

# Transform: Applying Effective Learning Strategies Independently

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## BACKGROUND & CONTEXT

- 1736 male students, Years 5-12.
- Strong academic culture.
- Investigation started Term 4, 2020.
- Wanted the best research on how students should prepare for an exam.

### What does the research say?

- ✓ **Active** beats passive revision
- ✓ **Spaced** practice is more effective than cramming
- ✓ **Interleaving** is more effective than blocking
- ✓ **Retrieval** practice is beneficial
- ✓ **Metacognition** is required by students



### Timeline

2020 Connect with UQ to investigate Partner Schools Project. What direction are we taking/what question?

2021 What does the research say? What do students currently do? New T&L Framework developing

2022 Embed in the school community

## RESEARCH QUESTIONS

To what extent do students engage in effective learning strategies outside of the classroom?

What revision techniques are students familiar with?

How do students feel about mindset, in regard to study?

How do students know they have learnt something well?

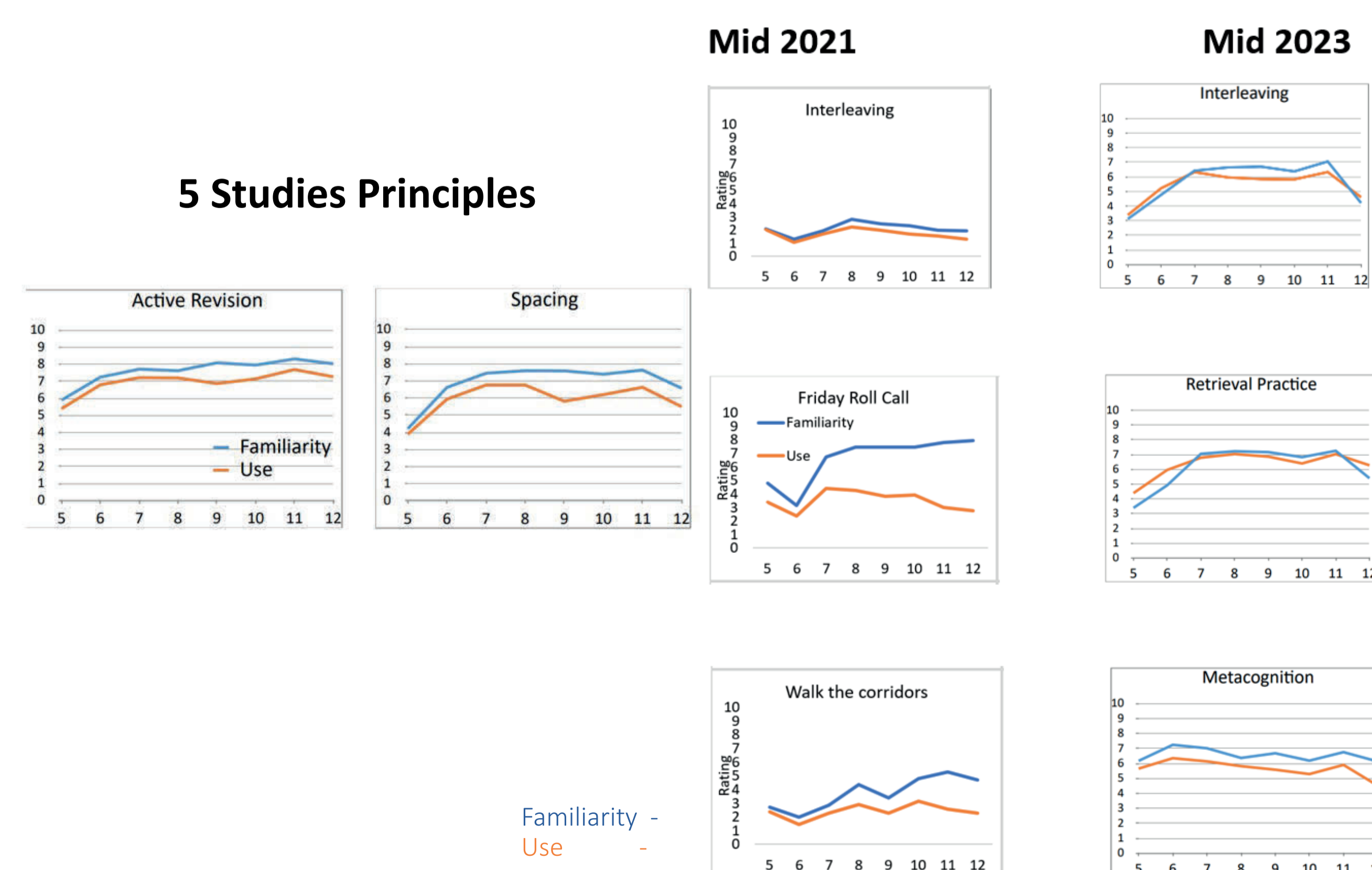
Which ones do they actually use?

