

THE SUCCESSFUL STUDENT

ORGANIZED, ACCOUNTABLE, SELF-AWARE

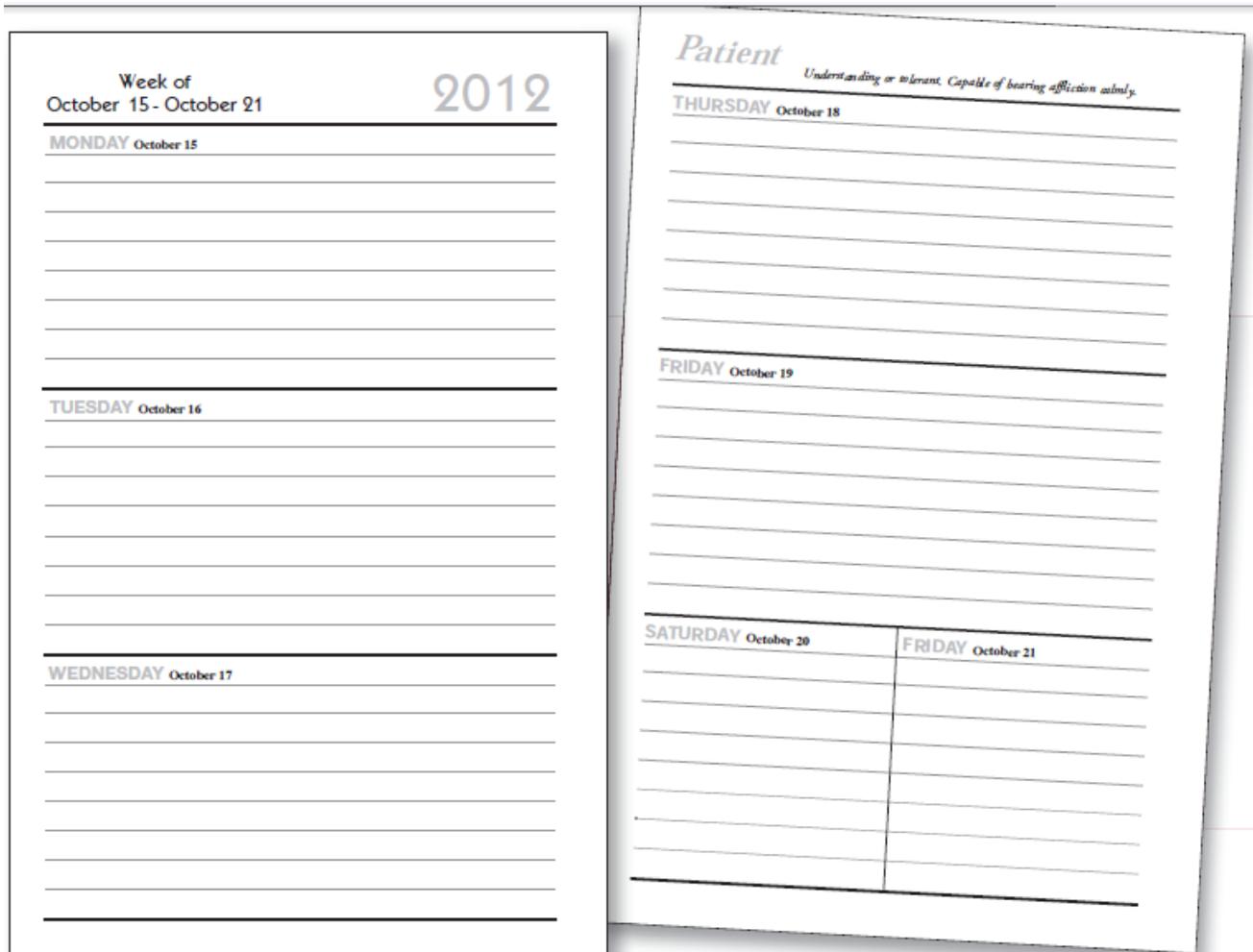
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Get and Stay Organized

