

FOUNDATION TRAINING AUSTRALIA'S

ULTIMATE GUIDE TO EFFECTIVE STUDY

BECOME A LEARNING LEGEND





FUN FACT

YOUR CELLS CHANGE WHEN YOU LEARN.

Learning new things actually helps your brain cells do things more efficiently by reinforcing the myelin sheath.

Some scientists think this is what causes muscle memory.

INTRO

When you study, you devote your time and attention to gaining knowledge and skills in a subject area.

This often requires discipline where you need to do research, reading, identification of important information and note taking for the purpose of increasing your knowledge and skills in the topic.

Learning how to study effectively is an important skill. When it is difficult to balance commitments, you can feel stressed and worn out from your life, work and course requirements and often end up struggling with learning, begrudging assessments or ultimately dropping out of a course.

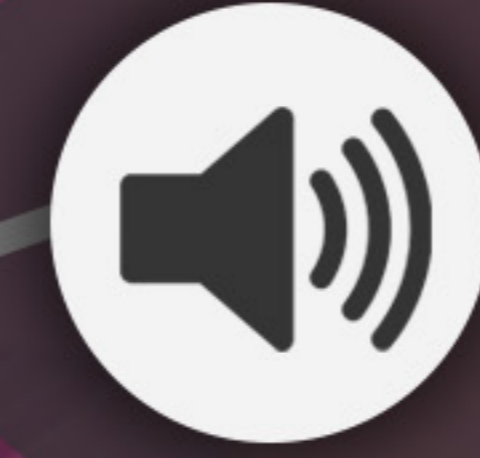
The purpose of this guide is to help you organise how you study best and provide study tips that you can use to be successful in the course you are undertaking.

WHATS YOUR
**LEARNING
STYLE?**

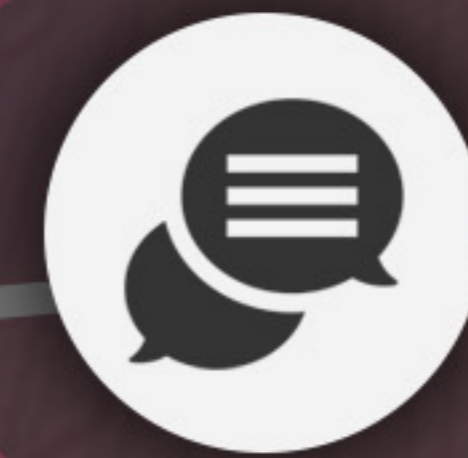
There is no one size fits all.
See which way of learning
suits you best



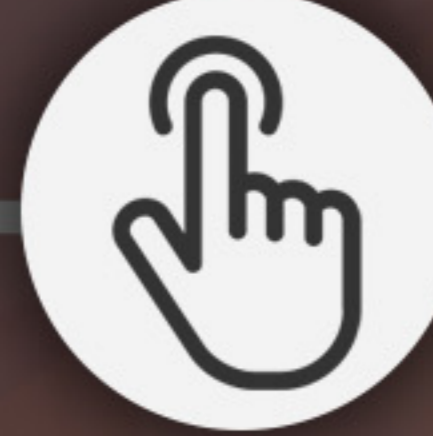
VISUAL
(Spatial)



AURAL
(Auditory-musical)



VERBAL
(Linguistic)



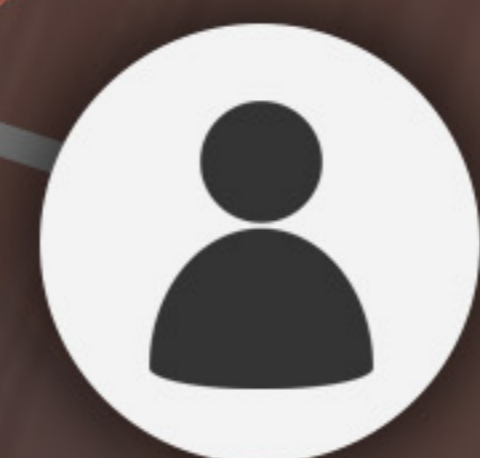
PHYSICAL
(Kinesthetic)



LOGICAL
(Mathematical)



SOCIAL
(Interpersonal)



SOLITARY
(Intrapersonal)



VISUAL (Spatial)

You prefer using pictures, images, and spatial understanding.

This style of learning prefers to see information in order to process it.

Visual learners can utilise graphs, charts, maps, diagrams, and other forms of visual stimulation to effectively interpret information.

You prefer using sound and music.

This learning style is a style in which individuals learn best through hearing directions and speaking answers. Typically, aural learners prefer to listen to lectures rather than take notes.

