

PLAN OF INSTRUCTION/LESSON PLAN PART I

NAME OF INSTRUCTOR	COURSE TITLE Airmen Success Orientation	
BLOCK TITLE Study Skills and Note Taking		
	COURSE CONTENT	TIME
1. Airmen Success Orientation		40min
<ul style="list-style-type: none"> a. Examine current study skills and note taking strategies. <ul style="list-style-type: none"> (1) Outline (2) Study Skills and Note Taking Habits b. Identify listening cues to help identify important information in the classroom. <ul style="list-style-type: none"> (1) Listening c. Explain how to use the Cornell note taking method. <ul style="list-style-type: none"> (1) Cornell Method d. Explain the differences between Retrieval vs. Re-reading methods. <ul style="list-style-type: none"> (1) Retrieval vs. Re-reading e. List alternative study strategies. <ul style="list-style-type: none"> (1) Study Strategies f. Explain how the Study Power Hour works. <ul style="list-style-type: none"> (1) Study Power Hour g. Identify distractors. <ul style="list-style-type: none"> (1) Dealing with Distractions h. Explain how to apply S.M.A.R.T. criteria to current study goals. <ul style="list-style-type: none"> (1) SMART Goals (2) Key Takeaways 		
<u>SUPPORT MATERIALS AND GUIDANCE</u>		
<u>Student Instructional Materials</u> N/A		
<u>Audio visual Aids</u> Power Point Slides: Study Skills and Note Taking		
<u>Training Methods</u> Active Learning		
<u>Training Equipment</u> N/A		
<u>MIR</u> N/A		

PLAN OF INSTRUCTION/LESSON PLAN PART I

Instructional Guidance

The majority of instructing Study Skills and Note Taking is conducted in a facilitation role. Draw from student's experiences to share ideas and perceptions of content in order to learn material. Resist the urge to answer your own questions. Each exercises is explained in Part II.

SUPERVISOR APPROVAL OF LESSON PLAN

SIGNATURE AND DATE	SIGNATURE AND DATE
POI NUMBER	BLOCK
	UNIT
	DATE Date of presentation
	PAGE NO. 1

LP PART II - TEACHING GUIDE

UNIT TIME: 40 Minutes

INTRODUCTION

ATTENTION “Learning begins and ends outside the classroom” Col Coakley. (OH) What does this mean?

MOTIVATION There are things you’ve done throughout your entire educational experience; some may help and some may not. I’m here to give you some tips and tricks for your new environment to help you grow.

REVIEW In the last presentation, we went over what active learning is, and how important it is to have a growth mindset. (OH) How does this relate to study skills and note taking?

OVERVIEW

- a. Examine current study skills and note taking strategies.
 - (1) Outline
 - (2) Study Skills and Note Taking Habits
- b. Identify listening cues to help identify important information in the classroom.
 - (1) Listening
- c. Explain how to use the Cornell note taking method.
 - (2) Cornell Method
- d. Explain the differences between Retrieval vs. Re-reading methods.
 - (3) Retrieval vs. Re-reading
- e. List alternative study strategies.
 - (4) Study Strategies
- f. Explain how the Study Power Hour works.
 - (5) Study Power Hour
- g. Identify distractors.
 - (6) Dealing with Distractions.
- h. Explain how to apply S.M.A.R.T. criteria to their current study goals.
 - (7) SMART Goals
 - (8) Key Takeaways

TRANSITION

BODY

PRESENTATION:

1. Study Skills & Note Taking

- a. Examine current study skills and note taking strategies.

TRAINING METHOD(s):

AUDIOVISUAL AIDS:

Power Point Slides

Application:

Slide 1: Ask the room if they know the beat to “We Will Rock You” by Queen. Have them stomp/clap to the beat for about 30 seconds. Ask the room if they know the words to row, row, row your boat? Have the students sing the song for 30 seconds. Now, have the

students stomp/clap to the beat of “We Will Rock You” while singing Row Row Row Your Boat. You all were fine when we were only keeping the beat to “We Will Rock You” or when we were only singing “Row Row Row Your Boat. (OH) What happened when you did them at the same time? It is cognitively impossible to conduct two cognitive tasks at the same time. Your brain must send signals to stop one task and start another task every time you change your thoughts which takes seconds or even fractions of a second, but it cannot process two things at the same time. Multi-tasking has repercussions, such as finishing tasks slower because of the times that it takes for your thinking mind to switch from task to task. It will take you 50% longer and with 50% accuracy to complete the same tasks if you were to do so independently of each other.

