

## **Class 1**

### **Introduction to the Course and Semester Goals**

Welcome to CDEV 65. This course is one of the four basic or core classes in Child Development. The others are CDEV 53 (Child Growth and Development), CDEV 66 (Early Childhood Curriculum), and CDEV 67 (Child, Family, and the Community).

CDEV 65 introduces many of the topics which will be further explored in the other core classes.

The assigned readings for this class have been selected to address how we learn and how to maximize study and reading time. The articles are:

Learning How to Study Effectively

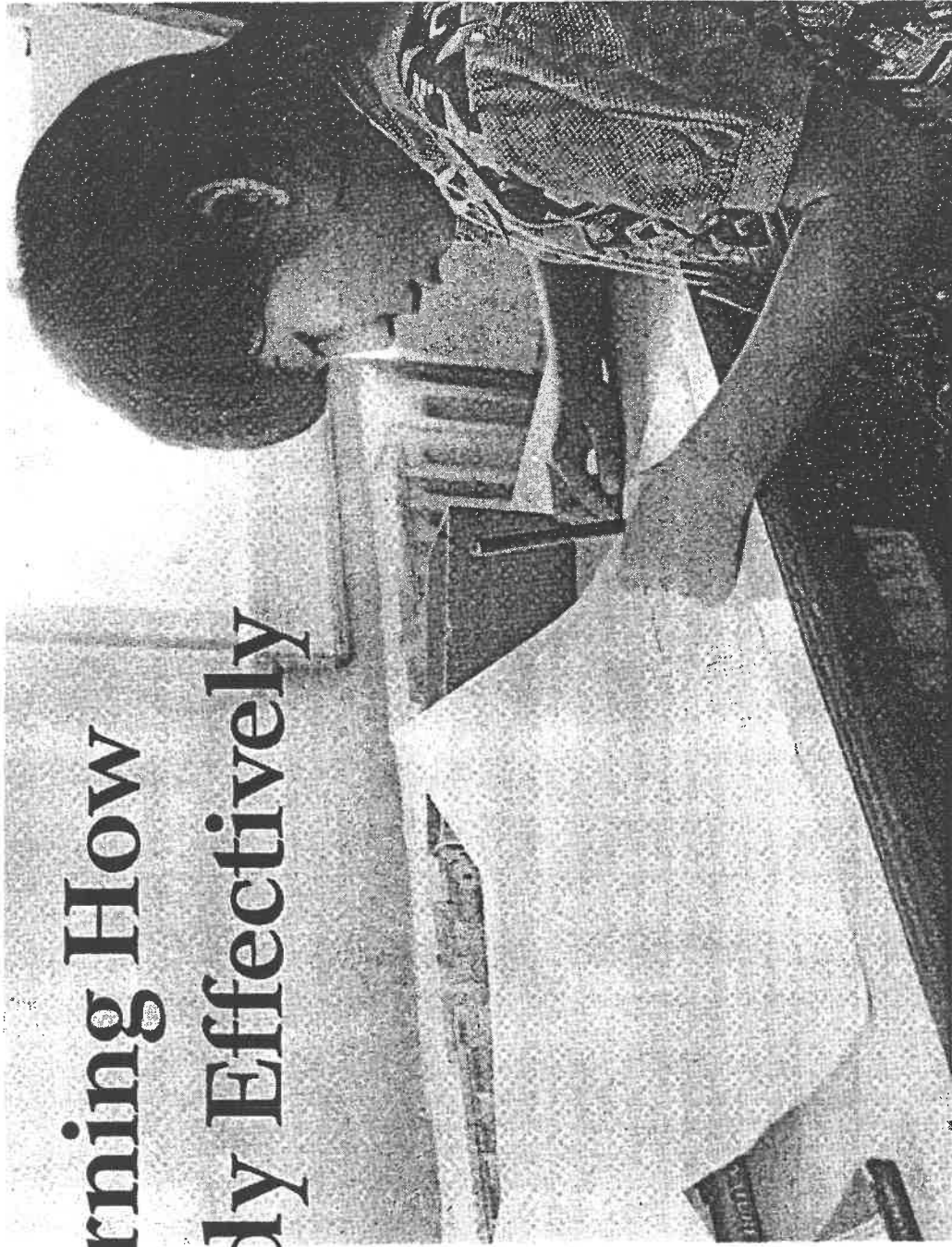
SQ3R

Learning to Learn



## EDUCATION

# Learning How to Study Effectively



The beginning of school is the perfect time for students to make a resolution that *this* year will be the best yet. Most students want to do well; but, unfortunately, many of them don't have the necessary academic tools — they don't know how to study.

