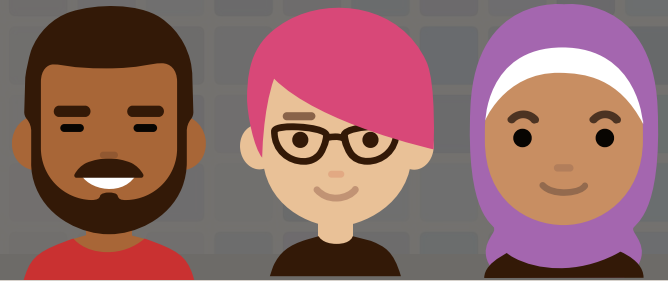


# Successful Learning Behaviors



Everyone learns differently, but believe it or not, there are some key behaviors and attitudes that indicate that you will be successful at learning, or not.



	Do this:	Avoid these behaviors
<b>Attention &amp; Focus and Metacognition</b>	Finds Focus: - is able to find a high level of focus and perseveres in understanding the material. - understands how to "chunk" or break up content into manageable bites for learning sessions. - identifies how to maximize their study sessions using metacognition	Gets Distracted: - misses multiple foundation content elements and finds following the material difficult, even if they study for hours. - learning process is hijacked by stress and feeling overwhelmed. - finds other activities that makes them feel better to take priority over learning.
<b>Think-Link-Retrieve Practice</b>	Rehearses material: - uses class material to build personal record, adds to this and applies to questions. Uses best learning approaches, quizzing, spaced repetition etc. to maximize their recall ability. - intentionally tries more difficult questions and problems as they become familiar with material. - thinks about how this new content "ts" with everything else they know and are learning.	Tries to "cram" everything before an exam, relies on "winging it" - leaves learning to the last minute. - surface learns as much as they can prior to test, then forgets. - stresses out and panics before tests.
<b>Works to master content</b>	Reflects and Clarifies: - Checks for understanding, clarifying with instructors and peers and secondary sources as needed. Not afraid of moving beyond the slide.	Gets frustrated and gives up: - gets stressed over material, finding it complex and difficult. Not used to pushing through this stage and feels stupid so does not ask for help.
<b>Records &amp; Reviews</b>	Organized simple approach to recording information: - creates useful class notes and then follows SMART cycle to clarify, expand and question content. Builds a study guide. Cycles back around to review the material on a regular basis.	Blaming and Hostile: - does not take useable notes, spends hours trying to "find" notes elsewhere. - thinks that the instructor should make study guides. Fails to review consistently. Blames others or excuse when they fail.
<b>Active Participation</b>	Involved in class discussions, prepares for class, reaches out to ask questions, helps other learners, cares about group progress.	Isolated. Poor attendance, dreads class, contact, feels marginalized and misunderstood, does not see the point in continuing and wants to give up. Blames instructor for being a poor teacher.