

STUDY SKILLS AND SUPER-CURRICULARS

Kathryn Boast (she/her)

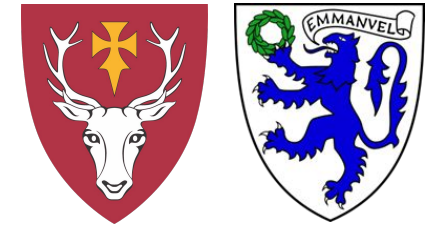
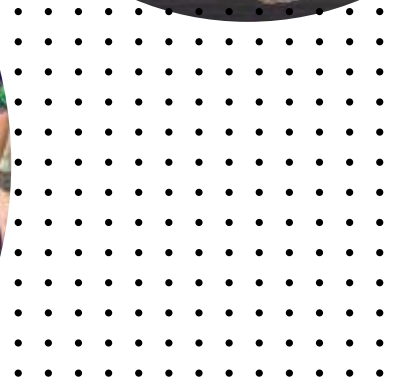
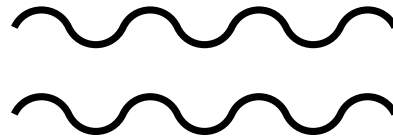
**HERTFORD COLLEGE,
UNIVERSITY OF OXFORD**

Francesca Mann (she/her)

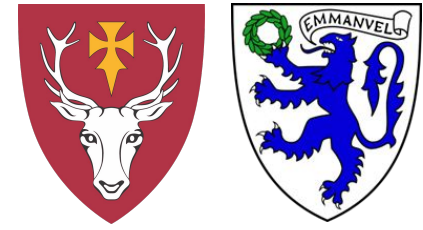
**EMMANUEL COLLEGE,
UNIVERSITY OF CAMBRIDGE**

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**HERTFORD COLLEGE,
UNIVERSITY OF OXFORD**



SESSION OUTLINE & AIMS



By the end of this session you will...



CRITICAL THINKING

- Know where to find super-curricular resources and how to use them



SUPERCURRICULARS

- Feel more prepared for the learning styles in play at university



METACOGNITION

- Be able to reflect on what does and doesn't work for you



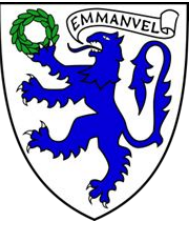
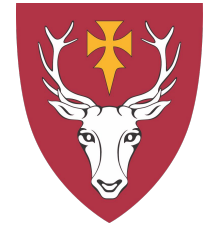
STUDY TECHNIQUES

- Be able to identify techniques to shape your own revision process





STARTER QUESTION

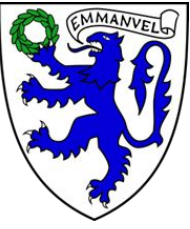
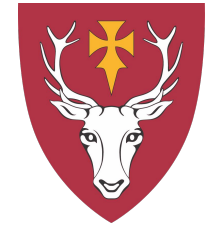


What is critical thinking
and how do you do it?

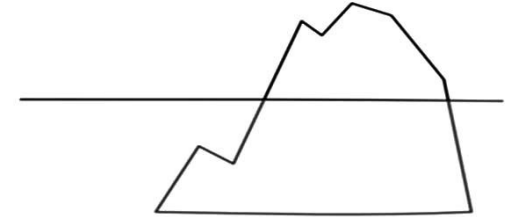




WHAT IS CRITICAL THINKING?



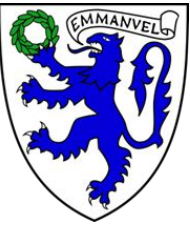
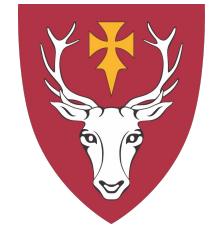
Critical thinking is when you...



- Understand the links between ideas
- Determine the importance and relevance of arguments and ideas
- Recognise, build and appraise arguments
- Identify inconsistencies and errors in reasoning
- Approach problems in a consistent and systematic way
- Reflect on the justification of your own assumptions, beliefs and values
- Explain, not just describe, ideas



○ WHAT DOES CRITICAL THINKING HELP WITH?



**CURRENT
SCHOOL
WORK**



**UNIVERSITY
APPLICATIONS**
Personal statements
& admissions tests

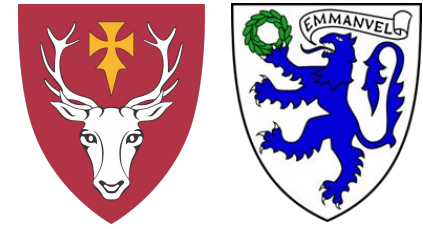


**UNIVERSITY
TEACHING &
LEARNING**





THINKING CRITICALLY



INTEREST

- What about this do I find interesting and why?

CONTEXT

- What is the resource and why is it like this?

WIDER THINKING

- How does this fit with what you already know?
- What can you do to find out more?

