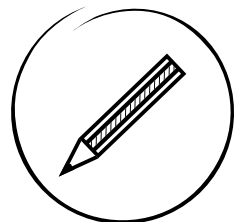
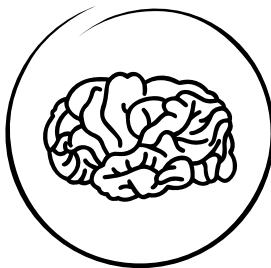
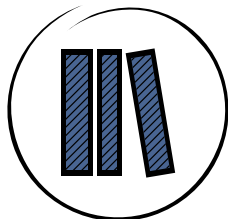


LEARNING HOW TO LEARN

Workbook





CONTENTS

.....

- 1** Introduction
- 2** Questionnaire
- 5** Instant help
- 6** Means to enhance memory and learning
- 10** Model of a successful student
- 11** Motivation and time-management
- 15** Learning styles
- 17** Effective learning techniques
- 20** Final tips

Effective learning is not only about techniques that facilitate learning, but it also includes everything that helps to make studying successful - plan your study time, divide the study material into individual portions, know how to motivate yourself to study, concentrate well, attend lectures and seminars, take notes, repeat, avoid stress, have enough sleep and exercise."

ASSOC. PROF. ADRIANA BOLEKOVÁ, MD, PHD.

Department of Anatomy,
Faculty of Medicine, UPJŠ in Košice.
Author of the book
"How to study and not forget"

This workbook has been composed from the book of
Assoc. prof. Adriana Boleková, MD, PhD. et al.

HOW TO STUDY AND NOT FORGET - PRINCIPLES OF BRAIN-COMPATIBLE LEARNING

And for the efficient work with workbook
we recommend downloading it



Download book here:

<https://unibook.upjs.sk/sk/lekarska-fakulta/1391-how-to-study-and-not-forget-principles-of-brain-compatible-learning>

QUESTIONNAIRE

This questionnaire will help you identify what you do well in learning and what you do badly. Therefore, be honest with yourself and answer as truthfully as possible. Based on your answers, you will find out which activities prevent you from achieving better learning results and then you will be able to replace them with effective ones.

.....



Study skills

	Y	N
• I space out study sessions over a longer time	<input type="checkbox"/>	<input type="checkbox"/>
• I designate one quiet room or area as my study space	<input type="checkbox"/>	<input type="checkbox"/>
• I have developed regularity, a routine	<input type="checkbox"/>	<input type="checkbox"/>
• I take frequent breaks	<input type="checkbox"/>	<input type="checkbox"/>
• I work consistently, not at the last minute	<input type="checkbox"/>	<input type="checkbox"/>
• I ensure myself a sufficient time for the completion of assignments so that there is time for editing and correcting the text	<input type="checkbox"/>	<input type="checkbox"/>
• I use individual consultations, when necessary	<input type="checkbox"/>	<input type="checkbox"/>
• I underline or highlight important information in the text and add notes,	<input type="checkbox"/>	<input type="checkbox"/>
• I re-write notes,	<input type="checkbox"/>	<input type="checkbox"/>
• I test myself the information being studied and create practical questions regarding the topic,	<input type="checkbox"/>	<input type="checkbox"/>
• I use active reading techniques - I read the headings before delving into the whole chapter, I go-through the chapter to find out what is first and what will follow, I take notes, create questions about the chapters headings, rehearse the main information of the chapters	<input type="checkbox"/>	<input type="checkbox"/>
• I use a laptop to take notes during seminars and lectures,	<input type="checkbox"/>	<input type="checkbox"/>
• I introduce one-hour time intervals between study sessions throughout the day instead of a 3 - 4 hours study session in the evening	<input type="checkbox"/>	<input type="checkbox"/>
• I have found my optimal time to study, when I'm the most attentive and in the best shape	<input type="checkbox"/>	<input type="checkbox"/>
• I choose the most suitable study environment, white noise or absolute silence,	<input type="checkbox"/>	<input type="checkbox"/>
• I think about whether it is better to study alone or in a group to make study sessions interesting and to help me stay focused longer,	<input type="checkbox"/>	<input type="checkbox"/>
• I go through the notes as soon as possible after the lesson, remind myself of the material covered, then go through the notes before the next seminar/lecture	<input type="checkbox"/>	<input type="checkbox"/>
• I do activities such as reading, underlining, writing in the margins, highlighting in colour, reading aloud and repetition, as they often help me stay energetic and focused	<input type="checkbox"/>	<input type="checkbox"/>

Organizational skills

- | | Y | N |
|--|--------------------------|--------------------------|
| • I keep my desk uncluttered | <input type="checkbox"/> | <input type="checkbox"/> |
| • I use bookmarks and various paper clips to organize notes from lectures (as well as my own notes) | <input type="checkbox"/> | <input type="checkbox"/> |
| • When making notes I leave enough space in the margins for writing information from study materials | <input type="checkbox"/> | <input type="checkbox"/> |
| • I keep track which books and other materials are needed for studying, | <input type="checkbox"/> | <input type="checkbox"/> |
| • I borrow books and other materials from the library before starting the study session | <input type="checkbox"/> | <input type="checkbox"/> |
| • At the end of each day I organize my desk | <input type="checkbox"/> | <input type="checkbox"/> |

