



Helpful Study Skill Techniques

***Sarah Myhill, Dyslexia Specialist Tutor
& Academic Skills Lecturer***



How Humans Learn – Joshua R Eyer

“We can all have an effect on our students’ educational journeys, provided we care about who they are and we pay close attention to **how** they learn.”

Eyer (2018, p.15)



Macro view

Global view

Overview

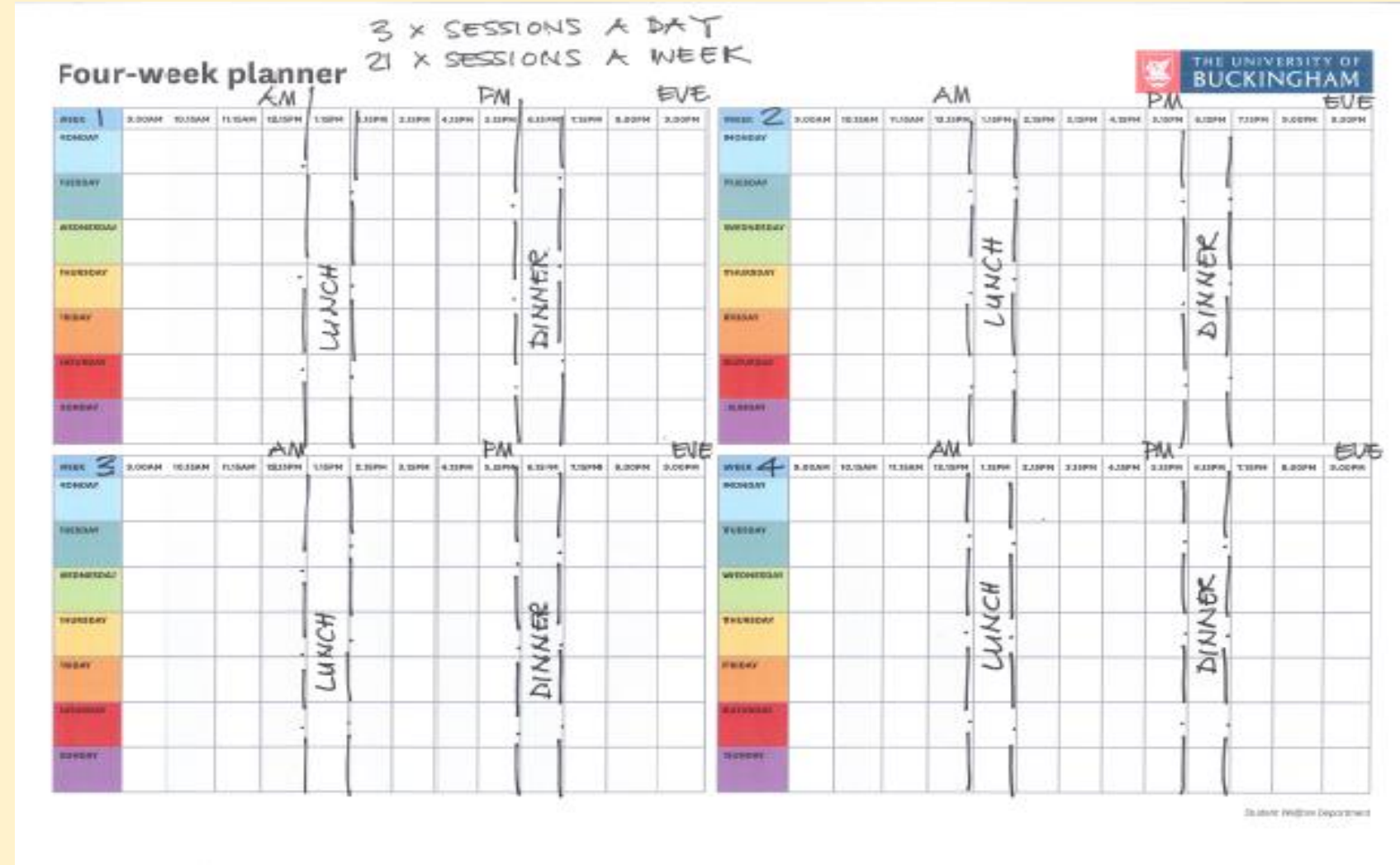
Big Picture

Preview

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



Micro view - Organisation

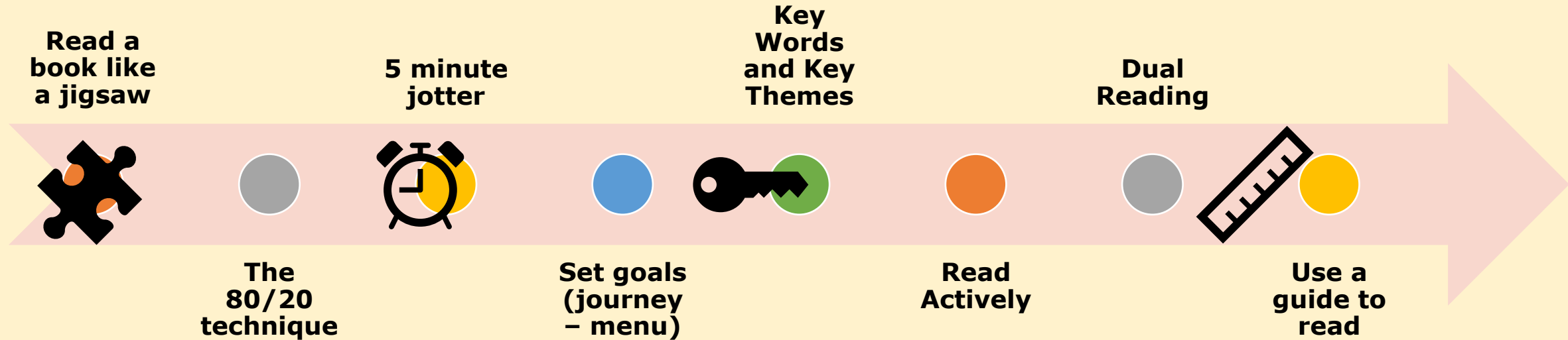


Microsoft 365 - outlook app 😊

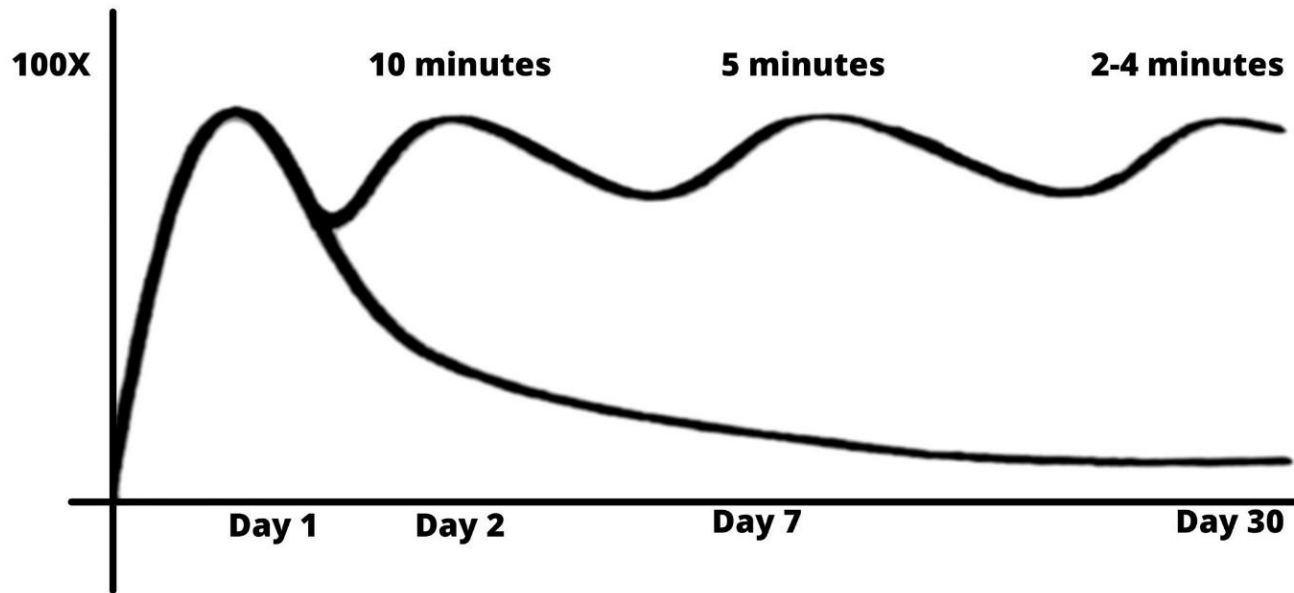
The screenshot displays the Outlook calendar application in a monthly view for April and May 2023. The interface features a blue header with a search bar and navigation tabs (File, Home, Send / Receive, Folder, View, Help). The calendar grid shows events for each day, with details such as time, location, and event titles. The Windows taskbar is visible at the bottom, showing the search bar and various application icons.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
17 Apr 09:00 Focus time 14:30 LLM International Intellectual Pr... 14:40 LLM International Intellectual Pr... 14:50 LLM Dissertation - oral resit; V...	18 09:00 Focus time 09:00 LLB IP Lecture; F018 11:00 LLB EU2 Lecture; Radcliffe Centre 15:00 LLB IP Tutorial; F232	19 09:00 Law - Marking Guidelines - Rev... 11:00 Focus time 12:00 Attendance; f149; Patricia Cova... 12:00 Meeting; F149; Patricia Covarru...	20 09:00 LLM Lecture AI Corporate Gov... 11:00 Focus time 13:00 Focus time 14:00 LLM AI workshop - Corporate ...	21 09:00 Focus time 13:00 Law School Research Committee meeting; Microsoft Teams Meeting; School of Law	22	23
