

# What do successful students do?



# 5 qualities of successful students

**Vision**

**Effort**

**Systems**

**Practice**

**Attitude**

# Vision

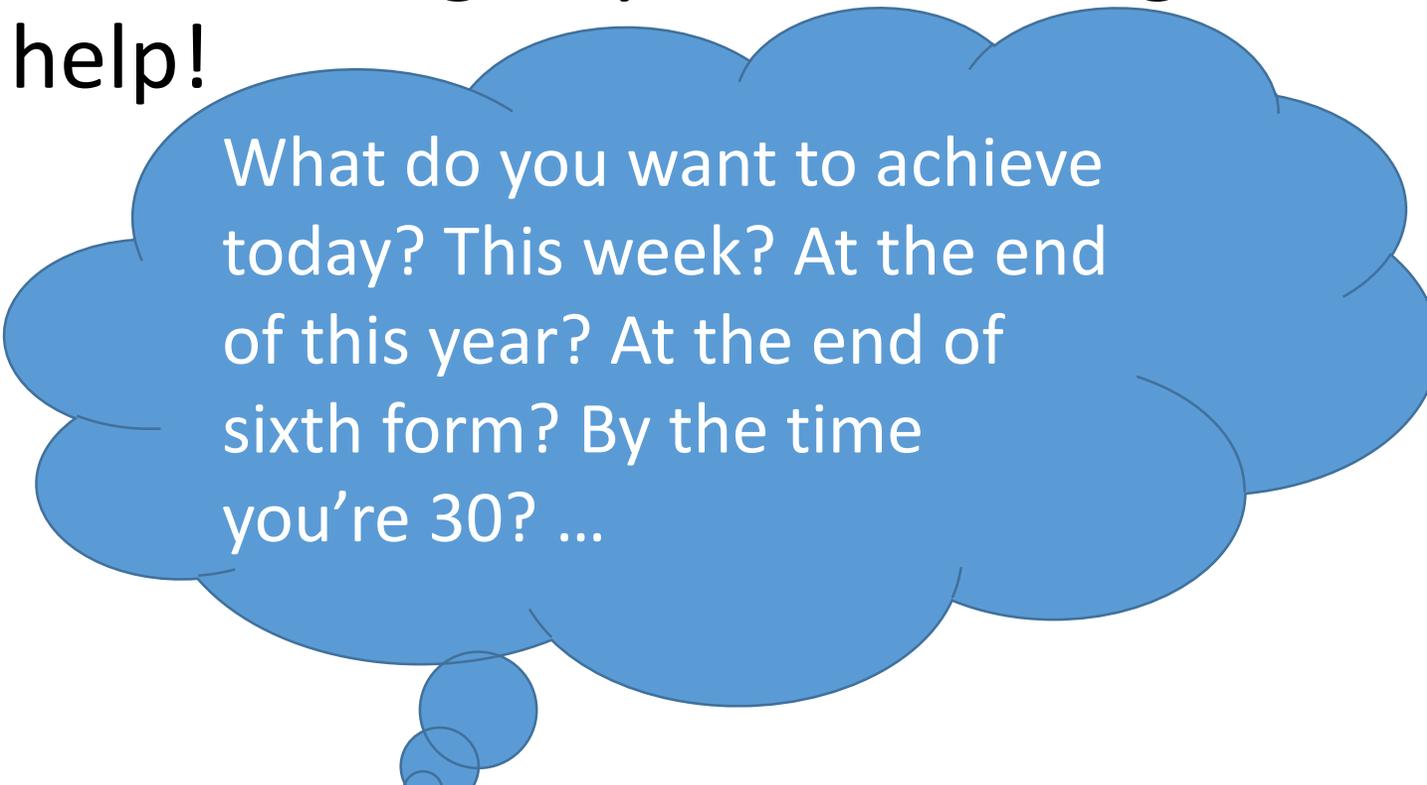
- You know what you want to achieve.



Vision ...

Successful students know what they want to achieve.