Time-management skills

- | | | |
|--|--------------------------|--------------------------|
| • I start each day / week with a list of what needs to be done and set priorities | <input type="checkbox"/> | <input type="checkbox"/> |
| • I do not procrastinate | <input type="checkbox"/> | <input type="checkbox"/> |
| • I complete my „to do list“ every day/week | <input type="checkbox"/> | <input type="checkbox"/> |
| • I do not put a lot of commitments, physical exercise and meetings into my daily agenda | <input type="checkbox"/> | <input type="checkbox"/> |
| • I set aside enough time for assignments, reading, and studying materials | <input type="checkbox"/> | <input type="checkbox"/> |
| • I organize time so that I can take breaks, rest, exercise, engage in a social activities and eat food | <input type="checkbox"/> | <input type="checkbox"/> |
| • I use a daily/ weekly planning calendar and write down all important tasks/ activities for the day | <input type="checkbox"/> | <input type="checkbox"/> |
| • I stick to the plan and I'm not seduced by distractions | <input type="checkbox"/> | <input type="checkbox"/> |
| • I realistically estimate how much time individual activities require and clearly mark the time for school, seminars, laboratory papers and the time for completing assignments and taking notes in the diary | <input type="checkbox"/> | <input type="checkbox"/> |
| • I also have a spare extra window if something lasts longer | <input type="checkbox"/> | <input type="checkbox"/> |
| • I break down larger tasks into bite-sized tasks and include them in my daily planning calendar | <input type="checkbox"/> | <input type="checkbox"/> |
| • I do not use the "It should be done" category | <input type="checkbox"/> | <input type="checkbox"/> |
| • I create a general overview of duties for the whole semester, month... | <input type="checkbox"/> | <input type="checkbox"/> |
| • I get used to having a diary with me and writing down even bite-sized tasks - check every morning and then continuously during the day what duties are currently planned and try to fulfil them all | <input type="checkbox"/> | <input type="checkbox"/> |

Test/exam preparation strategies

- | | | |
|--|--------------------------|--------------------------|
| • I review often - this is the only way to store information in long-term memory | <input type="checkbox"/> | <input type="checkbox"/> |
| • I try to understand information, not just memorize it. | <input type="checkbox"/> | <input type="checkbox"/> |

Skills for the whole semester and individual assignments

- | | Y | N |
|---|--------------------------|--------------------------|
| • I talk openly to my teachers about my needs | <input type="checkbox"/> | <input type="checkbox"/> |
| • I ask the teacher as soon as something is not understood during the class | <input type="checkbox"/> | <input type="checkbox"/> |
| • I take a break to eat small snacks between classes, to take a walk or just to relax for a moment | <input type="checkbox"/> | <input type="checkbox"/> |
| • I plan seminars and lectures so that there is enough time to move between classrooms | <input type="checkbox"/> | <input type="checkbox"/> |
| • I alternate easy and difficult classes (if possible) and divide the load into 2-3 days (eg Mon, Wed, Fri are difficult days, but Tue, Thu are easier days) | <input type="checkbox"/> | <input type="checkbox"/> |
| • I plan writing seminar papers or diploma theses in advance to ensure ample amount of time to meet with the teacher to discuss the topic, search for materials in the library, write and organize the text | <input type="checkbox"/> | <input type="checkbox"/> |

Structure

- | | | |
|---|--------------------------|--------------------------|
| • I use self instruction lists and notes | <input type="checkbox"/> | <input type="checkbox"/> |
| • I use coloured highlighters | <input type="checkbox"/> | <input type="checkbox"/> |
| • I consistently adhere to routines and rituals | <input type="checkbox"/> | <input type="checkbox"/> |
| • I use reminders and programs that help me organize time | <input type="checkbox"/> | <input type="checkbox"/> |
| • I use calendars, laptops, phones | <input type="checkbox"/> | <input type="checkbox"/> |

Fighting procrastination

- | | | |
|--|--------------------------|--------------------------|
| • I stick to daily plan | <input type="checkbox"/> | <input type="checkbox"/> |
| • I try to add the things I put off the day before to my daily schedule | <input type="checkbox"/> | <input type="checkbox"/> |
| • I embark upon difficult assignments as soon as possible | <input type="checkbox"/> | <input type="checkbox"/> |
| • I choose an interesting topic of assignment to avoid being bored afterwards | <input type="checkbox"/> | <input type="checkbox"/> |
| • I use the help of counsellors from the University Counselling Centre | <input type="checkbox"/> | <input type="checkbox"/> |
| • I find out, explore what is motivating | <input type="checkbox"/> | <input type="checkbox"/> |
| • I study first, then have fun | <input type="checkbox"/> | <input type="checkbox"/> |
| • I've learned to reward myself with little things during the day (eg. favorite drink, dessert, phone call, visiting a friend etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| • I make sure that the 10-15 minute break does not take 30-45 minutes | <input type="checkbox"/> | <input type="checkbox"/> |
| • I avoid TV when studying | <input type="checkbox"/> | <input type="checkbox"/> |
| • I indulge myself with a greater reward if a more serious task is fulfilled (eg. free weekend, sports outside the usual environment, etc.). | <input type="checkbox"/> | <input type="checkbox"/> |

.....

SCORING

The more statements you marked as true, the more effective your learning is. All statements that you chose to answer "no" make learning difficult or less effective.

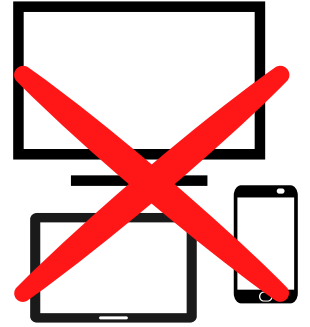
These are your weak spots that you should work on.

