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Learning How to Learn

This activity was created to be used primarily with:

13. Continuous Learning and Adaptability

Secondary skills include:

2. Critical Thinking and Problem Solving

5. Work Ethic

12. Career and Life Management

14. Efficiency and Productivity

21. Reading and Writing

One of the most important things you can do is to learn. Learning helps to improve ourselves, our situations, and our world. To learn well, you must first want to learn. Then you must commit to learning. That means that you find focused time to learn. The best way to do this is to schedule time for it and to limit your distractions while doing it. But say you have done all this, and you still feel like you aren't learning, or it takes you a longer time to learn things, and you become frustrated with your inability to learn.

The good news is that there are techniques that can improve your learning.

First, these are the goals of learning: to speed up learning, to deepen learning, to retain what you have learned, and to effectively and proficiently apply what you have learned.

But remember, learning itself is learnable and, if you practice, improves. For there is never a stage in your life in which you will cease to learn. Do not think that when school lets out that you will be done when you are an adult. Actually, your ability to learn and adapt to new situations is more important at this stage of your life and more difficult to do. You need to set goals and you need to have curiosity, ambition, and motivation. Learning is a discipline fueled by hunger.

Let's examine a few resources to help guide our understanding of learning improvements.

Then, complete the short exercise and write a short essay about your experience.

There are several videos that essentially get at similar things:

1. Memory can be improved. Video: [Mastery: How to Learn Anything Fast](#) by Nishant Kasibhatla

2. Habits and repetition strengthen connections in our minds. Video: [How to Practice Effectively for Just about Anything](#) by Annie Bosler and Dan Greene



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3. Messages can be broken down into simplistic terms and synthesized. Video: [How to Learn Faster with the Feynman Technique](#) by Thomas Frank
4. Once re-synthesized or rebuilt, your learning can be tested by explaining it to someone else. Video: [How I Memorized Everything in Medical School](#) by Dr. Cellini
5. When explaining concepts to others, use their questions to see if you have learned something deeply enough. There will be weak moments in the beginning. Cognitive disruption, reflection, taking breaks, and re-learning are a part of learning. Video: [5 Best Ways to Study Effectively | Scientifically Proven](#) by Motivation2Study.

Exercise

Now let's do the vocabulary exercise attached to this module: [Continuous Learning and Adaptability](#).

1. Go through the flip cards with the term first and definition second. Before you flip the card, write down the definition as you believe it to be. Flip to the actual definitions and compare.
2. Write definitions you got correct (2 pts.), those that need work (1 pt.), and those that you did not know (0 pts). Go over the flip cards again and see if your score improved.
3. Take a five minute break.
4. Repeat the flip card exercise one more time. See if your score improved.
5. The next day, do the same, but change the exercise to the "Write" exercise, in which you add your own written answers. Use the same scoring method as before. Repeat. Take a break. Take the test. Check missed answers against correct answers. Try not to refer to your notes. Try to eliminate all distractions, including silencing your phone while engaged in study.
6. The next day, play the match game. Make sure in "options" as you begin playing, you select only the term and the definition. **Note: The diagram is not useful.** Time yourself twice. Take a 5 minute break. Time yourself again.
7. The next day, do the flip cards twice, and take a break. Now take the test and see if your score improved from the first time.
8. If you are still missing terms, concentrate your study only on those terms.
9. Use those missed terms with a partner. Have your partner ask you the term and then provide a verbal answer. Write down the terms you are missing. Repeat, but have your partner read you the definitions this time and see if you can think of the term. Take a break. Take the test.



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10. Write a paragraph about what you learned and what your obstacles were. Did you miss any sessions? Were you interrupted? Did you improve? Did you surprise yourself? What did you learn about how you learn?