



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

Full school survey conducted, results collated & analysed-formed '5 Studies Principles'

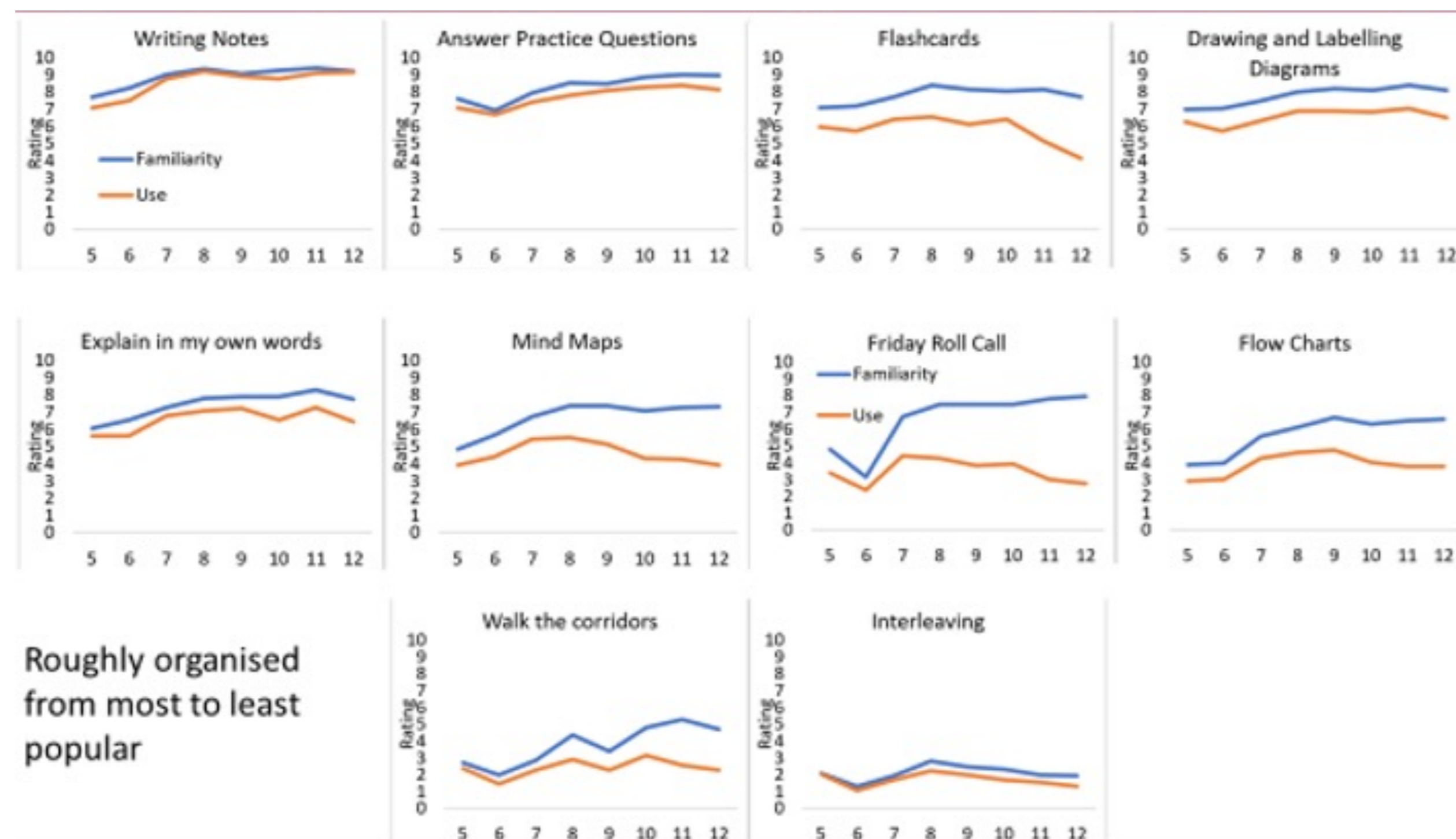
Formation for students, PD for some staff, embedded in new Framework