Your Planner is your **Roadmap**



Use your planner Wisely

List classes in the order you have them

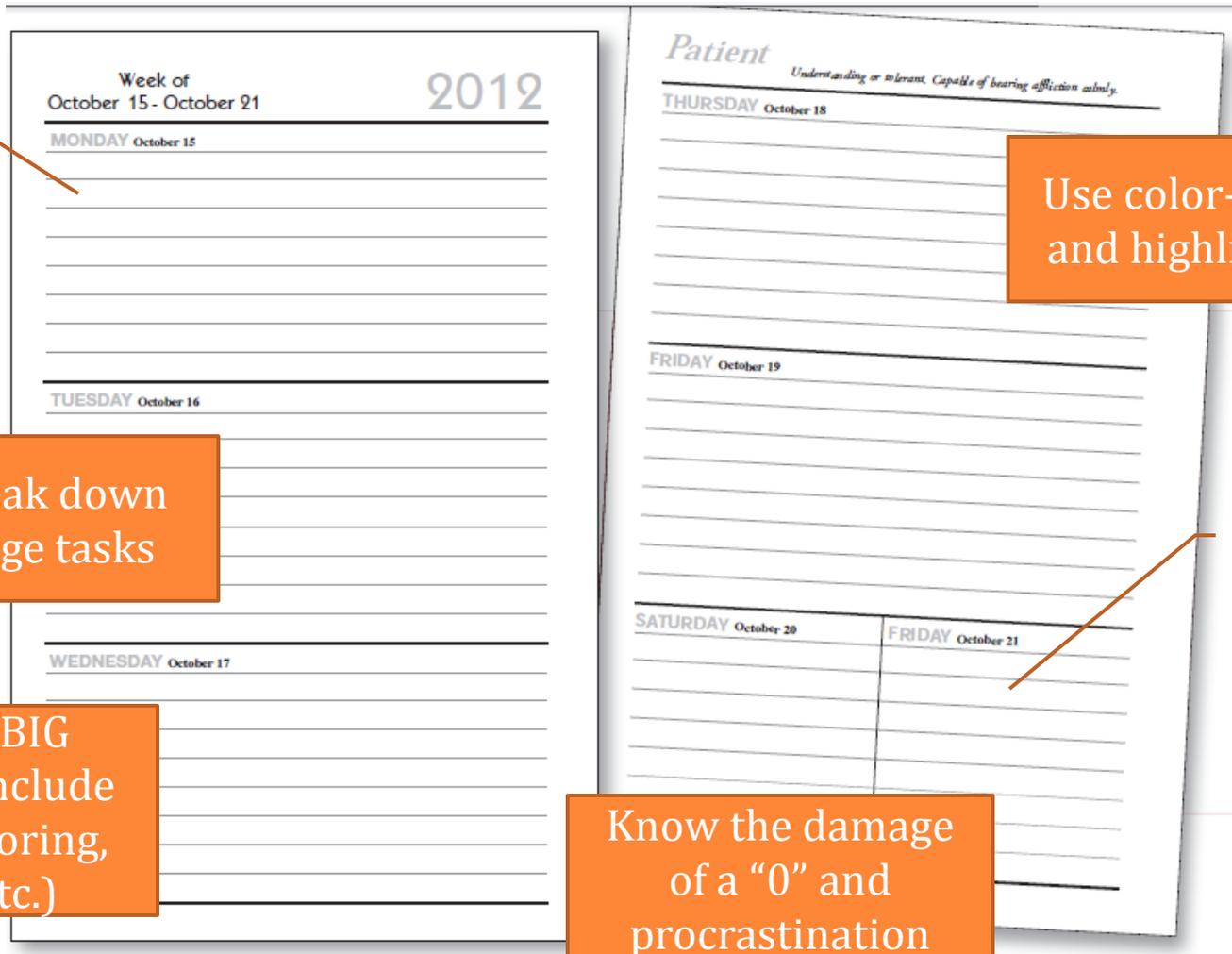
Break down large tasks

See the BIG picture (include appts, tutoring, trips, etc.)

Use color-coding and highlighting

Use Sunday to look ahead

Know the damage of a "0" and procrastination



Your Planner is a DAILY tool

- ❑ METAPHOR: Training Manual to run a marathon (missing pages, inconsistencies and not making it a habit work against its effectiveness!)
- ❑ Use it EVERY day
- ❑ See the big picture, don't think only about tomorrow
- ❑ Website/Assignment sheet is a way to double check the planner, not a replacement of the planner
- ❑ Awareness is power and relieves stress
- ❑ Planning is a life-long skill
- ❑ Adapt as you go – move on to electronic calendars, apps, etc.

Get Organized



Get Organized



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Use a SIMPLE system



- Folder for each subject
- Extra Folder for paper, permission slips, etc.

