

# Move a Head!

**Cognitive training for students**

**Manual for trainers**




Living Lab Supported Education

Hanze University of Applied Sciences Groningen

Franca Hiddink, Jacomijn Hofstra & Lies Korevaar

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Move aHead!  
Cognitive training for students

Manual for trainers

## Colofon

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Move aHead! Cognitieve training for students. Student workbook.

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## Foreword

This manual is part of the **workbook for students** experiencing academic performance problems as a result of cognitive issues. The training course aims to improve students' skills and equip them with the strategies and tools they need to continue and complete their degree programme in a more productive and satisfying way.

This manual contains a general introduction describing the structure of the sessions and provides instructions for each individual session.

There are 17 sessions in total. A customised workbook is created for each student according to their specific cognitive issues. This tailored approach is also reflected in the trainer's manual. As a trainer, you will only use instructions for sessions relevant to the individual student. To determine which sessions match the cognitive problems the student is experiencing, the student fills in the Move aHead Assessment Instrument (MAAI) during session 0 and calculates the scores on the various cognitive skills. Based on the scores, the sessions are chosen that the student will go through with you.

These materials were originally developed for face to face course sessions whereby the student and trainer are literally sitting at the same desk. Developments in recent years have prompted the need for an online approach. This will require a number of preconditions and adjustments:

- A high-quality, secure and direct digital connection.
- A setup whereby student and trainer can share their screens.
- The trainer must email the required sessions through a secure student email address.
- The sessions must be provided in Word format so that students can complete them digitally.
- The session can also be printed out and completed on paper, depending on the student's preferences. The completed form will then be shared with the trainer.

This training course is all about acquiring new skills and strategies, so practice is essential. Encourage students to practise regularly. The more they practise, the more easily and automatically they will apply their new skills. Students should be encouraged to immediately apply the skills and strategies acquired in their own learning environment in order to achieve their personal learning objectives.

As a trainer, you will also find yourself becoming more familiar with the sessions as you use them more often.

As we say in Groningen, 'kop d'r veur'. Or, for those that don't understand our local dialect: Move a Head!

Groningen, June 2022

Franca Hiddink, Lies Korevaar & Jacomijn Hofstra

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## Introduction for trainers

### Customised training

This manual is part of a work book with a total of 19 sessions; an introductory session, a wrap-up session and 17 sessions covering cognitive skills and strategies.

Before the start of the training, in session 0, students will complete the Move aHead Assessment Instrument (MAAI) to identify any cognitive problems. The outcomes of this questionnaire can be directly linked to a series of training sessions. Session 0, the introductory session, provides an opportunity to choose the skills and strategies that both the student and trainer consider most worthwhile. Both the specific sessions and number of sessions will vary depending on the student. In practice, this also means that the trainer's manual will be different for each student.

The following list is linked to the outcomes of the Move aHead Assessment Instrument completed by the student.

Cognitive skill	Possible sessions	I'm doing this session
Organisational skills	1. Organising	
	8. Planning: calendar routine	
	10. Task initiation: the 8 Us	
Time management	2. Using your calendar	
	5. Time management	
	6. Task management: task chunking	
	7. Task management: to-do lists	
Prospective memory	3. Prospective memory	
	4. Using memory aids	
Planning	8. Planning: calendar routine	
	9. Planning: meeting deadlines	
Task initiation	10. Task initiation: the 8 Us	
Concentration	11. Conversation attention	
	12. Task attention	
	13. Concentrating: reducing distractions	
	14. Memorisation: coding and name memorisation	
Learning	15. Memorisation: memorising and remembering lists	
	16. Taking notes	
	17. Working memory	
Working memory	17. Working memory	
Cognitive inhibition	12. Task attention	
	13. Concentrating: reducing distractions	

The aim is to cover one session per week in about one hour. The duration of the training course will thus depend on the number of sessions you attend.

There will be three referral sessions; 3 Prospective Memory, 10 Task Initiation and 17 Working Memory. For example, if a student reports having difficulties with Prospective Memory, you will have to do additional research to identify the most beneficial skills and strategies. Always make sure to

start with a referral session if the student is having problems with one of the three aforementioned cognitive functions.

A training could theoretically consist of three sessions (introduction, one session on a specific cognitive skill and a wrap-up session) or 19 sessions (introduction, 17 sessions on cognitive skills and a wrap-up session).

The trainer will ensure that the student receives the selected sessions before the second session.

## **Session structure**

This structure can be applied to any session and is the recommended format. Trainers can repeat these steps in preparation for each session. Each session with a student will last approximately one hour unless otherwise indicated.