It isn't enough to grab a few textbooks, open them up and begin to read. For many students, "forget" is the next step because they never really learned what they were perusing.

This is a frustrating result. Students are already accomplished learners; they have a staggering body of knowledge about daily living, friendships, family relationships, hobbies, sports, television and many other subjects. As a teacher, I have heard all too frequently the lament: "He knows batting averages. Why can't he learn multiplication tables?"

Students, parents and teachers have to harness this learning power if it is to be used academically. Here are some suggestions that should make studying easier for students:

**Know the right learning styles.** There are three methods of learning: *auditory*, or what comes to us through hearing; *visual*, or what comes to us through seeing; and *kinesthetic* (or *tactile*), or what comes to us through other senses such as touch. Most of us combine one or more of these methods

**It is important for parents to create the right environment in which their children can study effectively.**

to maximize our learning potential. . . . teachers continue to lecture at passive students!

For example, if someone knows that he is likely to forget a phone number he has heard, he'll usually write it down as soon as possible. This behavior allows him to compensate for a weak auditory learning style. In fact, most children — and grown-ups — are weak auditory learners. Unfortunately, the majority of

Doesn't everyone know "M-I-C-K-E-Y . . . M-O-U-S-E"?

Most children tend to be strong tactile learners. Elementary-math students will have an easier time learning number combinations and times tables if they can work them out with pennies, buttons or some similar objects.

Young children can practice spelling or reading-vocabulary words by tracing them in sand or gravel in a dishpan or kitty-litter tray. Older students get the

By Joanne Donohue Devine

same benefits by using a pencil, marker or fountain pen to write words and meanings on cards or paper (not ball-points, which tend to glide too easily over the paper; resistance helps make the words "go in"!).

Visual learners will find flash cards, charts, pictures and diagrams essential. Hang these study aids where the student will see them, even when not studying.

For example, a poster on the bathroom door reading "Coming soon to a country near you — *The Invaders* — starring Julius Caesar, Attila the Hun, Genghis Khan, etc.," will catch the attention of everyone who uses the bathroom, in-

A time chart showing a schedule for those assignments — and for breaks, as well — helps students budget time wisely. Long-term assignments should be broken down into small parts and then organized on the chart.

A pocket calendar is also an essential tool. Write everything down: assignments, sports schedules, dentist's appointments, baby-sitting jobs, *everything!* Most students, especially visual learners, don't appreciate the need for long-term planning until they see how crowded their days, weeks and months have become.

Keep a duplicate calendar for parents. This helps them avoid surprises in students' schedules such as, "Dad, I told you last week that Thursday was parents' night!"

#### **Create the right environment.**

Children who see Mom and Dad answering mail, paying bills and doing other routine paperwork in an organized manner will be more likely to settle down to scholarly pursuits.

Parents should minimize distractions during study time by limiting telephone calls to essential ones and eliminating television as much as possible. They should also designate a quiet place for academic tasks.

Some students are comfortable at a desk or table. Others prefer to do homework on the floor or in a remote corner. (My daughter found the stairs very comfortable and quiet . . . for a while!) As long as the work is being done well, the study location or position should hardly be the basis for an argument.

Another aspect of the right study environment is intangible. Is this a home where intellectual and artistic pursuits are respected, where thinking is an honored pastime?

Children should not be expected to do household chores at the expense of their

## A Better Study Method

Suppose an assignment says, "Read Chapter 16 in your geography book and answer questions 1-9 at the end of the chapter." Your child will probably start the homework by reading Chapter 16.