24 09:00 T and L Workshop - Understanding the impact of concent... 11:00 EiPTN Working Group - Art, Fashion, Culture and Creative Industri... 13:00 Focus time	25 09:00 LLB IP Lecture; F018 11:00 LLB EU2 Lecture; Radcliffe Centre 13:00 Focus time 15:00 LLB IP Tutorial; F232	26 09:00 Focus time 11:00 Academic Regulations Working Group 2nd Meeting; Microsoft Team... 14:00 PHD Chapter 2; Microsoft Teams Meeting; Patricia Covarrubia	27 09:00 LLM Lecture AI - Access to Justi... 11:00 Focus time 13:00 Focus time 14:00 LLM AI workshop - Access to J... +2	28 10:00 Exam Senate; Microsoft Teams Meeting; Chris Payne 12:00 Open Source Biotech - From Fr... 14:00 Focus time 17:00 Salli's Leaving Drinks - White H...	29	30
1 May May Day Bank Holiday; United Kingdom	2 09:00 LLB IP Lecture; F018 11:00 LLB EU2 Lecture; Radcliffe Centre 15:00 LLB IP Tutorial; F232	3 15:00 Law Programme Directors / Faculty Quality manager - Termly Cat... 16:00 PG Open Evening TBC; OTM; R... 16:00 PG webinar 19:00 Law of the EU - PT; VB 5/6	4 09:00 AWAY DAY 09:00 LLM Lecture AI - Cryptocurrenc... 14:00 LLM AI workshop - Cryptocurre... 15:00 LLB EU2 - workshop; Radcliffe ... 16:00 LLB IP Workshop; Radcliffe Cen...	5 09:00 AWAY DAY	6	7
8	9 09:00 LLB IP Lecture; F018 11:00 LLB EU2 Lecture; Radcliffe Centre 15:00 LLB IP Tutorial; F232	10 15:30 Marketing Awareness workshop; MSLT; Jayne Kelly	11 09:00 LLM Lecture AI - Biometric Authentication & Face Recognition ; F... 14:00 LLM AI workshop Biometric Aut... 15:00 LLB EU2 - workshop; Radcliffe ... 16:00 LLB IP Workshop; Radcliffe Cen...	12	13	14
15	16 09:00 LLB IP Lecture; F018 11:00 LLB EU2 Lecture; Radcliffe Centre 15:00 LLB IP Tutorial; F232	17 14:00 FCLP - Faculty Board - Spring Term; Face to Face - Vinson Building - Pending Confirmed; Paula Seddon	18 09:00 LLM Lecture AI - Personal Data and AI; F018; Patricia Covarrubia 14:00 LLM AI workshop Personal Dat... 15:00 LLB EU2 - workshop; Radcliffe ... 16:00 LLB IP Workshop; Radcliffe Cen...	19	20	21

