

How to Become a More Effective Learner

1. Memory Improvement Basics

We've talked before about some of the best ways to improve memory. Basic tips such as improving your focus, avoiding cram sessions, and structuring your study time are a good place to start, but there are even more lessons from psychology that can dramatically improve your learning efficiency. Check out some of these memory improvement tips to maximize your memorization and retention of new information.

2. Keep Learning (and Practicing) New Things

One sure-fire way to become a more effective learner is to simply keep learning. A 2004 *Nature* article reported that people who learned how to juggle increased the amount of gray matter in their occipital lobes, the area of the brain is associated with visual memory. When these individuals stopped practicing their new skill, this gray matter vanished. So if you're learning a new language, it is important to keep practicing the language in order to maintain the gains you have achieved. This "use-it-or-lose-it" phenomenon involves a brain process known as "pruning." Certain pathways in the brain are maintained, while other are eliminated. If you want the new information you just learned to stay put, keep practicing and rehearsing it.

3. Learn in Multiple Ways

Focus on learning in more than one way. Instead of just listening to a podcast, which involves auditory learning, find a way to rehearse the information both verbally and visually. This might involve describing what you learned to a friend, taking notes, or drawing a mind map. By learning in more than one way, you're further cementing the knowledge in your mind.

According to Judy Willis, "The more regions of the brain that store data about a subject, the more interconnection there is. This redundancy means students will have more opportunities to pull up all of those related bits of data from their multiple storage areas in response to a single cue. This cross-referencing of data means we have learned, rather than just memorized."

4. Teach What You've Learned to Another Person

Educators have long noted that one of the best ways to learn something is to teach it to someone else. Remember your seventh-grade presentation on Costa Rica? By teaching to the rest of the class, your teacher hoped you would gain even more from the assignment. You can apply the same principle today by sharing your newly learned skills and knowledge with others.

Start by translating the information into your own words. This process alone helps solidify new knowledge in your brain. Next, find some way to share what you've learned. Some ideas include writing a blog post, creating a podcast, or participating in a group discussion.

5. Utilize Previous Learning to Promote New Learning

Another great way to become a more effective learner is to use relational learning, which involves relating new information to things that you already know. For example, if you are learning about *Romeo and Juliet*, you might associate what you learn about the play with prior knowledge you have about Shakespeare, the historical period in which the author lived, and other relevant information.

6. Gain Practical Experience

For many students, learning typically involves reading textbooks, attending lectures, or doing research in the library or on the Web. While seeing information and then writing it down is important, actually putting new knowledge and skills into practice can be one of the best ways to improve learning.

If you are trying to acquire a new skill or ability, focus on gaining practical experience. If it is a sport or athletic skill, perform the activity on a regular basis. If you are learning a new language, practice speaking with another person and surround yourself with language-immersion experiences. Watch foreign-language films and strike up conversations with native speakers to practice your budding skills.

7. Look Up Answers Rather Than Struggle to Remember

Of course, learning isn't a perfect process. Sometimes, we forget the details of things that we have already learned. If you find yourself struggling to recall some tidbit of information, research suggests that you are better off simply looking up the correct answer.

One study found that the longer you spend trying to remember the answer, the more likely you will be to forget the answer again in the future. Why? Because these attempts to recall previously learned information actually results in learning the "error state" instead of the correct response.

8. Understand How You Learn Best

Another great strategy for improving your learning efficiency is to recognize your learning habits and styles. There are a number of different theories about learning styles, which can all help you gain a better understanding of how you learn best. The concept of learning styles has been the subject of considerable debate and criticism, but many students may find that understanding their learning preferences can still be helpful. Gardner's theory of multiple intelligences describes eight different types of intelligence that can help reveal your individual strengths. Looking at Carl Jung's learning style dimensions can also help you better see which learning strategies might work best for you. Other models such as the VARK learning styles and Kolb's learning styles can offer more information about how you prefer to learn new things.