Stop! There's a better way to study. It's known as PQRS — the letters stand for Preview, Question, Read, State and Test. Here's how a student can use it to become a more efficient learner:

**Preview:** Read the questions at the end of the chapter first. This gives some idea of what to look for. Now go through the chapter quickly, page by page, reading only the headings, picture captions, boldfaced words, charts and any summaries.

**Question:** Reread the questions and, based on what you previewed, make up some questions of your own. Jot down what you think you're looking for.

**Read:** Now read the assignment and refer back to the chapter questions frequently.

**State:** Summarize each small section or paragraph, stating its essence in one or two sentences as you read. Use what works best for these summaries: flashcards, tapes, a notebook, etc. For more or less difficult concepts, use color-coded flashcards.

**Test:** Finally, answer the chapter questions as a way to test yourself. Be sure to re-state the question as you answer it ("The principal industries of Bolivia are . . .").

To review the material, read your summaries and the answers every few days. This will make the material very familiar to you by the time a quiz or test rolls around.

— Joanne Donohue Devine

schoolwork. Nor should high-school students hold after-school jobs that steal valuable time from studying. Parents should monitor how much time a chore or a job is taking and evaluate whether or not it is detrimental to the long-term educational goals they hope their children will achieve.

Parents also need to be interested and supportive when they hear their kids declare, "I have an idea!"

#### **Give lots of feedback.**

Parents should be proactive, not reac-

tive, about children's learning. Be lavish with praise when academic advances — even small ones — are made. At the same time, be quick to inquire about possible problems and make sure the teachers know of your concern. Students and parents should work together with teachers to monitor progress so that problems can be dealt with quickly.

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## **SQ3R Survey, Question, Read, Recite and Review**

SQ3R is a five-step study plan to help students construct meaning while reading. It uses the elements of questioning, predicting, setting a purpose for reading, and monitoring for confusion. SQ3R includes the following steps:

### **1. Survey**

- Think about the title: "What do I know?" "What do I want to know?"
- Glance over headings and first sentences in paragraphs.
- Look at illustrations and graphic aids.
- Read the first paragraph.
- Read the last paragraph or summary.

### **2. Question**

- Turn the title into a question.
- Write down any questions that come to mind during the survey.
- Turn headings into questions.
- Turn subheadings, illustrations, and graphic aids into questions.
- Write down unfamiliar vocabulary words and determine their meaning.

### **3. Read Actively**

- Read to search for answers to questions.
- Respond to questions and use context clues for unfamiliar words.
- React to unclear passages, confusing terms, and questionable statements by generating additional questions.

### **4. Recite**

- Look away from the answers and the book to recall what was read.
- Recite answers to questions aloud or in writing.
- Reread text for unanswered questions.

### **5. Review**

- Answer the major purpose question.
  - Look over answers and all parts of the chapter to organize information.
  - Summarize the information learned by drawing flow charts, writing a summary, participating in a group discussion, or by studying for a test
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## What are Learning Styles?

How do I determine my child's learning style?

by Becky L. Spivey, M.Ed.

Learning is taking in, understanding, and remembering information in order to apply it in other areas. Students usually learn information in one of three ways: seeing (visually), hearing (auditorily), and experiencing or hands on (kinesthetically). For most students, one of these three processes stands out above the others. Simply stated, some students remember best the things they have seen, some remember best the things they have heard, and others remember best the things they have experienced.

Everybody has a preferred style of learning. Knowing and understanding our learning style helps us to learn more effectively. This is particularly true for LD/AD(H)D students because of their different ways of learning. Through identifying your child's learning style, he or she will be able to capitalize on his or her strengths and improve his or her self-advocacy skills.

**Visual learners** need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g., people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts, and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

### Visual learners can benefit from...

- Drawing maps or flowcharts of events or scientific processes.
- Making outlines of everything.
- Copying what is on the board.
- Diagramming sentences.
- Taking notes.
- Watching instructional videos.
- Color-coding, circling, underlining, or highlighting words and phrases.
- Outlining reading assignments.
- Using flash cards.