STUDY TIP

Read your content out loud to help better understand the material

AURAL (Auditory- musical)



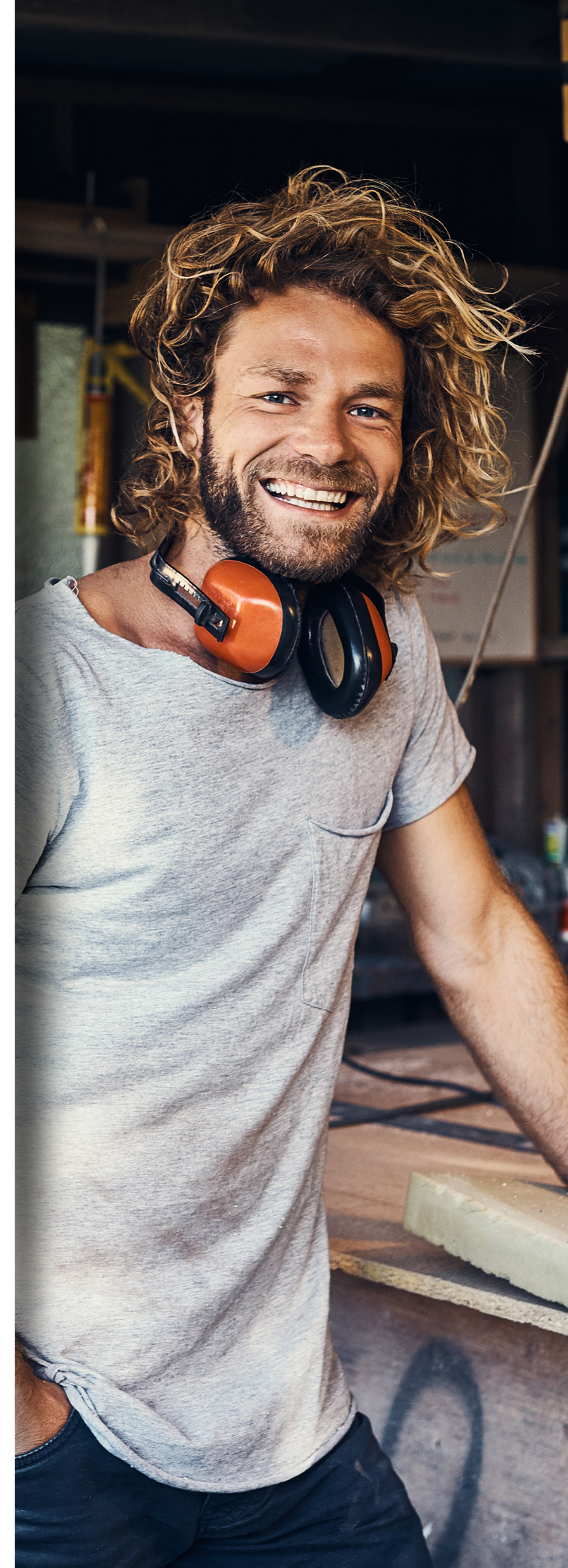
VERBAL (Linguistic)

You prefer using words, both in speech and writing.

This learning style involves both written and spoken words. Verbal learners are naturally born speakers and find it easy to express themselves, both in writing and verbally.

STUDY TIP

Read your content to someone and discuss your understanding of the information.





PHYSICAL (Kinesthetic)

You prefer using your body, hands and sense of touch.

This learning style often referred to as 'learning with the hands' or physical learning.

People with bodily-kinesthetic intelligence can learn more easily by doing, exploring, and discovering.

You prefer using logic, reasoning and systems.

Logical learners like using their brain for logical and mathematical reasoning.

They typically work through problems and issues in a systematic way. They like to create procedures for future use.

STUDY TIP

Set yourself a problem solving task using your course materials.

LOGICAL (Mathematical)





You prefer to learn in groups or with other people.

Social learning involves engaging in the learning process through groups and interacting with others.

Social learners are typically strong at both verbal and nonverbal communication. They are often the people who listen well and give advice

SOCIAL (Interpersonal)



SOLITARY (Intrapersonal)

You prefer to work alone and use self-study.

An intrapersonal learner is someone who prefers learning on their own.

These types of students are self-motivated, enjoy working independently, and learn best when working alone.

STUDY TIP

Set aside quiet time and turn off your phone when studying for less distractions.



A hand wearing a brown leather glove is shown in the foreground, reaching out towards the right. The background is a blurred forest scene with a geometric, low-poly overlay in shades of purple and brown. The text is centered in the upper half of the image.