9. Use Testing to Boost Learning

While it may seem that spending more time studying is one of the best ways to maximize learning, research has demonstrated that taking tests actually helps you better remember what you've learned, even if it wasn't covered on the test. The study revealed that students who studied and were then tested had better long-term recall of the materials, even on information that was not covered by the tests. Students who had extra time to study but were not tested had significantly lower recall of the materials.

10. Stop Multitasking

For many years, it was thought that people who multitask, or perform more than one activity at once, had an edge over those who did not. However, research now suggests that multitasking can actually make learning less effective.

In the study, participants lost significant amounts of time as they switched between multiple tasks and lost even more time as the tasks became increasingly complex. By switching from one activity to another, you will learn more slowly, become less efficient and make more errors.

How can you avoid the dangers of multitasking? Start by focusing your attention on the task at hand and continue working for a predetermined amount of time.

How to Become a More Effective Learner



by 鄭惟元

October 26, 2015 User Id: 9546245

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<p>PROMPT</p> <p>Submit an artifact in the form of a written transcript, video, or photograph.</p> <p>How-to-Become-a-More-Effective-Learner-.pdf</p>	<p>RUBRIC</p> <p>Was an artifact submitted in the form of a written transcript, video, or photograph?</p> <div><div><input checked="" type="radio"/> 1 point Yes</div><div><input type="radio"/> 0 points No</div></div> <div></div>
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<p>PROMPT</p> <p>Write a reflection (100-300 words) along with the artifact.</p> <p>Most of the time, it is not students being not smart enough, but the ways they are using that affect the results of learning. If they changes their learning strategies and creates better habits on learning, they might be more efficient on studying. First of all, every students have to learn how to learn, this must be the most important point. There are numbers of learning style, such as visual, auditory, and kinesthetic, etc. Choosing the learning style that works best on them may help them save lots of time. Second, learn to be a teacher is a good way to learn too. When students start teaching others, they must believe in their own abilities. This help them have more confidence and may find value of learning in this process. Last, they put what they learn into practice. This is the best ways to review what that have learned and to foster innovation and creativity. This let them learn from mistakes and gain experience.This coursera course really points out the most important key in learning. I appreciate it for letting me think further about the importance of mindsets.</p>	<p>RUBRIC</p> <p>Was a reflection (100-300 words) submitted along with the artifact?</p> <div><div><input checked="" type="radio"/> 1 point Yes</div><div><input type="radio"/> 0 points No</div></div> <div></div> <p>Did the reflection describe how the artifact submitted was indicative of Learning Mindsets & Skills within a learning environment?</p> <div><div><input checked="" type="radio"/> 1 point Yes</div><div><input type="radio"/> 0 points No</div></div> <div></div>
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OVERALL ASSIGNMENT RUBRIC

Help your peer: Your wondering about Learning Mindsets & Skills within your learning environment could improve if...

Sophia Kokores

I thought it was interesting that the artifact submitted didn't talk to much about learning mindsets or skills, but rather focused on learning styles. It pointed to things like "students should understand their learning style." I don't think students can even get to this place until some of the more basic mindsets and habits are formed. I also thought it was interesting that the #1 thing to make you a more effective learner was memory improvement. I believe that globally we are moving away from rote memorization (is it really even useful) and toward project-based and self-directed learning. Even if the current education systems in place don't support it, the global work force requires it.

Deleted Account

you elaborated on how the list of how to become a more effective learner was used in your class. Also, what is the source of that information? The syntax and grammar does not match the writing in your reflection.

My experience.



by MIREILLE DÍAZ MICHEL

May 17, 2017 User Id: 6170848

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PROMPT

Submit an artifact in the form of a written transcript, video, or photograph.



RUBRIC

Was an artifact submitted in the form of a written transcript, video, or photograph?

- ☒ **1 point**
Yes
- ☐ 0 points
No



PROMPT

Write a reflection (100-300 words) along with the artifact.

I printed this phrase in colored paper and pasted on the walls of my three classrooms. It is like my personal mantra... I encourage kids to don't compare each other.

When they look for my approval I always ask them to think if that is his/her best.

And when somebody makes a mistake I usually say "the kid that more mistakes makes is the one is learning the most"

And I have learn to take advantage of my mistakes, showing them that making mistakes doesn't mean I am not smart. I thank the kid that helps me notice my mistakes.

