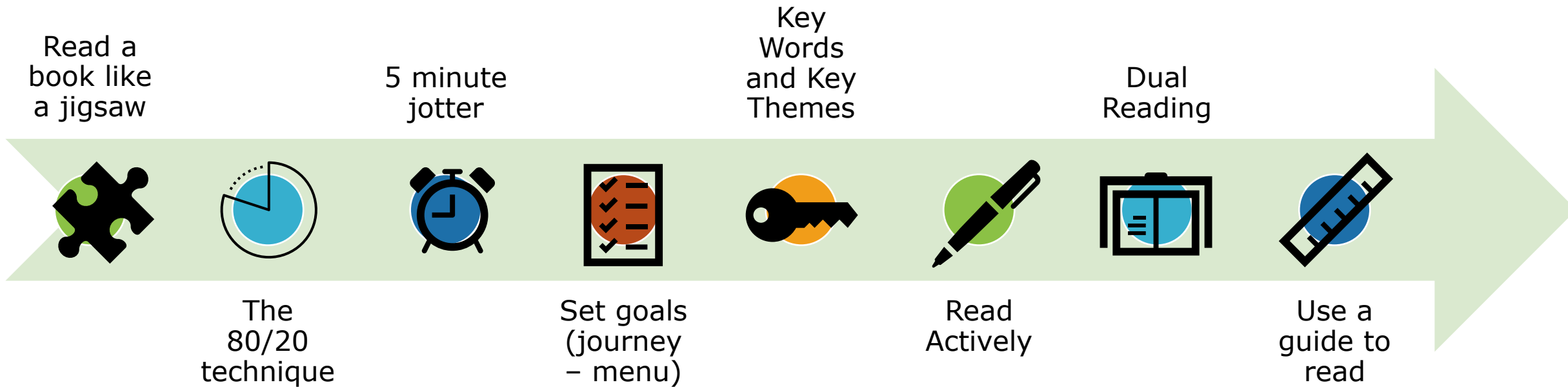


'Out of the Box' Study Skills

Sarah Myhill's Top Study Skill Tips

***Dyslexia Specialist Tutor & Academic
Skills Lecturer @
University of Buckingham***



1.2. Preview



Organisation

Overview


Big Picture

Calendar 2020							Holiday Period	Exam Period	Term Start	 	
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Wk			
Jan	30	31	1 New Year's Day	2	3	4	5				
	6	7	8	9	10	11	12				
	13	14	15	16	17	18	19				
	20 Winter Term	21	22	23	24	25	26	1			
Feb	27	28	29	30	31			2			
	3	4	5	6	7	8	9	3			
	10	11	12	13	14	15	16	4			
	17	18	19	20	21	22	23	5			
Mar	24	25	26	27	28	29		6			
	2	3	4	5	6	7	8	7			
	9	10	11	12	13	14	15	8			
	16	17	18	19	20	21	22	9			
Apr	23	24	25	26	27	28	29				
	30	31	1	2	3	4	5				
	6 Spring Term	7	8	9	10 Good Friday	11	12	1			
	13 Easter Monday	14	15	16	17	18	19	2			
May	20	21	22	23	24	25	26	3			
	27	28	29	30	1	2	3	4			
	4 Early May SH	5	6	7	8	9	10	5			
	11	12	13	14	15	16	17	6			
Jun	18	19	20	21	22	23	24	7			
	25 Spring SH	26	27	28	29	30	31	8			
	1	2	3	4	5	6	7	9			
	8	9	10	11	12	13	14	10			
Jul	15	16	17	18	19	20	21	11			
	22	23	24	25	26	27	28				
	29	30	1	2	3	4	5				
	6	7	8	9	10	11	12				
Aug	13 Summer Term	14	15	16	17	18	19	1			
	20	21	22	23	24	25	26	2			
	27	28	29	30	31			3			
	3	4	5	6	7	8	9	4			
Sep	10	11	12	13	14	15	16	5			
	17	18	19	20	21	22	23	6			
	24	25	26	27	28	29	30	7			
	31 August SH	1	2	3	4	5	6	8			
Oct	7	8	9	10	11	12	13	9			
	14	15	16	17	18	19	20				
	21	22	23	24	25	26	27				
	28 Autumn Term	29	30	1	2	3	4	1			
Nov	5	6	7	8	9	10	11	2			
	12	13	14	15	16	17	18	3			
	19	20	21	22	23	24	25	4			
	26	27	28	29	30	31		5			
Dec	2	3	4	5	6	7	8	6			
	9	10	11	12	13	14	15	7			
	16	17	18	19	20	21	22	8			
	23	24	25	26	27	28	29	9			
	30	1	2	3	4	5	6	10			
	7	8	9	10	11	12	13	11			
	14	15	16	17	18	19	20				
	21	22	23	24	25 Christmas Day	26 Boxing Day	27				
	28 Substitute day	29	30	31	1 New Year's Day	2	3				

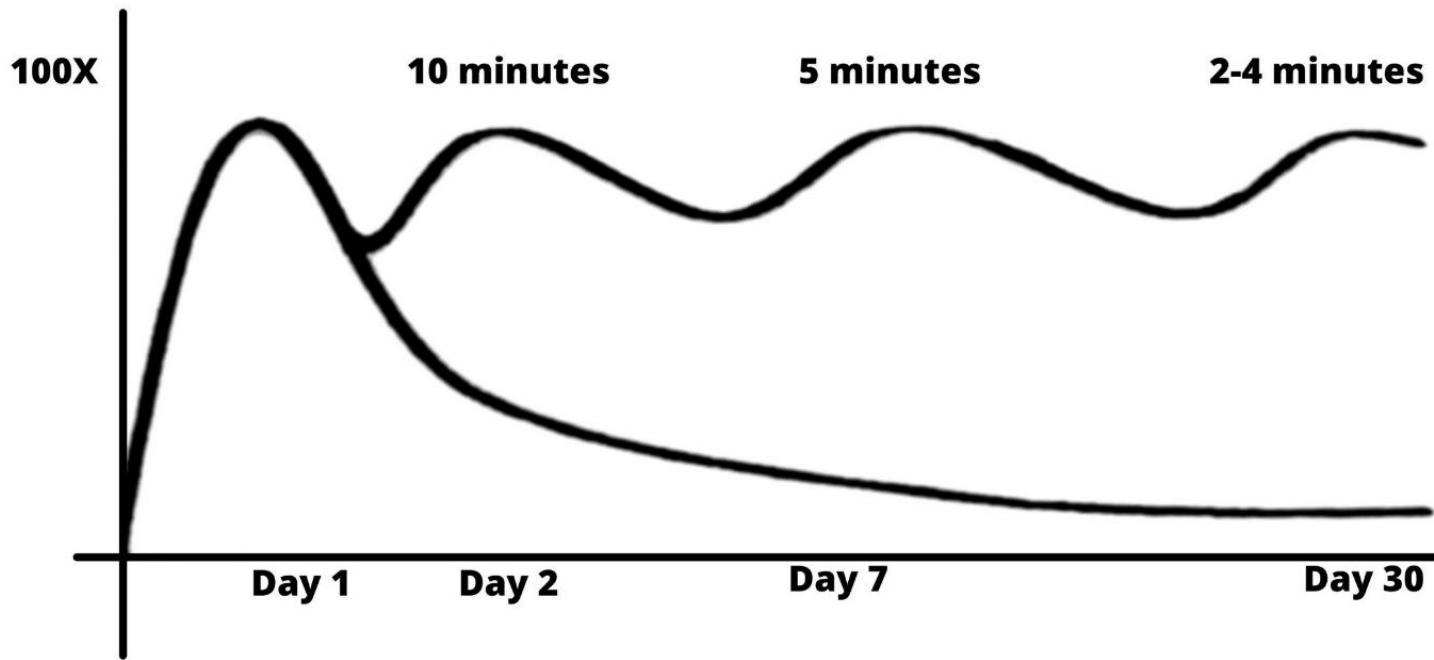
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One pointer is a virtual reality