WHICH STYLE ARE YOU?

TAKE THE LEARNING STYLE QUIZ

FOUND AT THE BACK OF THIS AWESOME GUIDE
DONT JUMP AHEAD THOUGH! MORE AWESOMENESS TO COME

MOTIVATION

Now, before we get into some study tips there is one thing that may be standing in your way when you go to study. Motivation can be a hard thing to overcome, especially if you are studying and working too.

If you're getting home after a full days work and the idea of getting into study sounds terrible then you're not alone!

The key to your motivation is your **'WHY'**. Why did you decide to get into study? Why is getting this qualification so important? Become motivated in some **visual exercises** with what will be achieved at the end of your study journey.

A motivated student **finds it easier** to reach the extra mile and all the necessary steps that are needed to be successful. Greater motivation will assist you to **learn and study more** with focus and concentration.

Procrastination is not the enemy though! Studies have shown that a little **procrastination can assist** in the creative process. The key is to set boundaries, perhaps when the study is feeling a little un-motivating, set yourself a timer of 20 min to go outside for a stretch, perhaps check your social media or even watch a little tv to **give the mind a break**.



“What is not started **today,** is never **finished tomorrow**”

EFFECTIVE STUDY SKILLS



Here are our hot tips on what effective study looks like and becoming a learning legend!

MANAGE YOUR TIME

Schedule time each week that will be devoted to studying. Make sure that your space for studying is uncluttered and free from distractions.

Make a weekly list of the subject areas that you need to study. Use a planner or a calendar!

Participate in a study group if this is available – other's viewpoints will give you a fresh perspective when studying. Plus studying with others can be motivating!

TAKE NOTES

When note taking, write down only the most important points or key words, and then, elaborate on them in your own words. This will help you to develop a better understanding of the topic.

Using different colours for note taking can help to retain the most important aspects of your notes. Make sure to go back and review your notes – this will assist in your recall of the information in future.

PLAN AHEAD

Make a list of your priorities and when you draft your schedule, make sure not to draft it too tight! Socialising is important but make sure to keep it minimal, especially if you have a tight schedule. You can meet your friends or do your not-so-important-activities after you have done your important tasks.

HEALTHY HABITS

Just as you need to give your body the right sustenance it needs to stay fit and healthy, you need to rest when it is time to rest.

Don't stay up late! You need to be asleep at a reasonable time such as 10.30pm. As you sleep, your brain is busy converting all the information you learnt during the day into long term memory.

BE PREPARED

Make sure you know what the requirements of your assessments are in advance. Identify areas of weakness in your skills or understanding so that you can devote more time to these areas.

STUDY TIP

Make flashcards of key information and give yourself time to practice and absorb your course content.

ASK FOR HELP

If there is something that's bothering you or something is not clear to you, then it is fine to ask for help. You can ask your Trainer or colleague to help you out, especially if you can't find a clear answer from your course material or on the web.

Instead of wasting too much time trying to find the elusive answer to your questions, it is best to ask!





THE ULTIMATE NOTE TAKING SECRETS

TAKING NOTES

Write phrases, not full sentences. Only record the key words that you need to get the idea of the point. Skip words like “the” and “a” that don’t add additional meaning to the lecture content. Retain key technical or discipline-specific terms.

Take notes in your own words. Paraphrase what you hear so it makes sense to you—it helps you to understand and remember what you hear. Try to paraphrase everything except where information needs to be noted exactly.

Structure your notes with headings, subheadings and numbered lists. Use headings to indicate topic areas or to include bibliographic details of the sources of information. Use outline form and/or a numbering system and indenting to help you distinguish major from minor points and as a clear way of indicating the structure of lecture information.

Code your notes—use colour and symbols to mark structure and emphasis.

Use colour to highlight major sections, main points and diagrams. You can also use different colours to classify and link concepts or information by topic. However, don’t focus too much on colour coding when you’re in the lecture. It requires time and concentration, so it’s more useful to do most of the highlighting and underlining when you’re revising your notes later.

Underline, circle, star, etc. to identify key information, examples, definitions, or other important materials. Devise your own marking code to indicate each type.

If you miss something, write key words, skip a few spaces, and get the information later. Leave a space on the page for your own notes and comments.

GET ORGANISED!

Start your study right and plan it out with our ready to go study calander
(Swap and change your blocks as need!)