### **1. Review home exercise from previous session.**

- Ask the student to explain how they completed the home exercise; discuss generalisations of exercises: teach students to generalise.
- Show appreciation for *all* efforts, no matter how minor they may be (including attendance and arriving at sessions on time).

### **2. Introduce a skill and explain its significance.**

- Ask the student why they want to learn this skill.
- Acknowledge and validate the student's input.
- Supplement with any reasons that have not been mentioned yet.

### **3. Discuss the student's current situation and their experience in applying the skill.**

- Ask questions about the current situation.
- Assess the student's understanding of the skill.
- Link the skill to the student's learning objective.

### **4. Demonstrate the skill.**

- Explain that you will be demonstrating the skill.
- Keep the demonstrations brief and to the point.

### **5. Evaluate the demonstration with the student.**

- Discuss the skill and its effectiveness.

### **6. Activate the student by making them practice the skill.**

- Invite the student to practice the skill/role-play with the trainer.

### **7. Give positive feedback.**

- Praise all efforts.

### **8. Provide corrective feedback.**

- Suggest ways in which the student could improve the skill.
- Limit your feedback to 1 or 2 suggestions.
- Try to make suggestions in a positive, constructive way.

### **9. Have the student do additional exercises.**

- If necessary, ask the student to change one behaviour during the exercise.
- Check to make sure the student understands your suggestions.
- Focus on distinctive and modifiable behaviours.



#### **10. Provide additional feedback.**

- Start by concentrating on the behaviours that have changed.
- Consider other behavioural modification strategies that might help improve the student's skills, such as coaching, encouragement and additional demonstrations.
- Provide plenty of feedback, but be specific.

#### **11. Discuss the home exercise.**

- Assign an exercise to practice the skill - use the home sheets.
- Ask the student to identify any situations in which they could apply the skill.
- Adjust the exercise to reflect the student's skill level where possible.

### **Tips for trainers**

- Prepare the room before the student 'arrives'. Minimise potential distractions, make sure all the materials are ready (either physically or digitally) to avoid delays. Make sure to send the student the relevant session in advance. Make sure you have the trainer's manual ready.
- Share your screen so that the student can see you and, if necessary, the relevant session.
- Simplify tasks to a level that is within the student's capabilities ('just enough of a challenge').
- Have students read the course materials out loud (e.g. definitions, steps or skills). This will encourage them to help out with the course.
- Use leading questions to help ensure that the students immediately give a correct or appropriate answer. This is more effective than allowing them to make incorrect assumptions.
- Make sure the students start each task at an appropriate speed
- Make sure the students apply the most effective strategies to compensate for their limitations.
- Reduce the amount of information or make the task shorter if necessary.
- Schedule enough breaks to avoid concentration loss, but also encourage students to stay focused as much as possible.
- Have the students do their tasks standing up if they get tired.
- Offer assistance as soon as the students start having difficulty with a task - don't let them struggle.
- Praise all efforts and be convincing, encourage more efforts.
- The pace of the session will depend on many aspects; use any time left over at the end to practice skills.

## Guidelines on giving positive feedback

- Pay close attention to make sure you notice if students apply the skills, even if they only do so briefly.
- Start giving compliments. Identify any positive behaviours you could highlight. You can start by saying “I really appreciate the fact that you're \_\_\_\_.” Be specific about the things the student did well. For example, "I appreciate the fact that you make eye contact with me when you're talking." Make sure to praise the care and effort the student is putting into the session (e.g. eye contact, responding to questions, staying on topic, etc.) even if they are not performing the skill correctly.
- Avoid critical comments and terms like 'wrong' or 'bad'.
- Make sure your suggestions for improvement focus on one aspect at a time. Some students may initially struggle to accept your suggestions. In these cases, it can be helpful to start by praising the things that went well.

## Training materials

1. A stopwatch
2. Training binder with 20 tabs, 1 for the introductory session (session 0), 1 for the wrap-up session (session 00), 1 for each of the other modules (sessions 1 - 17) and 1 for the appendices
3. Recording device, mobile phone.
4. Tablet or laptop with apps/videos for the exercises
5. Blank lined or electronic notepad to make notes on the exercises.

