



SQ3R

***SQ3R is a tried and traditional approach to study – an oldie but a goodie!
Review the method below to make the way you study much more effective.***


SURVEY – Before you start to study or to read a section of your text or notes, get the big picture first. This allows your brain to see how everything is related BEFORE you start learning the information in detail and will make your study much more effective. Flick through all your notes and textbook, look at the headings, diagrams and see what the section you are about to study is all about.

 *Do you take the time to get the big picture before studying? YES / NO*


QUESTION – Ask yourself questions as you read. If you just read it without thinking about it you will find that you don't take much of the information in! Think what questions you might be asked – think about the what, why, how, when, who and where of the content you are reviewing. As you answer the questions you ask yourself, you will find out if you are understanding what you are reading and start to make sense of the material. This question and answer method also helps you retain the information more effectively than by simply reading the words. It will make a greater impression on your memory. A great technique is to write down the questions you are asking yourself when you are reading and keep them to test yourself at the end of your study session and when the test or exam is closer.

 *Do you ask yourself questions so you aren't just reading mindlessly? YES / NO*


READ – As you read, make the process active. This means not only asking yourself questions as you read but being alert as you read. Take note of diagrams, graphs, tables, different size headings, different styles of print and think about what these indicate and what they are emphasising. You can also take notes as you read by either highlighting key points, summarising the material or adding points to previously written study notes.

 *Do you read actively by being alert and taking notes? YES / NO*

RECITE – Every now and then during the process, stop reading and see if you can recall what you read. Try to recall the main information, the important concepts, definitions and key ideas by reciting out loud what you can remember (without looking back at what you are reading). Talk about it in your own words if possible, to make it more real and assessable to you. Talk about how it relates to other material you have read or studied previously. This is an important part of the process of moving the information into your long term memory. Once you have recited out loud everything you can remember, look back and see how accurate your recall was. Make a note of or highlight the info you didn't remember fully, Keep stopping periodically and checking your recall of the information.

 *Do you stop now and then to check how much you can recall of what you read? YES / NO?*

REVIEW – At the end of your time of study, review what you studied during that session. It is sort of like what you did at the start of the session except that you already have the big picture and you are filling in the holes in your information. Re-reading is an important part of ensuring you have maximum retention of the information. Read with purpose – read to check and see that you understand what you studied, that it seems familiar to you and to clarify points. You may like to add in notes as you go about anything that you don't feel as confident about. The next day, review what you studied yesterday before starting to review new material.

 *Do you review what you studied at the end of the study session and the next day before you start new material? YES / NO*



What are fixed and growth mindsets?

Many students believe that intelligence is fixed, that each person has a certain amount and that's it. This has been described as a *fixed mindset*. Students with this mindset worry about how much of this fixed intelligence they possess. A fixed mindset makes challenges threatening for students (because they believe that their fixed ability may not be up to the task) and it makes mistakes and failures upsetting (because they believe that such setbacks reflect badly on their level of fixed intelligence).

Other students believe that intelligence is something that can be cultivated through **effort** and education. They don't necessarily believe that everyone has the same abilities or that anyone can be as smart as Einstein, but they do believe that everyone can **improve** their abilities. And they understand that even Einstein wasn't Einstein until he put in years of focused hard work. Students with this *growth mindset* believe that intelligence is a potential that can be developed through learning. As a result, confronting challenges, learning from mistakes, and persevering in the face of setbacks become ways of getting smarter.

The table below is a summary of how the fixed and growth mindset attitude affects different situations.

Situation	Fixed Mindset	Growth Mindset
Challenges	Avoids	Embraces
Obstacles	Give up easily	Persists in the face of setbacks
Effort	Sees it as fruitless	Sees it as pass to mastery
Criticism	Ignores it	Learns from it
Success of Others	Feels threatened	Finds lessons and inspiration

The good news is that you aren't stuck with the same sort of mindset forever! To change your mindset, firstly start to really listen to your inner voice. How do you react to challenges? What do you say to yourself when things are difficult or don't work out how you want? Once you become aware of your reactions, you then need to start changing the messages to yourself to be more aligned with a growth mindset. For example, if you find yourself thinking 'I don't think I can do it', recognise that you have a choice about how you react, talk back to the fixed mindset with a growth mindset voice. Say to yourself 'Well I think this is going to be hard but if I put in the effort and get help along the way I probably can do it'. Every time you have a fixed mindset thought, challenge it with a growth mindset perspective. You'll be amazed at the differences that start to appear in your life!

To read more about the fixed and growth mindset and how it links with the research on "brain-plasticity" go to www.humanconnections.com.au and click on the blog link.

Rocky Biasi is a counsellor and educational consultant. He offers teacher professional development training and runs student well-being sessions. For more information and to contact Rocky go to www.humanconnections.com.au

IMPROVING YOUR APPROACH TO SCHOOL

Name _____

What is your approach like in each of these areas?	Circle either Yes, Sometimes or No	GOALS: See if you can list two or three things you could do in each box to improve your approach in this area.
Classroom Skills Do you listen to your teacher and not talk when you should be focusing? Do you arrive on time for class? Do you have all the books and equipment you need for the lesson? Do you work well in class and make the most of classtime? Do you participate and get involved in the lesson? Do you respect others' ideas?	Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No	I will...
Homework Skills Do you complete all the homework that is set by the due date? Do you try and put effort into your homework and do it properly? Do you ask your teacher for help if you can't do or understand some of the homework?	Yes Sometimes No Yes Sometimes No Yes Sometimes No	I will...
Assignment Skills Do you complete all assignments/assessments in time by the due date? Do you start assignments early rather than leaving them to the last minute? Do you break your assignments down into smaller more manageable steps? Do you make a plan or schedule for when you will try and do the work? Do you have a calendar/term planner on the wall where you can see due dates?	Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No	I will...
Study Skills Do you start studying for tests early? Do you make study notes on a regular basis so they are ready at exam time? Do you get feedback from your teachers about the notes you make? Do you do lots of revision questions, asking for help if needed? Do you test yourself on your study notes rather than just reading over and over? Do you use a wide range of study techniques rather than just 1 or 2? Do you know which study techniques most suit you? Can you write neatly and quickly in tests and exams?	Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No	I will...
Working at Home Skills Do you have a good system for organising/managing all the papers for school? Do you have a good system for managing the digital resources for school? Do you make backups of your work and resources regularly? Have you set up a good space to work in at home? Do you turn off distractions when working at home and focus on your work? Do you actually do as much schoolwork each day as the school is expecting? When you finish homework and assessments, do you use the available time left for independent learning (eg study notes, practice questions etc)?	Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No Yes Sometimes No	I will...

Place this page on your wall at home so you will see it and be reminded of what you need to focus on.