Stress to Success

Teaching Students How to Study Smart

Have you ever had a student who seemed to struggle with time management or organisation?

How did you know? What were the signs?

Put yourself in the shoes of a student who struggles with time management and organisation.

Pretend you're a high school student in Australia (because that's the system I'm more familiar with).

Study Scenarios

Discuss the scenario cards in groups.

Context / vocabulary notes:

- Students in Australia have school only 5 days per week.

- You have 6 periods (timetable blocks) per day for classes or study periods.

- "Period six"– Indicates the last session in a structured timetable.

- Recess – A mid-morning break.

- Assessment notification – The official brief outlining requirements and due dates of an assessment.

- 'Your device' – Students in Australia often bring their own or a school-provided laptop to each class.

What aspects of the Italian school system do some of your students find overwhelming?
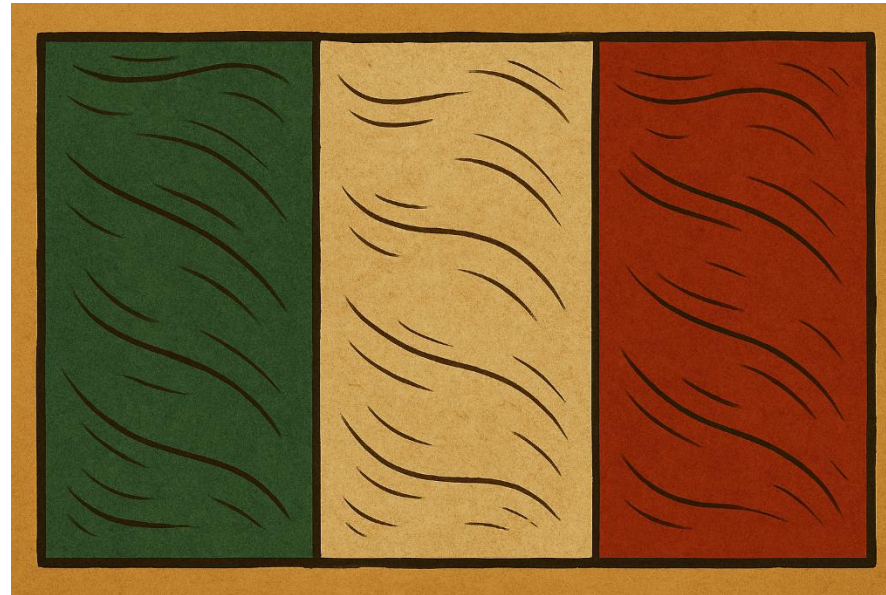
Working definition:

'Study skills are strategies and techniques that help individuals effectively acquire, retain, and apply knowledge, improving learning efficiency and academic performance.'

"Common sense isn't common."

- Voltaire (supposedly)

Do you think your students' study habits are effective?

Studying Hard vs Studying Smart

What study habits do you associate with each of these?

Studying Hard	Studying Smart

Studying Hard vs Studying Smart

ih **BRITISH SCHOOL**
REGGIO CALABRIA

What study habits do you associate with each of these?

Studying Hard	Studying Smart
Relying on caffeine (or worse)	Using SMART goals (**s**pecific, **m**easurable, **a**ttainable, **r**elevant, **t**ime-based)
Cramming (also unstructured overloading of info right up until an exam starts)	Breaking large tasks into small, manageable chunks
Long, unbroken study sessions with declining productivity	Pomodoro Technique
Multitasking; constantly shifting between tasks as you remember something you else you need to do	Making a study schedule, maintaining calendars and using apps (using tech wisely)
Struggling alone and not reaching out to teachers, peers and family	Prioritising tasks based on importance and deadlines
Relying on rote learning or just re-reading the textbook	Active learning (recall, summarising, and self-testing instead of passive reading)
Chaotic study environment (loads of material, no strategy for managing it)	Keeping study materials and notes organised
Lack of rest and lack of self-care (e.g., studying in bed)	Avoiding burnout through regular breaks and self-care

TEACHING from the heart

CAMBRIDGE English
Platinum Authorised Exam Centre

IELTS Testing Here

AISLi Eccellenza nell'Apprendimento Linguistico

ih Member of the International House World Organisation

FUTURE SKILLS AGENCY

SMART Goals

S — Specific
Who, What, Where, When, Why, Which

Define the goal as much as possible with no ambiguous language.