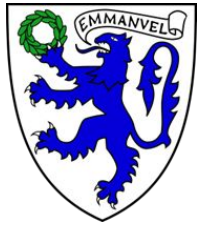
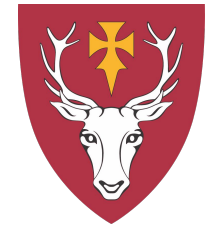
OPINION

- Do you agree and why? Is it a convincing argument?



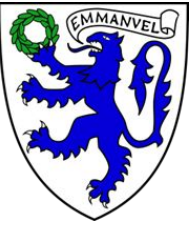
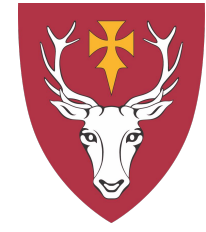


EXAMPLE - CLIMATE CHANGE VIDEO





EXAMPLE – CLIMATE CHANGE VIDEO



Take 3 minutes to answer some of these questions...

1. **INTEREST**- What was the main point of the video? What did you take away from it or find interesting?
2. **CONTEXT**- What was the purpose of the video? Why do you think it was made?
3. **WIDER THINKING & OPINIONS**- Did the video fit with other things you know about climate change/marine biology/ social geography? Did it make you think about any broader questions or anything else you know? How might they be relevant and what would you like to find out next?

It is okay if this clip wasn't about a topic you're interested in, the point of super-curricular learning is that you get to pick the things that make you excited about that subject!



○ EXAMPLE – TIMES COVER, BARACK OBAMA

Printed 29th December, 2008

1. **INTEREST**- What is interesting about this cover?
2. **MESSAGE**- What is the purpose of the cover? What is the effect of the image?
3. **WIDER THINKING & CONTEXT**-What is the context of the cover? What was the political context? What is it trying to portray?
4. **OPINION**- Does the cover fit with other things you know about American politics/global affairs/the media? What bigger questions does this image make you think about?





EXAMPLE – TIME COVER, BARACK OBAMA

Printed 29th December, 2008

1. **INTEREST:** colour scheme; comic book style of cover.
2. **MESSAGE:** Obama named Person of the Year; won the presidential election in November 2008; TIME a generally liberal magazine.
3. **WIDER THINKING:** TIME portraying Obama as an American hero; image evokes superheroes, e.g., Captain America. First black president in the US.
4. **OPINION:** Media has the influence to promote a leader as a hero; Obama presidency signals a new liberal era.





SUPER- CURRICULAR ACTIVITIES

WHAT?

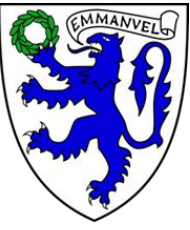
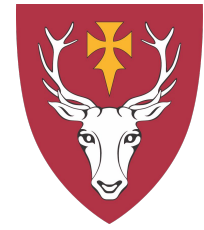
- What does this mean?
- What counts?

WHERE?

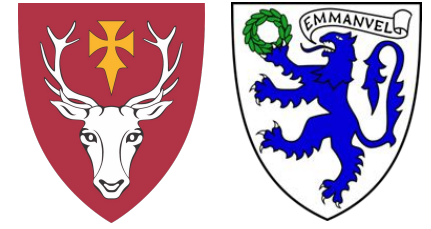
- Where can I find super-curriculars?

WHY?

- When will I need this?
- How will I use supercurriculars?



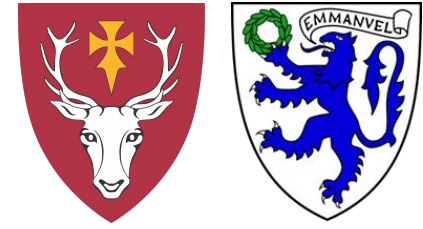
○ QUIZ: WHAT IS A SUPER-CURRICULAR ACTIVITY?



- A. Something you're the best at
- B. The things you do well at within the curriculum
- C. Academic things you do outside of the curriculum
- D. Non-academic things you do outside of the curriculum



○ QUIZ: WHAT IS A SUPER-CURRICULAR ACTIVITY?