Having social networks turned on while learning.



Drinking an excessive amount of coffee or energy drinks/ taking „study drugs“ / unhealthy eating.

Being distracted by TV, mobile phone while learning.

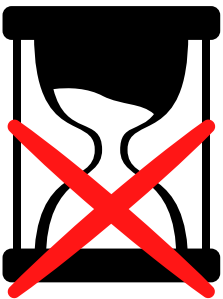


Learning alone.

Instant help

What to stop doing immediately?

Learning at night/not sleeping.



Last minute learning.

Doing more things at once while learning.



Learning in lying position.



DID YOU KNOW THAT: BY LEARNING NOT THE WHOLE TEXT AT ONCE, BUT IN INDIVIDUAL PARAGRAPHS OR PARTS, THE STUDENT REMEMBERS MORE FROM THE READ TEXT, AS IF HE WAS LEARNING THE WHOLE STUDY MATERIAL WITHOUT DECOMPOSITION INTO INDIVIDUAL PARTS?



1. MEANS TO ENHANCE MEMORY AND LEARNING

How a person uses and trains the brain is individual and variable. External factors (family, friends, classmates, environment, school) have an influence, but a lot depends on personality (individual experiences and qualities, self-confidence, intellectual involvement, physical activity, nutrition, social interaction).

There is no universal method to improve the brain function, to learn more effectively, to remember more, to maintain focus or concentration longer.

Basic pillars are:

- regular physical activity
- mental training
- proper lifestyle with well-balanced diet
- getting enough sleep
- mental balance

Check in the book
p. 71



REGULAR PHYSICAL ACTIVITY

Beautifies the body and also increases brain function, energy, concentration and overall performance. It also reduces stress, improves mood and prepares the brain for learning.

Exercise 7 - 15 minutes a day or at least two - three times a week for at least 30 - 40 minutes, ideally in the morning. A combination of medium-intensity aerobic exercise and strength training is beneficial.



WELL-BALANCED DIET

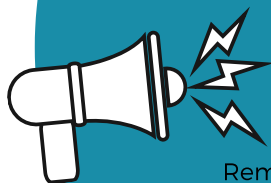
Eat healthy, don't skip breakfast, it is the most important meal of the day. Carry a snack. It is better to sacrifice some cooking time for lunch than to have a fast food that will make you tired.

Eat "brainfood foods" In addition to essential nutrients, fats (26%), sugars (64%) and proteins (10%), these are foods high in vitamins (B, C, E, A), minerals (iron, magnesium, selenium), antioxidants, fiber. Drink regularly, coffee in small quantities, ideally between 2-3 PM.



MENTAL TRAINING

Perform simple, natural and fun activities on a regular basis that effectively improve and streamline brain's cognitive functions and won't let the brain become lazy.



- Try logic and memory task, reading, counting, neurobic.
- Learn foreign languages.
- Listen to the music. Learn new things.
- Remind memories and repeat by memory.
- Watch documentaries and knowledge competitions.
- Play PC games or smartphone games (in moderation)..

MENTAL BALANCE

It is important not to give in, not to be controlled by stress and emotions, but to try to take control of the situation and yourself. Positive strategies are a prerequisite for coping with stress.

Seek support from friends, loved ones. Don't underestimate or overestimate yourself. Try meditation, breathing exercises, autogenous training, aromatherapy or music therapy. In case of problems with stress management or other mental problems, you can also look for an expert from University Counselling Centre UNIPOC.



GETTING ENOUGH SLEEP

It is as important as learning. Learning at night with a tired brain that still doesn't remember anything because it doesn't get the sleep it wants is complete nonsense.

You can also use the sleep-calculator to calculate the optimal length of sleep.



REGULAR PHYSICAL ACTIVITY



Which sport activities do I actively perform?

How often do I exercise (per week)?

What would I like to change in my sport habits?

WELL-BALANCED DIET



What do I eat the most often?

What do I want to exclude from my diet?

What do I want to include in my diet?

MENTAL TRAINING



Which activities or exercises am I currently doing that could be considered my mental training?

Which activities or exercises am I willing to do as my mental training?