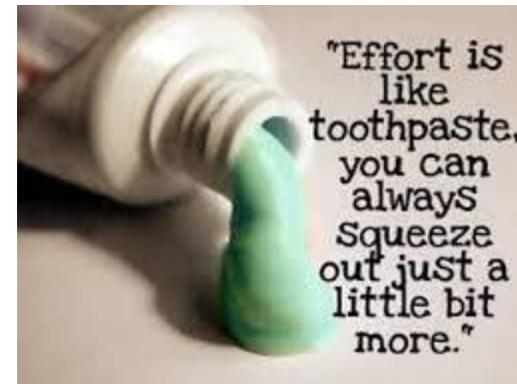
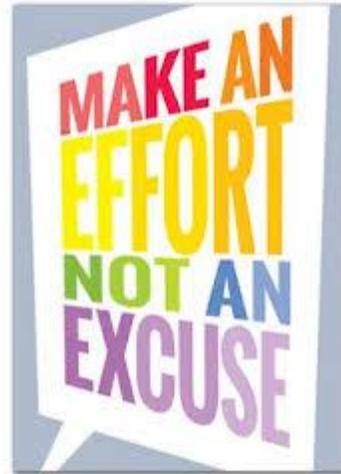
This does not have to be long term goals e.g. certain career or university course. As long as you are aiming for something this can help!



What do you want to achieve today? This week? At the end of this year? At the end of sixth form? By the time you're 30? ...

# Effort

- You put in significant time to your independent study.



**There is no substitute for  
hard work.**

Thomas A. Edison

I AM A GREAT BELIEVER IN  
**LUCK**

AND I FIND THE HARDER I WORK  
THE MORE I HAVE OF IT

- THOMAS JEFFERSON -

# Effort...

We can measure effort in terms of the number of hours of independent study completed on their studies.

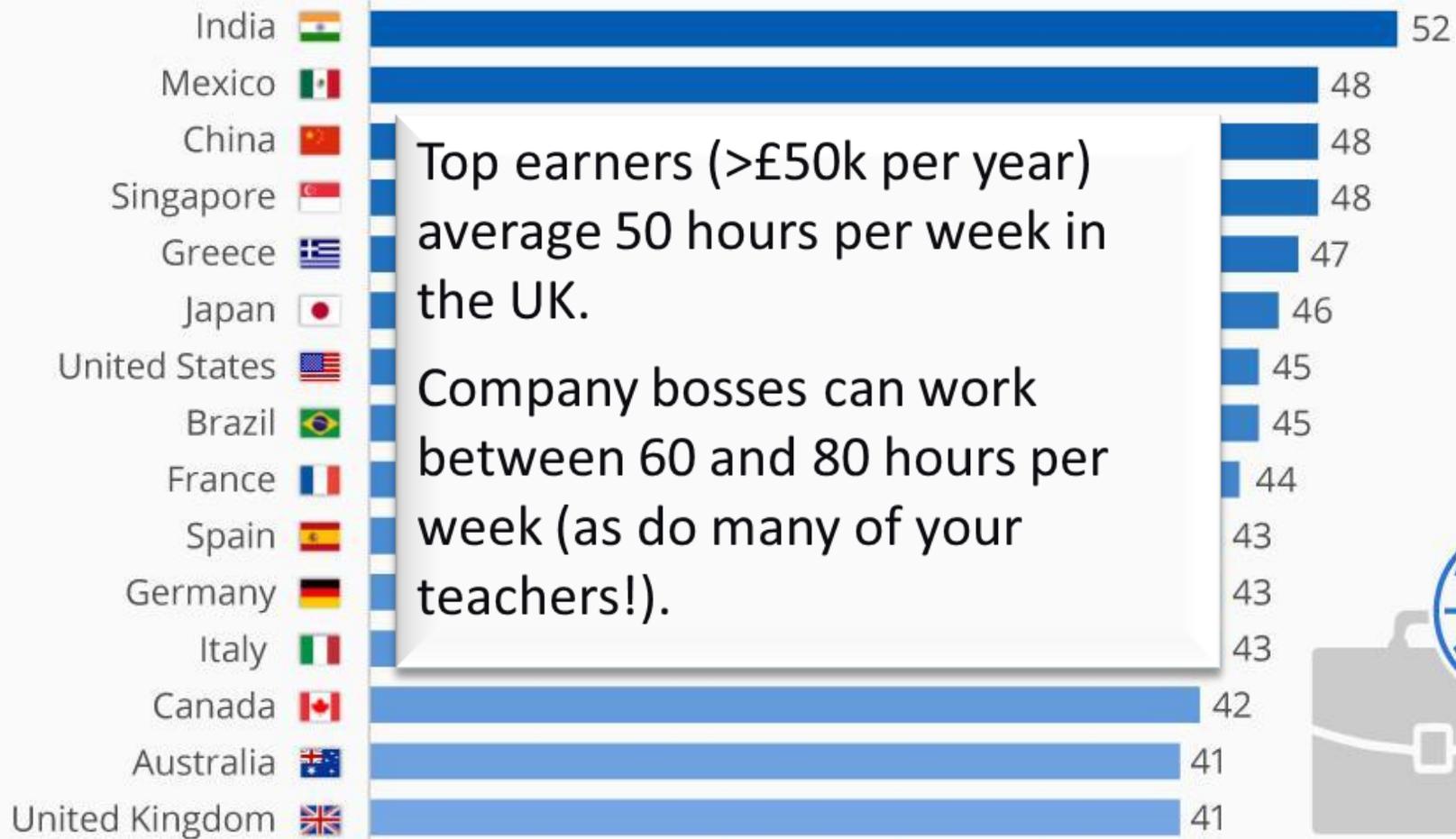
Reactive independent study involves completing tasks set by teachers and should only form a small proportion of independent study time.