WHO is involved, WHAT do I want to accomplish, WHERE will it be done, WHY am I doing this (reasons, purpose), WHICH constraints / requirements do I have?

M — Measurable
From and To

Can you track the progress and measure the outcome?

How much, how many, how will I know when my goal is accomplished?

A — Attainable
How

Is the goal reasonable enough to be accomplished? How so?

Make sure the goal is not out of reach or below standard performance.

R — Relevant
Worthwhile

Is the goal worthwhile and will it meet your needs?

Is each goal consistent with other goals you have established and fits with your immediate and long term plans?

T — Timely
When

Your objective should include a time limit. "I will complete this step by month/day/year."

It will establish a sense of urgency and prompt you to have better time management.

It's a good idea to get students to identify these at the beginning of a course and write it down to increase accountability.

TEACHING from the heart

CAMBRIDGE English — Platinum Authorised Exam Centre   IELTS Testing Here   AISLi   ih Member of the International House World Organisation   FUTURE SKILLS AGENCY
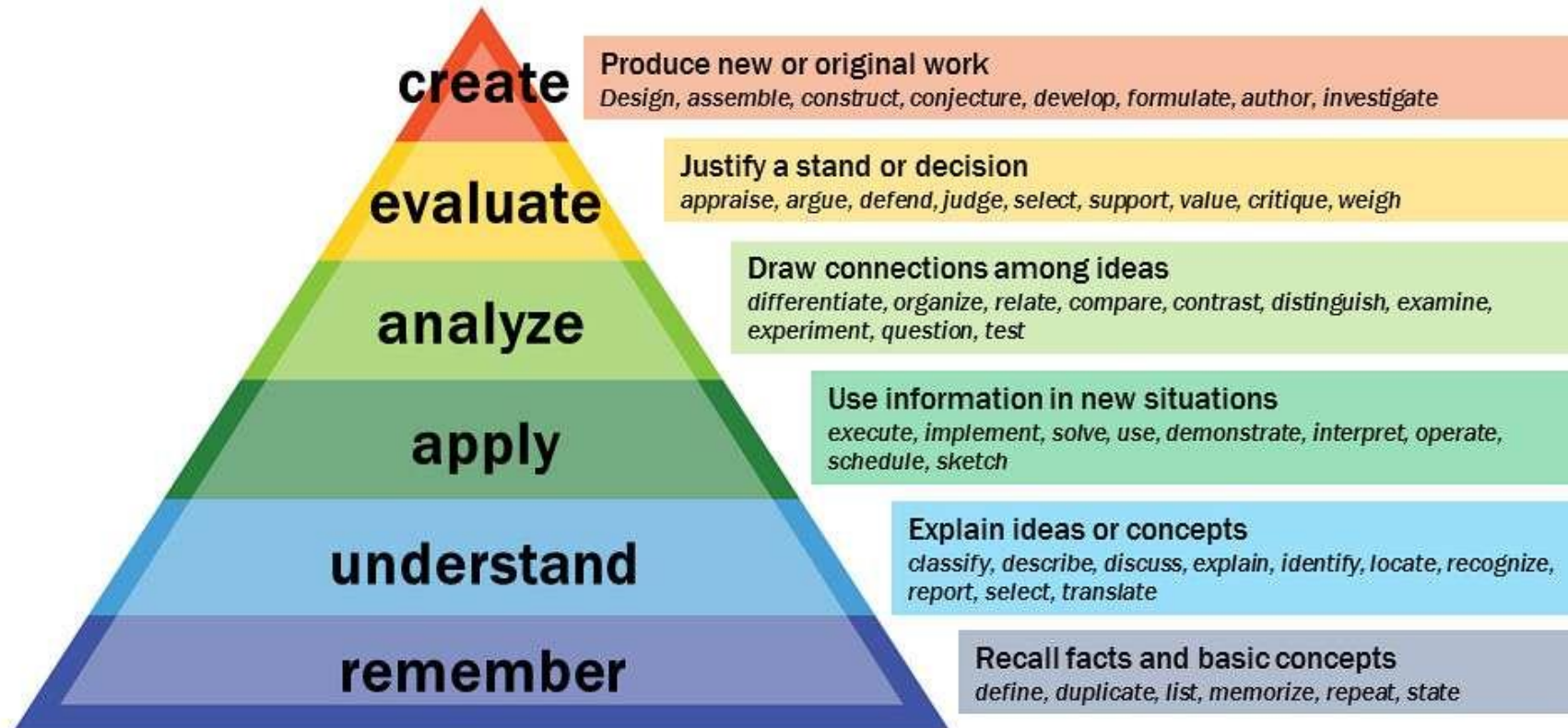
SMART Goals

In the Wordwall linked below, there are pairs of good and bad examples of each of the aspects of SMART goals (Smart, Measurable, Achievable, Relevant, and Timely). Match each pair with their aspect.