MENTAL BALANCE



*Who is my support?
Who can I turn to?*

GETTING ENOUGH SLEEP



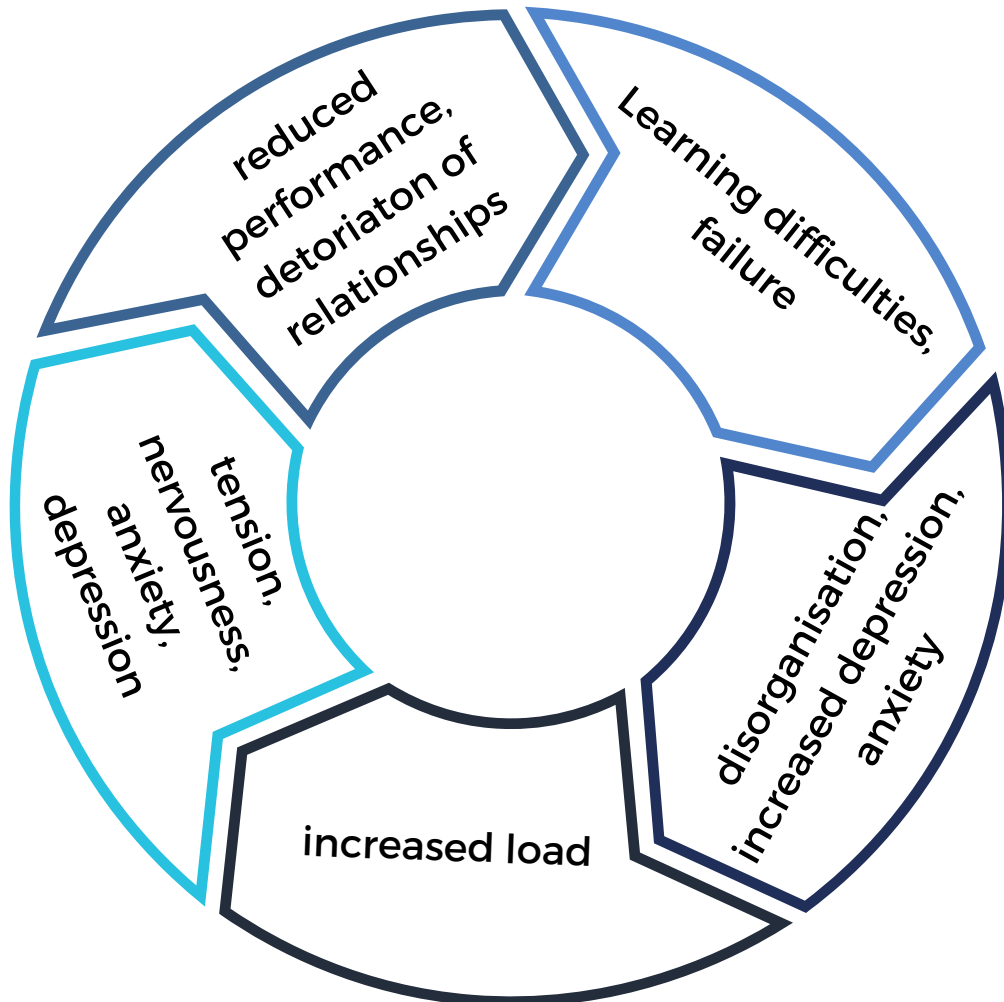
When do I go to sleep?

What psychohygiene activities do I perform?

How long do I sleep on average?

STUDIES AND MENTAL FUNCTIONS

Psychological changes such as mood swings or increased anxiety do not necessarily mean the presence of a mental health disorder, but on the other hand, it is not good to downplay them or be ashamed of them.

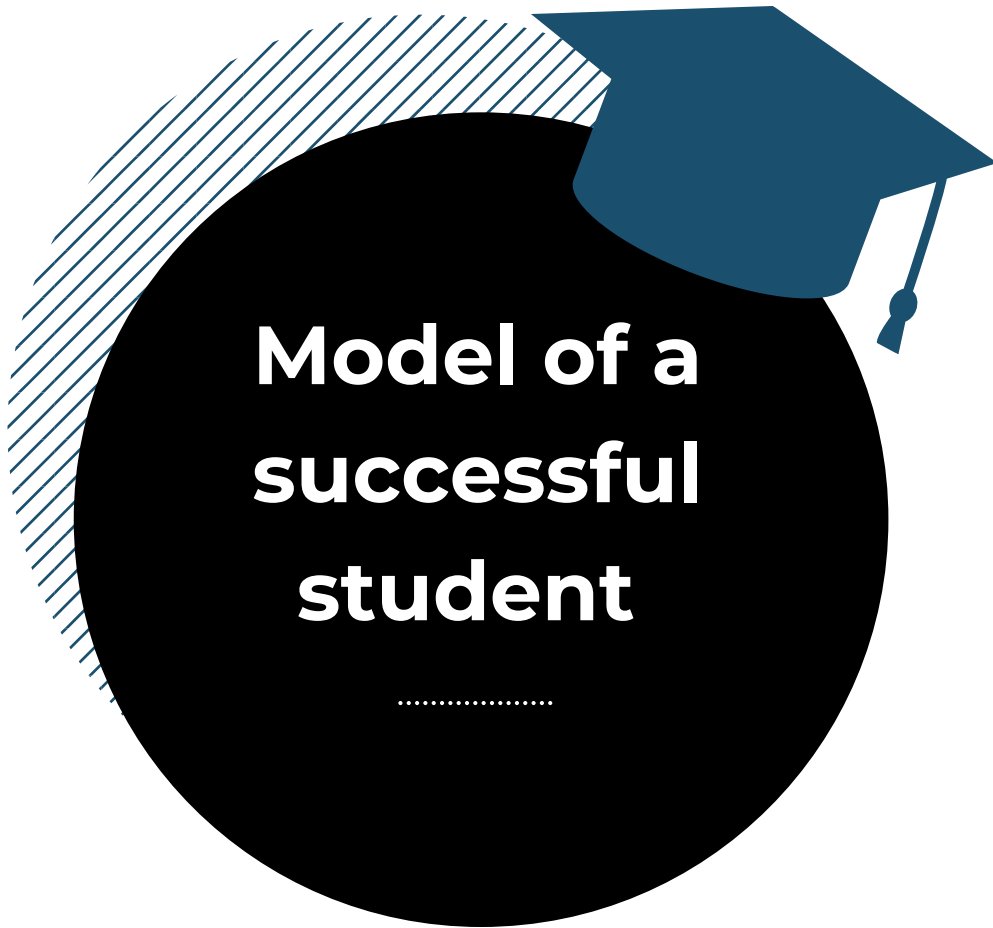


The vicious circle of causes of mental health disorders

Finding a specialist who will provide a student with the necessary information regarding a topic can be very beneficial for the student's future. University years represent a breakthrough that will mark the next chapters of one's life in many ways. Up to 75% of serious mental disorders start before the age of 24.