5 Studies Principles taught explicitly, advertised widely to students & parents

ANALYSIS & RESULTS

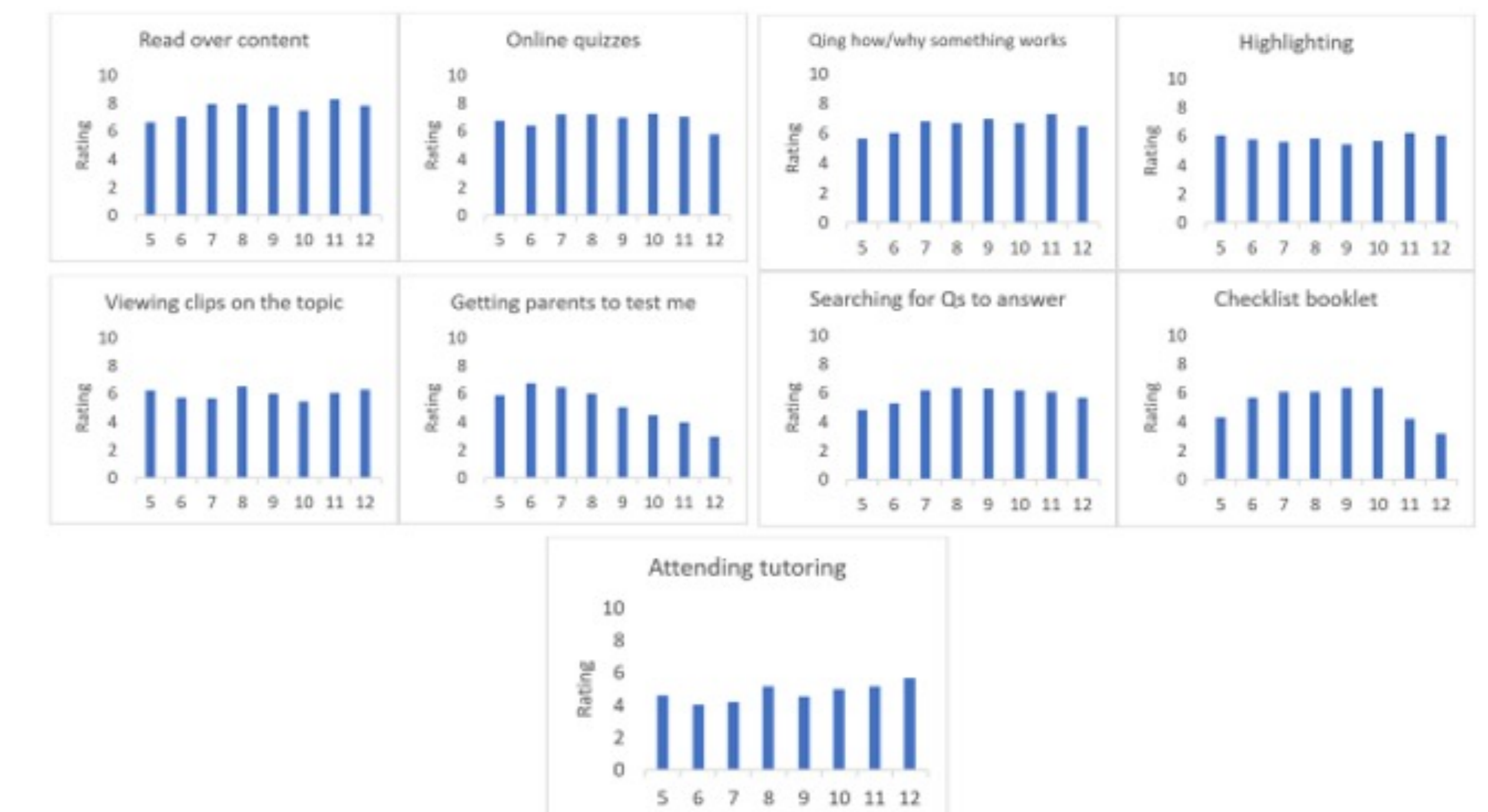
- "Writing notes" and "answering questions" were the most frequently used techniques.
- Wide variation between the techniques in rated familiarity and use. Sometimes ratings of familiarity were much higher than ratings of use.
- "Mistakes are an important part of learning" and "growth mindset being helpful" 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.