## METHODS

|      |   |
|------|---|
| 2021 | Full school survey Years 5-12                       |
| 2021 | Staff teaching 'Formation' survey                   |
| 2022 | Results collated and analysed                       |
| 2023 | Repeated the full school survey                     |
| 2023 | Repeated staff teaching 'Formation' survey          |
| 2023 | Results collated and compared to determine progress |
| 2023 | Impromptu video footage of students at lunch        |

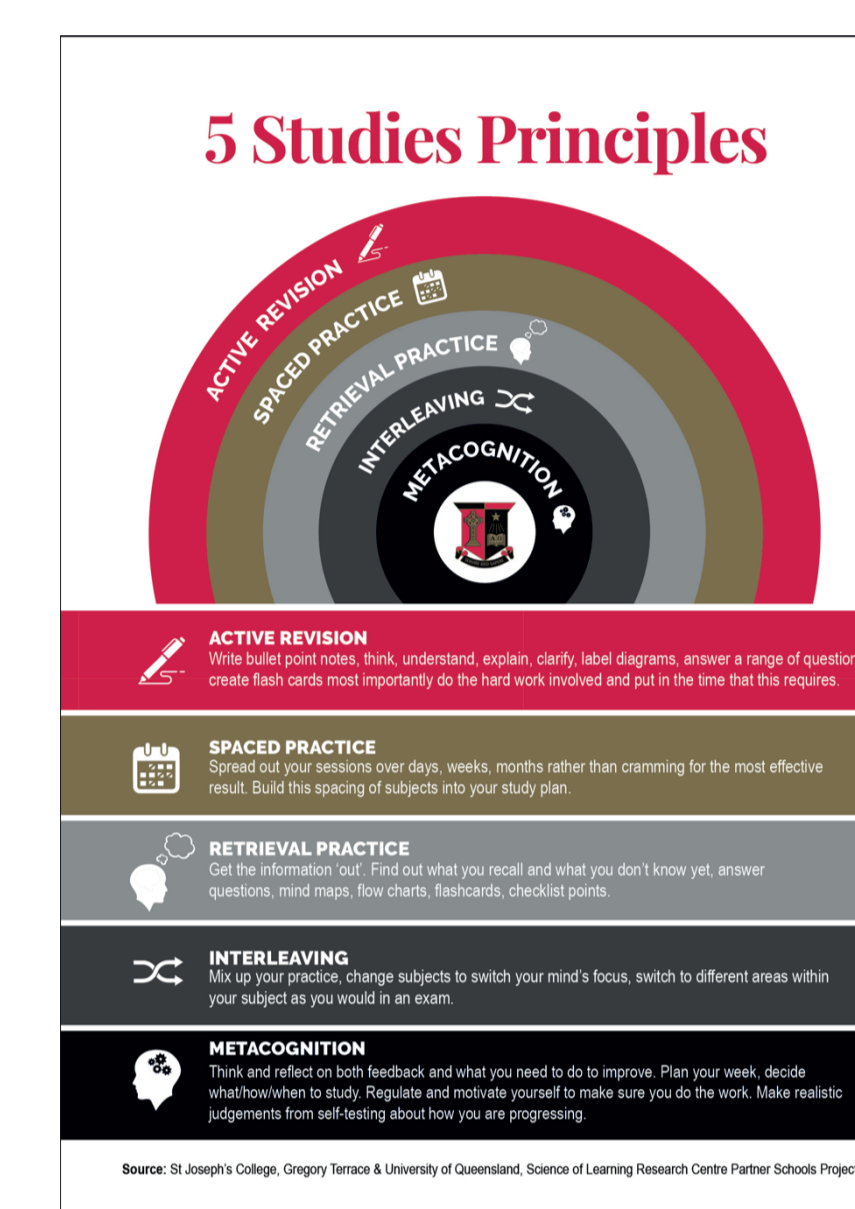
## ANALYSIS & RESULTS

- "Writing notes" and "answering questions" were the most frequently used techniques.
- Wide variation between the techniques in rated familiarity and use. Sometimes ratings of familiarity were much higher than ratings of use.
- "Mistakes are an important part of learning" and "growth mindset being helpful" scored highly across all levels.
- "Self testing" and "judgment of learning" increased with year level.
- Test anxiety was higher in Years 7-12 than in Years 5-6.
- Reported use of multiple techniques was slightly lower in higher year levels.