## General suggestions for all sessions

1. As the trainer, you should always switch your phone to silent before the course starts and remind the student to do the same.
2. Use the term 'training or training course' when referring to the programme, and the term 'home exercise' instead of homework.
3. Although the strategies introduced during the training course may seem straightforward, many of the students will not have mastered them in the past or adequately integrated them into their daily routines. The good news is that anyone can learn them over the course of their life. They will then become routine with regular practice.
4. To reduce the risk of students not showing up, it can be helpful to check in with them the day before or the morning of the training course to make sure they will be attending. If planning and calendar management are an issue, you can't just automatically expect the student to get things right.
5. Make sure to have all the materials and the various sessions at hand, either physically or digitally. You will need both the trainers' manual and the student workbook.
6. Make agreements on the form of guidance you will be providing; in person, online or a combination of both. A physical session at the start is recommended, but not necessary. If you will be providing online guidance, reach agreements on the materials. You can send these in advance in printed or digital format. All exercises can be accessed online in a Word version, try to accommodate the student's individual needs. Minimise distractions and make sure the environment for both physical and online sessions is as quiet as possible. Ask the student to ensure the same conditions during your online sessions.
7. Fill out the evaluation form immediately after the session and record any agreements you have made.



## Instructions for Session 0 Introduction and information about the training

### Discuss the contents of Session 0

List the various topics out loud.

1. Introduction
2. Cognitive skills
3. Review own/current situation and learning goals
4. Structure of the training course
5. Expectations

#### 1. Introduction

Ask the student to tell you a bit more about themselves. Which degree programme are they enrolled in? Which year are they in? Where do they live? Which city? Tell them a bit about yourself. Which subject do you teach? At which degree programme? What is your background in education and how long have you been teaching?

#### 2. Cognitive skills

Provide some information on the brain and the way it functions when applying cognitive skills. This information is also provided in the foreword to the student workbook.

A helpful analogy for students who do not actively write down appointments and things they need to do is the idea of a computer running 20 programmes at the same time. Their brain is a bit like this computer: they're trying to remember all sorts of thoughts at the same time and staying focused on them so they won't forget anything. As a result, they don't have the capacity to keep most of their attention on a specific task (compare with computer RAM, Random Access Memory). Writing down a task in their calendar or to-do list is like closing one programme on the overloaded computer (their brain). This will allow them to devote maximum 'memory speed' to the current task.

#### 3. Review current situation and learning goals

Ask the students to describe any cognitive barriers they may be experiencing.

Discuss the test results with the student. Also discuss which sessions initially seem best suited to the student's needs.

Students should formulate one or more learning goals and write that goal or goals down on the Session 0 worksheet (page 8). You will regularly revisit these goals over the course of the process. The trainer will document all students' progress towards these goals for future reference. Make sure to check this after one or two sessions and during the evaluation.

Students will probably be more motivated to achieve their goals if they identify with them and genuinely understand why cognitive strategies are a crucial part of this process.

#### **4. Structure of the training course**

##### **Choosing relevant sessions**

Discuss the structure of the course and choose a few relevant sessions in consultation with the student. You could ask the student to select a number of sessions from the list and do the same so that you can compare and discuss. However, keep in mind that the student won't be familiar with the content of any sessions. The questionnaire results and review of the current situation and learning goals will provide the most valuable input for the decision-making process. When in doubt, we recommend starting with a limited number of sessions (3 or 5) rather than a large number (9 or 11).

Sessions 3 Prospective Memory, 10 Task Initiation and 17 Working Memory are referral sessions. For example, if a student reports having difficulties with Prospective Memory, you will have to do additional research to identify the most beneficial skills and strategies. Always make sure to start with a referral session if the student is having problems with one of the three aforementioned cognitive functions.

#### **5. Expectations**

Review the structure of the training sessions with the student and explain what they can expect.

##### **Home exercises**

Explain your expectations in terms of the home exercises. Try to reassure them that these exercises will not be overly difficult or take up too much of their time, and explain that the emphasis will be on *practising* the skills they learned during the week's session so that they become second nature.

Encourage the student to take notes in the course binder and highlight any strategies they would like to try out. Students may keep this course binder.

##### **Practical appointments and expectations**

Emphasise the importance of making 'regular appointments': every week, on the same day, at the same time, and in the same place. Fixed routines will help them to remember things. Choose a good time for the appointments in consultation with the student.







## Instructions for Session 1 Organising

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information

Give some examples of places where you always store your own personal belongings. Give an example of a situation where you missed an important appointment due to being disorganised.

### Current situation

Discuss the questions and have the student fill in the answers. You can also ask the student to *show you*, either on camera or using photos, where they currently store their personal belongings. Be mindful of their privacy and make it clear that this is an option, not a must. What does their bag look like? Where does the student keep their books, notebooks, binders? You can also review the notes together, either digitally or on paper. Is the student using a folder structure? Connect "organising" to the student's learning goal.

### Demonstration

Discuss examples of organised environments like libraries or shops. Discuss the associated benefits.

