- Structure study times
- Eliminate distractions
- Meditate/relax etc



# Review

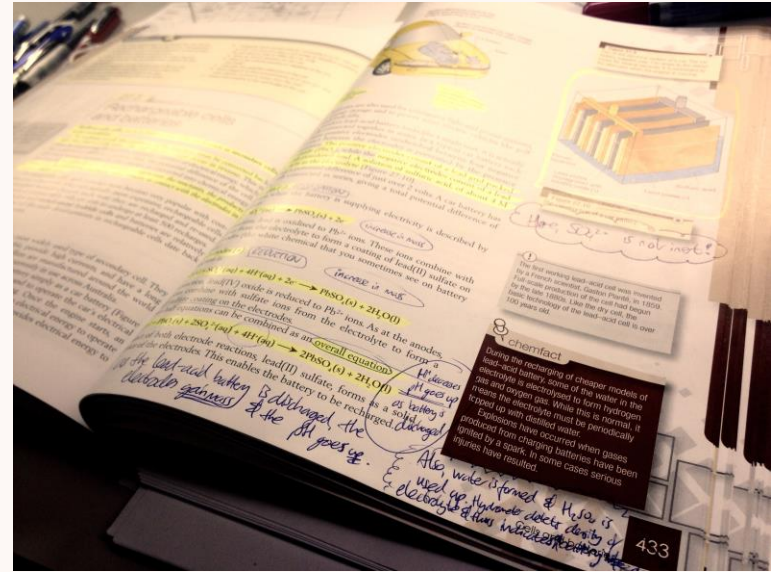
Review concepts AS you learn them



# Read

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- Reading in isolation is NOT studying
- Read notes and text material to fill gaps and form questions
- DO NOT reread the TEXTBOOK
- Use the text as a resource tool (it is not a novel)



# Clarify

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- Clarify with your instructor (attend office hours, send emails)
- Clarify with your peers (post on course forums, create study groups)
- Clarify with your self (map concepts out, draw connections, dig deep)
- Clarify with additional resources (google, YouTube, library, textbook, supplementary readings, tutor, strategist)



# Synthesize, Organize and Connect

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## Synthesize Information:

- Create associations between unrelated items will help the brain recall information (e.g. Psychedelic Fidelak)
- Use visual cues (graphs and photos)
- Mnemonics: Create or use existing rhymes, acronyms or acrostics to recall information (Never Eat Soggy Wieners= North, East, South, West)
- Writing information down forces us to summarize information
- Connect new learning to previous knowledge



# Self-Check

Check your understanding of the material



Utilize previous assessments



Apply concepts to real life



Form study groups



Explain Ideas out loud



Write and answer practice questions





# Assess

Complete the assessment



Arrive Early and Ready



Brain Dump and Visualize



Scan, Read and Annotate



Keep Track of Time



Use Relaxation Strategies and Positive Self-Talk



Use Test Taking Strategies



# Brain Dump and Visualize

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**Brain Dump:** frees up space in your brain by ‘dumping’ its contents onto a piece of paper.

- Practice before the test
- Becomes a reference manual
- Allows you to clear your mind

**Visualize Concept Page** (images, acronyms, diagrams etc)



# Scan, Read and Annotate

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## Scan the Exam

- Familiarize self with layout and types of questions, length, value of questions
- Complete most confident areas first

## Read Questions Carefully

- Underline key words in the question
- Reframe confusing questions (double negatives)

## Annotate

- Cross out incorrect options
- Draw diagrams

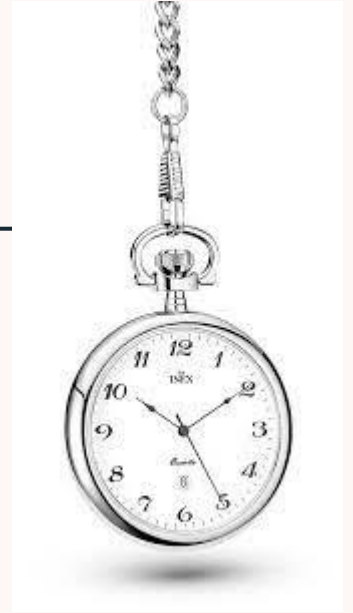


# Keep Track of Time

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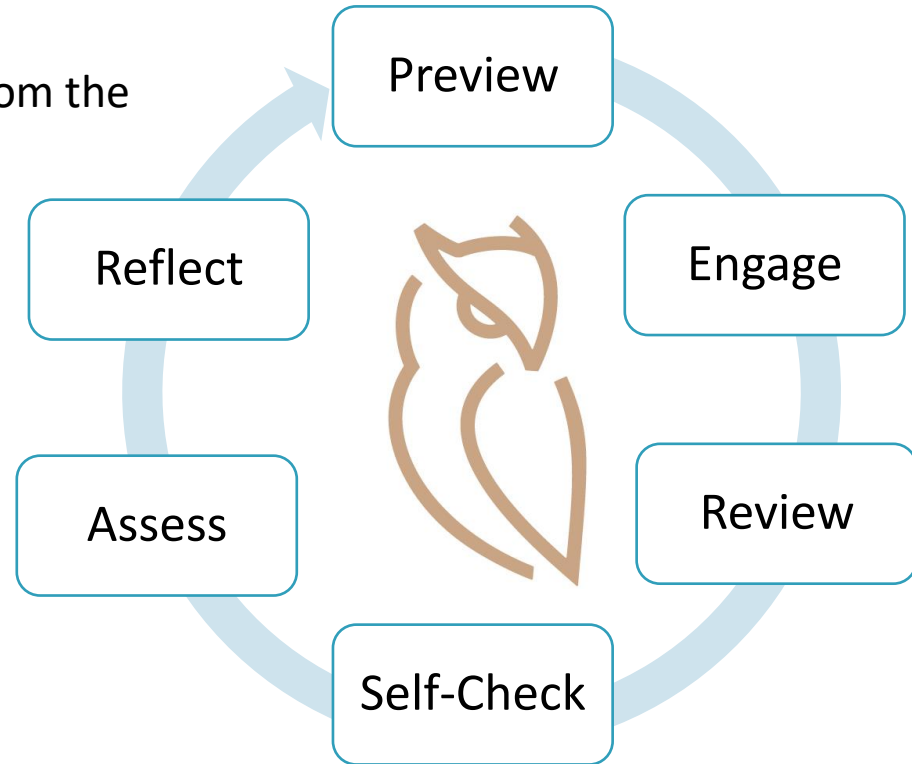
- Create a timelines/writing schedule

Divide total minutes of the exam by the total number of multiple-choice questions on the exam (eg 1.5 hour exam = 90 minutes). Based on this number make a mark beside the question number that would be the half way mark.



# Reflect

- Review previous assessments and learn from the feedback/results
- Adjust study strategies
- Seek out additional resources/supports



# Goal Setting/Reflection

- Build a study strategy into your term goal(s)
- **Long Term Goal:**
- **Short Term Goals:**



## *My Goal Setting*



MY LONG TERM GOAL IS:



Break down your goal into short term goals:

Short Term Goal 1	Short Term Goal 2	Short Term Goal 3



Action Steps:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Action Steps:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Action Steps:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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# Session #4: Test Prep and Performance

## Take-Away Task



Reflect on the Test Preparation Strategies you currently have in place.

- What is working well?
- What could use some adjustment?

Choose one of the suggested strategy and make a goal to implement it into your next term.



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Question Time?!