Assignment Planner

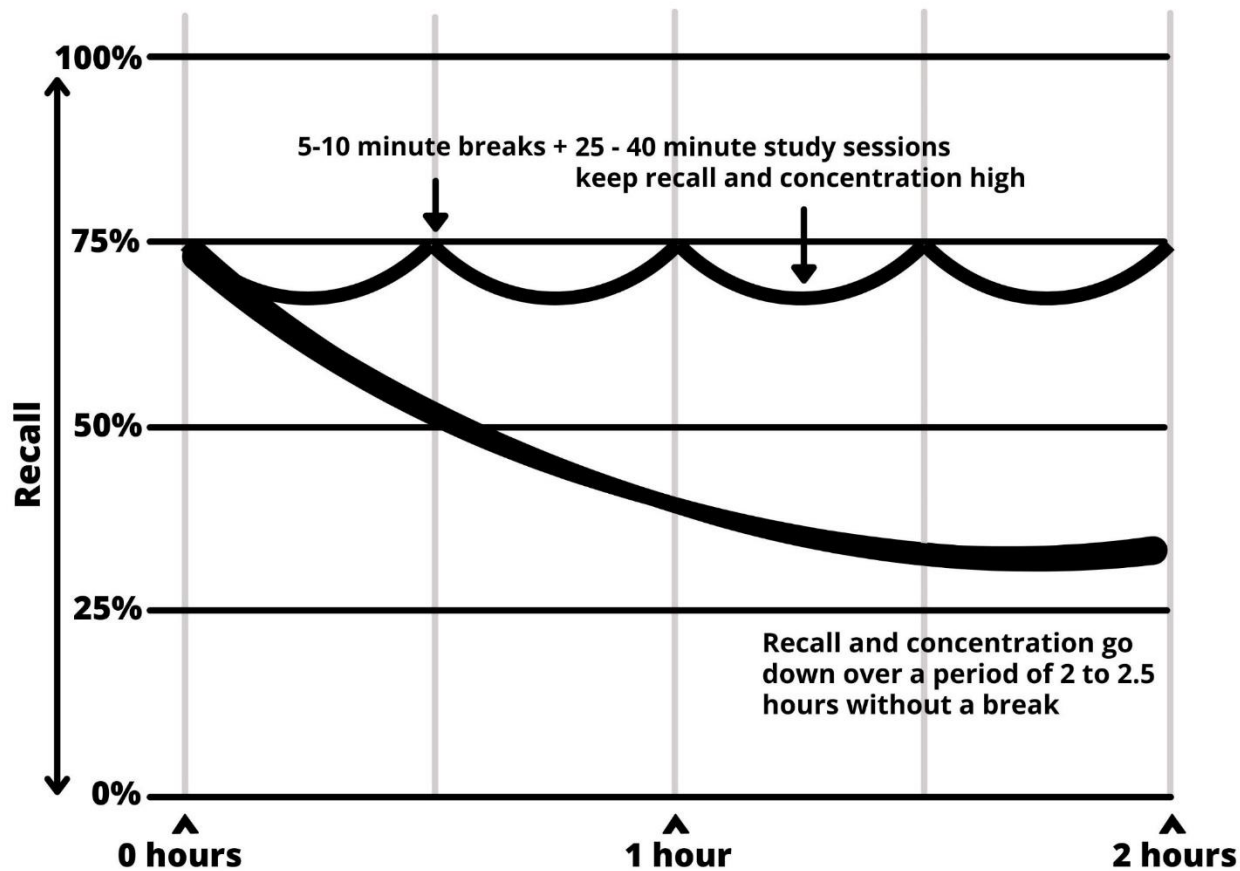
Essay planner		
		
INTRODUCTION (10%)	TOTAL WORD COUNT	CONCLUSION (10%)
	<p>E.g. 3000 word essay - three to four paragraphs normally Intro: 200 words, Conclusion: 200 words 4 paragraphs: 400 words each</p> <p>Paragraphs should contain: Point you are making - topic sentence Example - demonstrate point Explanation - think about how, when, where, what, why, who Link to title of essay/point you have made/next paragraph</p>	
PARAGRAPH 1	ESSAY TITLE	PARAGRAPH 5
	Write here and keep referring back!	
PARAGRAPH 2	PARAGRAPH 3	PARAGRAPH 4

Review



Review is an excellent return on your investment. 5 minutes can potentially save you hours of time when you come to the exams.

Chunking time



The **Pomodoro Technique** is a time management method developed by Francesco Cirillo in the late 1980s. The technique uses a timer to break down work into intervals, traditionally 25 minutes in length, separated by short breaks. [Pomodoro Technique](#)



1.5.- Note-taking

“...over 90% of written notes taken by students are superfluous, because your brain naturally prefers Key Words”

Buzan, T. (2011)

TWO COLUMN (CORNELL) NOTE TAKING SYSTEM EXAMPLE

Date: 09 Mar 2015
Module: Dyslexic Study Skills
Subject/Topic: Note taking and making

Recall Column	Note Taking Column
Reduce main points to key points and cues for reciting, reflecting and reviewing	Record facts and ideas (as fully as possible) Use abbreviations, symbols, diagrams, etc. Write as clearly as you can
DIFFICULTIES	Performing no. of different tasks at once; what to note down or omit; identifying key points
DIFFERENCES BTWN	TAKING - SPEECH - Lectures, video, etc. MAKING - TEXT - book chapters, rewriting notes
IMPORTANCE	Academic Success @ 333 Essays, Exams (revision)
PURPOSE	Engage with material; help with essays; formulate ideas; make sense of material; revisior; review/reformulate ideas
LEARNING STYLES (x3)	Visual Mind Maps™; colour; diagrams; wall charts Auditory Record; discuss; listen 4 clues/signal words Kinaesthetic Combinations of above
STRATEGIES (multi-sensory)	Advance prep / punctuality / always attend class / key words & phrases / loose-leaf notepads / label notes / refs in margin / omit (a, an, the) / abbrevs & s/hand / Mind Maps™ / highlight / copy from boards & OHPs / use handouts / write 1 side of paper / use dictionary (making) / listen to end summary / use tech if poss / ASAP - write up & talk about afterwards/ p/copy other notes
METHODS	CORNELL - 2 column, Q NOTES - Q-uestion & Q-uiz, 4 QUARTER, MIND MAPS™, LINEAR a) subheadings; b) key points; c) lists
TECHNOLOGY (Aid not substitute!!!)	Recording devices, laptops, note taking Apps
SUMMARY: -	



