

# Keys to effective learning



sensory registers brain filters through which sensory information enters the brain and is sent to short-term memory short-term memory the brain's temporary information storehouse in which information remains for a few seconds

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long-term memory the brain's permanent information storehouse from which information can be retrieved

storage of procedural memory This area stores information about procedures, or, in other words, how to do things. It takes awhile to develop these memories, but they are difficult to lose.

storage of declarative memory Memories of facts, concepts, formulas, ect. are stored here. These are relatively easy to learn but are easy to forget without continual review.

storage of episodic memory Memories of events linked to personal experiences are stored here.

information process (6) 5 senses, sensory registers, short-term memory, rehearsal, long-term memory, retrieval

synapse the junction through which brain cells communicate

neurons movement of information into the sensory registers, short-term memory and long-term memory, then back again into short-term memory strengthens the connections among these brain cells

way to improve your memory (10) have purpose, intention and emotional connection, understand what you memorize, use critical thinking, limit and organize the items you are processing, recite, rehearse, and write, study during short, frequent sessions, practice the middle, use flash cards, use audio strategies, use the information way to limit/organize items processed

(3) separate main points from unimportant details, divide material into manageable sections, use organizational tools

chunking placing disconnected information into smaller units that are easier to remember

mnemonic devices memory techniques that use vivid associations and acronyms to link

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new information to what you already know memory techniques (5) create visual images and associations, use visual images to remember items in a list, create a vocabulary cartoon, create acronyms, use songs or rhymes acronym a word formed from the first letters of a series of words created to help you remember the series put your senses to work note-and then look beyond-what you see and hear. open your sensory pathways up to all kinds of information. using all five sense as you learn can help you lock information into long-term memory in a meaningful way. ask questions questions are the backbone of learning. they help you see what you do-and don't-understand. asking questions as you read print and online materials will broaden and anchor your knowledge. reading comprehension understanding concepts and being able to show your knowledge on exams and use it to solve problems skimming rapid reading of key chapter elements to get an overview and find main ideas SQ3R key to building reading comprehension-survey, question, read, recite, and review scanning rapid reading in search of specific information survey pre-reading a book before studying it-skimming and scanning front matter, chapter elements, and back matter for clues about content and organization front matter table of contents-chapter titles, main topics, preface chapter elements chapter title, chapter introduction, list of objectives, list of key topics, heading, definitions, quotes, questions, exercises, tables, charts, photographs, captions, boldface, italics, underlining, summary back matter glossary, index, bibliography question developing questions linked to chapter headings and to what you already know bloom's taxonomy-6 levels of questions knowledge, understanding, application, analysis, synthesis, and evaluation read reading to answer Q-stage questions and find main ideas;

taking notes as you read or highlighting your text find main ideas search for the topic of the paragraph, identify, the aspect of the topic that is the paragraph's focus, find what the author wants you to know about that aspect prioritize reading assignments is the information stressed in headings, charts, tables, captions, key terms, and definitions. a crucial concept, an example, an explanation, critical relationship, comparison, information stressed in class, in your syllabus recite answering, perhaps for a second time, your Q-stage questions; reciting the answers aloud or silently to yourself, teaching them to a study partner, or recording them in writing review your key to learning. learning the material through summarizing notes; answering study questions; writing outlines or think links; reciting concepts, using flash cards, thinking critically improves reading comprehension (6) take an active approach to difficult text, learn to concentrate, become emotionally involved, define your reading purpose, spend enough time, expand your course vocabulary concentration focusing on one topic at a time and avoiding distractions so that you can learn material take an active approach to difficult texts don't expect to master material on the first pass, know that some text require extra work and concentration learn to concentrate (6) make studying job #1, know what you will study and for how long before you begin, put aside unrelated thoughts, keep your social like separate, plan a reward, evaluate define your reading purpose (4) read for understanding, read to evaluate critically, read for practical application, read for pleasure