Technical sheet

3. MY PERSONAL LEARNING STRATEGY

Activity Title	My personal learning strategy
L2L dimensions	**Goal Setting & Planning** - What learning would I like to achieve? - Setting my learning goals - Planning my self-learning agenda **Initiative & Ownership** - Understanding my learning limitations & possibilities - Taking responsibility for my own learning **Engaging & Management** - Understanding my learning strategies and how they affect my learning **Monitoring & Adapting** - How did my approach change what I did? - Adapting what I do for future learning
Activity summary	In order for you to make the best out of your learning, you need to keep in mind what kind of learning strategies you can/need to use, and which work best for you in different situations.

Activity tool

The best way to learn a language is by being good at doing the learning! You can train your brain to learn a language simply by having an authentic purpose to use it. So find something that you want to learn, be curious about how the language is used and how you can use it during that learning.

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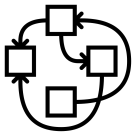
UPSIM Mentoring Strategy Activity

Before you start learning something new, go through the 16 learning strategies, and add in the comment section (or take notes on a piece of paper) how this strategy can support you in your learning. You can select a different strategy each day, or switch when you feel that you need to do something differently.

Strategy	Description	Suggestions	**How & when can this help me?** *Add your reflections and see how they fit in with your learning goals. For evaluation, you can also use this section to comment how it worked for you, and if you have any conclusions about this strategy and adaptation of your strategy.*
ELABORATION 	Explain and describe ideas with many details	Ask yourself open-ended questions about the material, answer in as much detail as possible, then check the materials to make sure your understanding is correct. You can also apply this strategy by engaging in discussions with other people, where these kinds of questions are explored.	
RETRIEVAL PRACTICE 	Practice bringing information to mind without the help of materials	Make sure you turn off devices, put all your notes and books away, then you can try to either write everything you know about a particular term or topic, or share your thoughts with other people. When the practice is done, check your understanding by revisiting your materials and discussing misconceptions with your conversation partner. You can also get your dialogue partner to help correct you in the end. In addition, you can practice your ideas and concepts by participating in, and commenting on, topical discussions on Social media platforms. (such as LinkedIn, Twitter, or Facebook groups) Take care to stay safe on Social media, be careful what you write, keep the tone positive and protect yourself from unwanted communication by ignoring or deleting anything that is inappropriate. You can for example make sure to only post comments in closed Facebook groups with	

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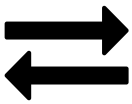
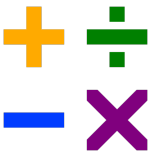
		admins, and stay discreet as to where you live and your identity.	
SPACED PRACTICE 	Space out your studying over time	Create a study calendar to plan out how you will review chunks of content, making sure you have time to review the progress each day. Plan to include current concepts AND previously learned material. This will help you learn at a steady pace.	
DUAL CODING 	Combine words and visuals	Take note of the visuals used in textbooks, on websites, and presentations. Try to explain the visuals to others or ask for their thoughts on what they see and make connections with what you're learning. Create your own visuals of the content to further reinforce it. You can do this with diagramming, sketching, and creating graphic organisers.	
INTER- LEAVING 	Switch between ideas while you study	Avoid repeating the exact same process multiple times in a row. Instead, do a few of the new processes, then weave in other skills, so that the repetitive behaviour is interrupted and you are forced to think more critically.	
CONCRETE EXAMPLES 	Use specific examples to understand abstract ideas	Try to come up with your own concrete examples or explanations. Correct any examples (or parts of examples) that aren't quite right, and look for more. Keep a document to keep track of these. You can also return to old examples and rectify any mistakes based on new learnings.	
INFERRING & IDENTIFYING CUES 	focus on what you know, rather than what you don't know. Listen for familiar words, observe body language and others' reactions.	Extensive reading is a language learning method of reading large amounts of comprehensible texts. This method limits the use of dictionaries while reading; therefore, extensive readers have greater practice in dealing with unfamiliar words than non-extensive readers. One of the ways to deal with unfamiliar words is to infer the meaning of the word using contextual clues. Knowing how to infer the meaning of unknown words is a helpful skill for language learners.	
COMPENSATING 	guessing intelligently & overcoming limitations	Sometimes the language we have access to, doesn't suffice for what it is we are trying to express. When a lack of words, or grammar is stopping you from expressing	

