Skill Enhancement Course-Education

B.A Programme Semester-4 Paper: Reflective Learning By: Neha Goswami

Let's Revise

- How Learning takes Place
- Learning must be meaningful. Learning must be organized. Learning must have feedback. Learning influence learning. Trying to learn too much interferes with remembering. Learning can be improved by rehearsal and imaging. Learning can be enhanced by repetition. We learn differently by using our various senses. A critical part of learning is maintaining attention. Environment plays vital role in learning.
- **Thinking in context** Contextual thinking means how well you link specific events, tasks and actions in a wider perspective or pattern
- **Critical thinking** is the ability to clearly and logically consider information that is presented to us.
- **Creative thinking** is about generating new, novel, or useful ideas
- **Reflective thinking** involves "consideration of the larger context, the meaning, and the implications of an experience or action."

Today's Class

• Study Skills :

Note-taking Critical reading

Mnemonics

Note-taking

- Note-taking is the practice of writing down or otherwise recording key points of information.
- Note-taking involves certain cognitive behaviour; writing notes engages your brain in specific and beneficial ways that help you grasp and retain information. Note-taking can result in broader learning than simply mastering course content because it helps you to process information and make connections between ideas, allowing you to apply your new knowledge to novel contexts

Improve your Note-taking skill

- Make clear and accurate notes
- Come to class prepared
- Compare your notes
- Minimize distractions
- Organize your notes
- Use abbreviations and symbols
- Write clearly
- Review your notes
- Write down questions
- Avoid Digital notes
- Note taking method

Methods of Note-taking

 The Cornell method involves dividing a piece of paper into three sections: a space on the left for writing the main topics, a larger space on the right to write your notes, and a space at the bottom to summarize your notes. Review and clarify your notes as soon as possible after class. Summarize what you've written on the bottom of the page, and finally, study your notes.

The Cornell Note-taking System

2 1/2"	€>
< <i>></i>	Notetaking Column
Cue (Recall) Column	 Record: During the lecture, use the notetaking column to record the lecture using telegraphic sentences.
	 Questions: As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.
	 Recite: Cover the notetaking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.
	4. Reflect: Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?
	 Review: Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.
A Summary	
2" After class, use this space at the bottom of each page to summarize the notes on that page.	

Critical Reading

 Critical reading is an attempt to get the readers to read and understand, on a deeper level, the material that they're engaged with. It is a more complex form of reading that asks the reader to analyse the material and interpret it. It's also important for evaluating materials. Normal readers ask different questions from critical readers. Typical readers will commonly ask the following questions:

- What is the text saying?
- What information can I absorb from the reading.
 Critical readers, on the other hand, ask the following question:
- How was an argument made?
- What choices were made in terms of content included in the material?
- What reasoning was used in the reading?
- What assumptions did the writer make during their writing?

Mnemonics

 A mnemonic, also known as a memory aid, is a tool that helps you remember an idea or phrase with a pattern of letters, numbers, or relatable associations

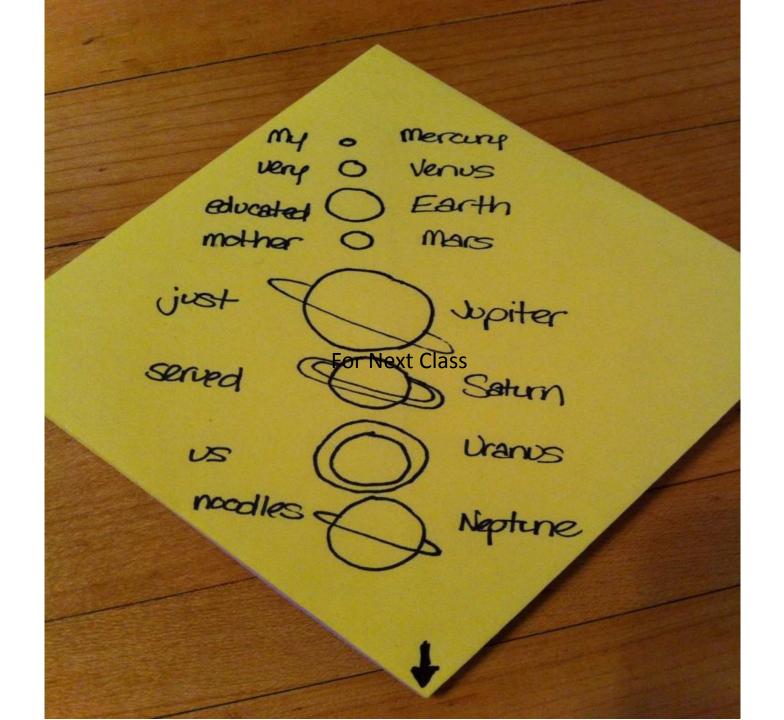
• Benefits

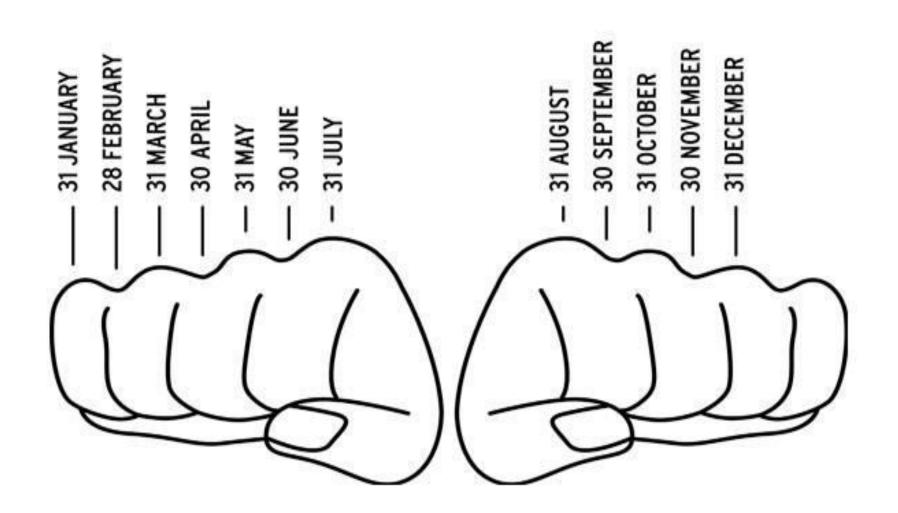
Mnemonics are strategies that can be modified to fit a variety of learning content. This method enhances memory of complex words or ideas and promotes better retention of material to be learned. It is especially beneficial to LD (learning Disability) students and others who may have difficulty with information recall. Some Example of Mnemonics Read the following color and try to remember it in same sequence.

- Red
- Orange
- Yellow
- Green
- Blue
- Indigo
- Violet

• ROY G. BIV

Red, Orange, Yellow, Green, Blue, Indigo, Violet









For Next Class (19th April 2021)

- Nature of reflective learning through letters, diaries, blogs and visual
- Please read for the next class
- ➤ The Mahatma and the Poet
- ≻The diary of a young girl