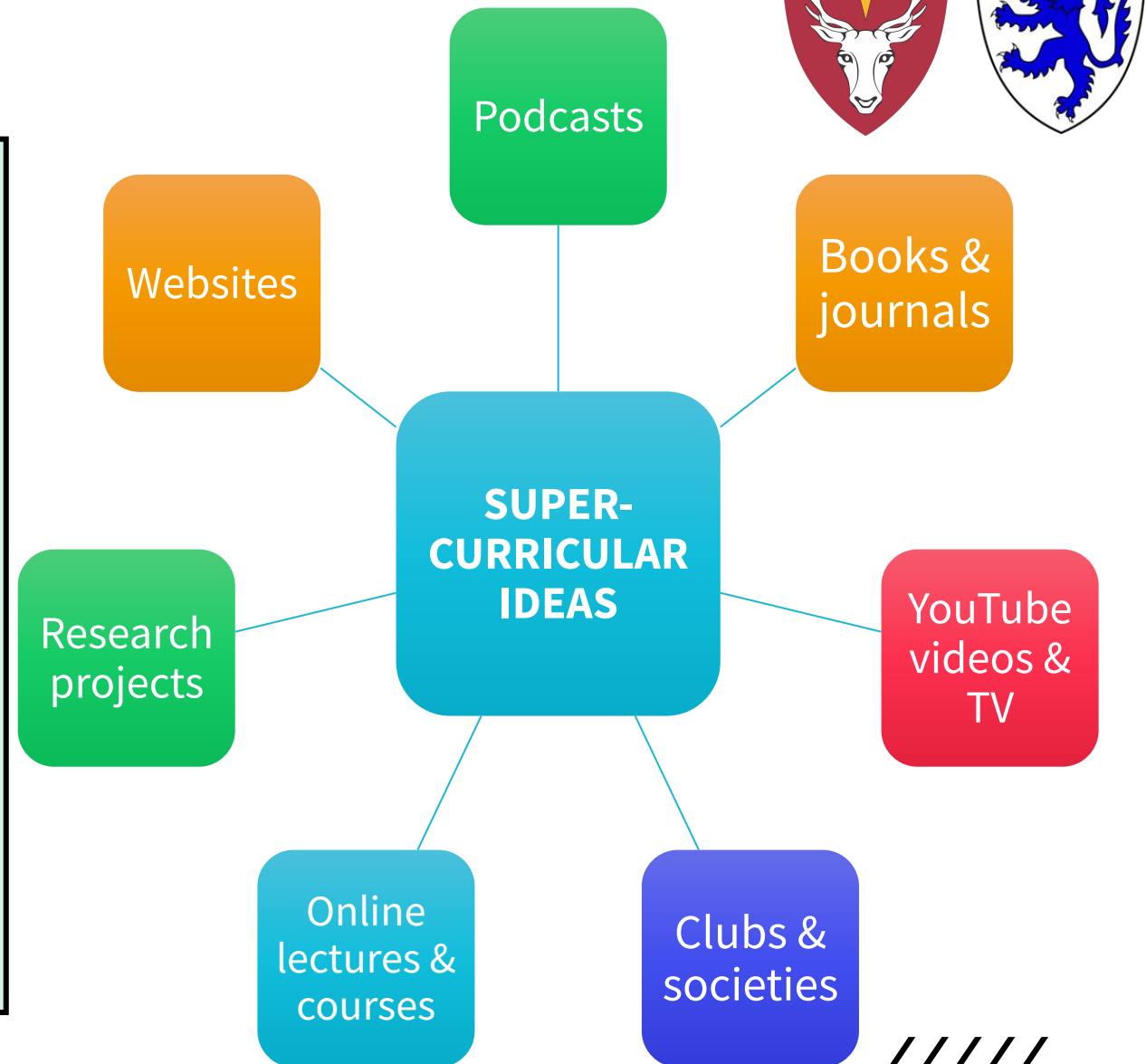


- A. Something you're the best at
- B. The things you do well at within the curriculum
- C. Academic things you do outside of the curriculum
- D. Non-academic things you do outside of the curriculum