For students with diagnosed specific needs (eg with a chronic disease, learning disabilities, mental illness or other impairment) there is the possibility to apply for the status of a student with special needs, on the basis of which it is possible to obtain support in education and reasonable modification of the study.



Model of a successful student

.....



knows what she/he wants,
knows how to learn



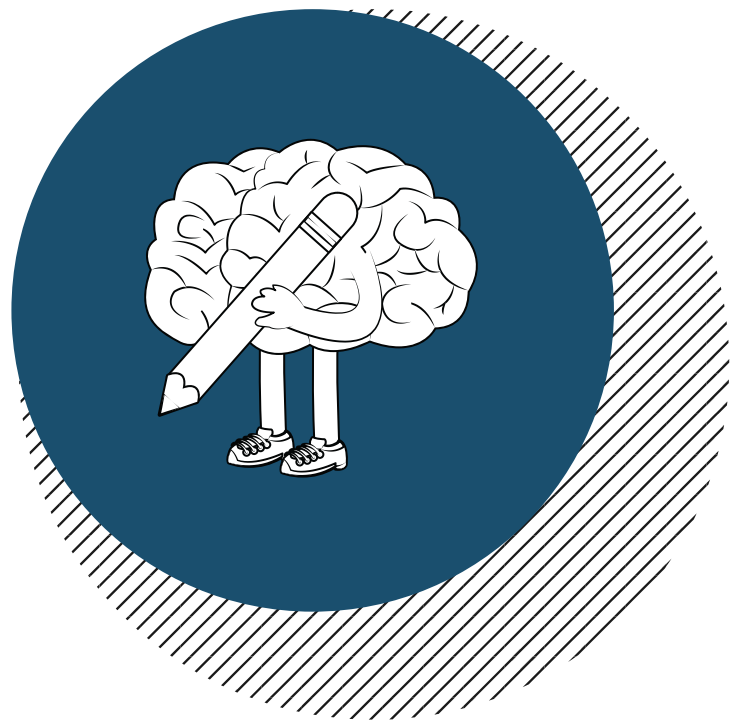
focuses on the learning
process and techniques, has
a goal and plans,



trusts himself/herself and
knows his/her abilities



DID YOU KNOW THAT: THE BRAIN HAS THE BIGGEST PROBLEM GETTING TO WORK,
BUT WHEN IT STARTS WITH IT, IT TENDS TO FINISH IT?



2. MOTIVATION AND TIME MANAGEMENT

.....

The key of effective learning is good time-management and work with motivation. Motivation is a driving force of a psychological nature that sets in motion human activity and is also necessary in learning. Motivation is an important aspect of study. Students' results and achievements depend on appropriately targeted motivation. Motivation plays a significant role in building self-confidence. The hardest part of learning is starting to learn. Discipline and habits are needed.

Chaotic time management is one of the factors causing stress. Therefore, in the context of effective learning, it is crucial to work on an efficient distribution of time and thus fight against procrastination.

Check in the book
p. 85



TIME MANAGEMENT

step by step

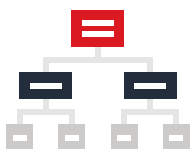
Update regularly



1. write down all the tasks and duties ahead of you

It can be studies, a part-time job, various leisure activities. It is important to describe everything in detail, e.g. within one subject to write out lectures, exercises, semester work, tests during the semester, exam (learning schedule) and possibly other activities. Break large, complex tasks down into smaller manageable pieces.

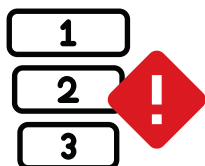
For a better overview, you can visualize your activities using a mind map.



2. define priorities and deadlines

If you have a lot of duties and activities, it is crucial to set priorities, that is, what needs to be done now and what is still time for. The brain does not like to work on tasks that do not have a deadline, that is why it is important to plan your studying for the exact time so that you have to study exactly at that time.

So don't forget the time range of the task and deadline for completing the task.



3. put everything in your calendar

In the next step, arrange all your activities and duties in order of priority. You can use a classic diary or calendar templates, which you can easily print and place in a visible place. Or you can also use applications, such as: My Study Life, Any.do, WiseDay, Google calendar.

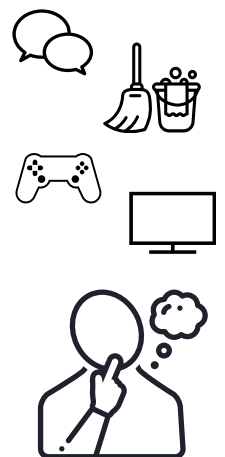
Along with the calendar also use to-do lists.



4. create an anti-procrastination plan

It is nice to take a break between duties or tasks. However, not if it lasts 2 hours. Procrastination is the biggest enemy of student efficiency (not only), so try to identify the activities you most often procrastinate with (watching series, cleaning, social networks, PC games ...) and avoid them until you fulfill your plan.

Treat yourself with these activities as a reward for achieving the goal or performing them during longer study breaks.