RUBRIC

Was a reflection (100-300 words) submitted along with the artifact?

- ☒ **1 point**
Yes
- ☐ 0 points
No



Did the reflection describe how the artifact submitted was indicative of Learning Mindsets & Skills within a learning environment?

- ☒ **1 point**
Yes
- ☐ 0 points
No



OVERALL ASSIGNMENT RUBRIC

Help your peer: Your wondering about Learning Mindsets & Skills within your learning environment could improve if...



Darin Schmidt

well done



Connie van Pinxteren

I think your printout is a good idea. It would only work if you specifcly talk with your students about the concept of "doing your best". Without context it is a hollow phrase. (But I guess you already did that)

Flex Time - Tuesday, November 3rd - Cycle 6

Mandatory Meetings

Common Areas - Always Open

Room	Subject	Teacher
Cafe	Open Study	Mr. Barfield Mr. Leizear
Room 310	Silent Study	Mrs. Vitollo
Room 316	Homework Haven	Mrs. Campbell
Room 424	Silent Study/Testing	Mr. Stopyra
Substitute	Substitute	Mrs. Kiefer

English

Room	Subject	Teacher
104	Graphic Design	Mr. Wills
222	Drama Help	Ms. Davis
302	Writing Lab	Ms. Sophrin
320	PSAT/SAT Help	Mr. Cross
426	Publication Design	Mr. Beno

Interdisciplinary Studies

Room	Subject	Teacher
Gym	Open Gym	Mrs. G
422	Textiles	Mrs. Denest

Mathematics

Room	Subject	Teacher
106	Math Madness	Mrs. Kowalski
108	AP Calculus	Mr. Helie
308	Math Lab	Mrs. Missimer, Mrs. Szurkowski, Mrs. Poppiti, Mrs. Townsend
314	Office Hours	Ms. Grugan

Religious Studies

Room	Subject	Teacher
102	Group Work	Mr. Sheehan
304	Group Work	Mrs. Duppel
312	Group Work	Ms. Wallen
322	Silent Study	Ms. Keefe

Science

Room	Subject	Teacher
402	Biology Help	Mr. Lawler
404	Anatomy Help	Dr. Wise/Dr. Scott
406	Physics Help	Mr. Miller
408	Chemistry Help	Mrs. Camm

Social Studies

Room	Subject	Teacher
220	Social Studies Help	Mr. Mahler
221	Psychology Help	Mr. McAteer
324	History Day	Dr. Hall
326	Business Help	Ms. Wallace

World Languages

Room	Subject	Teacher
224	Language Lab	Mrs. Bilbao, Mrs. Greenberg
226	Language Lab	Mrs. Boyle, Mrs. Burris
306	Language Lab	Mrs. Furlong
420	Language Lab	Mr. Pellegrini

Campus Ministry

Room	Subject	Teacher

Activities

Room	Subject	Teacher

Flex Time - Wednesday, November 4th - Cycle 7
Mandatory Meetings
 University of Delaware Visit - Roberto Hall
 Common Areas - Always Open

Room	Subject	Teacher
Cafe	Open Study	Mr. Lawler Mr. Helie
Room 310	Silent Study	Mrs. Lammert
Room 316	Homework Haven	Ms. DiSabatino
Room 424	Silent Study/Testing	Ms. Coburn
Substitute	Substitute	Mr. Wills

English

Room	Subject	Teacher
14	Basics of Broadcasting	Mr. Leizear
222	Writing Lab	Ms. Bishop, Ms. Wrambel, Ms. Davis
302	Writing Lab	Mrs. Holladay, Ms. Sophrin
320	Science Fiction	Mr. Cross
426	Publication Design	Mr. Beno

Interdisciplinary Studies

Room	Subject	Teacher
Gym	Open Gym	Mrs. G
414	AP Studio Art Critique	Mrs. Vitollo
422	Textiles	Mrs. Denest

Mathematics

Room	Subject	Teacher
106	AP Statistics	Mrs. Missimer
108	Geometry	Mr. Barfield
308	Math Lab	Mrs. Kowalski, Ms. Grugan, Mrs. Poppiti
314	Honors Pre-calculus	Mrs. Townsend