Preview - Reading

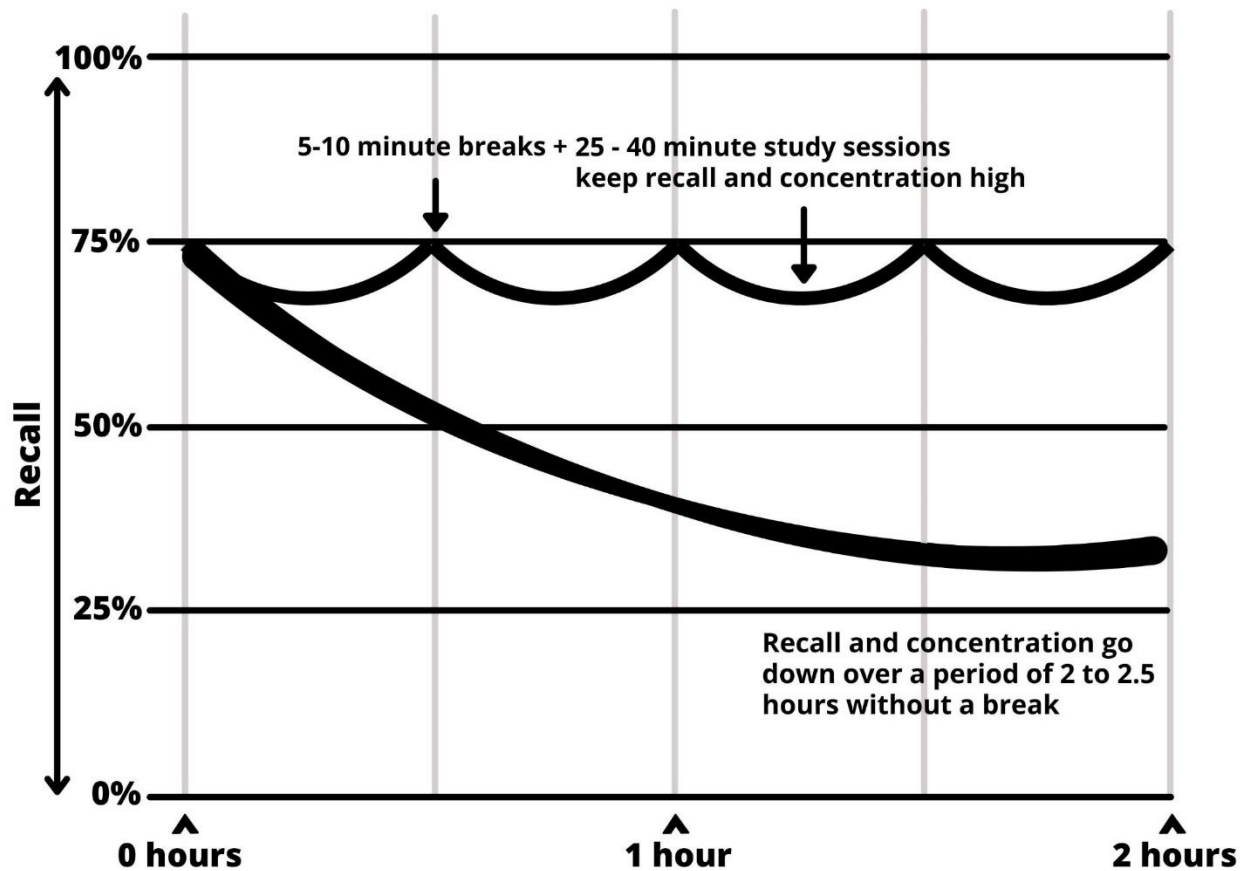
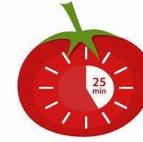


Review



- **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 (1980s).
- The technique uses a timer to break down work into intervals, traditionally 25 minutes in length, separated by short breaks.



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

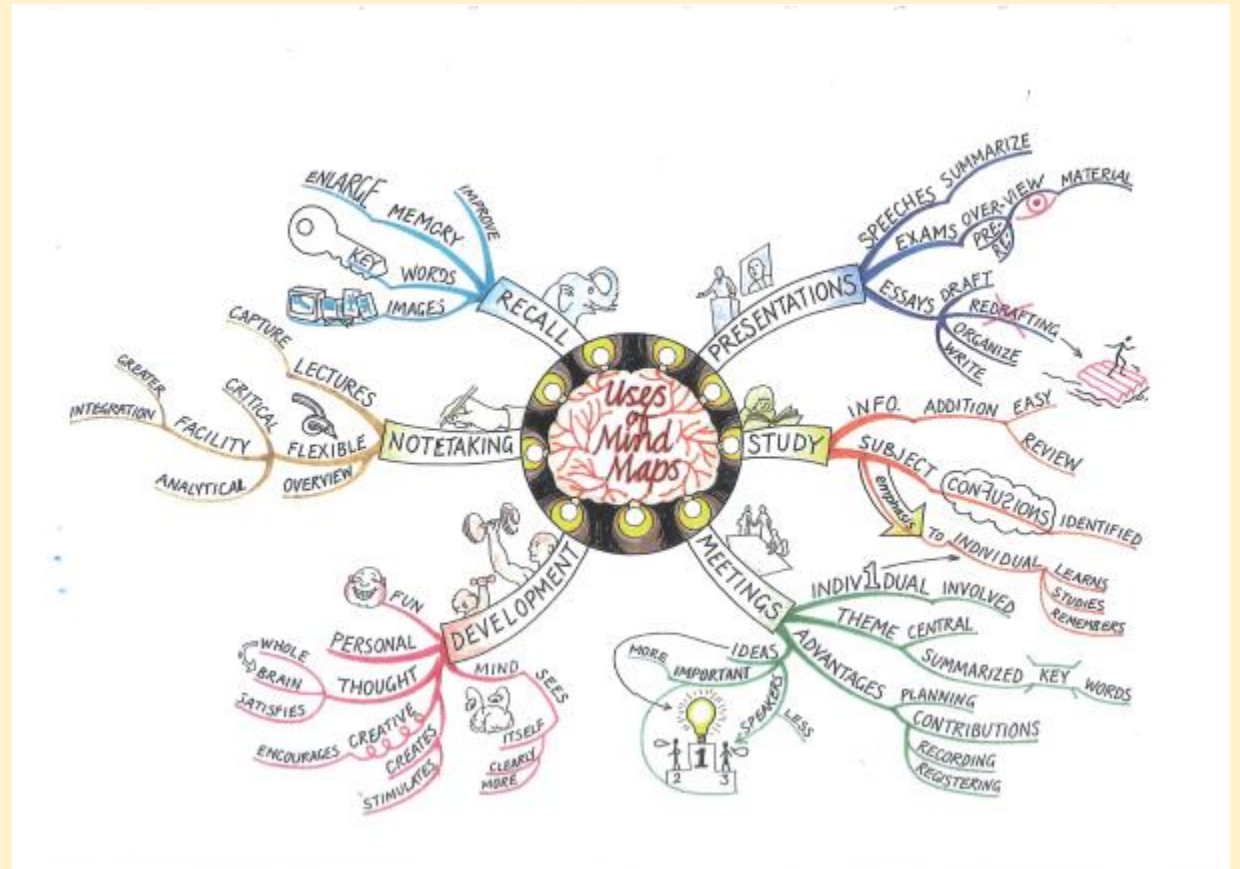
Date: 09 Mar 2015
Module: Dyslexic Study Skills
Subject/Topic: Note taking and making