Bloom's Taxonomy

The Learning Pyramid

The Learning Pyramid

- What do you [...] pyramid?

- Are there wa[...] effectiveness [...] methods? (e.[...] note-taking, [...]

- Should there [...] study habits?

Disclaimer: the original research supporting the learning pyramid has been lost!

•Each method in the learning pyramid supports retention, but none are consistently superior.

•All methods are effective in specific contexts.

•The key takeaway is the critical role of the teacher in choosing appropriate instructional methods based on the context.

Passive Learning Methods

Active Learning Methods

90%
TEACHING OTHERS

Pomodoro Technique

The Pomodoro Technique

Select a single task to focus on

Set a timer and work continuously for 25 minutes

Take a productive 5 minute break

Repeat for 4 rounds

Take a longer break for 30 minutes and repeat

ihBRITISH
SCHOOL
REGGIO CALABRIA
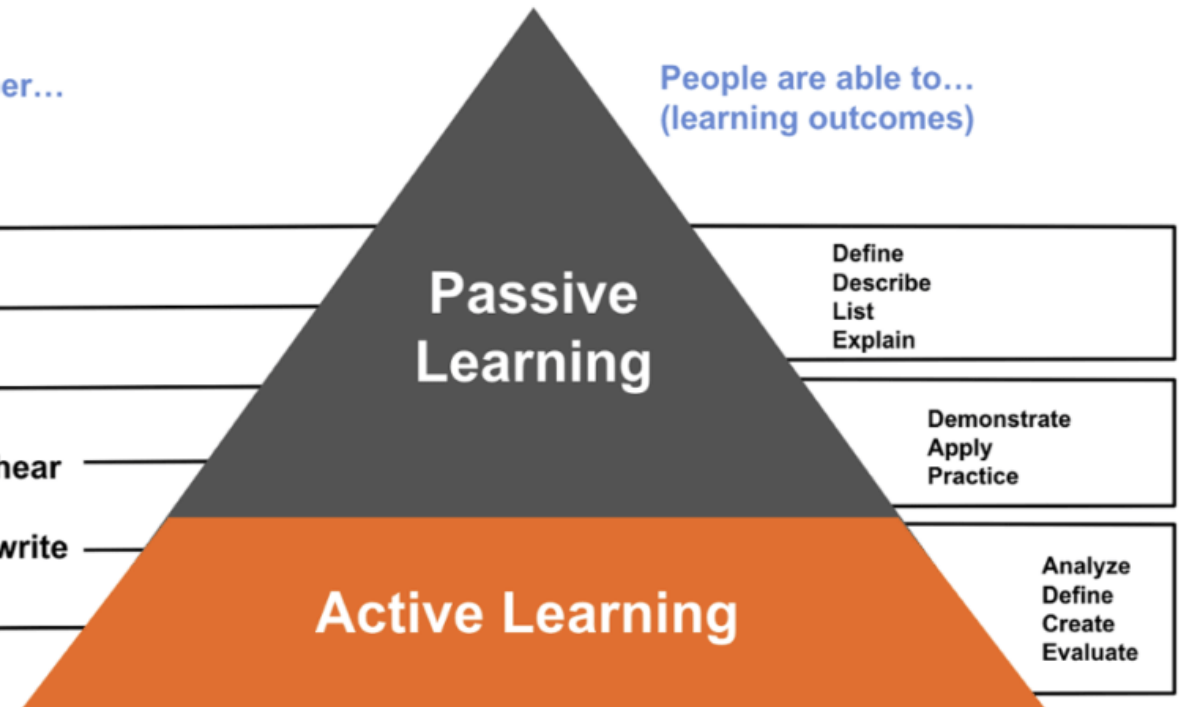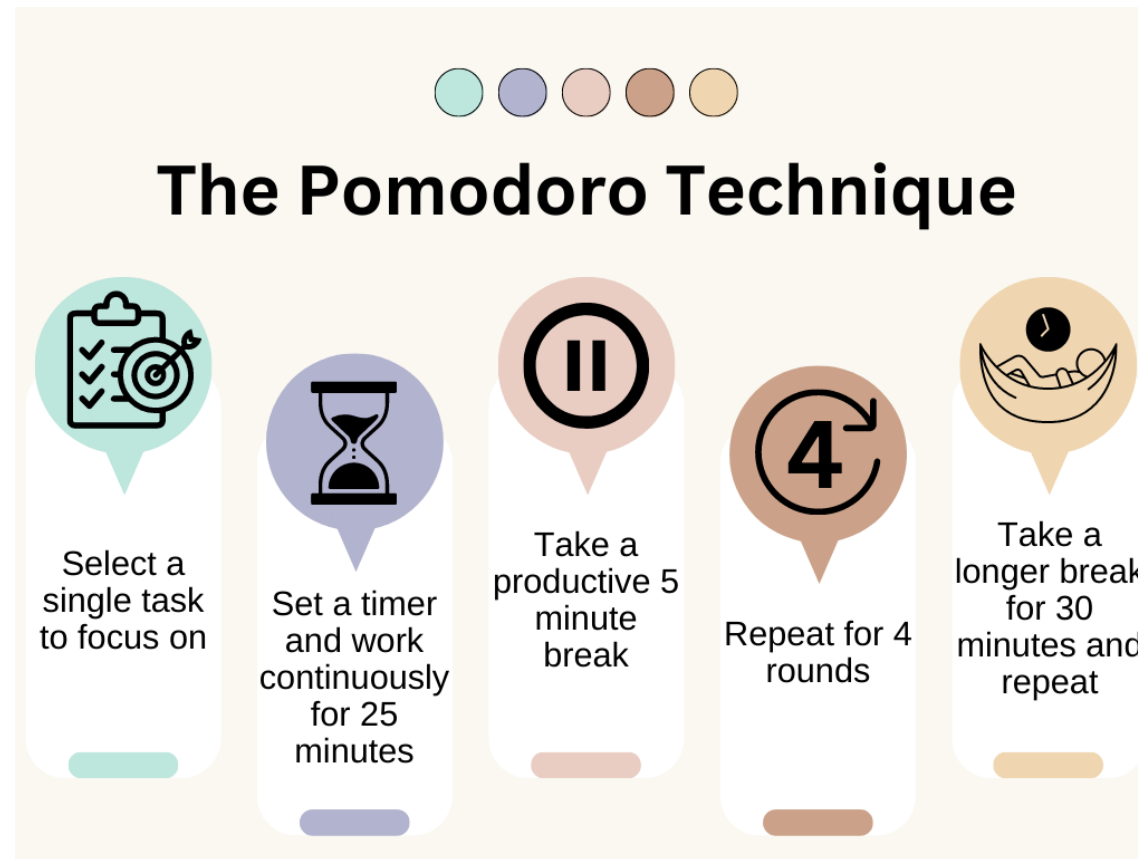
What percentage of students require additional support for learning?

Approximately 15–20% of school-aged children require additional support for learning, including students with ADHD, ASD, dyslexia, dyspraxia, and other learning differences.

Executive functions are cognitive processes that enable planning, organisation, time management, attention, working memory, and self-regulation.

ADHD commonly involves challenges with sustained attention, focus, impulse control, working memory, and time management.

ASD may involve difficulties with planning, organisation, cognitive flexibility, adaptability, and social and emotional regulation.

Visual Organisers

STUDY TIME TABLE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							

- Study
- Eat
- Travel
- Sports
- Game
- TV
- Chill
- Friends
- Family
- Pray
- Work
- Sleep
- I'm blank!

Download Your Free Study Planner

Study Notes

CLUEY

Go to www.clueylearning.com.au

STUDY PLANNER

START TIME	FINISHED TIME	DONE/NOT

TIME	SCHEDULE

TODAY'S SUBJECT

STUDY GOALS
1
2
3

BREAK TIMES CHECK LIST
1 2 3 4

NOTES/REMINDER

My Class Diary

Organisational skills can be developed from a young age.