□ Pencil Case



Everything has a
HOME



Be Accountable

Accountability



- Being organized is a non-negotiable
- We must inspect what we expect
- Students take ownership for their learning
- Develop a growth mindset (see work by Carol Dweck)

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.



Be Self Aware

Metacognition

□ **What is cognition?**

Cognition is the scientific term referring to the mental processes involved in acquisition of knowledge and comprehension, including thinking, knowing, remembering and problem solving.

□ **What is metacognition?**

Metacognition is THINKING ABOUT YOUR THINKING. Is it knowledge and understanding of our own cognitive processes and abilities and the SELF-regulation of these processes.

Metacognitive Process

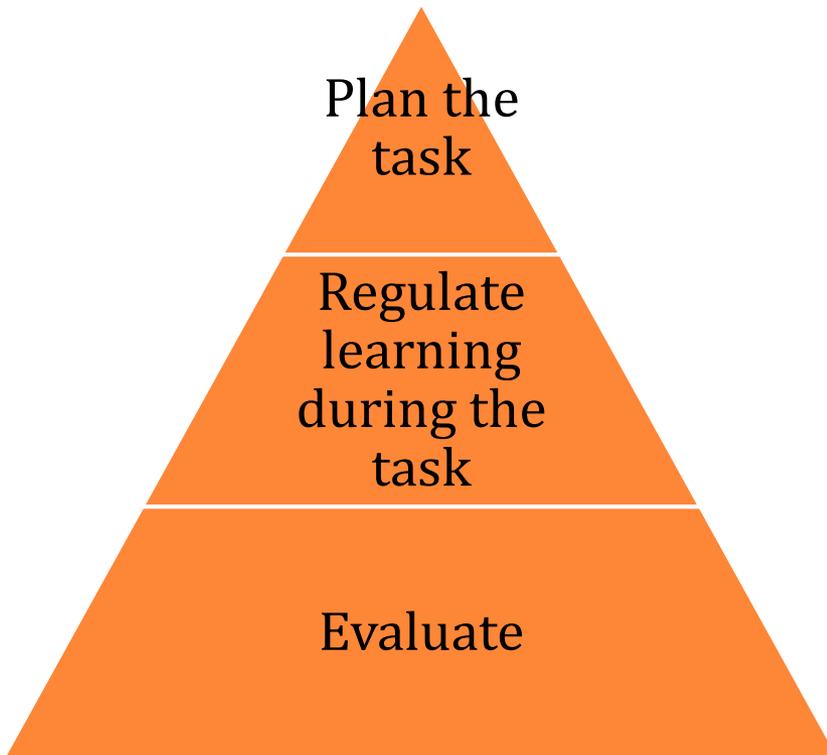
What students do to help them think and learn:

- plan a strategy for accomplishing the task
- monitor the steps and strategies during the task of problem solving
- reflect upon and evaluate the productiveness of the thinking that took place.

(Dirkes, 1985)

Thinking about Thinking

Knowledge of Thinking



Self-Monitoring



Strategy	How to Use	When to Use	Purpose
Skim/Survey	Search for headings, highlighted words previews, summaries.	Before you read long or dense text; content-area reading.	Gives an overview of the key concepts, helps you to focus on the important points.
Slow down	Stop, read and think about information.	When information seems important. If you realize you don't understand. If you find yourself making errors.	Improves your focus on important information. Helps you recognize careless errors.
Activate prior knowledge	Stop and think about what you already know about a topic.	Before you read something or do an unfamiliar task. When you are stumped about how to start a task.	Makes new information easier to learn. Helps you to start a task that seems too difficult.
Fit ideas together	Relate main ideas to one another or to other subjects. Look for themes.	When thinking about complex information, when deep understanding is needed.	Once you know how ideas are related, they become more "sticky". Helps foster deep understanding.
Draw Diagrams	Identify main ideas, connect ideas, classify ideas, decide which information is most important, see big picture.	When there is a lot of factual information that is interrelated.	Helps to identify main ideas and organize them into categories. Reduces memory load. Visual representations are often fruitful for memory.

Parents Role

- Ask WHY are you learning this? What is the purpose of the task? What is challenging about this task?
- Address preconceptions (What does a student think they know about a topic?)
- Help students to identify relevant knowledge and skills.
- Help students think about the time needed to carry out tasks.
- Teach strategies such as mnemonics (e.g., SOH CAH TOA) in context
- Revisit tests*
- Make time for reflection



Questions?