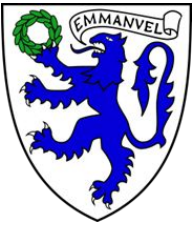
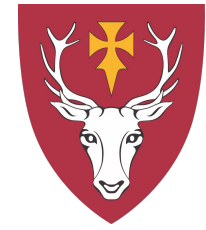
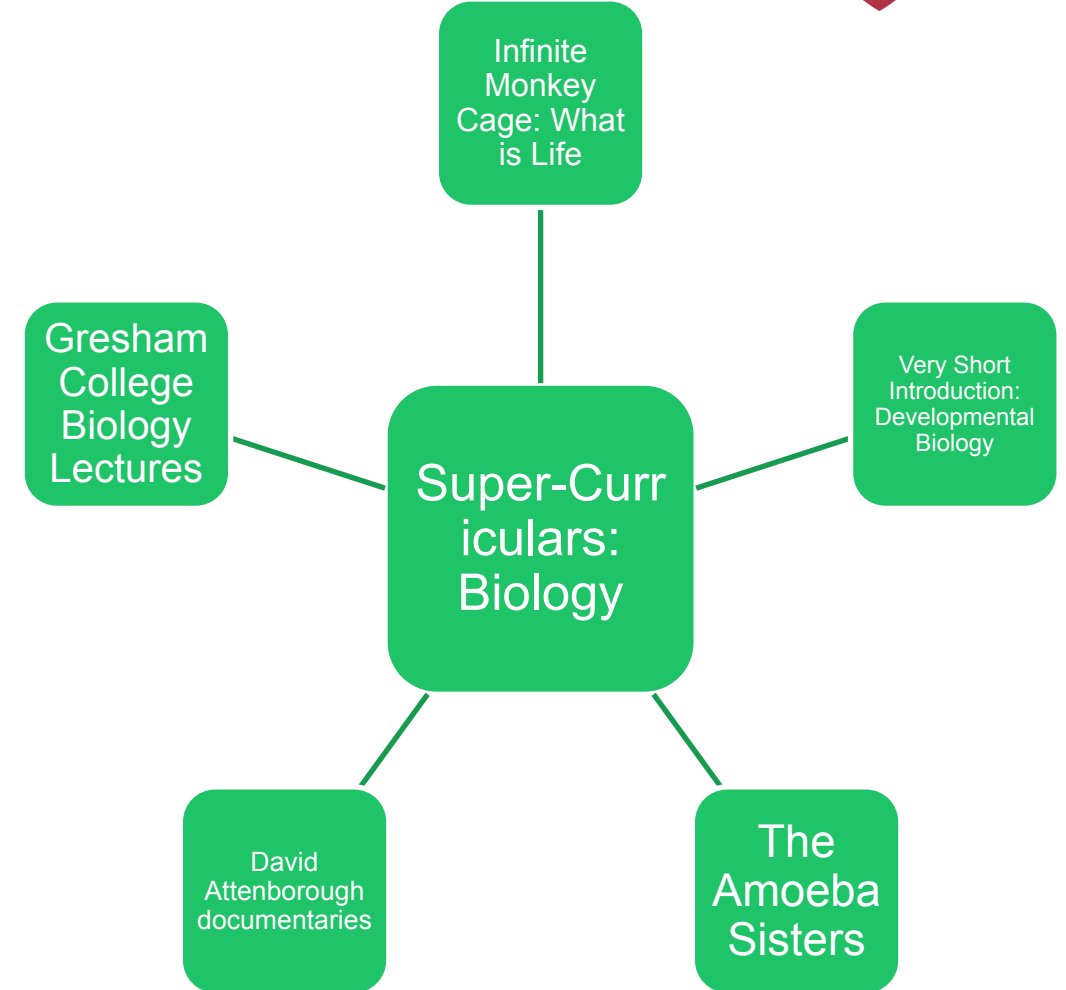
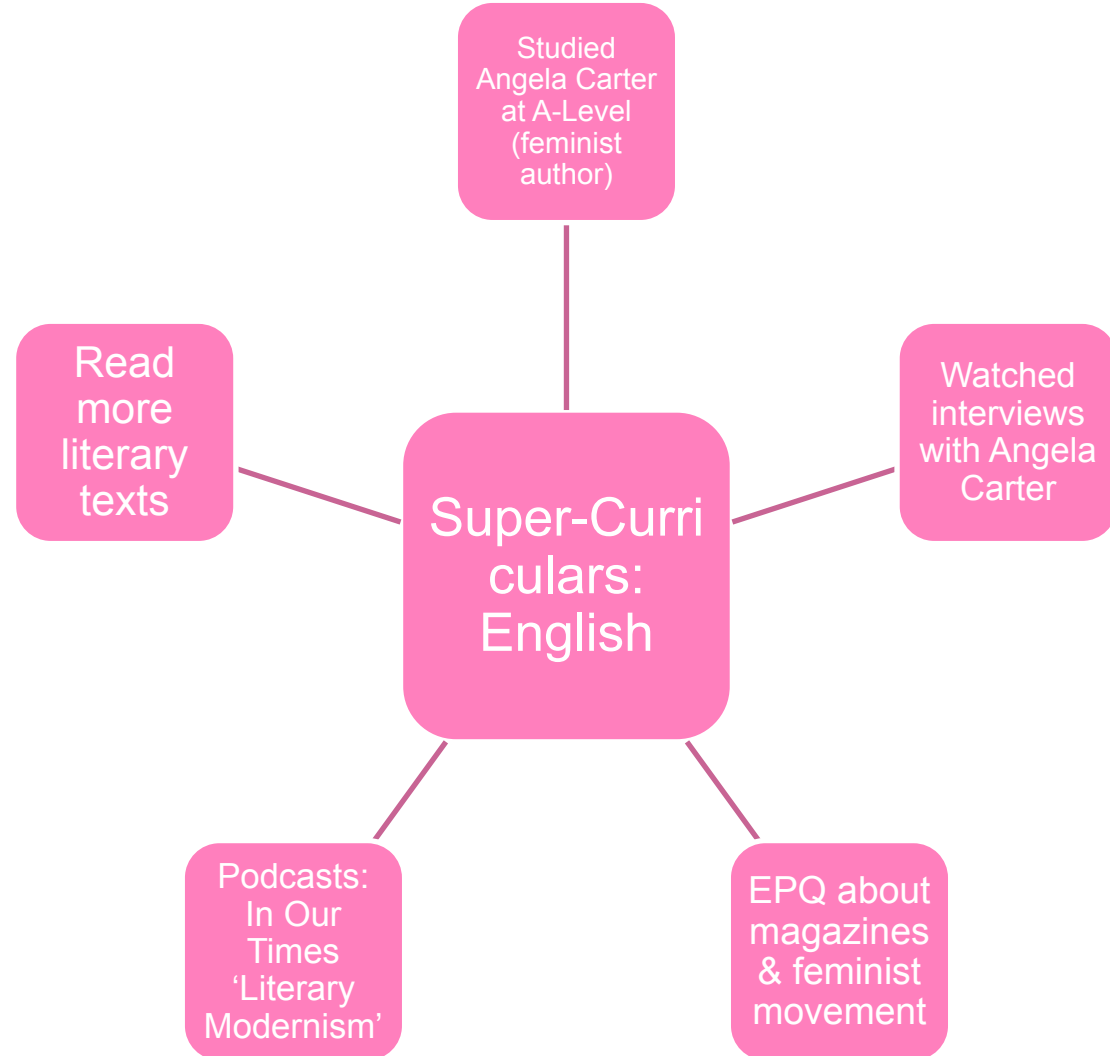


WHAT COUNTS AS A SUPER-CURRICULAR ACTIVITY?