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; revisor; 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: -	



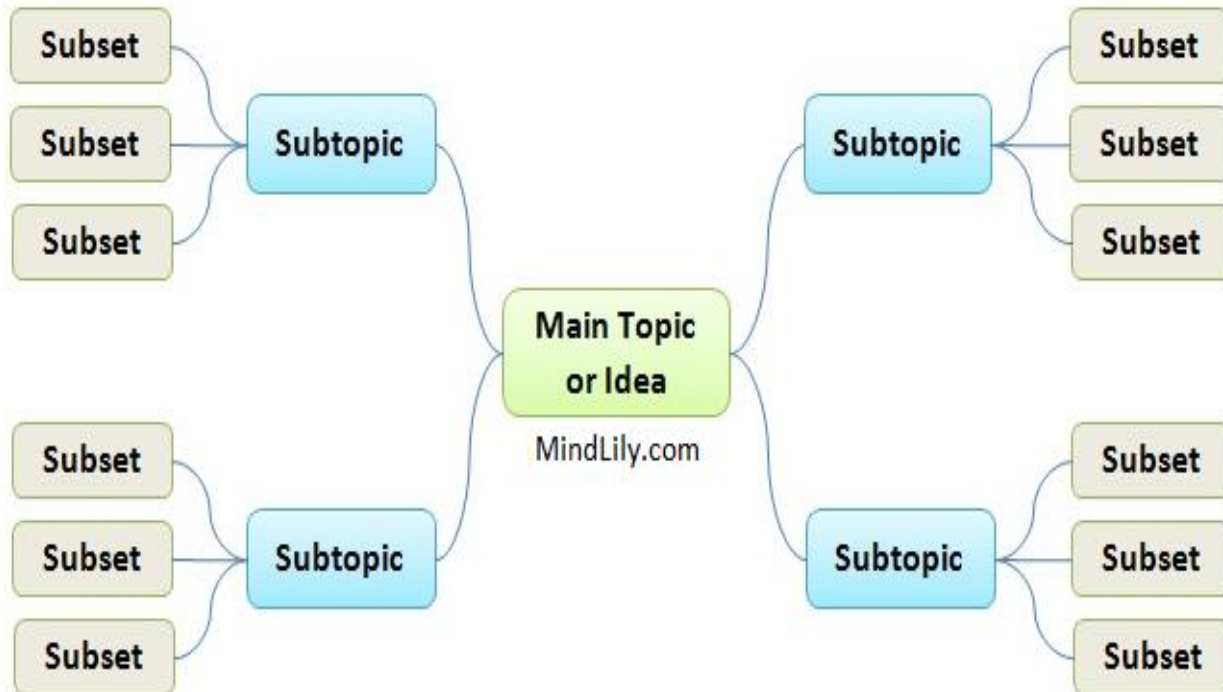
Mind Maps for Revision: Key Words and Key Images

- 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

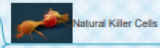
MindUp: www.mindmup.com



Summary



Virally infected cells
Some cancer cells
Have critical interactions for determining the type of adaptive response



Natural Killer Cells
Directly kill specific target cells
Fc region of antibody attracts NK cells and phagocytes



Macrophages containing microbes
Intracellular pathogens
CD8 cells
Macrophages
IL1, IL2, TNF, IFNg (Negative regulation of opposite response)
TH1 response
Pro-inflammatory
Can lead to auto-immunity
Extracellular pathogens
Histamine
Antibodies
Humoral responses
IL4, IL5, IL13, IL10
TH2 response
Anti-inflammatory
can lead to asthma/allergy



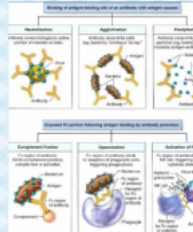
Helper T cells (CD4+) activate other cells

Kill cell expressing recognised antigens
Normal cells containing viruses
Mutated/ Cancerous cells
Cytotoxic T cells (CD8+)
To proteins
Intracellular pathogens and phagocytosed material

To proteins
Intracellular pathogens and phagocytosed material

Key cells involved in the adaptive immune response (2% circulating and rest in lymphoid tissues)

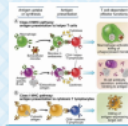
Proteins, carbohydrates, nucleic acids
extracellular pathogens



Humoral Response

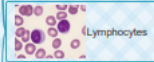
Make antibodies
Activated B cells differentiate into plasma cells
Antibodies bind to target antigen

B cells (bone marrow)



Cell mediated response

T cells (thymus)



White blood cells



Monocytes



Dendritic cells
Derived from monocytes (1-10% of circulating WBCs)
Fixed macrophages in Lungs, liver, bronchi
wandering macrophages roam in tissues
Phagocytosis
Process and present antigens
Large variety of surface markers for interaction with other immune cells
Act as the gateway to adaptive response
roam freely throughout tissues and organs
Recognise and phagocytose pathogens
Become effective antigen presenting cells



Neutrophils

50-70% of circulating blood cells
Short life span (1-2 days)
First cells to reach site of inflammation
Leave the circulation on damage/infection
Phagocytosis and hydrolytic enzymes
Major component of pus
1-3% of circulating WBCs



Eosinophils

Found mainly in tissues
Parasite response
Allergic reactions
Degranulation is main physiological mechanism
Able to phagocytose material in vitro



Basophils

Have a half life of 2.5 days
Account for 0.2%-1% of circulatory leukocytes
Morphologically similar to mast cells with purple staining granules containing histamine, heparin and pro-inflammatory factors
Important in type 1 hypersensitivity reaction

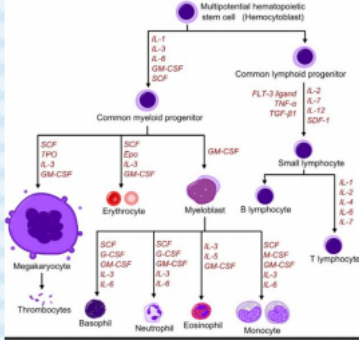


TABLE II—SUMMARY OF CLINICALLY SIGNIFICANT NSAID DRUG INTERACTIONS

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

Pharmacokinetics

- 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 if 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