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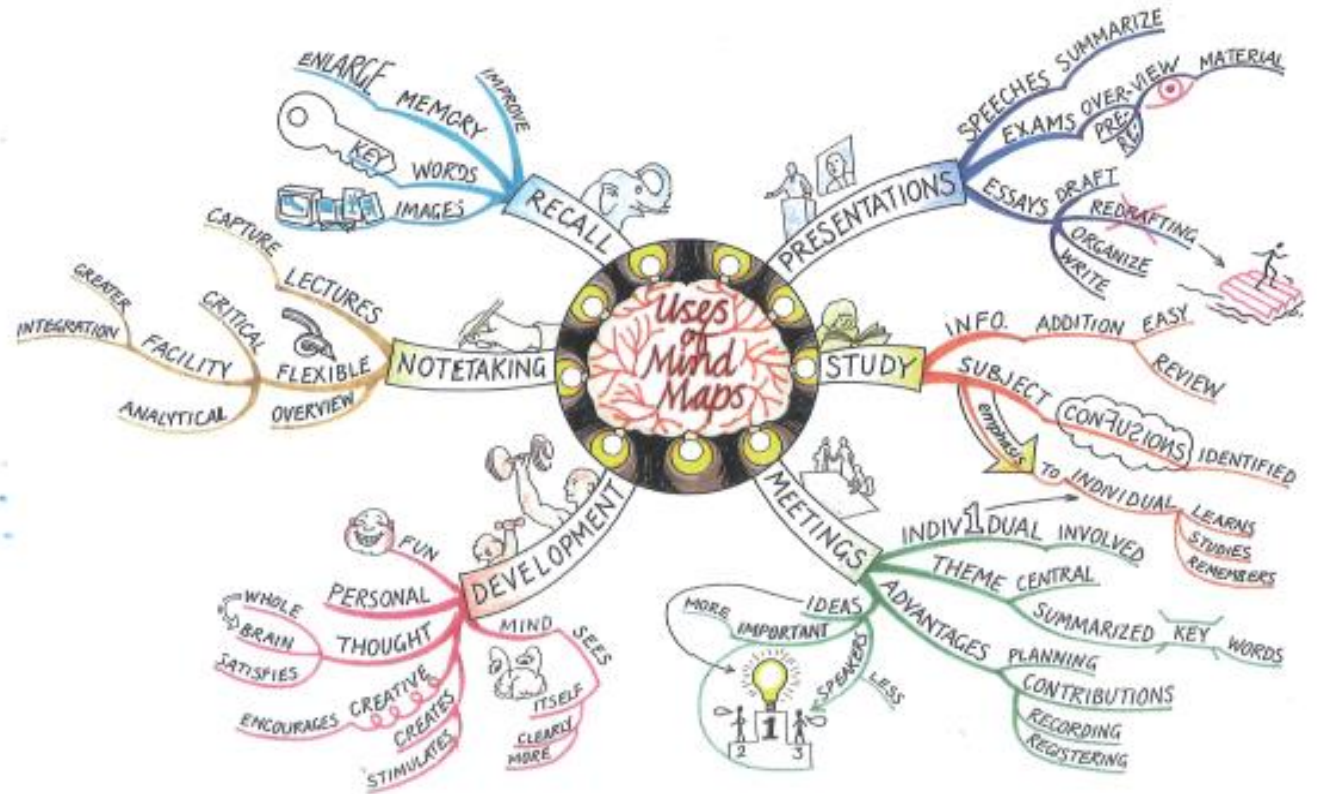
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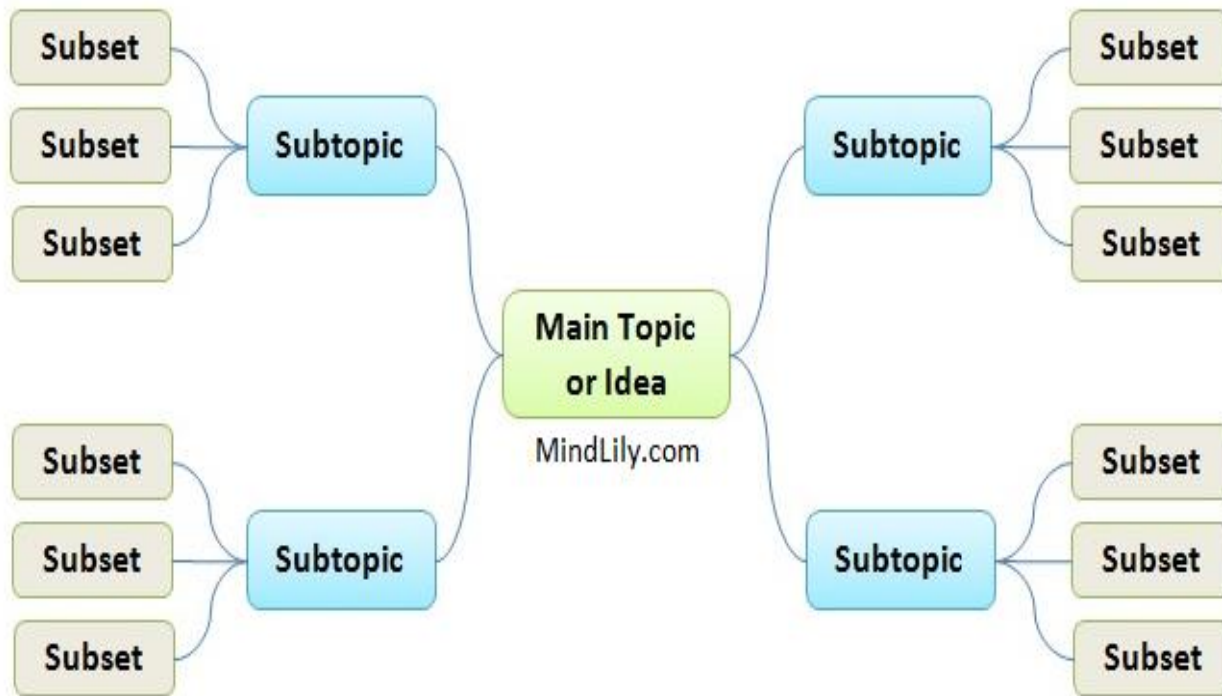
Examples: Key Words and Key Images

- Pictures linked to words stimulate both sides of the brain and involve all your senses
- This embeds information into your memory
- Imagination & Association = Memory





Hand-drawn v Computerised Maps



Check out these software:

Mind Master: Tony Buzan - iMindMap
program Edraw:

www.edrawsoft.com/download-mindmap.php

MindMapfree: mindmapfree.com

MindView: www.matchware.com

Inspiration: www.inspiration-at.com

Mind meister: www.mindmeister.com

MindUp: www.mindmup.com

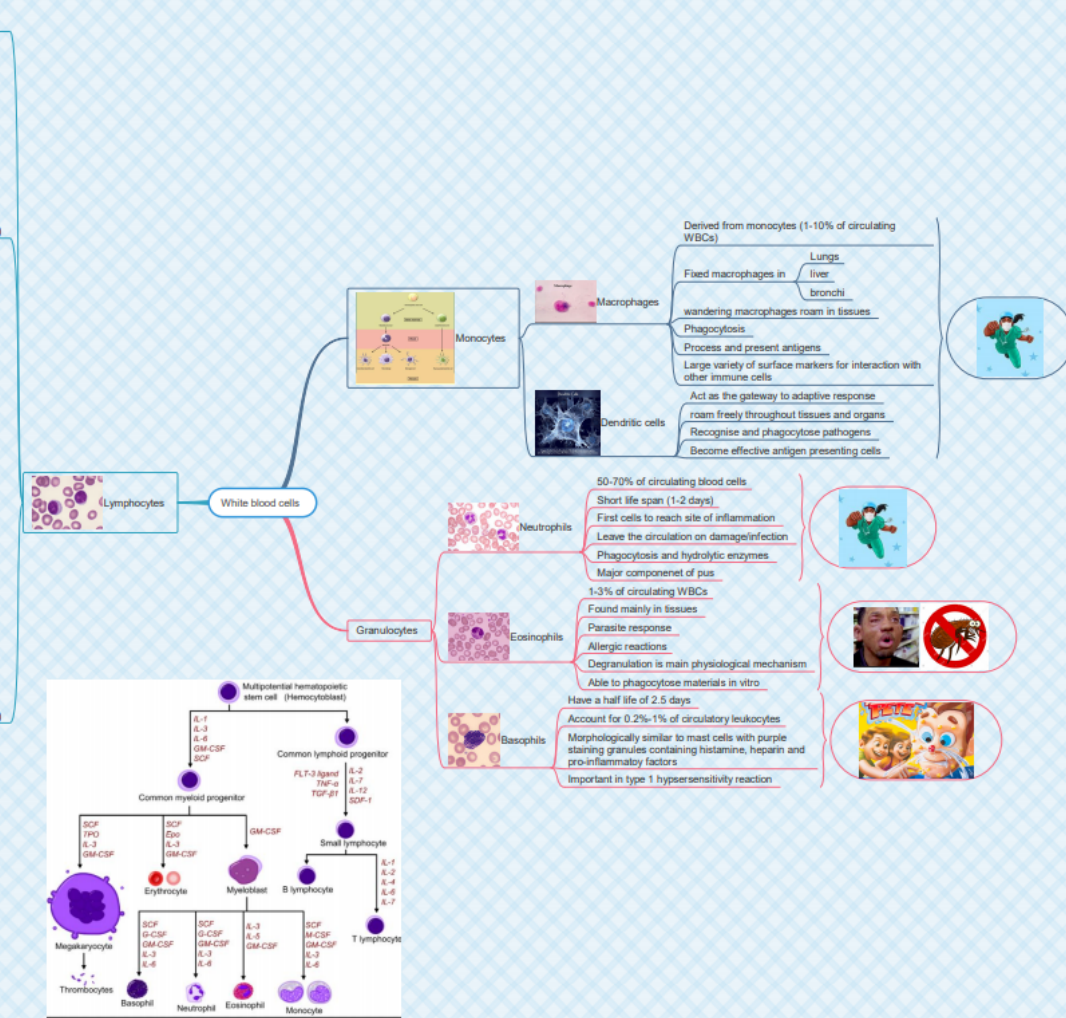
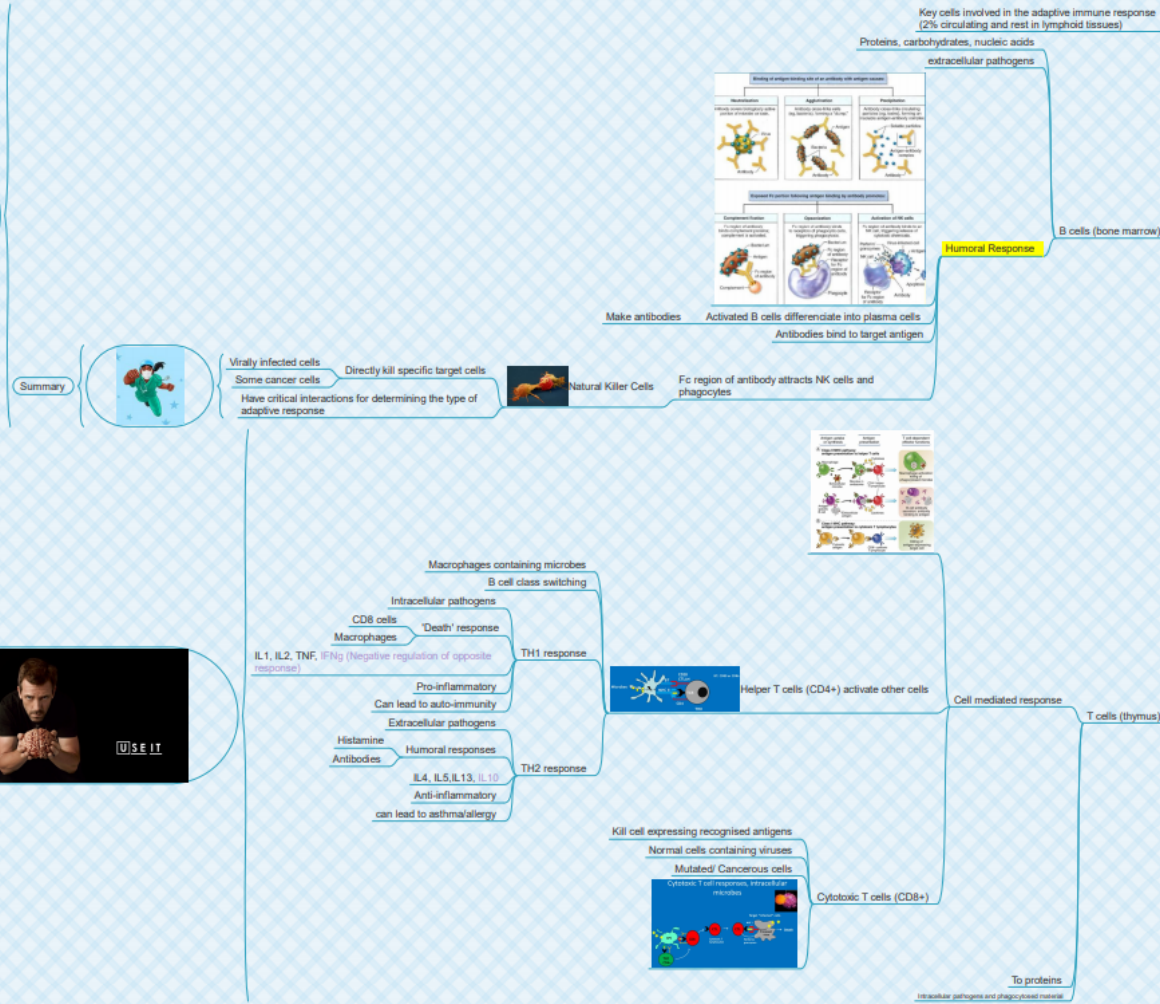


TABLE II—SUMMARY OF CLINICALLY SIGNIFICANT NSAID DRUG INTERACTIONS		
DRUG	MECHANISM	EFFECT
Anticoagulants	Displacement/additive effect	Increased anticoagulant activity via displacement. Also, some NSAIDs affect platelet function.
Lithium	NSAIDs inhibit renal elimination of lithium	Elevated serum lithium levels
Antihypertensives	NSAIDs may cause fluid retention and edema	Decreased antihypertensive effects

Properties	Aspirin	Paracetamol
Chemistry	Aromatic ester of acetic acid	An acetanilide derivative
Mechanism of action	Irreversible inhibitor of COX-1 and COX-2	Selective inhibitor of COX-3
Absorption	<ul style="list-style-type: none"> From upper GI 70 % Bioavailability 	<ul style="list-style-type: none"> Upper GI 70-90 % Bioavailability
Metabolism	By the esterases in the gut wall and the liver	Liver
Excretion	Renal	Renal
Toxicity	<ul style="list-style-type: none"> GI upset Hepatic/renal impairment Reyes syndrome in children 	<ul style="list-style-type: none"> GI upset Thrombocytopenia Liver necrosis