MONDAY

Morning

6am -7am
BREAKFAST/
EXERCISE

7am -12am
WORK

Afternoon

12pm -1pm
LUNCH

1pm -5pm
WORK

Evening

5pm -7pm
DINNER/
FAMILY TIME

7pm -8pm
STUDY

8pm -Onwards
ME TIME/
BED

TUESDAY

Morning

6am -7am
BREAKFAST/
EXERCISE

7am -12am
WORK

Afternoon

12pm -1pm
LUNCH

1pm -5pm
WORK

Evening

5pm -7pm
DINNER/
FAMILY TIME

7pm -8pm
STUDY

8pm -Onwards
ME TIME/
BED

WEDNES- DAY

Morning

6am -7am
BREAKFAST/
EXERCISE

7am -12am
WORK

Afternoon

12pm -1pm
LUNCH

1pm -5pm
WORK

Evening

5pm -7pm
DINNER/
FAMILY TIME

7pm -8pm
STUDY

8pm -Onwards
ME TIME/
BED

THURSDAY

Morning

6am -7am
BREAKFAST/
EXERCISE

7am -12am
WORK

Afternoon

12pm -1pm
LUNCH

1pm -5pm
WORK

Evening

5pm -7pm
DINNER/
FAMILY TIME

7pm -8pm
STUDY

8pm -Onwards
ME TIME/
BED

FRIDAY

Morning

6am -7am
BREAKFAST/
EXERCISE

7am -12am
WORK

Afternoon

12pm -1pm
LUNCH

1pm -5pm
WORK

Evening

5pm -7pm
DINNER/
FAMILY TIME

7pm -8pm
STUDY

8pm -Onwards
ME TIME/
BED

SATURDAY

Morning

6am -7am
SLEEP IN/
REST

7am -12am
FREE TIME

Afternoon

12pm -1pm
LUNCH

1pm -5pm
STUDY
OPPORTUNITY

Evening

5pm -7pm
DINNER/
FAMILY TIME

7pm -8pm
FREE TIME

8pm -Onwards
FREE TIME

SUNDAY

Morning

REST DAY

Afternoon

REST DAY

Evening

REST DAY



WHAT'S YOUR LEARNING STYLE QUIZ

TAKE THE TEST

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1.	2.	3.
Never applies to me.	Sometimes applies to me.	Often applies to me

STEP 1 - Read the sentence

STEP 2 - Mark either a 1,2 or 3 with how much it applies to you

STEP 3 - Tally up your total count at the bottom

There are three sections to complete, at the end tally all three totals and then refer to the quiz table on the back for a break down on your learning style.

SECTION ONE:

1. ___ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. ___ I remember something better if I write it down.
3. ___ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. ___ When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. ___ If I am taking a test, I can "see" the textbook page and where the answer is located.
6. ___ It helps me to look at the person while listening; it keeps me focused.
7. ___ Using flashcards helps me to retain material for tests.
8. ___ It's hard for me to understand what a person is saying when there are people talking or music playing.
9. ___ It's hard for me to understand a joke when someone tells me.
10. ___ It is better for me to get work done in a quiet place.

Total _____



WHAT'S YOUR LEARNING STYLE QUIZ

SECTION TWO:

1. ___ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. ___ It helps to use my finger as a pointer when reading to keep my place.
3. ___ Papers with very small print, blotchy dittos or poor copies are tough on me.
4. ___ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. ___ I remember things that I hear, rather than things that I see or read.
6. ___ Writing is tiring. I press down too hard with my pen or pencil.
7. ___ My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. ___ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. ___ It's hard for me to read other people's handwriting.
10. ___ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total _____

SECTION THREE:

1. ___ I don't like to read directions; I'd rather just start doing.
2. ___ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. ___ Studying at a desk is not for me.
4. ___ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. ___ Before I follow directions, it helps me to see someone else do it first.
6. ___ I find myself needing frequent breaks while studying.
7. ___ I am not skilled in giving verbal explanations or directions.
8. ___ I do not become easily lost, even in strange surroundings.
9. ___ I think better when I have the freedom to move around.
10. ___ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Total _____

WHAT'S YOUR LEARNING STYLE QUIZ

SCORING:

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score: ____ (Visual)

Section Two score: ____ (Auditory)

Section Three score: ____ (Kinesthetic)

EVALUATING THE LEARNING STYLE QUESTIONNAIRE

Now you have your total score, note which section is the highest. That is your preferred learning style.

The table on the next page breaks down how you like to learn and characteristics of someone with this learning style. Remembering this is a general test and not a set science, have a think about our results and ask if this style would work in helping you to study.