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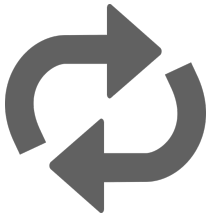
		yourself, you can use a strategy called compensating. Here are some examples of how this can be done: Using linguistic clues; this means the person you are speaking with/text you are reading uses a certain expression, word, sentence structure, which you can reuse/mirror back, or use to base your own version, by exchanging with other words, using the same structure. We can also anticipate what is going to be said from experience, or the context. For example, " I am going to brush my…." we can guess that the rest of the sentence involves the word teeth. In comprehension, we can also use context to understand most of the information, while not getting all the words, however we can still get a general idea of what it's about from the context or the rest of the sentence. Be open to letting the person you are speaking to finish/complete your sentence, when they notice you are stuck or looking for the right expression. In production of language, If you can't find the exact word that you are trying to express, adjust or approximate your message, or use a synonym, mime or gesture.	
TURN TAKING 	Speak, then ask.	Use conjunctions and connectors to extend your talk time - memorise phrases for - agreeing/disagreeing - giving Opinions - Fillers for Pauses - Avoid Interrupting and being interrupted - Fluency over accuracy - Speak first, then ask a	

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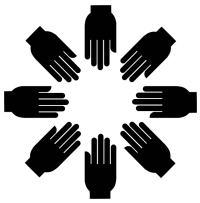
		question to let your communication partner partake in the conversation.	
COOPERATION 	Contribution and feedback	Contribute with your own opinions and research. Encourage each other to speak up. Respect each other's contributions. Offer solutions to problems. Give and accept feedback.	
CLARIFICATION 	Asking for clarification	Through clarification it is possible for the speaker and the listener to make sense of confused and complex issues. Clarification involves genuineness on the listener's part and it shows speakers that the listener is interested in them and in what they have to say. Some examples helpful questions are: “I'm not quite sure I understand what you are saying.” “I don't feel clear about the main issue here.” “When you said …….. what did you mean?” “Could you repeat ...?” Clarifying involves: Non-judgemental questioning. Summarising and seeking feedback as to its accuracy.	
TECHNOLOGY SUPPORT 	MULTIDICT.NET	There are plenty of resources available on the internet. To help you read texts that are a bit difficult for you, you can use a platform like Multidict.net to read and understand digital texts. The	

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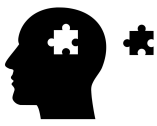
		platform allows a user to insert the link of a webpage into the platform, select target and author languages, and the software hyperlinks the text content of that page to a range of free online dictionaries in 100+ different languages. The tool is free to use, and lets you read text which is above your reading level. As each word is hyperlinked to the online dictionaries, you simply click on a word, and the translation is given straight away in a column on the side of the page. This saves you time from having to stop and look it up.	
RETRIEVAL 	The KWL chart What I **KNOW**, what I **WANT** to know, what I **LEARNED**	Working on a new topic? Start with a KWL chart! It is perhaps the most popular approach for activating prior knowledge. In the **K** (What I Know) section, you can write and share what you already know about a topic. As you uncover new material through written and digital texts, you add questions to the **W** (What I Want to Know) area. Finally, you express your learnings in the **L** (What I Learned) portion.	
MEMORY 	linking to previous knowledge	**Brainstorming** helps creativity in solving problems. It's true that brainstorming is usually done for creating solutions. But this fun activity can also be applied for activating prior knowledge with the same mechanics. Start with the topic in the middle of the page, and then link that to everything you already know	

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		about it. You can add to it as you learn more about the topic. This also helps you see what is missing and you can focus on learning it. **Graphic Organisers** help you record prior knowledge about a topic or chunk of text. They can be used to assist you in understanding and applying text patterns and structures. Experiment with different methods, you can find inspiration on the internet to for example create your own learning T-charts, story maps, Venn diagrams, or concept maps. See what works best for you!	
FEYNMAN 	Don't just learn it by heart, understand the concept!	If you have trouble *remembering*, then you need to *understand*. When learning new concepts it can be a good idea to practice giving an explanation of it to someone else; make it as simple as you can and avoid using jargon. Do not consult reference material during this step. Consider which aspects of the concept you had trouble explaining and review them. Repeat the first step again until you can explain the entire concept. Once you have written down a complete explanation, try to simplify your explanation further, without making it lose meaning. Use this step to check whether there are any further aspects of the concept that you're still not confident in and need to review. This strategy forces you to actively create new material about the	

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		concept you're studying, and in doing so, prevents you from focusing on inefficient memory-based study methods.	
ADEPT 	Make learning difficult concepts easy	1. Analogy: Illustrate the concept with a comparison 2. Diagram: Draw the concept 3. Example: Provide a simple example 4. Plain language: Describe it in everyday words 5. Technical Definition: Provide formal details Writing about a concept using analogies, diagrams, examples, and plain language forces you to think creatively about it from multiple angles, which makes it easier to remember.	

Sources:

Inspired by:

- *Six Strategies for Effective Learning by Yana Weinstein, Megan Smith, & Oliver Caviglioli is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. Based on a work at http://www.learningscientists.org.*
- *The ADEPT approach - developed by Kalid Azad*
- *The Feynman Technique - developed by Nobel Prize-winning physicist Richard Feynman*

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