Aspirin

MOA

- irreversibly inhibit COX enzyme
- Blocks production of thromboxane
- TXA2 synthesized in platelets and PGI2 in vascular endothelium
- when aspirin inhibits COX, platelets can't regenerate PGI2
- this creates relative excess of PGI2 inhibits platelet aggregation
- if no further aspirin is given, this lasts for 7-10 days until a new cohort of platelets is produced

Pharmokinetics

- Half life less than 30 min
- rapidly hydrolysed in plasma to salicylate
- absorbed from stomach converted to salicylate acid in gut, liver, plasma
- 80-85% bound to plasma
- crosses placenta and CSF

Metabolic effects

- increased cellular metabolism
- Increased utilisation of glucose, reducing blood sugar

Respiratory effects

- direct stimulation of resp centre
 - leads to hyperventilation (occurs due to uncoupling of phosphorylation)
 - increase in CO2 in overdose cause of death
 - resp alkalosis renal compensation
- decrease in BP, resp acidosis + metabolic acidosis

Haematological

Thromboxane A2

Overdose

Most common

Hyperventilation
Resp alkalosis

metabolic acidosis follows

- increased anion gap
- accumulation of intracellular lactate
- excretion of bicarbonate by kidney to compensate for resp alkalosis
- results from

Mild signs

Nausea and vomiting
Tinnitus
deafness
lethargy or dizziness

moderate to severe signs

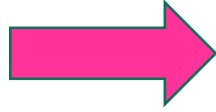
dehydration
restlessness
sweating
warm extremities

REYE syndrome

- children 4-12 years
- encephalopathy
- liver disease
- history
- examination
- diagnosis based on
- medical emergency
- NO ASPIRIN FRO KIDS
- presents with

1

Use counterintuitive thinking. Don't make quick decisions



2

Forget your conscious self

Move away from your normal routine ways of thinking

Know yourself

Try to suspend your normal beliefs

Metacognition: think about your thinking

Allow yourself some time and space



Growth Mind-set

4



Sharp Thinking

3

Apply curiosity

Capture your ideas in a notebook or mobile

Join ideas and make connections to create new ideas

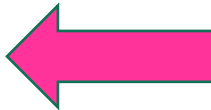
Your thoughts

Allow time to reflect on your thinking

Perseverance, if at first you don't succeed keep trying

Go back to basics, analyse problems from the start. Don't rely on what others say

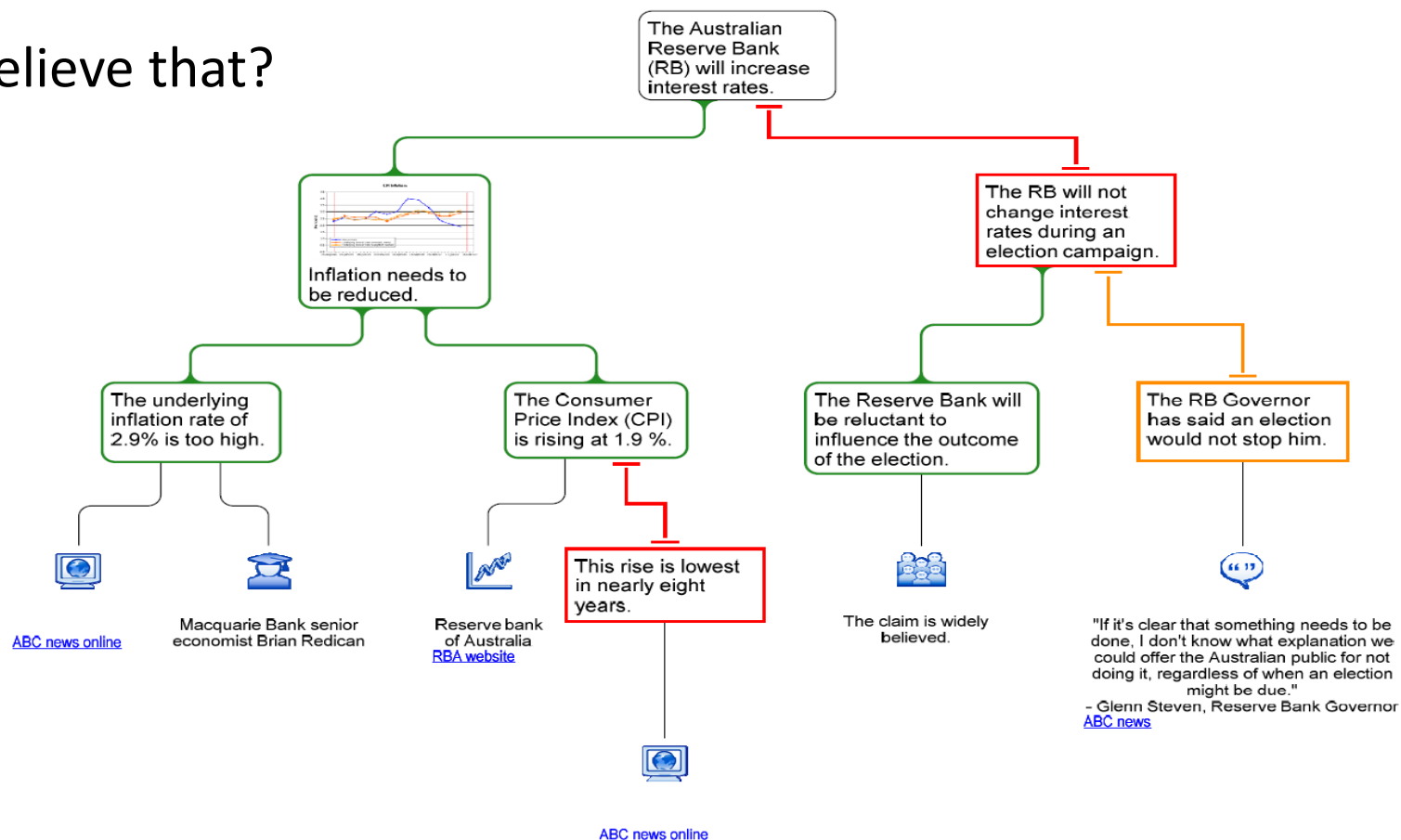
Don't worry about setbacks or failures; they are learning tools





Argument Mapping

Why should I believe that?