Proactive independent study is work set by the students for themselves. For example, reviewing lesson notes, completing extra questions, researching online, watching videos, reading ahead, ...

Highly successful learners complete approximately 20 hours of independent study a week.

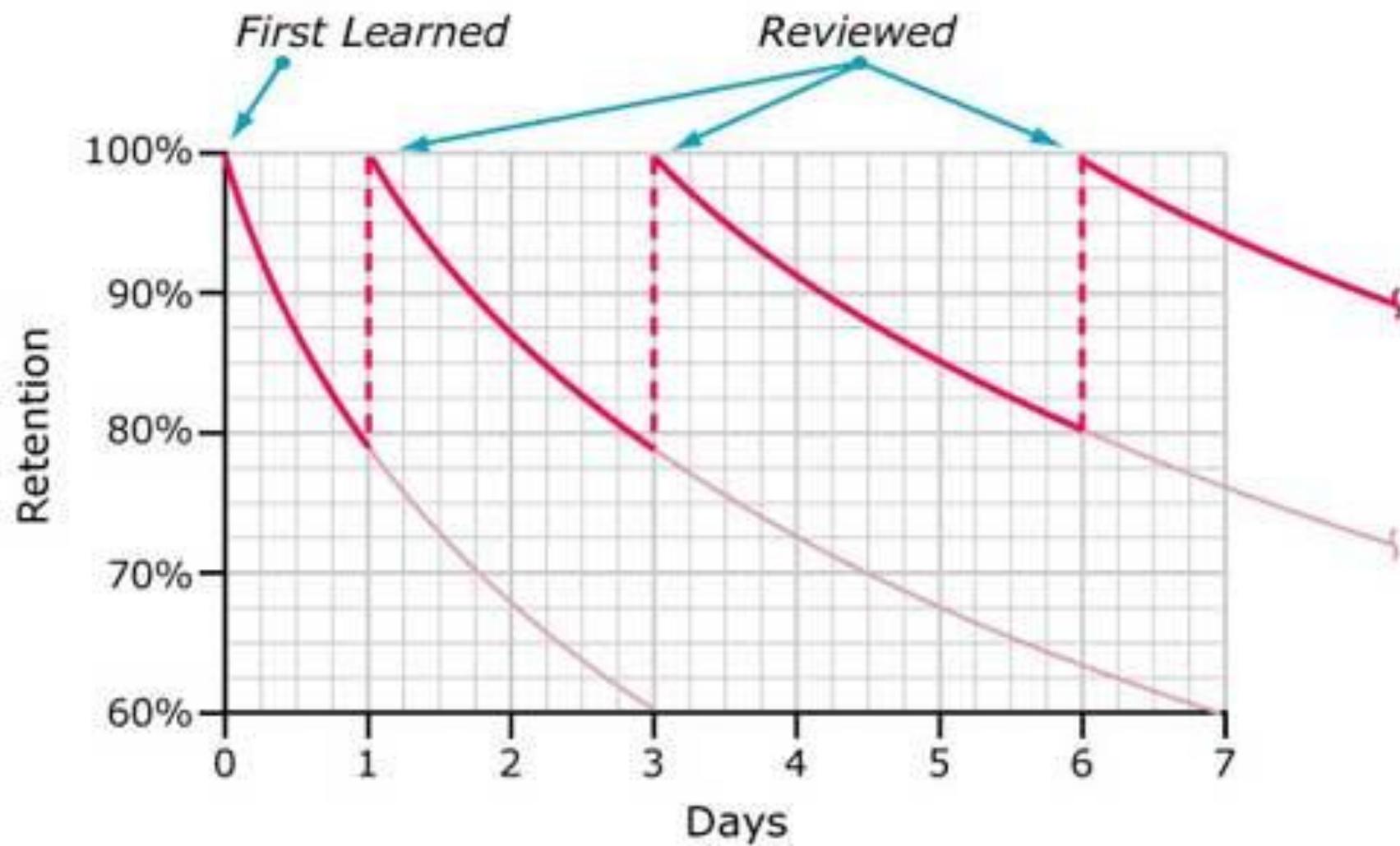
# Where Do Millennials Work The Longest Hours?