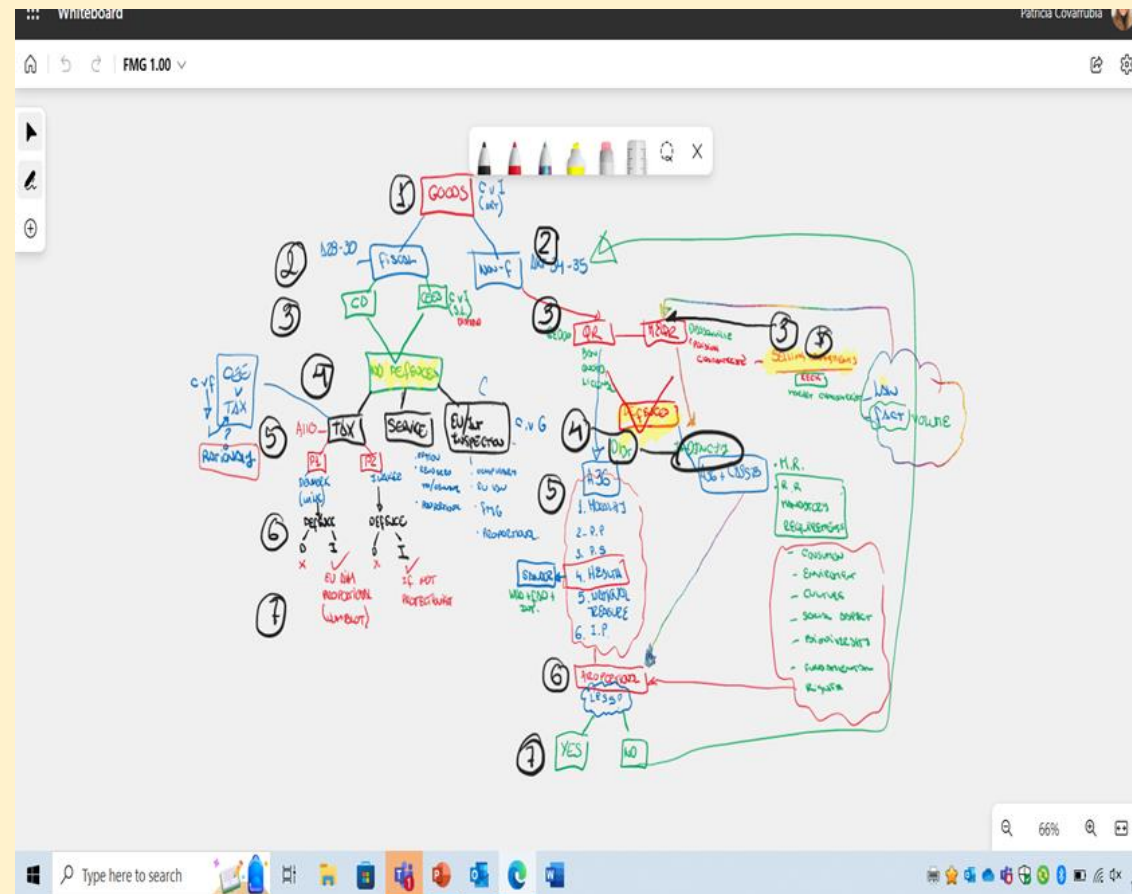
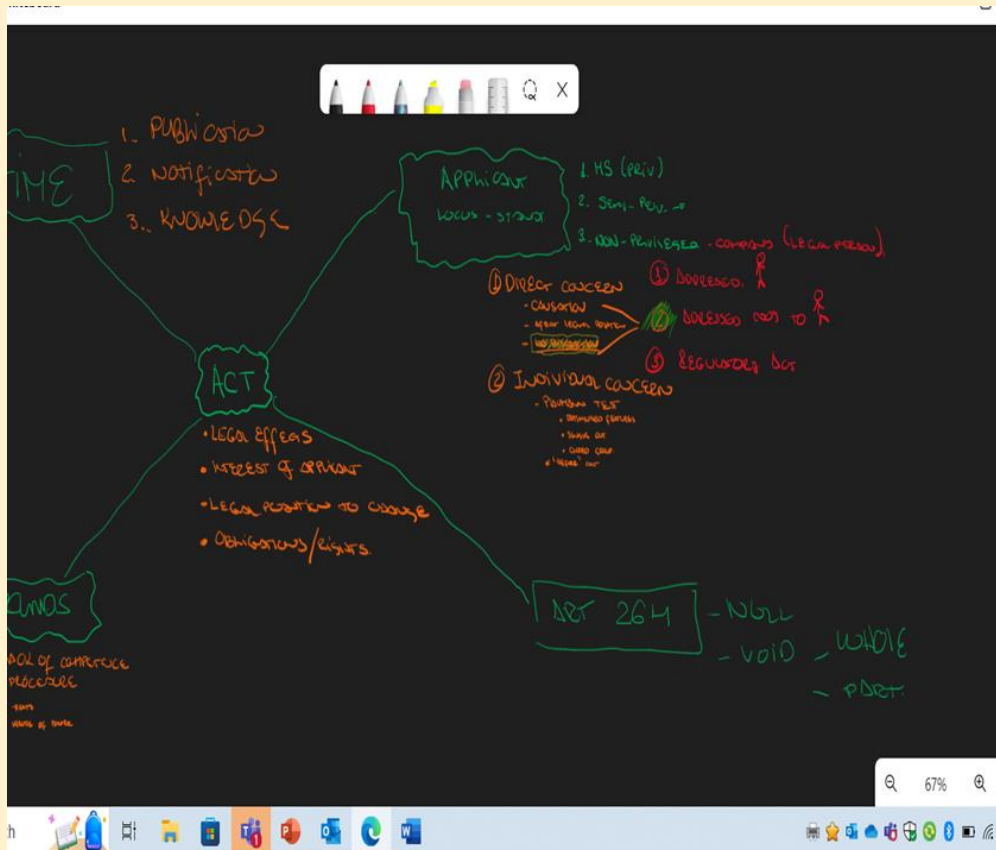
moderate to severe signs