TIP HOW TO DIVIDE TIME BEFORE AN EXAM?

2 WEEKS

- make a plan
- space out in a smaller parts
- as often and as little as possible

WEEK

- Look over study materials
- find someone to study with

EVENING

- Don't cram all the information at once
- do a review
- get enough sleep

MORNING

- put yourself in a good mood
- have a healthy breakfast
- be on time

HOURLY

- relax and hang out with classmates

FEW MINUTES

- Take a deep breath.
- be calm

EXERCISE

1

write down all tasks and duties ahead of you



2

prioritize duties and, in the case of tasks, set deadlines to meet them



3

put everything in calendar and make a to-do list for the upcoming week



deadline	task	done
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
partially done/new tasks		

4

make a list of your procrastination activities



MOTIVATION

ACT IMMEDIATELY

sometimes counting down from 10, 9, 8, ... 1 helps to get up and really go to study

DO NOT THINK TOO MUCH

have everything necessary prepared in advance, divide the study material into smaller portions, do not let preparation keep you from starting

AFTER THINKING FOR A LONG TIME

motivation towards:
imagine a successful target (strongly overestimate),
motivation away from:
imagine what will happen if you do not do it (strongly overestimate towards negative scenario)

ANSWER FOLLOWING QUESTIONS:

What is the successful target state? When I learn it, then ...



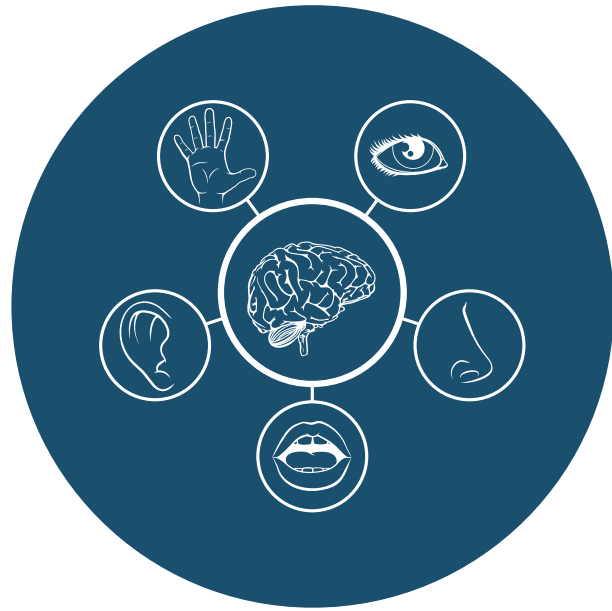
What happens if I won't learn it or fail a test / an exam?



- ✓ Divide one big goal into smaller ones and fulfil them gradually. Your motivation to learn will increase.
- ✓ The brain does not like to work on tasks that do not have a deadline, that is why it is important to plan your studying for the exact time so that you have to study exactly at that time.
- ✓ When studying uninteresting and unimportant course material, the reward is the most motivating and attractive (e.g. episode of the favourite series, good food etc.).
- ✓ Take a bet with a friend that you will learn something.



DID YOU KNOW THAT: THERE ARE OPINIONS THAT THE MAIN LEARNING STYLE IS INNATE. HOWEVER, ONE CAN ALSO COPE WITH ANOTHER, LESS PREFERRED ONE AND COMBINE THEM.



3. LEARNING STYLES

Probably everyone who went to school had the opportunity to notice the different learning habits of their classmates. Some like to study quietly at home, others like to learn outside or walk around while learning.

The way a person learns is called a learning style. These are innate learning practices that are used according to what kind of perception, abilities, and memory a person has. If you know your learning style, you know which learning methods are the most effective for you. This will make it easier to absorb and retain information, and the way of learning will be adjusted to your needs.

Check in the book
p. 40



LEARNING STYLES

Passive vs. active

Active learning

you learn, you actively receive information, you think, you try to understand

Passive learning

you don't learn, you memorize, you passively listen to the interpretation of the curriculum, you are not trying to understand, just to remember

Example of active learning:

Read a new study material, that you are not familiar with, slowly, preferably out loud and think about it. Underline the most important part in the paragraph.

Ask yourself how you understand it, what it is connected to and what it reminds you of. Read the paragraph, then cover it and retell what you remember. Learn the information that you could not recall. Read the study material twice this way and you will learn it successfully. Do not forget to take short breaks. Review the learned information the next days in a guided manner and then before the exam. If you are learning a large amount of study material, use this method for the entire chapters. It is the way you learn the most. The basis of the long-term storage of information in the brain lies in repetition conducted in a guided manner.

Surface vs deep learning style

Surface learning style consists in the mechanical reproduction of study material without emphasis on the perception of deeper meanings and contexts, which results in the acquisition of only formal knowledge that is quickly forgotten.

Deep learning style consists in trying to understand study material, searching for its deeper meaning, and realizing the wider context. The result is not only a memorization of study material, but also comprehension of study material and ability to apply the learned knowledge.

Do you want to find out what kind of learning style you are using? Contact UNIPOC.



Learning styles according to sensory preferences



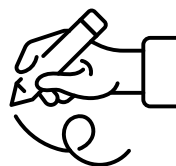
Visual (visual-verbal)

represents the preference for visual materials in learning; when learning, it is appropriate to use pictures, diagrams, graphs, symbols, characters in the text - arrows, color highlighters.



