

*gretchen wegner*

ACADEMIC LIFE COACH & CREATOR OF  
THE ANTI-BORING APPROACH TO POWERFUL STUDYING™

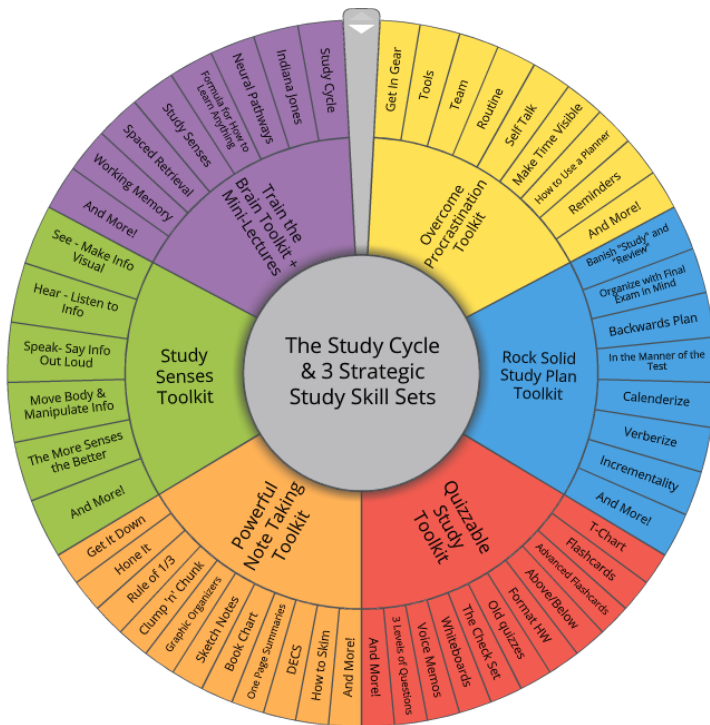
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# The Art of Inspiring Students to Study Strategically

How to *Actually* Get Students to Study *Effectively* for Tests and Quizzes

## The Anti-Boring Approach™ Toolkit



## The Study Cycle



# The Mini-Lecture Instructions

## To Study Effectively, Students Must Become Fluent At:

- (1) testing themselves repeatedly,
- (2) assessing themselves accurately, and
- (3) encoding info they haven't yet learned in a variety of NEW ways.

## Steps in the Mini-Lecture:

- Draw the “basket of knowledge and skills” at the bottom, and a person with their brain visible at the top. Explain what these two pictures are.
- Ask: What do you think the first most important step in the learning cycle is? Get students to guess.
- Draw first arrow. Explain: Step 1 is to get info from “basket of knowledge and skills” and INTO the brain. Intro words “encode”, “in”, and “teach”.
- Ask: That’s the first step, and most students stop there and never do anything else. They just encode, and encode (by reading and rereading their notes and texts). But there’s ANOTHER step necessary. What do you think the second step might be?”
- Draw second arrow on right side. Intro words “retrieve,” “out,” “quiz/test” and “assess”.
- Draw a check mark and an x. Talk about importance of testing yourself and then PROVING what you know by “grading” or “assessing” yourself. If you get something right, great! It can leave the Study Cycle (for THIS study session only).
- Ask while pointing to the ‘x’ : If you get something wrong, then what do you think happens next in the Study Cycle? (Have them guess).
- Draw third arrow. Tell them the third step is to Encode in a NEW way.
- Ask: And what do you do after you encode in a new way? (Repeat cycle).

## Notes