Start building your
super-curricular activity
portfolio now!



● STEPPING STONES

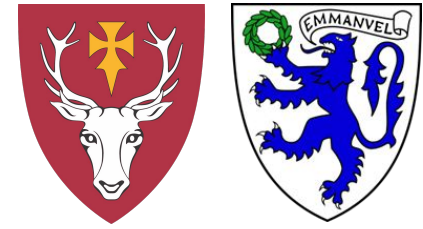


...AND WHERE CAN I FIND THEM?

It doesn't have to cost a penny and lots can be done from home. Find what suits you and the sooner you start the more experience you'll have.



These sites are great starting points, and can be used to help you navigate – take notes, follow your own interests, and don't see these as reading lists to be 'ticked off'!



HE+
www.myheplus.com



InsideUni: Subject Guides
www.insideuni.org



Cambridge's Super-Curricular Suggestions



Oxford's Digital Resources Hub



**Hertford
College**

Hertford Resources & Springboard Videos
www.hertford.ox.ac.uk/challenge



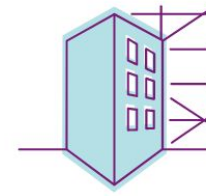
Anglo Saxon, Norse and Celtic



Anthropology



Archaeology



Architecture



Asia and the Middle East



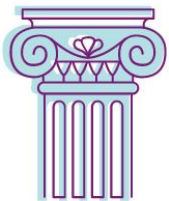
Biology



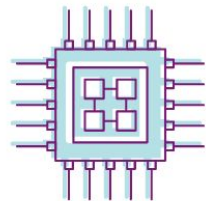
Chemical Engineering



Chemistry



Classics



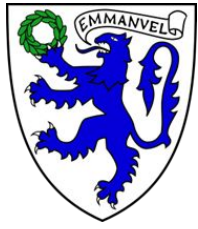
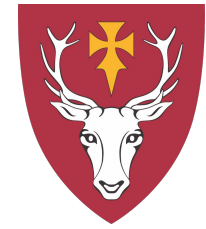
Computer Science



Earth Sciences



Economics



EXAMPLE
HE+

www.myheplus.com

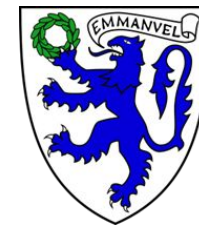


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HE+

www.myheplus.com



InsideUni: Subject Guides

www.insideuni.org



UNIVERSITY OF
CAMBRIDGE

Cambridge's Super-Curricular Suggestions



Oxford's Digital Resources Hub



Hertford
College

Hertford Resources & Springboard Videos

www.hertford.ox.ac.uk/challenge



READING BRITAIN'S LANGUAGES

Watch Llewelyn's video on medieval and modern languages



SLEEP TIGHT: THE SCIENCE OF SLEEPING

Watch Sian's video on why we sleep and how to do it better



LITERARY ADVOCATES FOR ANIMALS

Watch Lauren's video on 19th Century animal relations



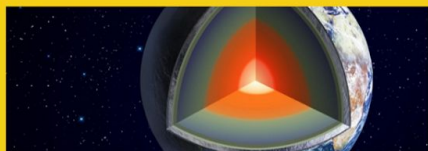
EVOLUTIONARY SEXUAL CONFLICT

Watch Joe's video on sexual conflict in the animal kingdom



BLENDING FICTION & PHOTOGRAPHS

Watch Olivia's video on the Portuguese Colonial War



JOURNEY TO THE CENTRE OF THE EARTH

Watch Matthew's video on Earth Sciences & seismic waves



THE STATUS OF THE READER IN LITERATURE

Watch Lauryn's video on authorship and being a reader



TALKING TRASH: OUR RUBBISH AS HISTORY

Watch Rhea's video on contemporary archaeology



WHY ARE FLOWERS SO IMPORTANT FOR BEES?

Watch Ellen's video on pollinators and the flowers they need



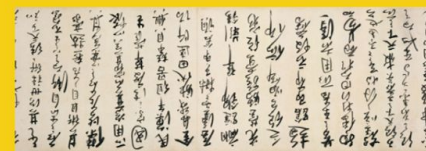
SLAVERY IN ANCIENT GREECE

Watch Matthew's video on the perspectives of ancient slaves



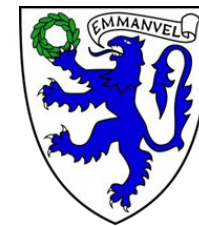
SAVING SHARKS: WHAT, WHY & HOW?