“Do what you are doing” (OH) What does this mean?

(1) Outline

(2) Study Skills and Note Taking Habits

Application:

- (a) I schedule definite times and outline specific goals for my study time
- (b) I avoid activities which tend to interfere with my planned schedule
- (c) I study in a place free from auditory and visual distraction
- (d) I find that I can give undivided attention to studying for at least 20 min
- (e) While I am taking notes I think about how I will use them later
- (f) I organize my notes in some meaningful way
- (g) When reading, I mark or underline parts I think are more important
- (h) I try to imagine possible test questions while studying
- (i) I relate material learned in one course to materials of other courses
- (j) Strengths & Areas for Growth

Slide 2:

Before we begin, I need to understand who we have in the room and I would like to make you personally aware of your own study and note taking habits.

Activity: For each of the statements I am about to read, I would like you to raise your hand if this is a habit you already have.

Slides 3-10:

Slide 11:

Again, this was a self-awareness exercise. We've identified some areas that you're good at, and some areas where you have an opportunity to grow.

(OH) How is this related to that we've already talked about? (fixed and growth mindsets)

(k) Memory

Application:

Slide 12: (OH) By a show of hands, who here has a good memory? Who has a poor memory? Well a growth mindset tells us that nobody is born with a “poor memory”. Memory is a skill, like any other, that can be improved upon. We will do a memory exercise to prove that point.

Activity (slides 13-14): Chunking exercise.

Split the room in two halves. Have one half close their eyes while the other half studies slide 13 for 20 seconds. Then switch. Have the other half study slide 14 for 20 seconds while the first half closes their eyes. Now that each half has studied their slide, give the whole group about 30 seconds to write down as many of the units of information as they can recall from the slides.

Ask each group, one at a time, how many units of information they were able to write down. Compare the results of the two groups. Both groups were shown the same 12 units of information. (RQ): So, why was group 2 able to recall more units of information than group 1? Reveal both slides to the whole group. Explain how the chunking of information on slide 14, shown to group 2, was easier for the brain to digest and commit to memory. Note that the brain is best able to deal with 4 chunks of information at a time. Remember this when you study. Arrange information in a logical way and group it into 4 chunks if possible.

This is just one strategy for recalling information but there are hundreds out there. Just google memory strategies and try and find a few that work for you.

Slide 15:

(OH): So, how does my understanding of memory make a more ready, more lethal Airmen? If we understand how memory works, we can understand how effective study habits allow us to become critical thinkers, SMEs, and ultimately lifelong learners.

The first stage of memory is the sensory memory, which lasts 3-5 seconds. It takes that short amount of time for the brain to decide if the information it has encountered is important or not. If you don't pay attention to it, it goes away quickly. If the brain deems

it important it passes to the next stage of memory.

The second stage of memory is the short term memory. This length of time this stage of memory lasts is based on how often and complexly the information is utilized. If you don't use the information, you lose it.

The third stage of memory is the long-term memory. Long-term memory is the most complexly encoded over longer periods of time with repeated use of the information.

(l) Note Taking

Slide 16:

(OH): How many of you take purposeful notes?

(D): Tell me what it means to take purposeful notes. (Organized in a meaningful way – main points, written in your own words, color coded, individual shorthand, etc.)

(OH): Why is it important to take purposeful notes?

Notes taken without purpose of not used. Purposeful notes help you to engage with the material. Purposeful notes are those that you will actually utilize in your study time.

Tips and Tricks

b. Identify listening cues to help identify important information in the classroom.

(1) Listening

(a) Cues

1 Verbal

Slide 17. (OH): How do we know what to take notes on?

Listen to the instructor's voice; if their tempo changes, or they emphasize something or they repeat information...probably important. If they say it's important...definitely important.

2 Visual

Visually; if you see items in a book, packet, or slide show that are bold or underlined then they are probably important. If you hear it AND see it, definitely important.

3 Body Language/Gestures

Body language; if the instructor becomes animated or emphatic in their body language, probably important.

Do not try and write EVERYTHING down. People speak at a rate of 3-5 words per second. You can't keep up with that. Just write down what is important.

