The Learning Centre
UNLOCK YOUR POTENTIAL
Active Learning

Workshop 1

Study Smarter Not Harder
Today’s Workshop

1. Goal Setting
2. Time Management
3. Memory Techniques
4. Assignment Planning
5. Next Time..
Goal Setting
Goal Setting

Successful completion of your subjects will require you to:

• Attend/listen to lectures
• Complete set readings
• Revise and take notes (from lectures and readings)
• Attend and participate in tutorials, practicals and online activities
• Complete assessment tasks
Goal Setting

2 – 5 hours of contact time (lectures, tutorials, practicals etc.)

10 -12 hours of study per subject per week

5 – 10 hours of non-contact study time (revision, readings, assessment etc.)

• Minimum of 10 hours per subject
• Lectures, tutorials and practicals, independent study (revising, assignment work, readings etc.)
• Full-time study = four subjects = 40 hours minimum
• Work
• Social
• Family
Goal Setting

Big Picture
- Obtain Employment in your Chosen field

Long Term
- Complete Degree

Medium Term
- Complete four subjects

Short Term
- Pass assignments and exams
My Graphic Goal Planner

Start Here: Set a Goal
2nd: Set the Steps
3rd: Sub-steps
4th: Dates

This is called working backwards from the goal.
Time Management
### Organisational Strategy

- Create a weekly planner
- Add your subjects
- Add study times
  (This bit is important!)
- Add personal commitments

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**Weekly Study Planner**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8am-9am</td>
<td>ED 1001 Reading</td>
<td>ED 1001 Tutorial</td>
<td>EL 100 Lecture</td>
<td>ED 100 Lecture</td>
<td>WORK</td>
<td>WORK</td>
</tr>
<tr>
<td>9am-10am</td>
<td>Note-taking (use effective reading guide)</td>
<td>ED 1001 Tutorial</td>
<td>EL 100 Reading</td>
<td>Academic Workshop</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>10am-11am</td>
<td>ED 100 Lecture</td>
<td>ED 100 Reading</td>
<td>EL 100 Tutorial</td>
<td>Active Learning Workshop</td>
<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td>11am-12pm</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
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</tr>
<tr>
<td>12pm-1pm</td>
<td>ED 100 Lecture</td>
<td>ED 100 Tutorial</td>
<td>EL 100 Tutorial</td>
<td>Lunch</td>
<td>EL 100 Workshop</td>
<td>Work</td>
</tr>
<tr>
<td>1pm-2pm</td>
<td>ED 100 Lecture</td>
<td>ED 100 Tutorial</td>
<td>EL 100 Tutorial</td>
<td>Lunch</td>
<td>EL 100 Workshop</td>
<td>Lunch</td>
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<tr>
<td>2pm-3pm</td>
<td>EL 100 Tutorial</td>
<td>EL 100 Tutorial</td>
<td>EL 100 Tutorial</td>
<td>Lunch</td>
<td>EL 100 Workshop</td>
<td>Lunch</td>
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<td>3pm-4pm</td>
<td>ED 100 Lecture</td>
<td>ED 100 Tutorial</td>
<td>EL 100 Tutorial</td>
<td>Lunch</td>
<td>EL 100 Workshop</td>
<td>Lunch</td>
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<tr>
<td>4pm-5pm</td>
<td>DINNER</td>
<td>ED 100 Tutorial</td>
<td>EL 100 Tutorial</td>
<td>Lunch</td>
<td>EL 100 Workshop</td>
<td>Lunch</td>
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<tr>
<td>5pm-6pm</td>
<td>WORK</td>
<td>ED 100 Tutorial</td>
<td>EL 100 Tutorial</td>
<td>Lunch</td>
<td>EL 100 Workshop</td>
<td>Lunch</td>
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<tr>
<td>6pm-7pm</td>
<td>WORK</td>
<td>ED 100 Tutorial</td>
<td>EL 100 Tutorial</td>
<td>Lunch</td>
<td>EL 100 Workshop</td>
<td>Lunch</td>
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<tr>
<td>7pm-8pm</td>
<td>WORK</td>
<td>ED 100 Tutorial</td>
<td>EL 100 Tutorial</td>
<td>Lunch</td>
<td>EL 100 Workshop</td>
<td>Lunch</td>
</tr>
<tr>
<td>8pm-9pm</td>
<td>WORK</td>
<td>ED 100 Tutorial</td>
<td>EL 100 Tutorial</td>
<td>Lunch</td>
<td>EL 100 Workshop</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

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Stick to your study planner
Use a Semester Planner

Fill in all your:
- In class tests
- Assignments
- Tutorial Reports
- Exams

https://www.jcu.edu.au/students/learning-centre/getting-started
Optional Planning Time

Use the planner to schedule important dates, personal commitments and all assignments (including their % value and word limits).