Watch Hollie's video on why shark conservation matters



INTRODUCING CHINESE LANGUAGE & CULTURE

Watch Nevena's video on understanding Mandarin Chinese



EXAMPLE SPRINGBOARD

www.ox.ac.uk/oxfordforEE/springboard



LOCAL/NATIONAL MUSEUMS

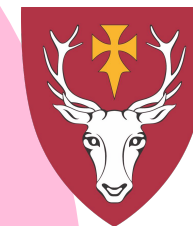
Firstsite



Google Arts & Culture

The British Museum

LECTURES & PODCASTS



**ARTS &
HUMANITIES**

RA Royal Academy of Arts



LEARNED SOCIETIES



TLS

The Economist

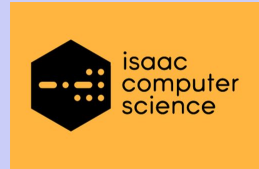
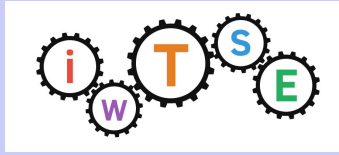
London Review OF BOOKS

aeon

WIDER READING



ONLINE RESOURCES



THE
ROYAL
SOCIETY

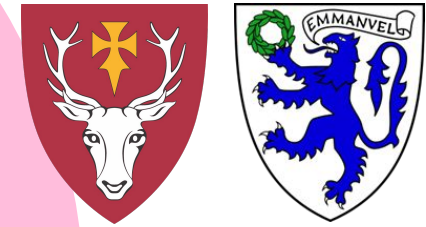
IOP Institute of Physics



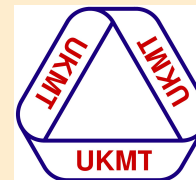
LEARNED SOCIETIES



LECTURES & PODCASTS



**STEM &
MEDICINE**

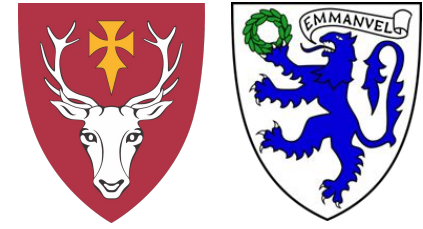


COMPETITIONS





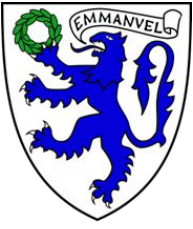
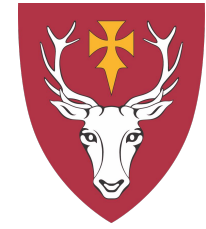
REAL EXAMPLES



- “Recently I read ‘Junk DNA’ by Nessa Carey and I was surprised by the power of the long non-coding RNAs and small RNAs that were believed for so long to have no purpose, especially their impact on cancer. It excites me that there are still many biochemical discoveries to be made that I could be a part of. CRISPR, one such development, was brought to my attention by a Radio 4 program ‘Editing Life’ and I later attended a lecture on the topic.”
- “As I witnessed lawyers overcome countless language barriers to defend clients I became aware that lawyers need to be well-rounded individuals. As a Police Cadet, this allowed me to explore the law from different perspectives, gaining an understanding of legal procedure and law enforcement, which I have been able to further through completing a FutureLearn Course in International Franchise Law.”
- “Upon listening to artists such as Maria Rita, Sergio Mendes and various Bossa Nova groups, I also started to take on-line classes in Portuguese, which has given me a new insight into the vast Latin American culture as well as preparing me for ab initio classes in Portuguese at university. Naturally, I enjoyed drawing comparisons between the languages I know, in particular the similarities of Old Scots and Norwegian”
- “I have completed an EPQ on the debate about whether Playboy exploited or liberated women during the second wave feminist revolution: I pursued this project because I could expand my research skills. I chose this controversial topic for its contextual link to the work of Angela Carter, a favourite author of mine because of her blend of archaic language and provocative subversions. I find of particular interest the Marxist theory of alienation that is prevalent within her books such as The Bloody Chamber.”



○ SUPERCURRICULARS: PERSONAL STATEMENT



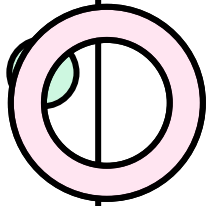
Listening to the Law in Action podcast on human rights introduced me to the intersection of formal and informal justice systems. I was struck by the way in which the Universal Declaration of Human Rights simultaneously protects our physical, mental, social and cultural rights and the way in which it is enforced. This led me to watch a lecture by Sir Geoffrey Nice QC on forced organ harvesting in China. I was fascinated by how informal Peoples' Tribunals have investigated these abuses of human rights in a way which the official court system cannot do itself. This demonstrated to me how the law can be used directly by the people it protects, rather than just being set and enforced by official bodies. I am now investigating how this concept can be applied in other areas of human rights.

1. What have you done?
2. What were you struck by?
3. What did you do to find out more?
4. What questions were raised?

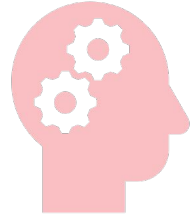


Demonstrates critical thinking
through supercurricular activities!