- dehydration
- restlessness
- sweating
- warm extremities

REYE syndrome

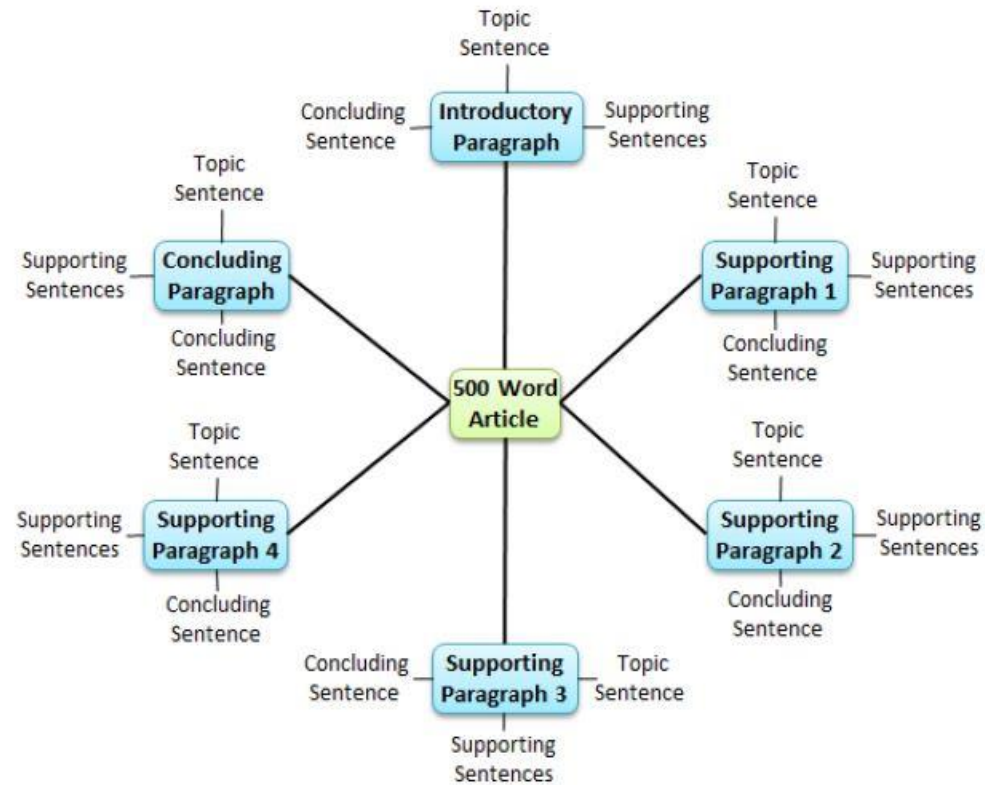
- children 4-12 years
 - encephalopathy
 - liver disease
 - history
 - examination
 - diagnosis based on
 - NO ASPRIN FRO KIDS
 - medical emergency
- presents with

Microsoft 365 - whiteboard app






Planning your answer



Assignment Planner

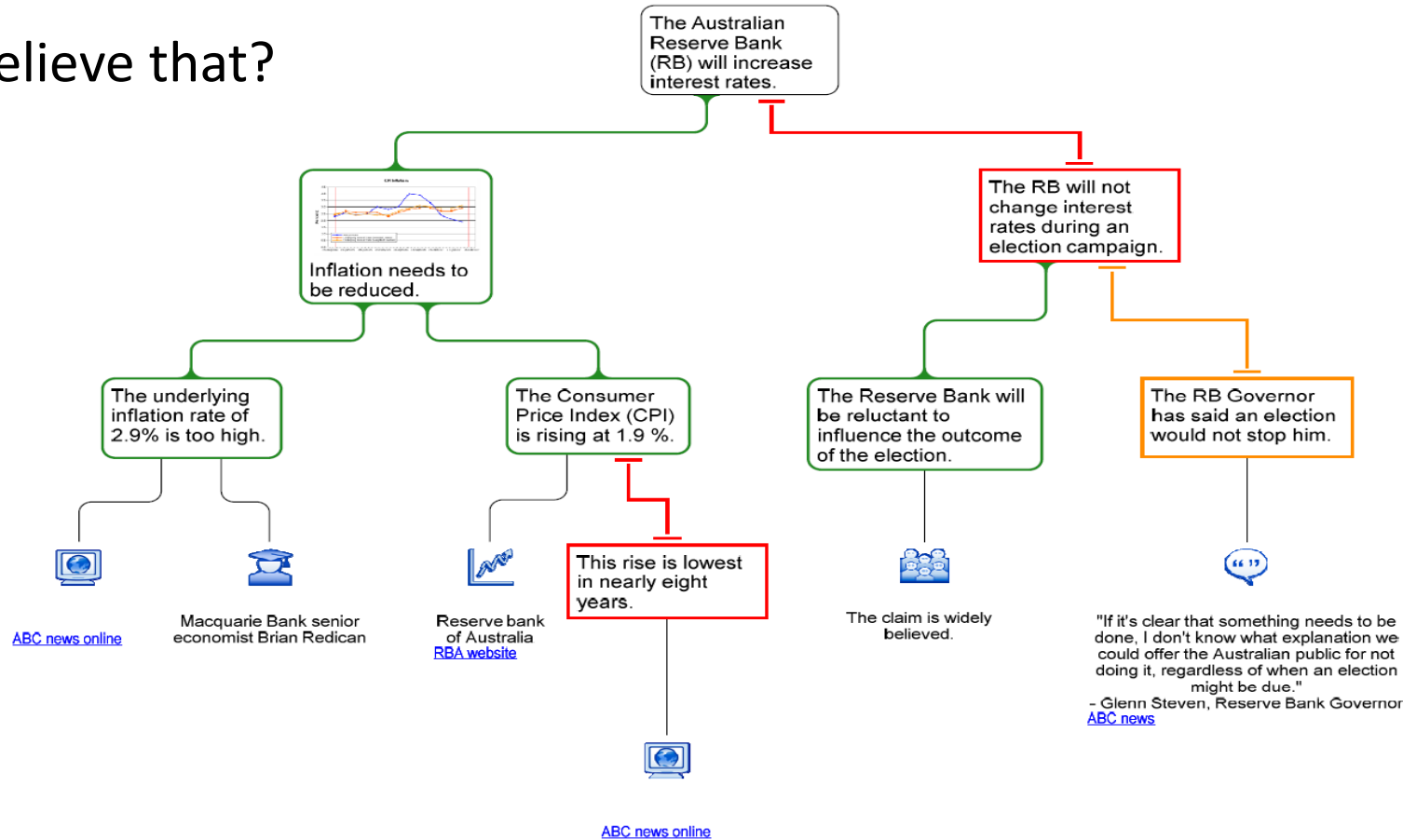
Essay planner 

INTRODUCTION (10%)	TOTAL WORD COUNT	CONCLUSION (10%)
	<p>E.g. 2000 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
	<p>Write here and keep referring back!</p>	
PARAGRAPH 2	PARAGRAPH 3	PARAGRAPH 4



Argument Mapping

Why should I believe that?