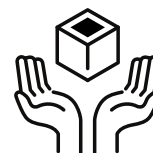
Auditory (aural)

represents the preference for audio materials in learning. Appropriate learning by listening to lectures, recordings, discussing, inventing rhymes or speaking aloud.



Read/write, visual-pictorial)

- represents the preference for written study materials; when learning. Appropriate learning by reading texts, making notes, learning cards with text, etc.



Movement (kinesthetic) -

represents the preference for study materials one can manipulate; when learning, it is appropriate to use three-dimensional teaching aids, realities, models, examples from practice.

There are also **mixed learning styles** in which the preferences of two or all four types of study materials were mixed. Most effective is the use of styles that correspond to personal preference.

Do you want to find out your preferred learning style? Contact UNIPOC.



DID YOU KNOW THAT: THE SECRET TO EFFECTIVE LEARNING IS THE RIGHT TIMING OF REPETITION AND CONTINUOUS LEARNING IN THE RIGHT WAY AND WITH BREAKS?



4. EFFECTIVE LEARNING TECHNIQUES

Effective learning is based on the so-called **Brain-compatible learning (BCL)**. It can be defined as the formation of synapses, and thus the formation of new neural networks or alteration of original neural networks by the active learning activity of the student, not by passive listening, rote learning, or memorization.

In BCL, an important role is played by regular and diverse brain stimulation that keeps it on constant alert. Repetition of the study material stimulates the activity of neurons and if the repetition takes place within 24 hours after learning the study material, it leaves a significant mark in the memory.

Brain-compatible learning uses several techniques.

Check in the book
p. 11





EFFECTIVE LEARNING TECHNIQUES

NOTES

Notes simplify learning. They translate complex information into simple language. If they are written well, they will save you time that you would otherwise spend trying to understand complex things. Notes include the main information presented in the lecture that should be retained, the rest is in the textbooks. All you have to do is write only supporting points, brief notes, process them that day, confront them with the information in the textbook. You can try The Cornell method, mind map or flow-based notes.

More on p. 111.

ACTIVE READING

Active reading is the foundation of active learning. You will use it every time you study textbooks, which should not be only read. Active reading techniques help with retention of information. Follow this steps:

- Go through the text
- Answer the questions
- Look at the conclusion
- Read the text

More on p. 100.

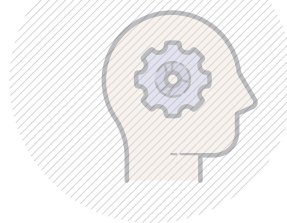
You can also try fast reading. Even after a short workout, you can read twice as fast, after a long time up to 5 times faster. More on p. 115.

PQRST METHOD:

This method consists of 3 basic principles for improving memory: in organizing the material, in its reworking and in the practice of recalling memory.

- P - Preview,
- Q - Question,
- R - Read,
- S - Summarize
- T - Test

More on p. 17.



POMODORO

Principle: One session of the Pomodoro technique is composed of an intensive study session and a break, for example: 30 - 40 minutes study session, 5 - 10 minutes break, the break is followed by the 2nd session, the next phase of studying, which must be followed by a break again. Reward yourself during breaks. More on p. 97.



MEMORY TECHNIQUES

They are mostly involved with associations. Things that are interesting, crazy, controversial, or emotionally charged are remembered well. Engage in black humour, something spicy, unusual, or funny.

Mnemonics

- A/ acronyms,
- B/ interconnection system,
- C/ mind maps,
- D/ memory palaces,
- E/ study flash cards.

More on p.124.



REPETITION

Long-term memory retention: rule 10 - 20

If you want to retain the information you are learning for 100 days, repeat it once every 10 - 20 days. The longer you want to retain the information, the longer the intervals should be between repetitions. Too frequent repetitions are unnecessary because you still remember everything well. Advice for long-term memory retention, for example for state examinations: if those will take place in 2 years, review the study material once every 4 months. Then you do not have to study too much for state examinations, you will retain the learned information.

More on p.39

Guided and effective repetition

You will remember the most from the first two repetitions - but you have to do them thoroughly and in detail. After reading the study material, ask yourself: What was in the introduction? What information was discussed first? How did it continue? What followed afterwards? What else was mentioned? And then what? Repeat, ask yourself questions and only then, when you are sure that you will not get more out of your head, look at the text. You need to think about what you are learning, which is the basis of effective learning.

More on p. 36.



1. What does successful learning depend on?

- a) its effectiveness and intensity of concentration
- b) time spent by learning
- c) environment in which I learn

2. How many % of the learned information will one forget within 2 hours if one learns without understanding?

- a) 40%
- b) 50%
- c) 60%

3. While learning you remember the most from:

- a) the middle
- b) the end
- c) the beginning and the end

4. How many % of the textbook information is unlikely to appear in the exam?

- a) 30%
- b) 50%
- c) 80%

5. Which type of learning leads to the fastest forgetting?

- a) repetitive mechanical reading
- b) memorizing
- c) looking for logical connections when learning

6. How does sleep deprivation affect memory and learning processes?

- a) positively
- b) negatively
- c) does not affect

7. What is the most significant stressor for students?

- a) exams and tests
- b) large amount of study material
- c) fear from failure

8. Which students achieve better study results?

- a) the ones not attending lectures
- b) the ones attending lectures sitting in the front rows
- c) the ones attending lectures sitting in the back rows