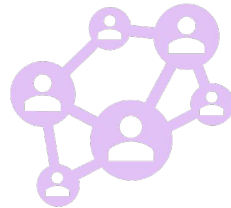
SUPER-CURRICULARS



Critical engagement with the subject you're interested in



Go for depth over breadth



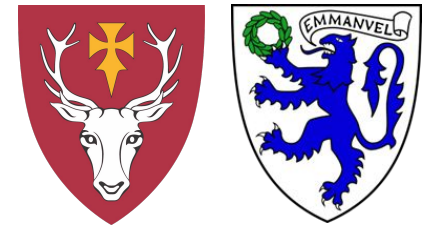
Think about discussion and connection, not just listing!



Use as stepping stones – can you link thoughts together?

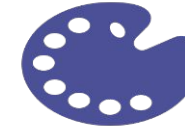


● HOW DO YOU LEARN?



QUIZZES?

COLOURED
NOTES?



FLASHCARDS?

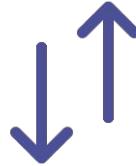


SONGS &
RHYMES?

PICTURES &
DIAGRAMS?

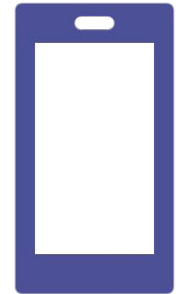


RE-ORGANIS
ING NOTES?



HIGHLIGHTING?

APPS?



TALKING
ALOUD?

SUMMARISING?



MEMORY PALACES?

MIND MAPS?



PRACTICE
QUESTIONS?

RE-READING
NOTES?



MUTUAL TEACHING?

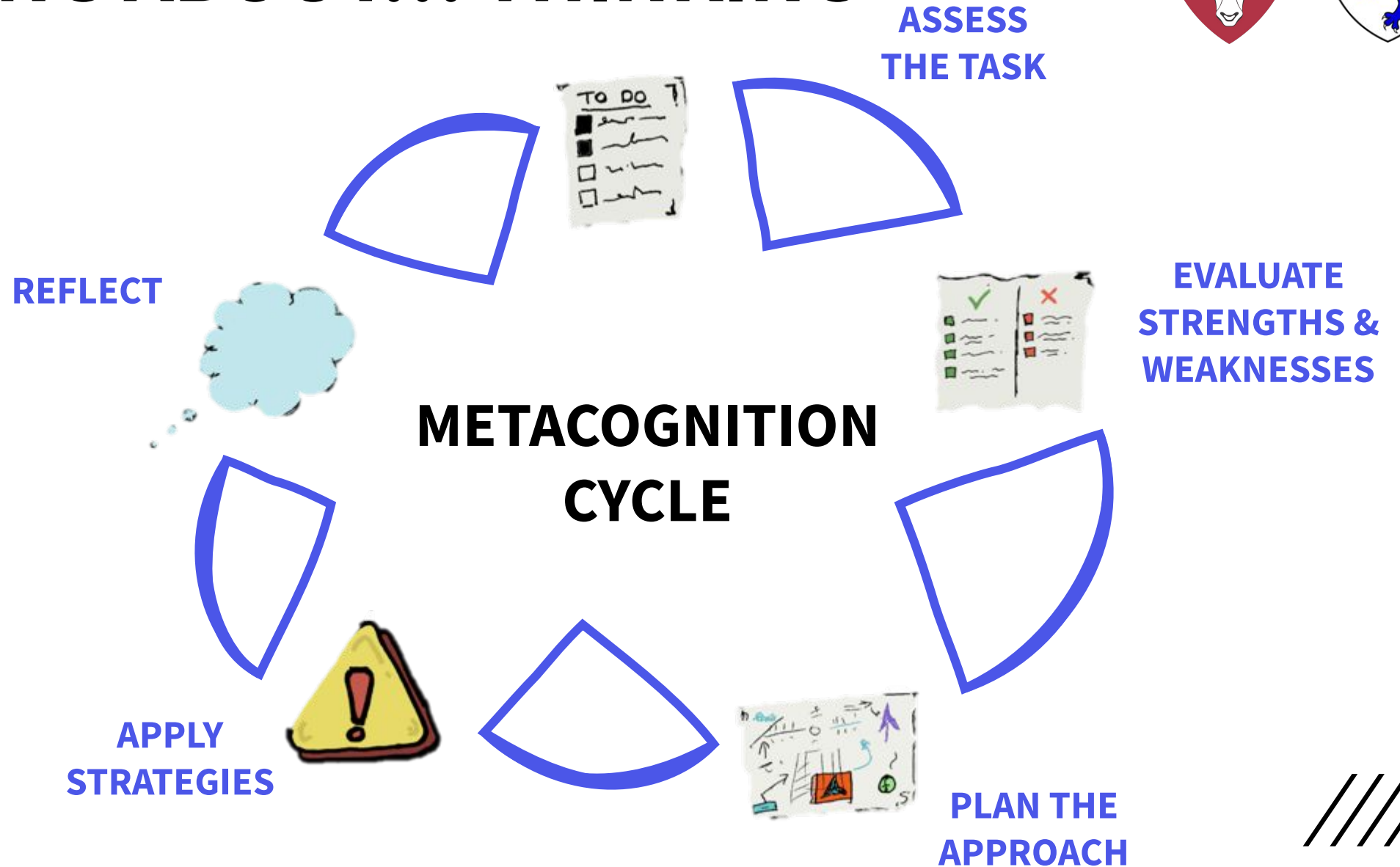
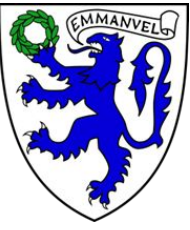


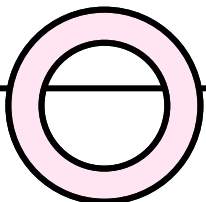
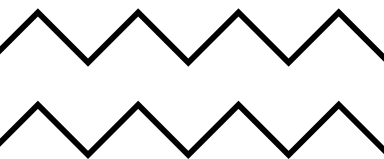
RE-WRITING NOTES?