The contention under consideration

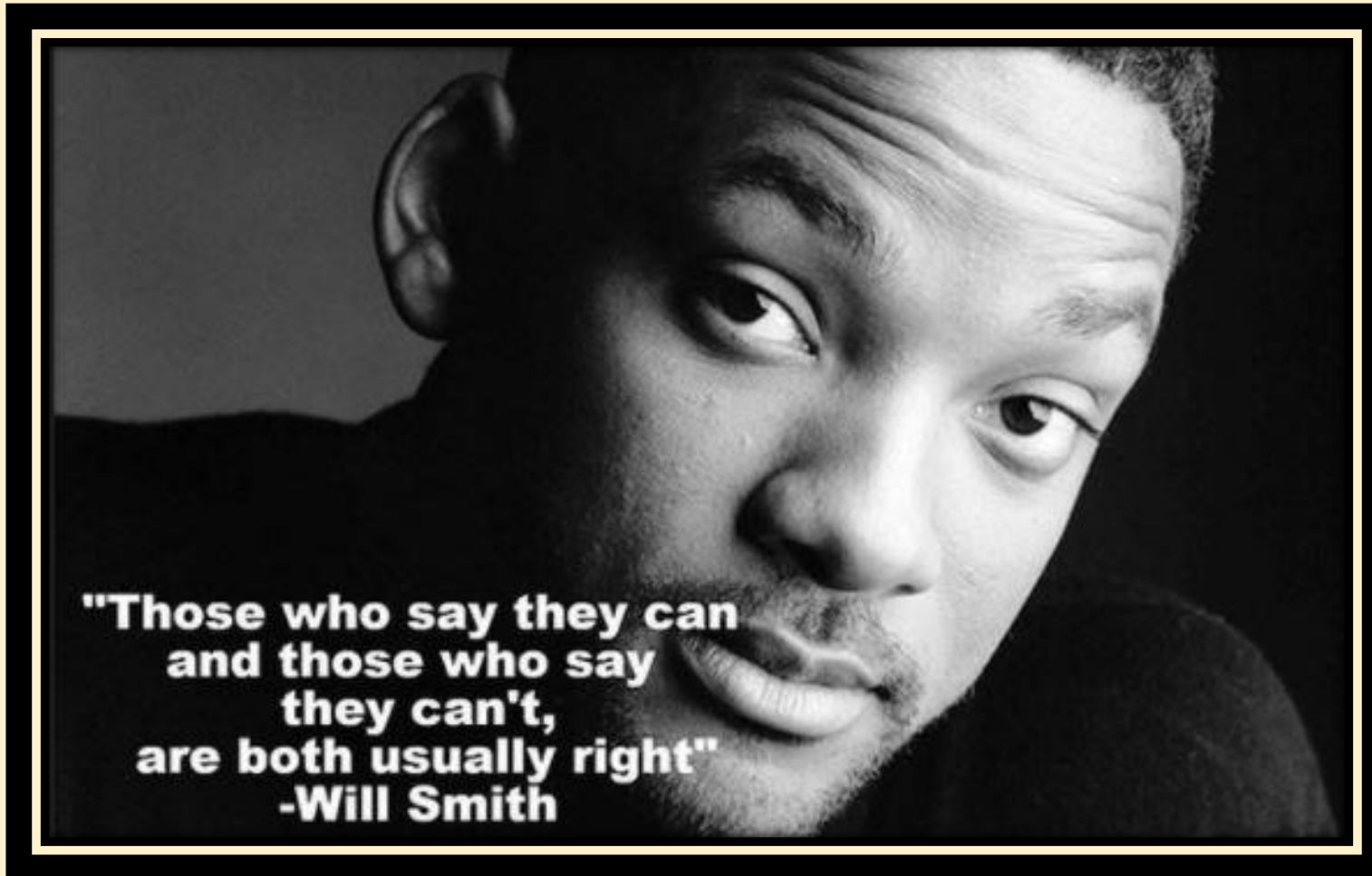
Reasons for and against

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 mind-set and identity, if you **repeat** certain words they go inside and rewire your brain to act out what the words describe

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)

'I am excellent at concentrating'

'I have a very good memory'



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

Sleep

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

Exercise

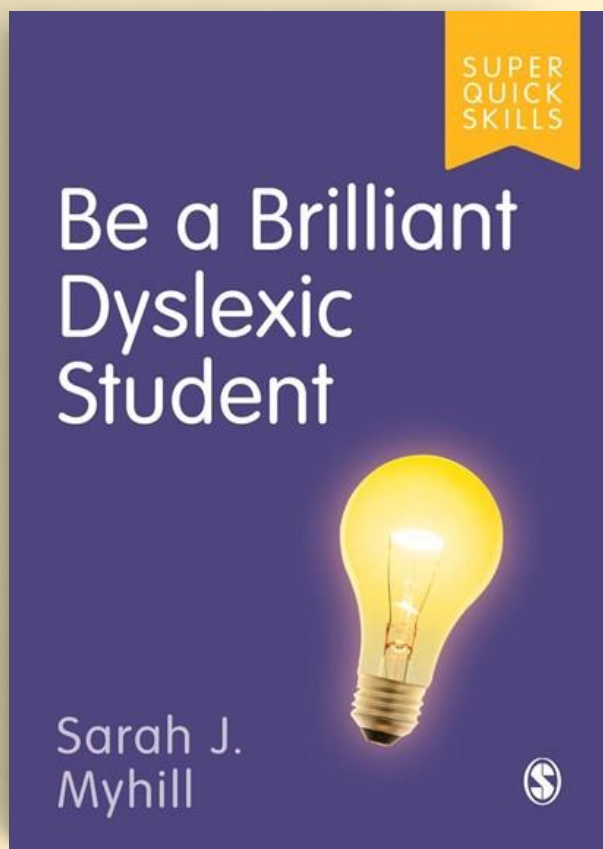
- enhances working memory - essential to reach peak academic performance
- lowers stress and anxiety
- improves your mood as well as your self-esteem

Nutrition

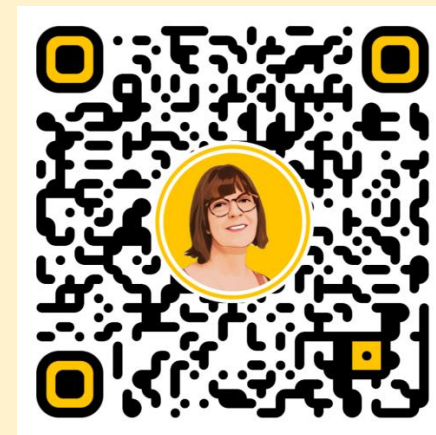
- you are what you eat
- you need to eat right to work hard

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

Be a Brilliant Dyslexic Student: Sarah J Myhill



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



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

 **SAGE**
Publishing



Contact Details

sarah.myhill@buckingham.ac.uk

dyslexia@buckingham.ac.uk



Further help from Microsoft's (Free Accessibility Features)

“At Microsoft, we understand the power of technology, and that's why we continue to innovate, create, and design in a way that gives everyone the ability to achieve more.”