The best test types for visual learners include diagramming, reading maps, outlining to show a process, and writing an essay after studying an outline. The worst test type for visual learners is a listen and respond test.

**Auditory learners** learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Written information may have little meaning until the learner hears it. These learners often benefit from reading text aloud and using a tape recorder.

### An auditory learner can benefit from...

- Using word association to remember facts and information.
- Making audiotapes of notes after writing them.
- Recording lessons or lectures.



- Watching instructional videos.
- Repeating facts with his or her eyes closed.
- Participating in group or class discussions.
- Using audiotapes when practicing a foreign language or other material.

The best type of test for auditory learners is reading passages and writing answers about them, writing responses to lessons or lectures they have heard, or answering questions by oral examination even in a timed situation.

**Kinesthetic/tactile learners** learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

### Kinesthetic learners can benefit from...

- Studying in short blocks.
- Taking lab classes.
- Role playing.
- Taking field trips, visiting museums.
- Studying with others and using memory games.
- Using flash cards to memorize.
- Creating projects to explain lessons or events.



The worst test type for kinesthetic learners is long essay questions. The best type of test for kinesthetic learners would include short definition, fill-ins, and questions with multiple answer choices.

In today's classrooms, teachers are encouraged to create lessons that include these three learning styles in order to accommodate the variety of needs among the students in their classrooms. This, in itself, is a monumental task, especially in the early grades. Some research has found that students can perform better on tests if the teacher will address an individual's learning style, and if the students will change their study habits to fit their personal style. If you cannot identify your child's learning style using the traits of auditory, visual, or kinesthetic (tactile) learners cited above, you may want to consult your child's teacher or school counselor. Parents can also find short quizzes online that may help identify your child's learning style.

#### References

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## Learning to Learn: Strategies for Improving Memory

by Rynette R. Kjesbo, M.S., CCC-SLP

### What Are Memory Strategies?

*Memory strategies* are tools we use to help us remember things. Some memory strategies are helpful for how we learn information, while other strategies are helpful for how we recall information that we have already learned. Using memory strategies can help children remember information like directions, facts, and assignments.

### Memory Strategies

Here are some strategies and tips you can use with your children to help them learn and remember important information:

- **Review and Repeat** – The more you repeat information, the more likely it is that you will remember it. It also helps you remember new information if you review it along with information you already know.
- **Say It, Write It** – Involving multiple senses (e.g., seeing, hearing, touching, doing) helps you learn and remember information by giving you different ways for your brain to get the information, as well as by repeating the information.
- **Personalize It** – Children are more likely to remember information if it relates to them. If they can relate it to something they already know and have experienced, they are more likely to remember it.
- **Rhymes and Songs** – Rhythm, rhyme, and music can help us remember information. For example, many children know that “In fourteen hundred ninety-two, Columbus sailed the ocean blue.” because it has rhythm and it rhymes.
- **Tell a Story** – Stories allow us to create a picture in our minds that is easy to remember later. Children can make up a story using the information that needs to be remembered.
- **Prediction** – If children are actively involved in learning, they are more likely to remember what is being taught. One way to involve children in learning is through prediction. Ask children what they know about a topic and what they would like to learn.



- **Chunk It** – *Chunking* is a way of learning information by breaking it up into related pieces. Telephone numbers are often learned through chunking, by grouping the numbers into sets of three or four.
- **Acronyms** – Acronyms can help children remember information they've learned by using the first letter from a group of words to make a new word. For example, the Great Lakes are Huron, Ontario, Michigan, Erie, and Superior—or HOMES.
- **Acrostics** – Acrostics use the first letter of words to make a saying. Acrostics are especially useful when you have to remember information in a specific order. For example, you can remember how to spell "rhythm" by using the acrostic "Rhythm helps your two hips move."
- **Stress, Sleep, and Brain Overload** – It is more difficult to remember information when we are stressed-out, tired, or have overloaded our brains with information. Children should get plenty of sleep and should take study breaks before they reach the point of overload when learning a lot of new information.



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