Religious Studies

Room	Subject	Teacher
102	Group Work	Mr. Stopyra
304	Group Work	Mr. Sheehan
312	Group Work	Ms. Wallen
322	Silent Study	Ms. Keefe

Science

Room	Subject	Teacher
402	Biology Help	Dr. Scott
404	Anatomy Help	Dr. Wise
406	Physics Help	Mr. Miller
408	Chemistry Help	Mrs. Camm

Social Studies

Room	Subject	Teacher
220	History Day Help	Mr. Gabrick
221	Psychology Help	Mr. McAteer
324	Social Studies Help	Dr. Hall
326	Social Studies Help	Ms. Guarni

World Languages

Room	Subject	Teacher
224	Language Lab	Mrs. Bilbao, Mrs. Greenberg
226	Language Lab	Mrs. Burris, Mrs. Boyle
306	Language Lab	Mrs. Furlong, Mrs. Kiefer
420	Language Lab	Mr. Pellegrini

Campus Ministry

Room	Subject	Teacher

Activities

Room	Subject	Teacher
412	Robotics	Mrs. Szurkowski

Flex Time - Thursday, November 5th - Cycle 1

Mandatory Meetings

Student Council Meeting - Roberto Hall

Common Areas - Always Open

Room	Subject	Teacher
Cafe	Open Study	Ms. Wrambel Dr. Scott
Room 310	Silent Study	Mr. Gabrick
Room 316	Homework Haven	Mrs. Duppel
Room 424	Silent Study/Testing	Mrs. Boyle
Library	Library	Mrs. Missimer

English

Room	Subject	Teacher
14	Television and Video Production	Mr. Leizear
222	AP Language Help	Ms. Bishop
302	Writing Lab	Mrs. Holladay

Interdisciplinary Studies

Room	Subject	Teacher
Gym	Open Gym	Mrs. G
414	Open Art	Mrs. Vitollo
422	Textiles	Mrs. Denest

Mathematics

Room	Subject	Teacher
106	Pre-calculus Help	Mrs. Poppiti
108	AP Calculus	Mr. Helie
308	Math Lab	Mrs. Kowalski, Mrs. Szurkowski, Mr. Barfield, Mrs. Townsend
314	Algebra 2 Help	Ms. Grugan

Religious Studies

Room	Subject	Teacher
102	Group Work	Mr. Stopyra
304	Group Work	Mr. Sheehan
312	Group Work	Ms. Wallen
322	Silent Study	Ms. Keefe

Science

Room	Subject	Teacher
402	Biology Help	Mr. Lawler
404	Anatomy Help	Dr. Wise
406	Physics Help	Mr. Miller, Mr. Shelton
408	Chemistry Help	Mrs. Camm

Social Studies

Room	Subject	Teacher
220	History Day Help	Mr. Mahler
221	Psychology Help	Mr. McAteer
324	U.S. History Help	Mrs. Markham
326	Business Help	Ms. Wallace

World Languages

Room	Subject	Teacher
224	Language Lab	Mrs. Bilbao, Mrs. Greenberg
226	Language Lab	Mrs. Burris
306	Language Lab	Mrs. Furlong
420	Language Lab	Mr. Pellgrini

Flex Time - Friday, November 6th -Cycle 2

Mandatory Meetings

Common Areas - Always Open

Room	Subject	Teacher
Cafe	Open Study	Ms. Wallen Mrs. Haislip
Room 310	Silent Study	Mrs. Burris
Room 316	Homework Haven	Dr. Hall
Room 424	Silent Study/Testing	Mr. Beno
Library	Library	Dr. Wise

English

Room	Subject	Teacher
104	Graphic Design	Mr. Wills
222	Writing Lab	Ms. Davis, Ms. Wrambel
302	Writing Lab	Ms. Sophrin
320	Science Fiction Help	Mr. Cross

