S-C Brain Science–5: Optimizing Learning

Handout

Get Started:

- On a scale of 1-10, how much can you relate to studying, but it not "sticking"?

1 2 3 4 5 6 7 8 9 10

I don't really study. I remember what I study. I study, but can't remember it(!)

Reflection/Application: Conditions for Learning

- Calculate your usual study conditions. Add +1 for each optimizer and subtract -1 for each inhibitor. What is your total? Is it a positive or a negative number?

FOCUS OPTIMIZERS

___ Study at a desk/table
___ Quiet space or music w/out lyrics
___ Phone on DND or put away
___ Have water &/or a snack
___ Study for 30 mins. then break

FOCUS INHIBITORS

___ Study on a couch or bed
___ Listen to music w/ lyrics
___ Phone messages/notifications
___ Fallen asleep while studying
___ Take a break anytime

Think-Pair-Share:

Ty says, if you walk a path once, your footprints don't last. But if you walk it over and over, you create lasting pathways.

- Share a time when you practiced and improved on something (e.g., athletics, academics). How did practice affect improvement?

Ty says, "Even the amygdala is involved in processing the emotions associated with learning."

- When you are preparing for a test, which emotion can you relate to most—anger, happiness, panic or something else? Why?

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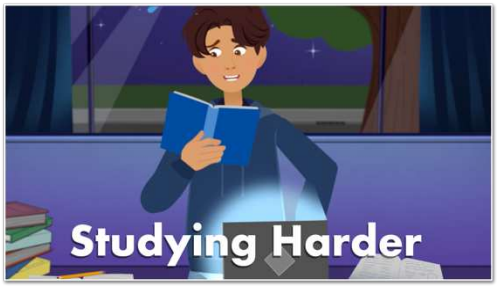
Application:

- Fill in the blank for each of the brain sections below:

- Can you name at least four multisensory study strategies Ty recommended?

Self-Reflection:

- On a scale of 1-10, how would you rate yourself on the "Studying Harder" to "Studying Smarter" scale?



1 2 3 4 5 6 7 8 9 10

Learning less in more time. Learning more in less time.

- Which optimizing learning strategy(ies) can you commit to trying to incorporate into your life and studying habits?