<p>(b) Listening</p> <p>c. Explain how to use the Cornell note taking method.</p> <p>(1) Cornell Method</p>	<p>Slide 18: These are the questions you want to ask yourself as you are listening to your instructor.</p> <p>Slide 19: (OH) Who here has used the Cornell Method of notetaking?</p> <p>Explain the Cornell Method of notetaking.</p>
	<ol style="list-style-type: none"> 1st section (right side of the page) is where you take your notes during a class or lecture. Make sure this section is written in your own words. Identify the main ideas and then add the details. Make sure you write legibly. 2nd section (left-hand margin), after the class or lecture, on your own time, go back and write down cues to organize the various sections of the notes. These could be keywords, vocab, questions, etc. Think of these cues as tabs that allow you to find specific info quickly without having to reread everything in order to find the one thing you are looking for. 3rd section (bottom of the page) is where you go back and summarize the lesson to create an overall picture. When we understand the overall meaning or gist of a lesson, the brain can then more easily go back and absorb the details.
<p>d. Explain the differences between Retrieval vs. Re-reading methods.</p> <p>(1) Retrieval vs. Re-reading</p>	<p>Slide 20:</p> <p>(OH): How many of you study by rereading your notes or textbooks?</p>
<p>e. List alternative study strategies.</p> <p>(1) Study Strategies</p> <p>(a) Read, Recite, Review</p>	<p>The art of learning lies in retrieval of information from your brain, not in re-reading until you think it sticks. Rereading often gives the learner a false sense of confidence. Instead of rereading, try and use the retrieval method. This means writing down or reciting everything you think you know from a lesson. Once you have done this “retrieval” compare it to your notes or text. The items that you left out will identify learning gaps that you should then focus your study on. The only way to really know if you learned the information is to recall it without reference.</p> <p>Slide 21: So, what are some strategies for committing information to long-term memory? How do we take our ability to recall information beyond the sensory level and put it into our working memory?</p> <p>Read, Recite, Review: When you read something, try</p>

(b) Actively Read

to recite it in your own words. If you are able to do this, then you've processed the information in your brain, made connections with what you already know, and were able to synthesize it into your own words. Then review to make sure that what you recited is in line with what you just read.

(c) Gist – Details

(OH): how many of you have been stuck reading the same line over and over again only to realize that you have no clue what you just read? If you adopt active reading techniques, you can mitigate that problem.

Gist before details: The brain has a better time absorbing the details of something when it understands the overall meaning and the why. For example I could explain the components and functions of an alternator and that would be difficult to understand if you didn't already know where it fits in to the mechanics of a car. But, if I first explained that an alternator is the part of a car that provides power to the car's electrical components, the alternator information would be more easily understood and thus easily remembered.

When studying:

1. Read all titles and headings what you are about to read or study so that your brain is primed for what you are about to read.
2. After each paragraph, verbally summarize what that paragraph is about.

(d) Flash Cards

Flash cards are a method of facilitating retrieval, which we already talked about. Use keywords on a flash card to cue yourself to recall as much as you can about whatever is written on the card and then compare what you were able to recall to your notes or text.

(e) Concept Maps

Concept Maps (aka Graphic Organizer) are a good way to build relationships between concepts and allow you to see how various components of an overall topic connect. Understanding these connections allow you to understand the whole picture.

(f) Flow Charts

Use flow charts to memorize a process.
Example: CPR process medical protocol flow chart.

Some students have naturally found or developed cognitive strategies for themselves to help them study and appear as though they are gifted when really, they have just developed good habits. ALL students are

f. Explain how the Study Power Hour works.

(1) Study Power Hour

Application:

capable of excelling.

Slide 22: Study Power Hour.

Studies show that studying information for shorter amounts of time, and more often is the most effective way to retain information. This is spaced repetition. Spaced repetition can be easily utilized through the study power hour.

*** THIS SLIDE IS IN THE POWER STRATEGIES EDITION.**

1. A good study routine is estimated to be about 50 minutes of time, followed by a short break. (This type of study capitalizes on primacy and recency effects.) You may find that you are more productive when you limit your study, as long as you have also taken precaution to minimize other distractions.
2. The Study Power Hour is designed to help you accomplish more in shorter, more intense periods of focused study time. It's useful because you can use the time to do any type of ACTIVE studying – taking notes while reading, organizing class and text notes, drawing diagrams, writing sample test questions, figuring out problems – during the hour. Just sitting at a desk in front of a book does NOT constitute studying.
3. To keep studying from getting monotonous, vary the focus and action during several of these power hours throughout the day.
4. Do Power Hours even if you don't have any homework. Even if you don't have anything due to your instructor, study each stay by reviewing.