[Microsoft Office Home](#)

Microsoft Immersive Reader

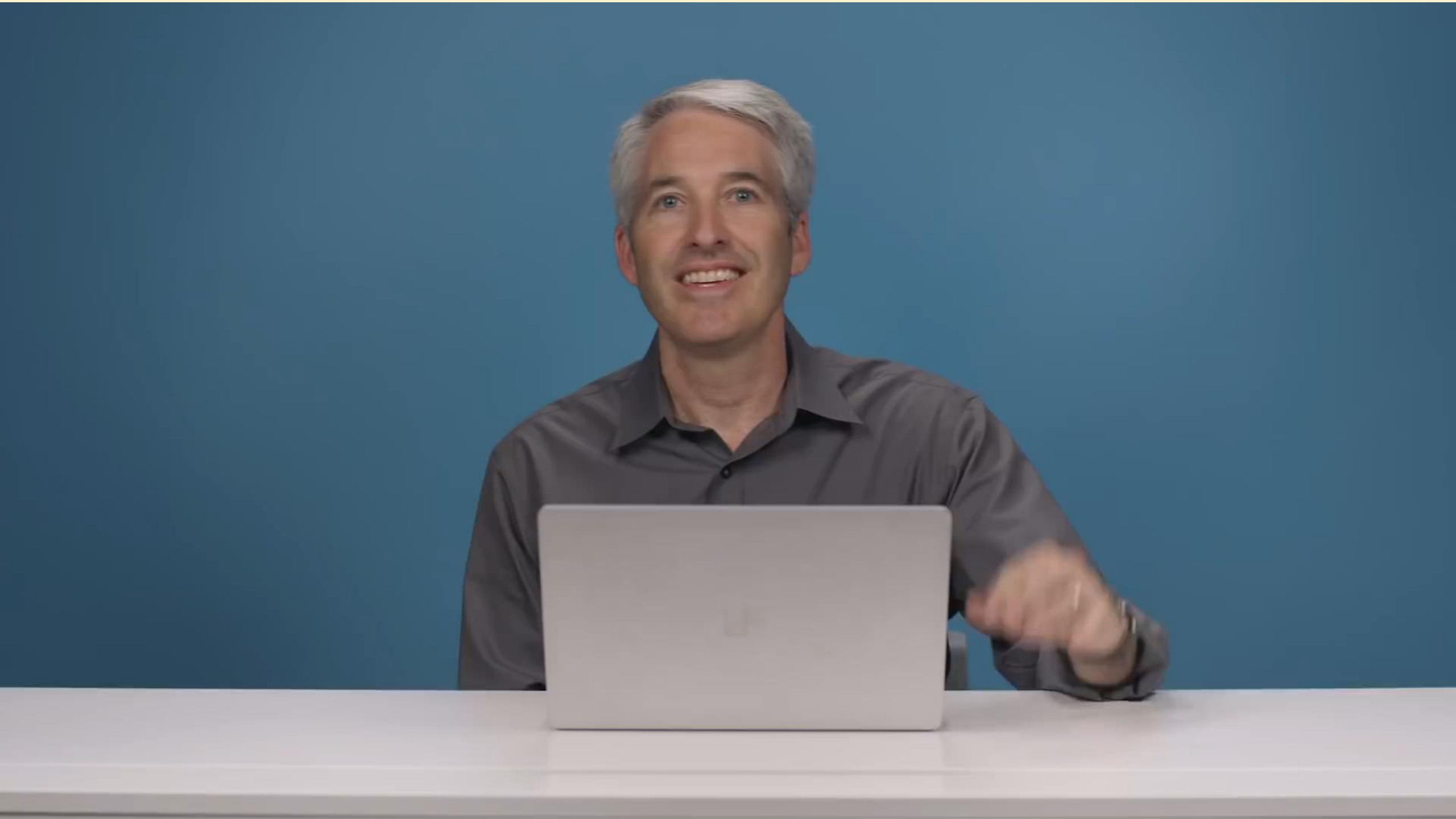
<https://youtu.be/3n5emMEM3Uk>

[Microsoft Accessibility Features](#)

Microsoft Dictate

<https://www.youtube.com/watch?v=2zfnWTSObf>

c



|

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



Useful Links

- AI-powered article summarizer: <https://www.scholarcy.com/>
- Assignment Survival Kit [Assignment Survival Kit \(kent.ac.uk\)](https://kent.ac.uk/assignment-survival-kit)
- Forest – stay focussed and in the present www.forestapp.c
- Mapping software [Mind View](#) [Mind Master](#)
- MindTools TimeManagement <http://bit.ly/MindToolsTimeManagement>
- MindTools Procrastination <http://bit.ly/MindToolsProcrastination>
- MindTools Prioritisation <http://bit.ly/MindToolsPrioritisation>
- ToDoist – Linear Task List <https://todoist.com>
- Trello – Visual Task List <https://trello.com>
- Technology for Studying [Technology for Studying – Graham Jones](#)



Further Resources

- **Buddy group:** Have 1 or 2 colleagues form a buddy group for the next two ideas:
- **Learning by teaching:** Once the information is charted, teach it to colleagues, members of the family (one student was nursing her sick grandmother and so granny is now an expert in equine reproduction), even a pet (dog) or the mirror!
- **Playing Academic Trivial Pursuit or Pairs:** Take out key ideas/concepts/drugs onto index cards (key word on one side, explanation on the other) then play trivial pursuit or pairs with them with the buddy group or on your own with pairs..



References

- Buzan, T. (2011) *Buzan's study skills*. Harlow: Bbc Active4
- Dweck, C. (2017) *Mindset – Updated Edition*. New York: Little Brown Book Group
- Greetham, B. (2016) *Smart Thinking How to Think Conceptually, Design Solutions and Make Decisions*. New York: Palgrave MacMillan
- Knight, K. (2018) MindLily.com
- Myhill, S. (2022) *Be a Brilliant Dyslexic Student*. London: Sage Publishing
- Pavey, B., Meehan, M. and Waugh, A. (2010). *Dyslexia-friendly further and higher education*. London: Sage Publications
- Redway, K. (2000) *Beat the bumf! : cut clutter, read rapidly and succeed in the information jungle*. Cirencester: Management Books
- Wall bank, A. J. (2018) *Academic writing and dyslexia : a visual guide to writing at university*. Abingdon, Oxon ; New York, NY: Routledge