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
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</thead>
<tbody>
<tr>
<td>Orientation Week</td>
<td>15 February</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
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<td>SPI Week 1</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
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<tr>
<td>Week 2</td>
<td>29</td>
<td>1 March</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Week 3</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
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<td>Week 4</td>
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<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
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<td>Week 5</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Week 6</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>1 April</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Week 7</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

- Download a semester planner
- Fill in your important dates
- Work backwards from exams

https://www.jcu.edu.au/students/learning-centre/getting-started
Assignment Due Dates

Fill in

- Your 4 subjects
- Assignments
- Tutorial Reports
- Exams

https://www.jcu.edu.au/students/learning-centre/getting-started
Assignment Planning

For each assignment:
- Plan backward from due date
- Set re-daft date
- Set draft date
- Set planning date
- Set research date
- Set focus question date
- Compare these dates across the 4 subject areas – you’ve got a lot to do!
Memory Techniques
Remember Optional Activity

• Talk to 5 people you’ve never met before.
• Remember their names and their favourite food.
• Wait. How long can you remember your list?
• Is this short term or long term memory?
• What is the difference?
Neural Plasticity

Learning is linked to individual neurons in the brain forming new connections.

One way to learn new information is by linking old and new memories. For example: the ‘Jennifer Aniston Effect’.

”..changes in neuronal firing occurred at the exact moment of learning and that memories could become hardwired after a single viewing of a photo.”

A 20-30 minute ‘power nap’ may increase memory of new material five-fold.

Sleep helps consolidate – 1 hour of sleep per 2 awake

Techniques to Remember

Step 1: Brainstorm 5 techniques you use to remember information

- Visual Images
- Connect / Peg
- Speak & Repeat
- Active Reading
- Spell it Out
- Active Reading
- Review Before Sleep
- Revise - 1 Day, 1 Week, 1 Month

Techniques to Remember & Study Strategy
Optional Practice

- View the following list of words for 60 seconds.
- Write down as many words as you can remember:
  - Concerned, friendly, support, approachable, encouraged, friendship, participation, interaction, empowered, anxiety, understanding, comfortable, expectations, awareness, enthusiasm, motivation, workload, experience, learning, valuable.
- How many could you remember?
Optional Practice 2

• View the following list of words for 60 seconds.
• Write down as many words as you can remember:
• Rose, crayon, hibiscus, car, lightbulb, desk, star, pen, daffodil, truck, train, table, matches, lily, chalk, airplane, bed, chair, firefly, pencil
• How many could you remember?
• What is the difference between task one and two words?
Assignment Planning
Understand the Task

• What does the task involve?

• Direction Words
  – Discuss, Evaluate, Critically Analyse, Compare

• Subject Words or Topic Words
  – Tropical medicine, student life, workplaces, economic aggression etc.

• Focus or Limit Words
  – Boundary of context eg ‘In Schools’ or ‘in the ‘90’s’ or limit for your topic or subject words

• Research needs
Having different languages makes it difficult for people from different nationalities to communicate with each other. It would be better if there was only one language in the world.

Discuss the advantages and disadvantages in Australia of speaking the same language.
Understand the Task

Essay Writing

• Purpose:

To show

– that you can understand published research
– your ability to think critically
– your ability to analyse the data
– your ability to identify key issues
– your ability to apply these to your field
Understand the Task

- Write down the direction, the topic and the focus
- Use the topic to help you do your research
- Most first year essays will expect you to write:
  - An Introductory Paragraph
  - 2 Body Paragraphs
  - A Conclusion Paragraph
  - 500 words
Plan the Essay

<table>
<thead>
<tr>
<th>Structure</th>
<th>The essay is well structured in formal paragraphs including an introduction, two body paragraphs and a conclusion. The order of the paragraphs is logical and ideas are connected with appropriate transition phrases or terms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Paragraph 1</td>
<td></td>
</tr>
<tr>
<td>Paragraph 2</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
</tbody>
</table>

- Define the Topic
- Purpose and context
- Thesis Statement
- Topic sentence
- Supporting Sentence (& Example / Evidence)
- Link
- Topic sentence
- Supporting Sentence (& Example /Evidence)
- Link
- Summarise
- Reinforce key message
- Concluding Statement
It is clear that fast food is convenient and an easy fix for busy parents. Recently, however, some parents have entered the debate over the best choice for their children. Despite this, the evidence clearly shows that McDonalds is the best choice for a number of compelling reasons.

Australians vote with their feet. Research shows that McDonalds has been the preferred fast food chain over the last few decades. Ronald (2015) found in an unbiased study that parents preferred to eat at McDonalds when compared with Discount Dave’s 99% of the time. There is also the question of value for money.

To expand, the nutritional value per dollar at McDonalds far outstrips its closest competitors. Notably, the calorie per dollar buying power at McDonalds far outweighs that at both KFC and Red Rooster. For example, a chicken burger meal at McDonalds represents the best value at 3570kj, KFC is significantly less at 3023kJ, and Red Rooster paltry 1340kJ (Choice, nd., Para 4).