Average number of hours worked each week in 2015 (people aged 20-34)



Source: Millennial Careers: 2020 Vision

## Typical Forgetting Curve for Newly Learned Information



# Systems

- You organise your learning resources and your time sensibly and productively





Research suggests that for most people, the brain is at its sharpest in the first four hours after waking. Not straightaway – it needs time to get up to speed. But then it hits a sweet spot when it's really firing. In the morning it can be up to 30% more active and sharp than it is at other times.

# Project management

- A system to organise learning so students can make sense of it all  
3 subjects, 5 lessons per subject a week, 38 teaching weeks ...

570 lessons worth of work. What does it look like?

You have been provided with folders, dividers and flashcards – use them!

- A system to organise your time so you can complete key tasks to deadlines

# Practice

- You practise and develop your skills





It's the way you practise not how often you practise that counts.

# 3 levels of practice

- Content

The learner masters the content taught by reviewing and consolidating it and ensuring understanding.

Most students are confident with this element and this is in their 'safe zone'.

- Skills

The learner puts their knowledge into practice in high stakes contexts; they practise exam questions, time themselves, try tough questions and complete mock tests.

- Feedback

The learner seeks out an expert feedback that allows them to develop their performance.

**Table 1: Effectiveness of ten learning techniques, from Dunlosky et al (2013) <sup>39</sup>**

High Utility	<b>Practice testing</b>	Self-testing or taking practice tests on material to be learned.
	<b>Distributed ('spaced') practice</b>	Implementing a schedule of practice that spreads out activities over time.
	<b>Elaborative interrogation</b>	Generating an explanation for why an explicitly stated fact or concept is true.
Moderate utility	<b>Self-explanation</b>	Explaining how new information is related to known information, or explaining steps taken during problem solving.
	<b>Interleaved practice</b>	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.
	<b>Summarization</b>	Writing summaries (of various lengths) of to-be-learned texts.
	<b>Highlighting</b>	Marking potentially important portions of to-be-learned materials while reading.
Low utility	<b>Keyword mnemonic</b>	Using keywords and mental imagery to associate verbal materials
	<b>Imagery use for text learning Rereading</b>	Attempting to form mental images of text materials while reading or listening.
	<b>Rereading</b>	Restudying text material again after an initial reading.

# Attitude

- You respond constructively to feedback and setbacks



You need to be resilient – level 3 qualifications are hard!

Why are you in sixth form?

Do you enjoy your subjects, the challenge, the work?

Do you act on feedback to improve your learning?

**Vision**

Where do you see yourself in two years time?

**Effort**

How much time do you spend on quality study?

**Systems**

Do you organise your time and work effectively?

**Practice**

How do you prepare for assessments?

**Attitude**

Do you act on feedback? Are you motivated to study?