Even for young learners, a simple record is a good habit. Students can write down:

- The date
- A brief note about what was covered in class
- Homework for next lesson

My Class Diary

Name: _____

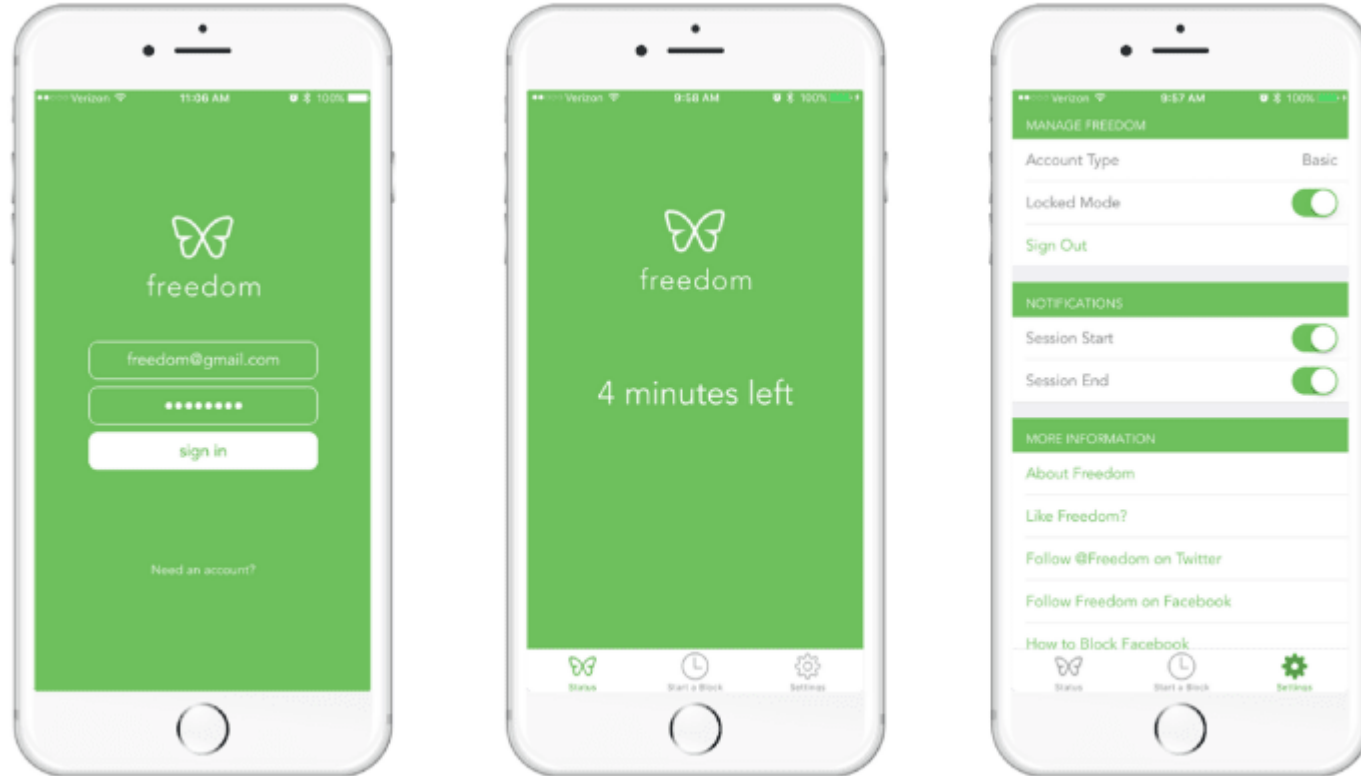Date: _____

In class:
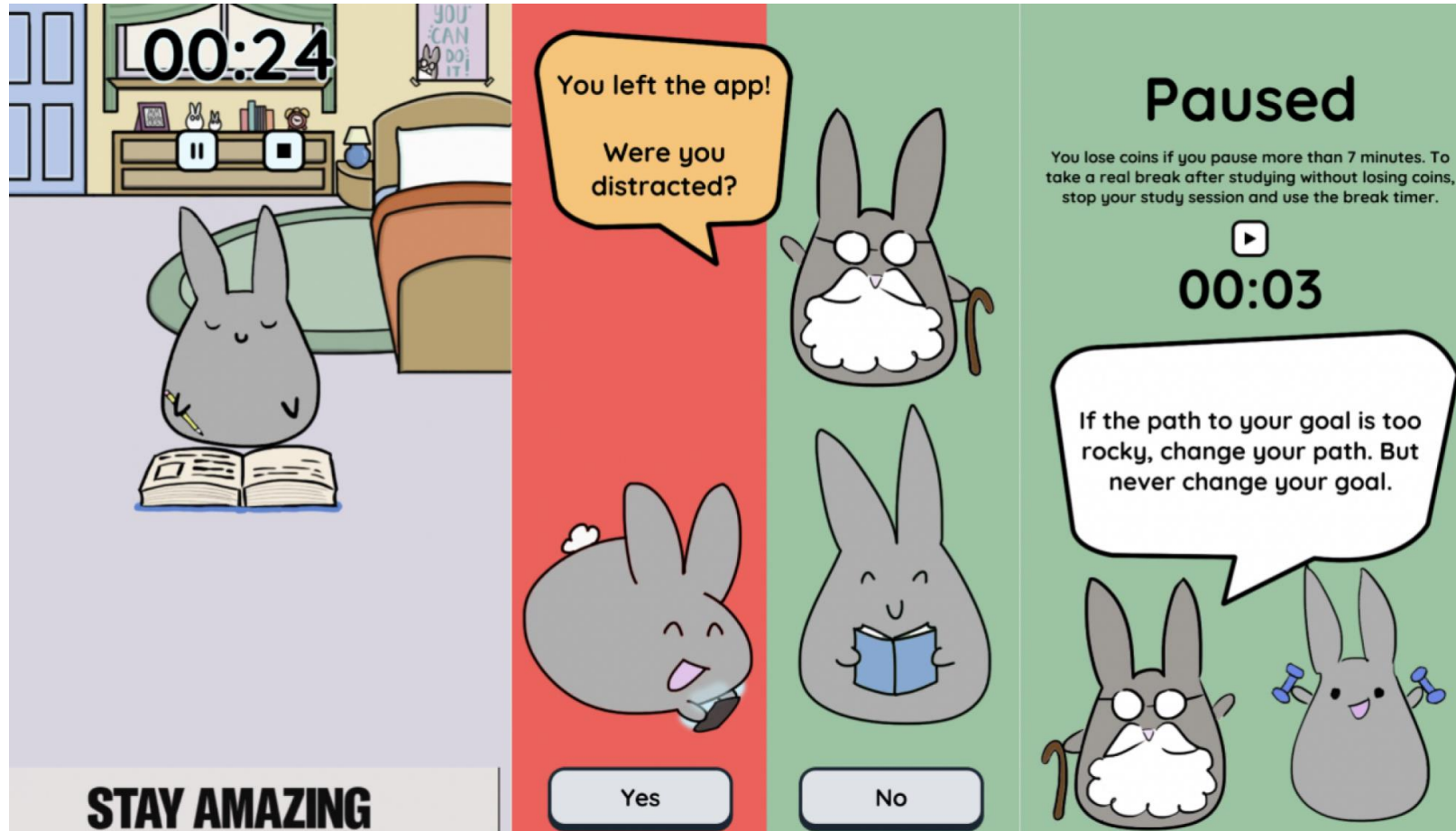
Homework:

Date: _____

In class:

Homework:

Trello
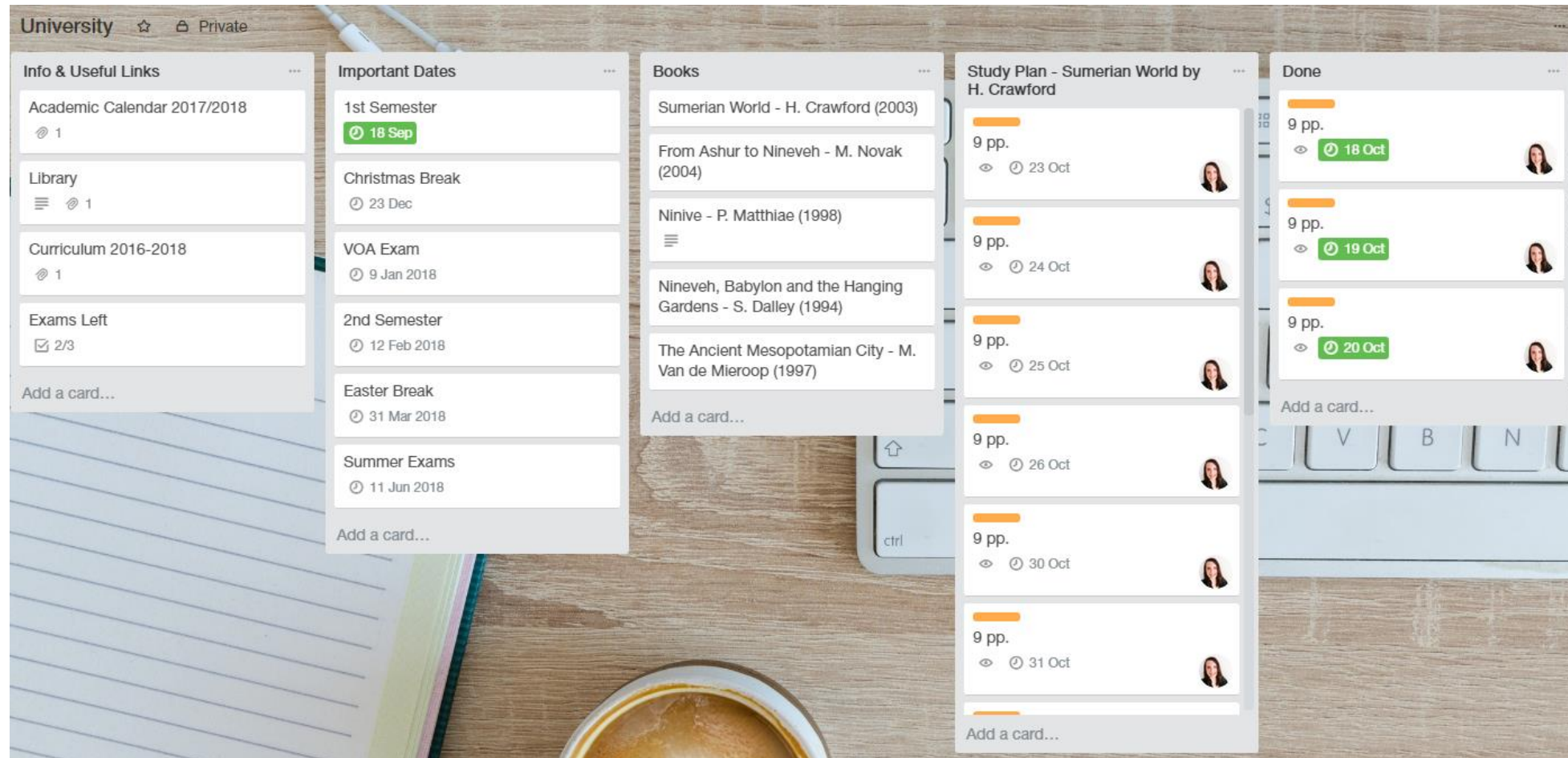
Apps for Blocking Social Media

Study Bunny App

Reference List / Further Reading

SMART Goals:

Doran, G. T. (1981). *There's a S.M.A.R.T. way to write management's goals and objectives*. Management Review, 70(11), 35-36.

Locke, E. A., & Latham, G. P. (2002). *Building a practically useful theory of goal setting and task motivation*. American Psychologist, 57(9), 705-717.

Bloom's Taxonomy:

Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals*. Longmans.

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

The Learning Pyramid:

Lalley, J. & Miller, R. (2007). *The Learning Pyramid: Does It Point Teachers in the Right Direction?*. Education. 128.

Active Learning:

Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. ERIC Clearinghouse on Higher Education.

Freeman, S., et al. (2014). *Active learning increases student performance in science, engineering, and mathematics*. Proceedings of the National Academy of Sciences, 111(23), 8410-8415.

Pomodoro Technique:

Cirillo, F. (2006). *The Pomodoro Technique: The Life-Changing Time-Management System*. Francesco Cirillo.

Executive Function:

Dawson, P., & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and intervention*. Guilford Press.

Visual Organisers:

Mastropieri, M. A., & Scruggs, T. E. (2004). *The inclusive classroom: Strategies for effective instruction*. Pearson Merrill Prentice Hall.