The contention under consideration

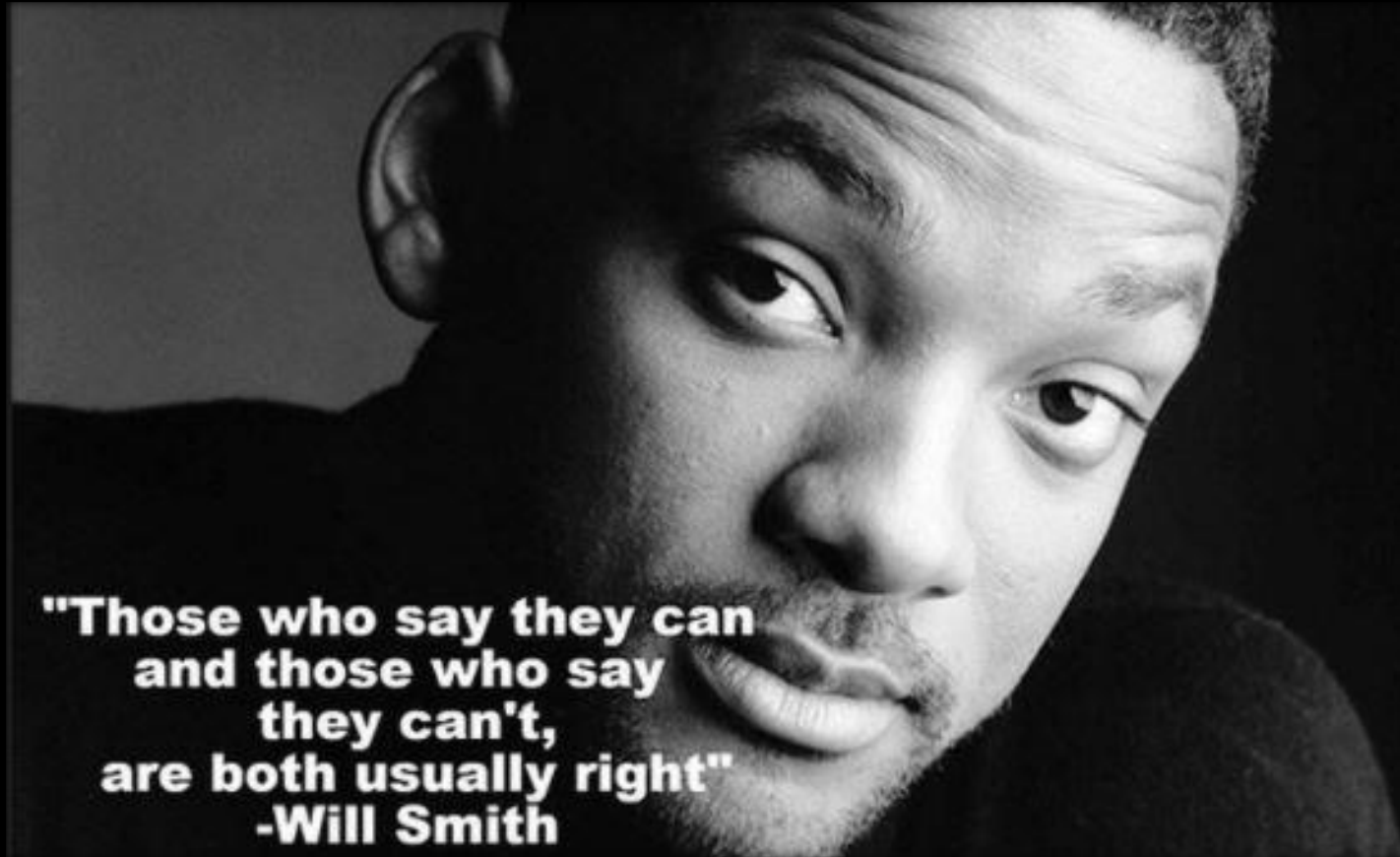
Reasons for and against

Evidence to support or oppose claims above

References

See further *Critical thinking* [here](#)

Self-talk & Mind-set



Self-talk & Mind-set

Self talk is a form of concentration training because you have to focus on the words

Self talk changes your mindset and identity, if you repeat certain words they go inside and rewire your brain to act out what the words describe

‘I am excellent at concentrating’ **‘I have a very good memory’**

It is important to **make your statement in the present tense**, as though it is happening now

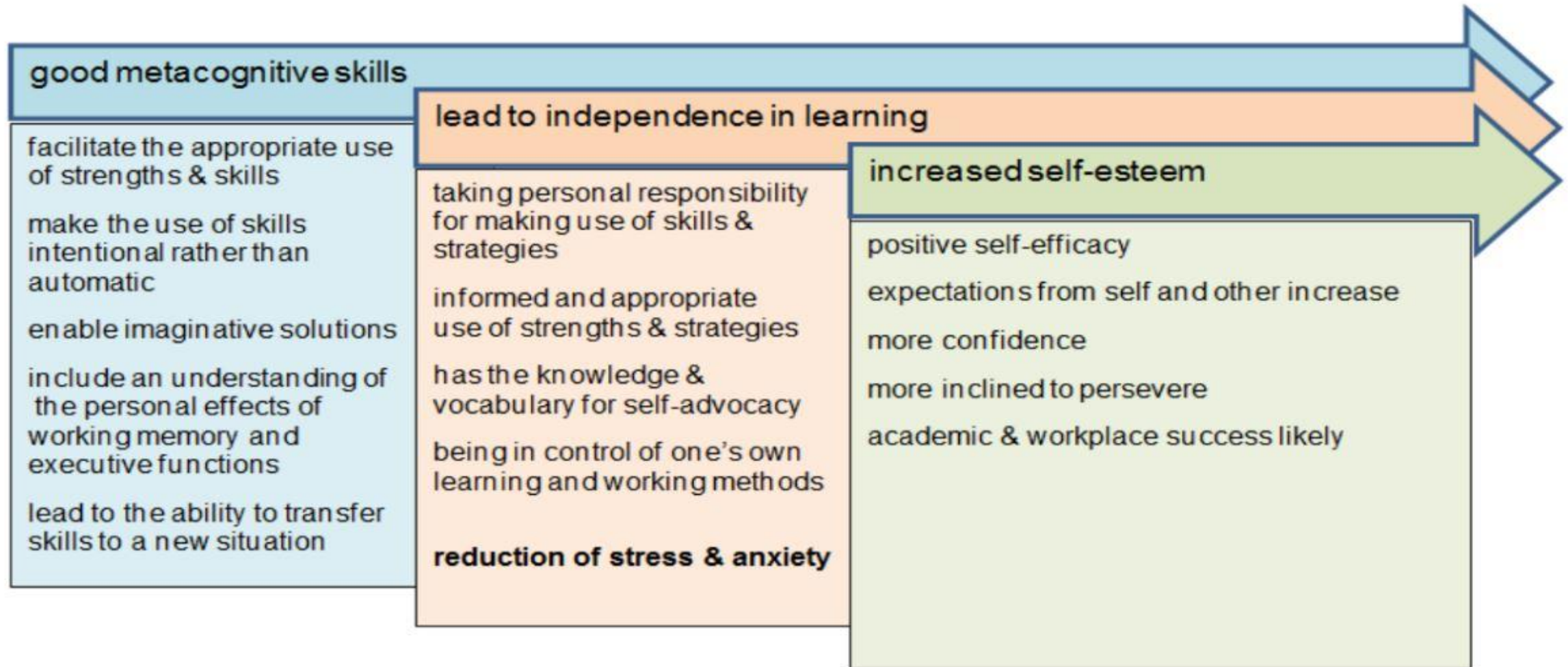
Your **brain starts to believe it** then and work towards that outcome. (Knight, 2018)



Who are you?



3.- Rationale: Positive outcomes of Metacognition





Happy Students Learn Better



“... the days that make us happy make us wise”.

John Masefield, English poet and writer



Work Ethic & Growth Mindset



A STRONG WORK ETHIC IS
A FUNDAMENTAL STEP TO
ACADEMIC ACHIEVEMENT



APPLY GROWTH MINDSET
TO BOOST ACADEMIC
SUCCESS



FIND WAYS TO HAVE
HEALTHY SELF ESTEEM AND
CONFIDENCE





Work Ethic

Goal setting	➤ find your reason to do well
Regrets	➤ you don't want to wish you had worked harder
Patience & persistence	➤ one step at a time
Compete with yourself	➤ not your peers
Focus on your -growth	➤ you'll be amazed at what you achieve
Self-discipline	➤ there is no escaping hard work – but enjoy it!