9. How many % of the learned information will you forget in one hour if you do not repeat the study material?

- a) 33%
- b) 56%
- c) 70%

FINAL TIPS

before studying

- ask the people around you not to disturb you,
- find a quiet place,
- play some pleasant music (without singing),
- prepare study materials, notes, a laptop (if you use it when studying), pens, a paper for distracting ideas and water,
- switch your cell phone to airplane mode,
- if you are learning from a laptop, log out of Facebook and other social media,
- set a goal for what you want to learn,
- do a start-up ritual,
- tune in to alpha waves,
- start studying.

after studying

- avoid receiving other information, do not watch movies, do not read a book, so that the information from them does not disrupt the course of storing the information from the study material; this phenomenon is called interference,
- repeat important facts in the evening, 10 - 15 minutes before bedtime is enough, sleep is crucial for your brain to store information,
- one can recall in the morning even more than in the evening before going to bed (overnight consolidation),
- do not drink alcohol because it significantly affects the retention of information, for example, a few beers in the evening can erase up to 30% of the information acquired that day,
- suitable activities are walking, physical exercise, dancing, music, meditation, meeting friends, but also chatting on social media



PASSIVE LEARNING



ACTIVE LEARNING

CORRECT ANSWERS

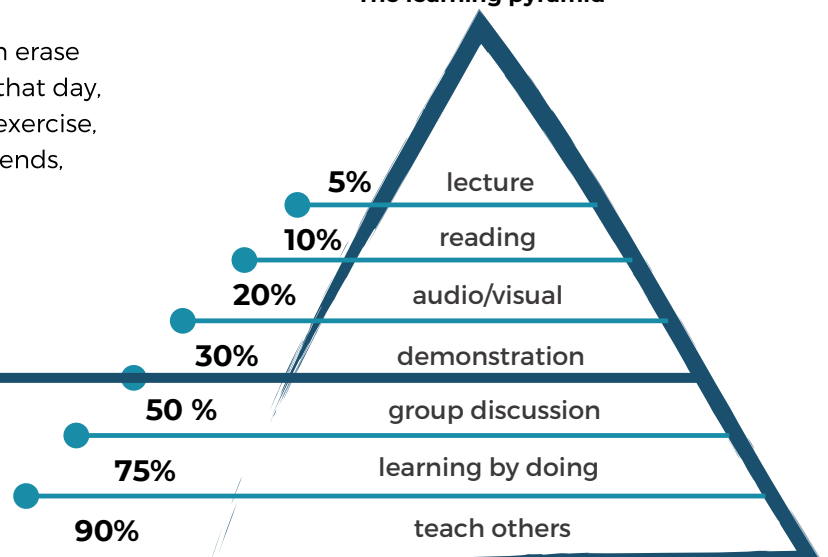
1a, 2c, 3c, 4c, 5b, 6b, 7a, 8b, 9b



when studying

- concentrate, it is very difficult to learn without good concentration,
- think about what you are studying so that you understand it and know how to use it, study in depth,
- use real-life examples, they are very effective in retention of information,
- use memory techniques as they simplify learning,
- create mind maps, mark keywords, use colours, arrows and pictures instead of linear notetaking
- combine information with what you already know, it will start to make sense to you,
- confusion precedes clarity, do not be afraid, first you are confused by the study material, but then it becomes clear to you,
- first, you have to master the basics, then other information will be easier for you to learn, you will understand the context, which will further deepen your understanding,
- take a break if you cannot handle it anymore, try to exercise for a short while, but if it does not help, it is better to postpone studying to another time

The learning pyramid





10 RULES FOR AN EFFECTIVE LEARNING

•
CONCENTRATION IS A CONDITION OF LEARNING

•
BREAKS ARE AS IMPORTANT AS LEARNING ITSELF

•
IN SLEEP, KNOWLEDGE IS SORTED AND STORED IN
LONG-TERM MEMORY

•
GUIDED REPETITION WILL ENSURE THAT YOU RETAIN
THE INFORMATION YOU LEARN.

•
CONTINUOUS LEARNING ENSURES UNDERSTANDING,
MORE PERMANENT KNOWLEDGE, SAVES TIME AND
PREVENTS STRESS BEFORE THE EXAM.

•
WITHOUT REGULAR AND PLANNED STUDY SESSIONS, IT
WILL BE VERY DIFFICULT.

•
YOU DO NOT STUDY FOR THE SAKE OF YOUR PARENTS,
TEACHERS, FRIENDS, BUT FOR YOURSELF.

•
YOU STUDY SO THAT YOU UNDERSTAND THE COURSE
MATERIAL, KNOW HOW TO USE IT AND ACHIEVE
SATISFACTORY RESULTS.

•
THE DAILY HABITS ARE BENEFICIAL.

•
GOOD RESULTS MOTIVATE CONTINUED LEARNING.

University Counselling Centre UNIPOC

is a specialized department of the Pavol Jozef Šafárik University in Košice (UPJŠ) for providing counselling to UPJŠ students.

Psychological, social, legal, career counseling and counselling for effective learning is available to students free of charge.

UNIPOC also provides support for students with specific needs.



unipoc@upjs.sk



[unipocUPJS](https://www.facebook.com/unipocUPJS)



[unipoc_UPJS](https://www.instagram.com/unipoc_UPJS)



This work is licensed under a [Creative Commons 4.0 Attribution-NonCommercial 4.0](https://creativecommons.org/licenses/by-nc/4.0/)

In cooperation with the Faculty of Medicine