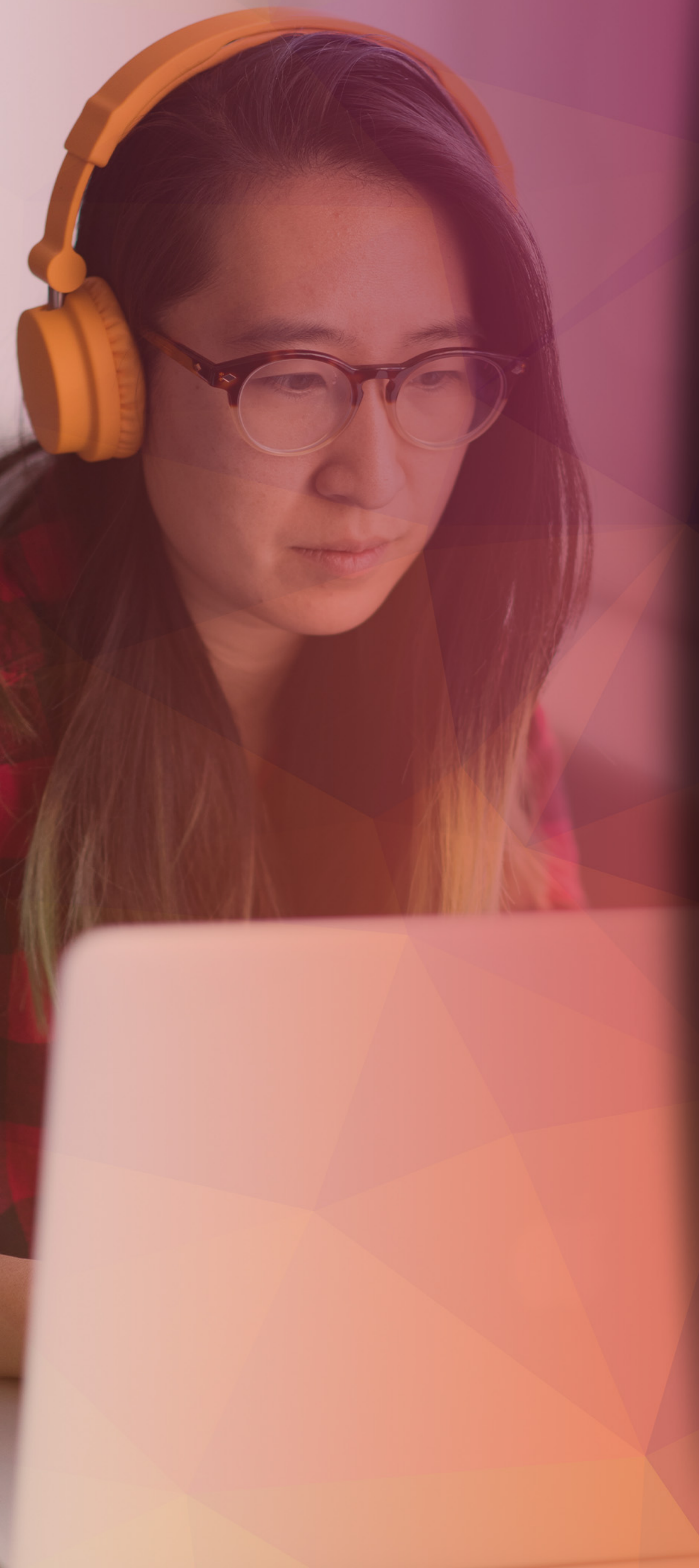
If you have relatively high scores in two or more sections, you probably have more than one strength.

If the scores in the sections are roughly equal, you probably do not have a preferred learning channel; you are a multi-sensory learner.

The following table summarizes the observable characteristic indicative of the three learning styles. It provides an informal means of assessing your preferred approach to learning.

Head to the next page to see the table.

WHATS YOUR LEARNING STYLE QUIZ TABLE



MODALITY	VISUAL	AUDISTORY	KINESTHETIC
PREFERRED LEARNING STYLE	Learns by seeing or watching demonstrations	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
SPELLING	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach has auditory word attack skills.	Often is a poor speller; writes words to determine if they "feel" right.
READING	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
HANDWRITING	Tends to be a good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.
MEMORY	Remember faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; remembers by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
IMAGERY	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement.
DISTRACTABILITY	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
PROBLEM SOLVING	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
RESPONSE TO PERIODS OF INACTIVITY	Stares or doodles; finds something.	Hums, talks to self, or talks to others.	Fidgets or finds reasons to move.
RESPONSE TO NEW SITUATIONS	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates.



**FOUNDATION™
TRAINING
AUSTRALIA**

ambition inspired

www.fta.edu.au 07 3505 5989 info@fta.edu.au RTO ID:31972