Work Ethic and Healthy Lifestyle Choices

- Manage your time
- Create a routine
- Prioritise your tasks
- Manage interruptions
- Stop procrastinating
- Schedules & plans

Make healthy lifestyle choices to support your work ethic

Sleep

improves energy levels, focus, motivation and mood
sleep deprivation negatively affects the short-term memory
- used while studying

Exercise

enhances working memory - essential to reach
peak academic performance
lowers stress and anxiety
improves your mood as well as your self-esteem

Nutrition

you are what you eat
you need to eat right to work hard



Growth Mindset

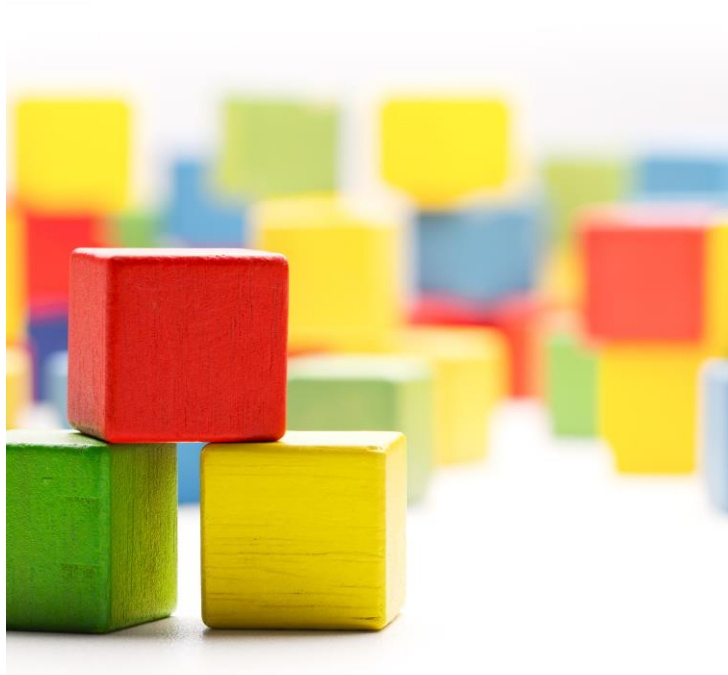
**GROWTH
MINDSET IS
THE BELIEF
THAT YOUR
ABILITY IS
NOT FIXED**

- YOU ARE NOT HANDED A POT OF BRILLIANCE AT BIRTH, INSTEAD YOU CAN GROW AND CHANGE YOUR ABILITY WITH PRACTICE. DETERMINATION AND EFFORT SYED(2018)
- MINDSET: THE NEW PSYCHOLOGY OF SUCCESS DWECK, C. (2006). NEW YORK, RANDOM HOUSE.

Fixed Mindset Thinking	Growth Mindset Thinking
I'M NO GOOD AT THAT	I 'M NO GOOD AT THAT YET, BUT I CAN IMPROVE WITH EFFORT
I'M SO STUPID	I JUST HAVEN'T DONE ENOUGH PRACTISE YET
SHE'S A GENIUS	I WONDER WHAT PRACTICE SHE'S DOING?
I'VE GOT NO COORDINATION	I NEED TO FIND SOMEONE TO STUDY WITH ME
I GIVE UP!	WHAT CAN I DO DIFFERENTLY?
IT'S TOO HARD!	THIS MIGHT TAKE A WHILE, I MIGHT NEED TO ASK FOR HELP



Resilience Building Blocks



SLEEP

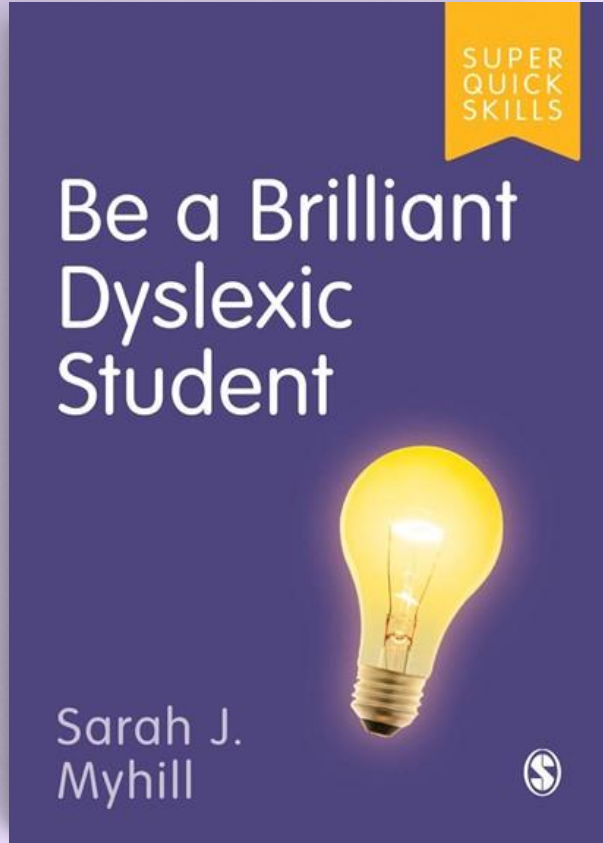
SOCIAL SUPPORT

PHYSICAL HEALTH

GOAL ACHIEVEMENT

COGNITIVE PATTERNS

Be a Brilliant Dyslexic Student



There's more where these tips came from...



 **SAGE**
Publishing

Published July 22 Available for pre-order with JS Bookshops, Amazon and other sites



Visual strategies

Do: Use a dyslexia friendly type-face such as: Verdana or Arial

Don't: Use a font such as Times Roman or Georgia

Do: Be aware of Visual Stress/Irlens Syndrome
Different coloured paper and backgrounds on a screen can help, as can reading through a coloured transparency. Visual stress is diagnosed by an optician who is also trained as an optometrist.

Designing for users with dyslexia



Do...

use images and diagrams to support text



align text to the left and keep a consistent layout



consider producing materials in other formats (for example, audio or video)



keep content short, clear and simple



let users change the contrast between background and text



Don't...