Use of Study Methods



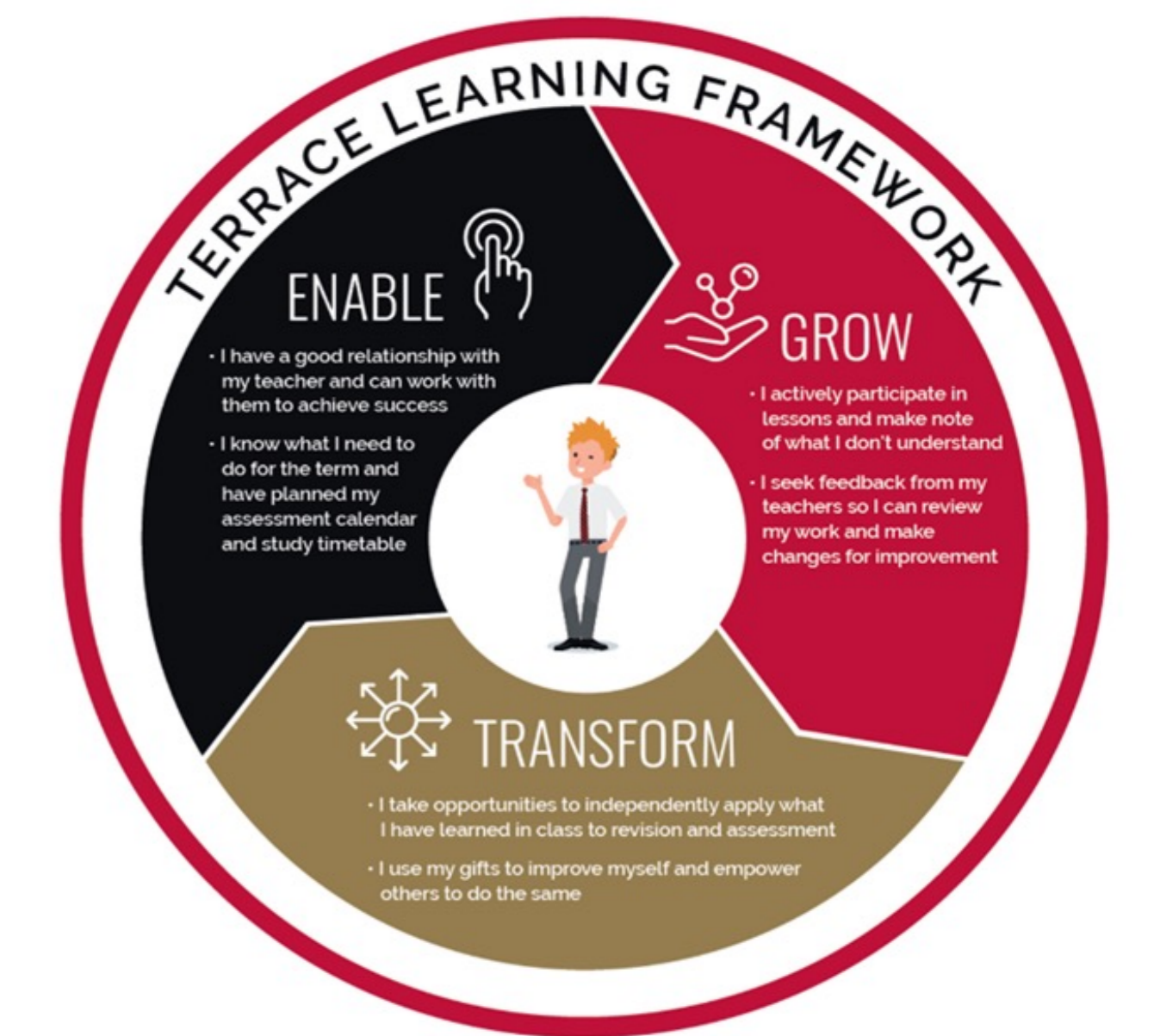
ANALYSIS & RESULTS (continued)

Use of Additional Study Methods



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

- Projects take time to embed deeply enough to make impact.
- Students & parents like the UQ partnership. The research has been credible.
- Students are using the correct terminology.

Next Steps

- Challenge: develop all staff through the PD in the language/meaning/usage of the 5 studies principles.
- School wide recognition of the benefits of the strategies.
- Embed in school culture.
- Create a Terrace academic video library.