How it works:

1. First, decide where and when you will study. This happens before your hour starts because a lot of time can be taken up finding a suitable time and place. D: appropriate study locations (intel vs fire).
2. Take 2-5 minutes to determine what is important now and what your target is. An excellent way to do this is practice the retrieval method earlier. This will let you know where you may need to focus your studies on most.
3. Take 5 minutes to establish a study actions. Will you write flash cards, concept maps, flow charts, outlines, or actively read?
4. Take 20 minutes to buckle down and do the work. No squirrels, hold your attention and

focus for that full 20 minutes.

5. Take 15 minutes to review. This is the most important part. Why? This bolsters your memory. Focus on the areas that you are weakest in.
6. Take 15 minutes to go on a break. GO ON A BREAK. Step away from the material.

(a) Summarize

Slide 23: Ask the students to write down to things they will commit to using from this lesson in their own study habits. (AV) Play video while they are completing this exercise. (Observe how students are reacting to this distraction!)

Slide 24: (OH) Who remembers the task before the video?

(FU) How much did you write down during the video?

Slide 25: (OH) Who has heard of Maslow's Hierarchy of Needs?

(FU) Can you please explain it?

It's hard to focus when you are hungry or cold, or super tired. If you can't stay awake, you're not going to learn anything. Take a 20 or 90 minute power nap. Eat some food. Your brain takes only 3% of your body weight, but it takes 25% of your energy....feed it! It runs on glucose, it needs it to function at peak performance. If you are too worried about a family issue back home or if your significant other is mad at you, you won't be as efficient as you can be. Take care of those needs first as best you can. Just know, you HAVE to study at some point.

(b) Netflix

No Netflix...we just demonstrated that you can't play a video and take notes at the same time. It is cognitively impossible to multitask two cognitive functions at 100%.

(c) Be a spider

(OH) What happens when a fly lands on a spider's web?

The spider knows it's not going anywhere, so it takes it's time getting to it. Barring any emergencies, unexpected distractions are not going anywhere. Set them aside during your study time and focus. You can always come back to them later. This means NO CELL PHONES!

<p>(d) *Listen to music*</p> <p> a Avoid loud or lyrics</p> <p>(e) Roommates</p> <p>h. Explain how to apply S.M.A.R.T. criteria to current study goals.</p> <p>(1) SMART Goals</p> <p> (a) Specific</p> <p> (b) Measurable</p> <p> (c) Achievable</p> <p> (d) Relevant</p> <p> (e) Time-Bound</p> <p>(2) Takeaways</p> <p>Application:</p> <p>EVALUATION: None</p>	<p>(OH) Who here gets distracted when you hear a key word in your background, or someone says something in another room? Listening to music can have the same effect. If you must listen to music, choose music that is without lyrics and listen to it quietly.</p> <p>(OH) How do you deal with studying in an environment where you are three to a room in a room designed for two to a room?</p> <p>Slide 26: (OH) Who has worked with a SMART Goal before?</p> <p>(FU) What is their purpose? (to keep focused and motivated)</p> <p>Slide 27:</p> <p>Write down one key takeaway from this lesson. Share that takeaway with a partner.</p> <p>(OH) What are some takeaways that you have?</p>
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CONCLUSION

SUMMARY

- a. Examine current study skills and note taking strategies.
 - (1) Outline
 - (2) Study Skills and Note Taking Habits
- b. Identify listening cues to help identify important information in the classroom.
 - (1) Listening
- c. Explain how to use the Cornell note taking method.
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- d. Explain the differences between Retrieval vs. Re-reading methods.
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- f. Explain how the Study Power Hour works.
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- g. Identify distractors.
 - (1) Dealing with Distractions.
- h. Explain how to apply S.M.A.R.T. criteria to their current study goals.
 - (1) SMART Goals
 - (2) Key Takeaways

REMOTIVATION Through the active learning environment, the students will graduate with not only the foundational knowledge of their AFS, but also the soft skills needed to operate in ambiguity – identifying knowledge gaps, knowing how to fill those gaps, and how to

mentor those around them with that knowledge. Those soft skills translate to the operational field by not only helping airmen attain and maintain a high level of technical readiness, but also lay the foundation to build exceptional leaders.

ASSIGNMENT When you return, please make sure you have a full bottle of water, either two of the small ones or a larger personal one.

CLOSURE These lectures have given you the opportunity to think critically about the information and communicate your thoughts effectively with peers and facilitators – two skills necessary not only for academic success, but also operational success.

Legend:

Application: activity
(AV) Audio Visual (video)
(D) Direct Question
(FU) Follow-up Question
(OH) Overhead Question

References

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