use large blocks of heavy text



underline words, use italics or write in capitals

DON'T DO THIS

force users to remember things from previous pages - give reminders and prompts



rely on accurate spelling - use autocorrect or provide suggestions



put too much information in one place





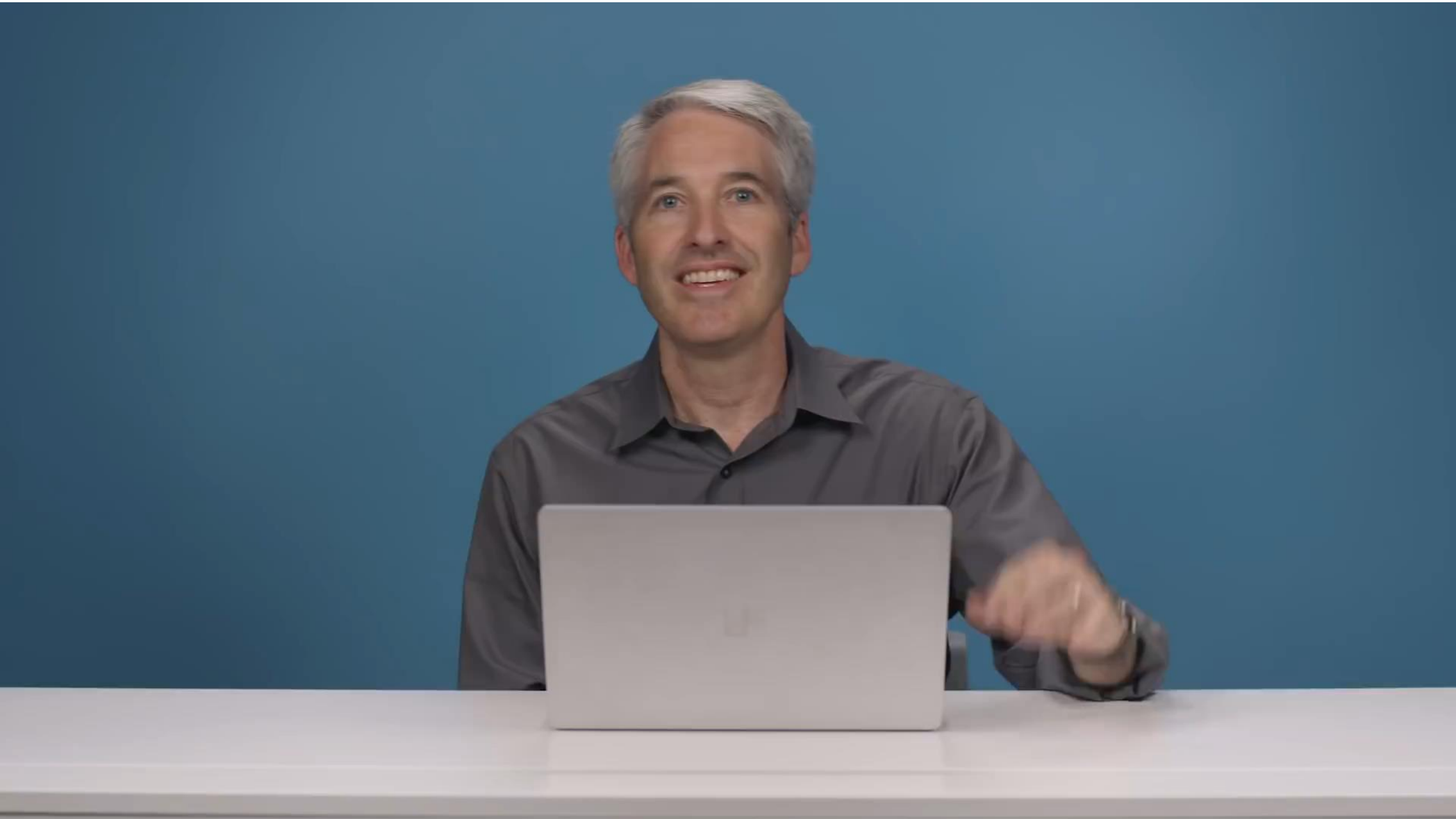
Key Adjustments

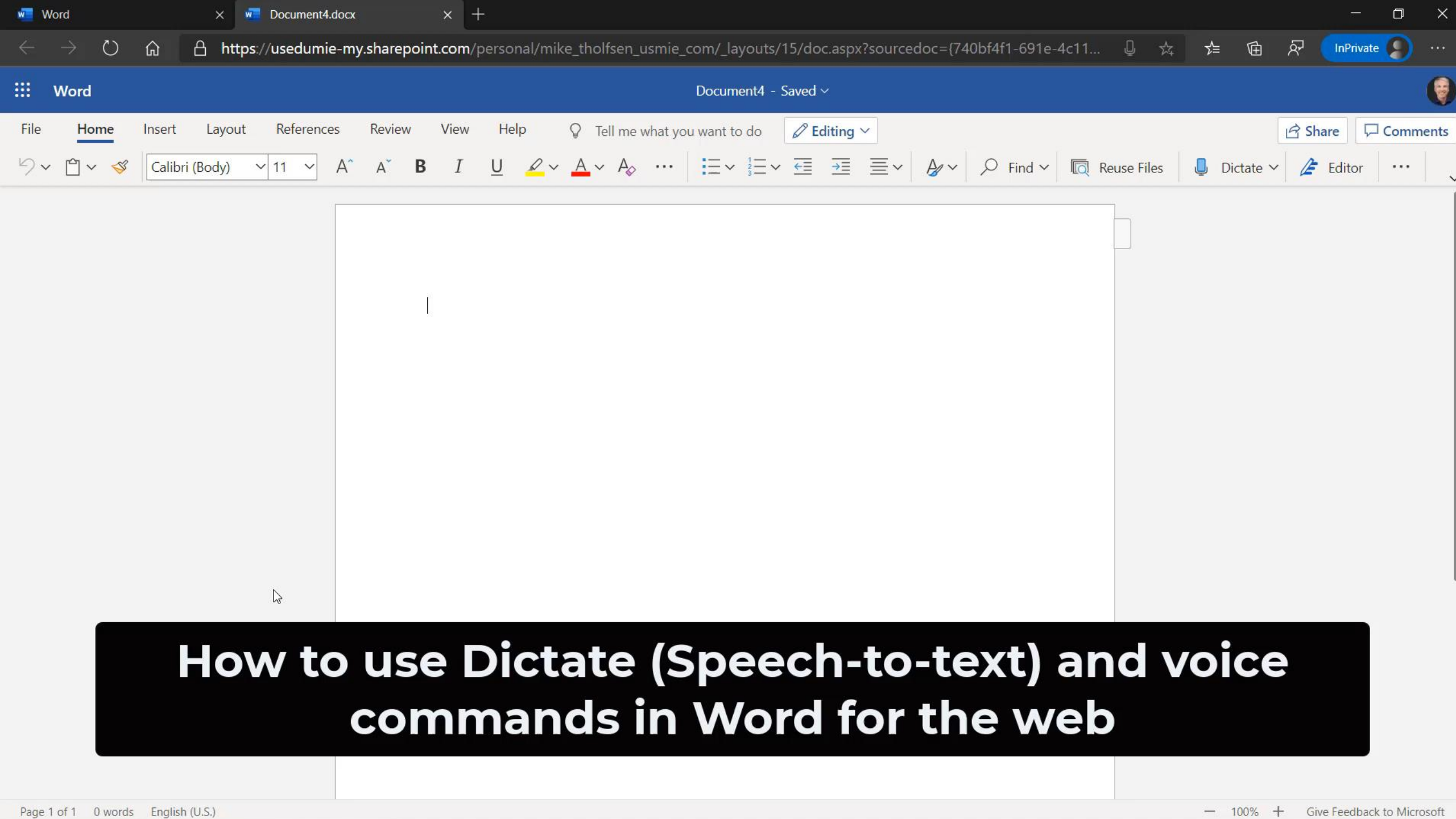
- **Consider** how to deliver content in alternative formats
- **Ensure** documents and presentations comply with basic accessibility practice
- **Using** inbuilt heading styles allows learners to rapidly navigate a document
- **Lecture recording**: learners can focus on understanding rather than notetaking, check details afterwards and re-cap lectures at the end. Have lecture notes available online
- **Adapt assessments and assignments** to play to the strengths of dyslexic (and SpLD) learners. eg. could they produce image, audio or video evidence instead of text?



Inclusivity - Dyslexia & AT

- **'What determines success for dyslexics is high levels of actual and self-perceived control over their environment'** (Fitzgibbon & O'Connor 2002, p22)
- **Assistive Technology** can level the academic playing field for students with dyslexia or SpLD's
- AT allows students with dyslexia or SpLD's to unobtrusively work alongside their peer group to reach their potential
- AT encourages inclusivity





How to use Dictate (Speech-to-text) and voice commands in Word for the web

Office 365 & Microsoft Edge



Word



Excel



PowerPoint



OneNote



OneDrive



Outlook



Teams

[Microsoft Office Home](#)



Microsoft Edge



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