Interdisciplinary Studies

Room	Subject	Teacher
Gym	Open Gym	Ms. Disab.
414	Open Art	Mrs. Vitollo

Mathematics

Room	Subject	Teacher
108	Geometry Help	Mr. Barfield
308	Math Lab	Mrs. Missimer, Mrs. Szurkowski, Mr. Helie, Ms. Grugan
314	Algebra 1 Help	Mrs. Townsend

Religious Studies

Room	Subject	Teacher
102	Group Work	Mr. Stopyra
304	Group Work	Mrs. Duppel
312	Group Work	Mr. Sheehan
322	Silent Study	Ms. Lammert

Science

Room	Subject	Teacher
402	Biology Help	Dr. Scott, Mr. Lawler
404	Anatomy Help	Mr. Shelton
406	Physics Help	Mr. Miller
408	Chemistry Help	Mrs. Camm

Social Studies

Room	Subject	Teacher
220	Social Studies Help	Mr. Gabrick
326	Social Studies Help	Ms. Guarni

World Languages

Room	Subject	Teacher
224	Language Lab	Mrs. Greenberg
226	Language Lab	Mrs. Boyle, Mrs. Burris
306	Language Lab	Mrs. Furlong, Mrs. Kiefer
420	Language Lab	Mr. Pellegrini

Campus Ministry

Room	Subject	Teacher

Activities

Room	Subject	Teacher
106	Blue Gold/Project Unify Board Meeting	Mrs. Kowalski, Ms. Coburn
324	Genealogy Club	Dr. Hall
412	Legal Shadowing Meeting	Mrs. Poppiti

Providing Time and Opportunities to Promote Growth Mindsets



by Mary McClory

November 3, 2015 User Id: 13485740

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<p>PROMPT</p> <p>Submit an artifact in the form of a written transcript, video, or photograph.</p> <p>Flex Schedule Week of Nov. 3, 2015</p> <p>Flex Schedule Week of Nov. 3, 2015</p>	<p>RUBRIC</p> <p>Was an artifact submitted in the form of a written transcript, video, or photograph?</p> <div><div><input checked="" type="radio"/> 1 point Yes</div><div><input type="radio"/> 0 points No</div></div> <div></div>
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<p>PROMPT</p> <p>Write a reflection (100-300 words) along with the artifact.</p> <p>Our high school modified its daily schedule several years ago to incorporate a period of time each day that is called Flex time. No classes are held at this time. Rather it is available for teachers to have office hours and study sessions. The library is open and there are rooms set aside for study halls and group work. There are also some activities that may meet on a given day. We added Flex time because we wanted to have additional time available during the day for students to see their teachers and get extra help, as needed. We also wanted to provide choices to our students so they could learn to make ones that can support their efforts and enable their successes. The calendar is compiled weekly and emailed to all students. I offered this artifact as a means through scheduling that our school can offer an academic community where the students can receive support to grow in their confidence and abilities.</p>	<p>RUBRIC</p> <p>Was a reflection (100-300 words) submitted along with the artifact?</p> <div><div><input checked="" type="radio"/> 1 point Yes</div><div><input type="radio"/> 0 points No</div></div> <div></div> <p>Did the reflection describe how the artifact submitted was indicative of Learning Mindsets & Skills within a learning environment?</p> <div><div><input checked="" type="radio"/> 1 point Yes</div><div><input type="radio"/> 0 points No</div></div> <div></div>
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<p>OVERALL ASSIGNMENT RUBRIC</p> <p>Help your peer: Your wondering about Learning Mindsets & Skills within your learning environment could improve if...</p> <div><div> Monika Astacio</div><div>I love 'math madness' and 'homework haven:'). The names of the activities would be enough for me to join those "clubs". The heading "mandatory meetings" makes me a little oppositional, since it is no longer that "I want to attend...", it is something the principal/teachers said I have to.... (I still would go to math madness, no doubt! LOL). P.S. Kudos to your school faculty! Cannot believe that no one opposed to have his/her name posted. Cool people</div></div> <div><div> hallr</div><div>I see that your school wanted the students to have choices in what classes they needed to go into for more help but what about those students who just aren't motivated? How do you keep track of the students and where they should be?</div></div>
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