DISCUSSION
WITH OTHERS?




● THINKING ABOUT... THINKING



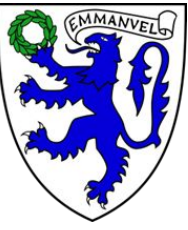
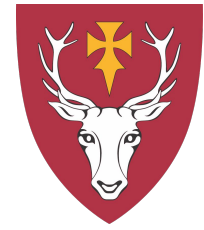


FOUR STAGES TO PROBLEM SOLVING



We do not often move neatly through these four stages: sometimes we jump stages or revisit stages as part of a process of clarification and restarting the problem.

- 1. UNDERSTAND THE PROBLEM**
- 2. DEVISE A PLAN**
- 3. CARRY OUT THE PLAN**
- 4. LOOK BACK**





METACOGNITION

1. UNDERSTAND

- What do I know?
- What am I uncertain about?
- What do I need to find out?
- What is the problem?
- Can I put the problem into my own words?

3. CARRY OUT

- Consider novel approaches and/or solutions
- When you think you might know what's wrong, try a few different options.
- You won't know whether something works unless you try it out.

2. DEVISE

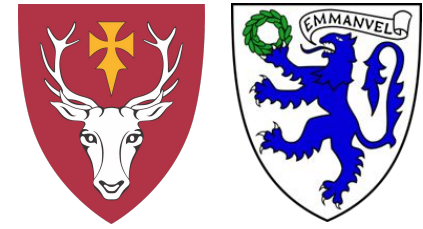
- Is there a diagram I could draw to help?
- Have I seen something like it before?
- Is there a different way of representing this info?
- Can a model help me solve this problem?

4. LOOK BACK

- Have I answered the question?
- Check for sense and consistency
- Read through the solution and check the flow of logic.
- What have you learnt?
- What could you have done differently?



● THINKING ABOUT... THINKING



ASSESS THE TASK

*Do you have evidence and class notes?
Have you done something similar
before? What is the question really
asking?*

EVALUATE STRENGTHS & WEAKNESSES

*What has been the
feedback on previous
essays? What do you
enjoy/find tricky?*

*Can you start straight away or
do you need further research?
How can you improve on
weaknesses?*

PLAN THE APPROACH

APPLY STRATEGIES

Plan and write essay

REFLECT

*Did you feel it was a good essay?
What feedback did you get?
Did you enjoy writing it?
If you had time to do it again
what would you do differently?*

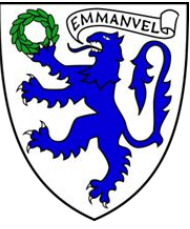
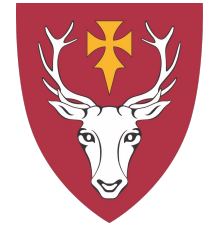
**“Complete an
essay for A Level
History”**





STUCK?...

- Try special cases or a simpler problem
- Work backwards
- Guess and check
- Be systematic
- Work towards subgoals
- Imagine your way through the problem
- Look for patterns: are there things that keep happening which could be causing the problem?
- Are you repeating things that prevent you from moving forwards?
- Has the plan failed? Know when it's time to move on and try something new





Using Metacognition to develop revision strategy

'I can struggle to read lots of information in one go'



Break information down into manageable parts, e.g, flashcards and mindmaps.



Do short bursts of concentrate learning, e.g., set a timer and break every 25 minutes.

EVALUATION

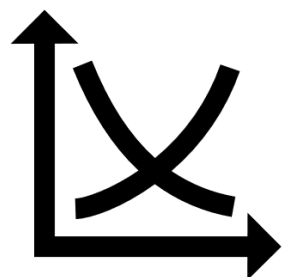
APPLY A STRATEGY

**REFLECT: DO YOU
FEEL BETTER
PREPARED FOR A
TEST?**





TECHNIQUES & LEARNING OUTCOMES



In maths, you are introduced to a new element of algebra – which you don't seem to understand intuitively

Trying to Understand

Rewriting notes

Testing Knowledge

Practice questions

New Perspectives

Discussion with others



Revising for English, you want to understand the characters in a key text better

Making new connections

Mind maps

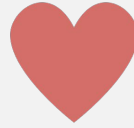
Trying to Understand

Highlighting





SUMMARY



It's all about you – how you work best and what interests you the most



Metacognition may help improve your revision



Actively engage with your subject using critical thinking - (don't be a passive viewer, have opinions!)





**What is one study technique
you plan to take away from today?**