As has been noted, the evidence is clear that McDonalds is not only the preferred option for parents, but it also represents the best value for money to the Australian consumer. In essence, the debate has shown that McDonalds is the best choice for busy parents.
### Linking Words - A complete list of Transition Words & Conjunctions also called Cohesive Devices - Connecting Words

<table>
<thead>
<tr>
<th>Agreement/Addition/Simulating</th>
<th>Transition Words and Phrases</th>
<th>Effect/Result/Consequence</th>
<th>Operation/Limitation/Contradiction</th>
<th>Cause/Condition/Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in the first place</td>
<td>as a result</td>
<td>for</td>
<td>in the event that</td>
</tr>
<tr>
<td></td>
<td>not only ... but also</td>
<td>under those circumstances</td>
<td>consequently</td>
<td>granted (that)</td>
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<tr>
<td></td>
<td>as a matter of fact</td>
<td>in that case</td>
<td>therefore</td>
<td>as / so long as</td>
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<td></td>
<td>in like manner</td>
<td>for this reason</td>
<td>thereupon</td>
<td>on (the) condition (that)</td>
</tr>
<tr>
<td></td>
<td>in addition</td>
<td>hence</td>
<td>forthwith</td>
<td>for the purpose of</td>
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<tr>
<td></td>
<td>coupled with</td>
<td>hence</td>
<td>accordingly</td>
<td>with this intention</td>
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<tr>
<td></td>
<td>in the same fashion / way</td>
<td>with the following</td>
<td>up</td>
<td>with this in mind</td>
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<tr>
<td></td>
<td>first, second, third</td>
<td>as such as</td>
<td>in the hope that</td>
<td>to end that</td>
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<tr>
<td></td>
<td>in the light of</td>
<td>in general</td>
<td>for fear that</td>
<td>for in order to</td>
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<tr>
<td></td>
<td>not to mention</td>
<td>in particular</td>
<td>that</td>
<td>seeing / being that</td>
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<td></td>
<td>to say nothing of</td>
<td>to demonstrate</td>
<td>in view of</td>
<td>in view of</td>
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<td></td>
<td>equally important</td>
<td>to emphasize</td>
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<td></td>
<td>by the same token</td>
<td>to repeat</td>
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<td>to clarify</td>
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<td>in other words</td>
<td>notably</td>
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<td>in case</td>
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<td></td>
<td>to put it differently</td>
<td>including</td>
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<td>provided that</td>
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<td>for one thing</td>
<td>like</td>
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<td>given that</td>
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<td></td>
<td>as an illustration</td>
<td>to be sure</td>
<td></td>
<td>only / even if</td>
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<td></td>
<td>in this case</td>
<td>namely</td>
<td></td>
<td>so that</td>
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<td></td>
<td>for this reason</td>
<td>chiefly</td>
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<td>as to</td>
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<td>to put it another way</td>
<td>truly</td>
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<td>owing to</td>
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<td>that is to say</td>
<td>indeed</td>
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<td>due to</td>
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<td>certainly</td>
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<td>inasmuch as</td>
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<td>by all means</td>
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<td>markedly</td>
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<td>surprisingly</td>
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<td>frequently</td>
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<td>significantly</td>
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</tbody>
</table>
Understand the Task

- Remember our Assignment planner?
- Work *backwards* to plan dates
- Plan your research and focus dates last
- This is a 21 day plan – you may have less time
- So in the first week you should aim to understand the question *thoroughly*
Understand the Task Review

Planning Steps - Assignments

1. Set key dates / plan
2. Unpack the question
   - question key words
   - task required
   - research needed
3. Do the research
4. Write your draft
5. Review your draft
   - friend - lecturer
   - MyTutor
6. Final draft and submit
Next Time...
Next Time

Effective Techniques for:

• Reading
• Notetaking
• Study

The Learning Centre
Unlock Your Potential
Successful planning means:
• Be honest about your time commitments
• Work *backward* from your goals
• Make a weekly and semester study planner
• Make an assignment planner
• Apply memory techniques early and often
• Revise - 1 Day, 1 Week, 1 Month
• Assignments: make a plan
• Review your plan regularly
Further Help

- Read your *Subject Outline* carefully
- Ask your lecturer or tutor (they mark you work, so they know)
- Learning Advice Desk (10-4pm Mon-Fri)
- First year students YourTutor (3pm – midnight Sun-Fri)
- Attend PASS (available in some first year subjects)
- Is there a Learning Advisor in your subject? Check your LearnJCU site
- Request advice from The Learning Centre (use "contact us" form on the website)
  - [https://www.jcu.edu.au/students/learning-centre/contacts/contact-form](https://www.jcu.edu.au/students/learning-centre/contacts/contact-form)
ACADEMIC WRITING SHORT COURSE

Academic writing is very different to the writing you might be familiar with outside of university. This informative and hands-on course is designed to address the skills needed to research and write various academic texts such as essays, reports and annotated bibliographies. Bring along your subject outline and get a head start on your assignments with help from our facilitators. Email learning@jcu.edu.au for more information.

Academic Writing Short Course will be held:

5th March 2016 from 9 am – 3 pm
Cairns: Room A3.3
Townsville: Central Lecture Theatre, Building 5

Visit the Academic Writing Libguide: http://libguides.jcu.edu.au/writing

To register for the Academic Writing Short Course:

1. Go to the CAREERHUB log in page: Click here or paste the following URL into your web browser
   http://careerhub.jcu.edu.au/