## ANALYSIS & RESULTS (continued)

### Classroom Poster



### Staff Knowledge Teachers of "Formation" Middle Years

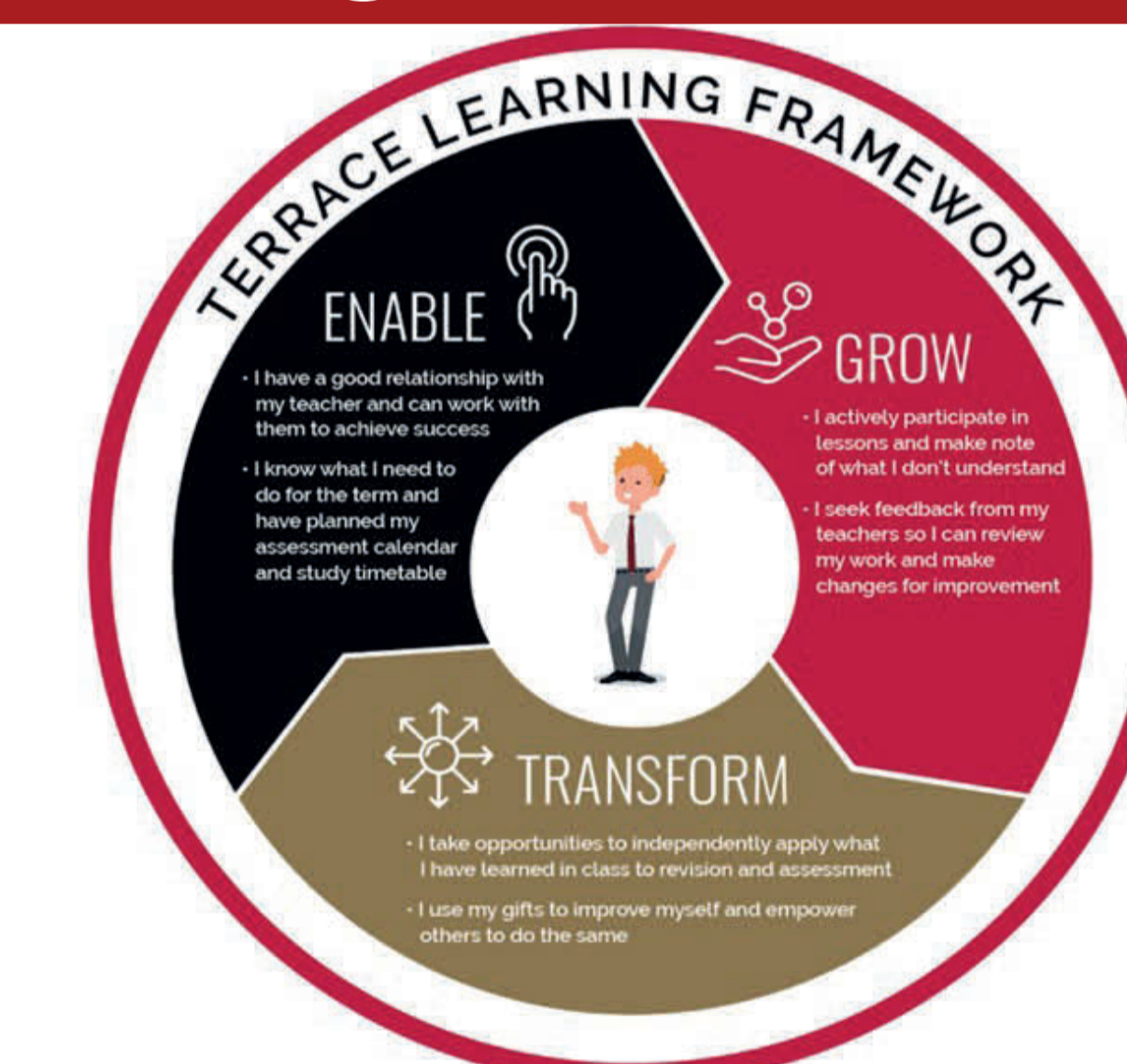
| Confidence in teaching the 5 Studies Principles |        | Understanding of the 5 Studies Principles |        |
|---|--------|---|--------|
| 2021  | 56.30% | 2021                                      | 68.80% |
| 2023  | 86.66% | 2023                                      | 86.68% |

## Challenges & Limitations

- Self-report survey
- 5 Studies Principles had to be deeply embedded rather than separate
- Staff teaching 'Formation' changes yearly
- Incorporating staff PD – deeper understanding for effective teaching of the 5 Studies Principles
- Time

## Implications for Teaching & Learning

- ✓ New teaching and learning framework developed at the same time studies principles are embedded.
- ✓ Significant development of staff in utilising this framework.
- ✓ Poster placed in every classroom.
- ✓ Used in self-reflection, formation lessons, and unit planning.



## CONCLUSIONS & NEXT STEPS

### Key Learnings

- Credibility in the partnership with UQ (students, parents & staff).
- Easy for students to encompass key principles of study.
- Embedding and clear understanding takes longer than anticipated.
- Students like using correct terminology, much greater uptake of this language among students.

### Next Steps

- Continue to provide staff development on the 5 Studies Principles.