*Ad, student: 'I was always forgetting things, stuff for school, sports or other activities. Other people were always getting annoyed at me, but I actually was too. "If your head forgets something, your legs will pay the price", my mum used to say. She was so right. I regularly had to cycle back home to fetch stuff. I cleared out two shelves in my bookcase a couple of years ago. One shelf at eye level where I put everything I need for the next day and one shelf under that where I put things I need later in the week that don't have their own place, like a present for a friend or a book I need to return to the library. It definitely took me a few months to use the shelves in a structured way, but it gives me a lot of peace now and I hardly ever forget anything.'*

### Exercise Create a 'home' for important personal belongings

Discuss the various options, and try to be as specific as possible. Ask the student to describe their situation and ask whether they also need the help of any of their housemates. If the student wants to share their storage locations with you immediately through the camera or photographs, explain that you are bound to secrecy and will handle all the information they share with care. Always respect the student's boundaries.

### Home exercise

Discuss the home exercise and make sure the student thinks it is doable. Make it clear that they do not need to take photos if they don't want to.

**Estimated duration: 30 minutes**



Mai Mei M

14

Dinner Sunday

7  
7.30  
8  
8.30  
9  
9.30  
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10.30  
11  
11.30  
12  
12.30  
13  
13.30  
14  
14.30  
15

16  
17  
17.30  
18

21.30  
22

Isr

## Instructions for Session 2 Using your calendar

### Review home exercise

Discuss everything the student remembers from the previous session.

Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information

Explain why you personally use a calendar. Some students still believe that you will "remember things if they are important". They automatically receive a timetable from their degree programme, which they then use as a calendar. Explain that writing things down (and reading them back later) unburdens your brain so you can concentrate on other things. Ask the student to list the potential benefits without looking at the next page. Now ask them whether they recognise the benefits of using a calendar.

### Current situation

Discuss the questions and have the student fill in the answers. Connect "using your calendar" to the student's learning goal. The choice between paper or digital is highly personal. *Secondary school student counsellor: 'We switched back to using paper calendars for all students. We noticed that pupils are more likely to remember things if they write them down. Having to flip through a big paper calendar that's a lot bigger than a mobile phone also helps. Pupils remember taking out their calendar and writing it down, which helps them to remember the appointment.'* *Danny, student: 'I'm sure I'd forget a paper calendar too. I'm basically attached to my mobile phone, I've always got it on me.'*

### Information

Discuss the difference between filling in a calendar for a day, a week, a period/semester and a year. You should basically start with longer periods and work your way to increasingly short ones. To fill in a calendar as effectively as possible:

- fill in your annual schedule (holidays, assessment weeks, teaching weeks) once a year > December January
- fill in your term timetable (teaching days, subjects, exam deadlines) once per term/semester > September, October/November, February/March, May)
- fill in your weekly schedule (subjects per day, learning activities per day, activities in the field of work, hobbies and social engagements) once a week > Friday, weekend or Monday.

Check the calendar every day and adjust it if necessary.

## Demonstration

Find and watch two videos on filling in a calendar with the student. You can also look for a short demonstration video explaining how to fill in the kind of digital or paper calendar the student already uses or intends to use. There's a big difference between the Outlook calendar, Google calendar or calendars like Trello. As a trainer, you don't necessarily have to know about all the different kinds of calendars. However, you should discuss whether the chosen calendar is suitable for the student and offers all the necessary basic functionalities.

These basic functionalities are:

- scheduling (filling in the daily, weekly, monthly and yearly timetables)
- filling in extracurricular activities (hobbies and sports)
- personal matters (social visits, care duties, birthdays, parties, etc.)
- space to add extra details to appointments (location and required items)

## Exercise

### 2.1 and 2.2. Calendar exercise for one week and one day

Have the student complete the exercise on the blank form. Discuss how it went after they have finished. See the examples of filled-in calendars in the appendices.

- Make sure you have extra blank weekly and daily calendar templates for the calendar exercises, so that the student can fill them in while reading the exercise.
- Remind the students that they can use abbreviations as long as they understand what they mean.
- Stress the importance of being able to find the right page immediately. Paper calendars often have a page finder, a ribbon on a paperclip. Digital calendars will typically display the day on which you open them by default.
- Explain the difference between marking a deadline with a dot and using time blocks in a calendar.
- Most people don't write down aspects such as travel time and preparation time, even they should be taken into account.
- Also be sure to check what the student is writing down in their calendar. Are they using verbs or is the student only writing down the name of the subject? Have the student share their digital calendar or show their mobile phone on camera.

## Home exercise

Discuss the home exercise and make sure the student thinks it is doable.

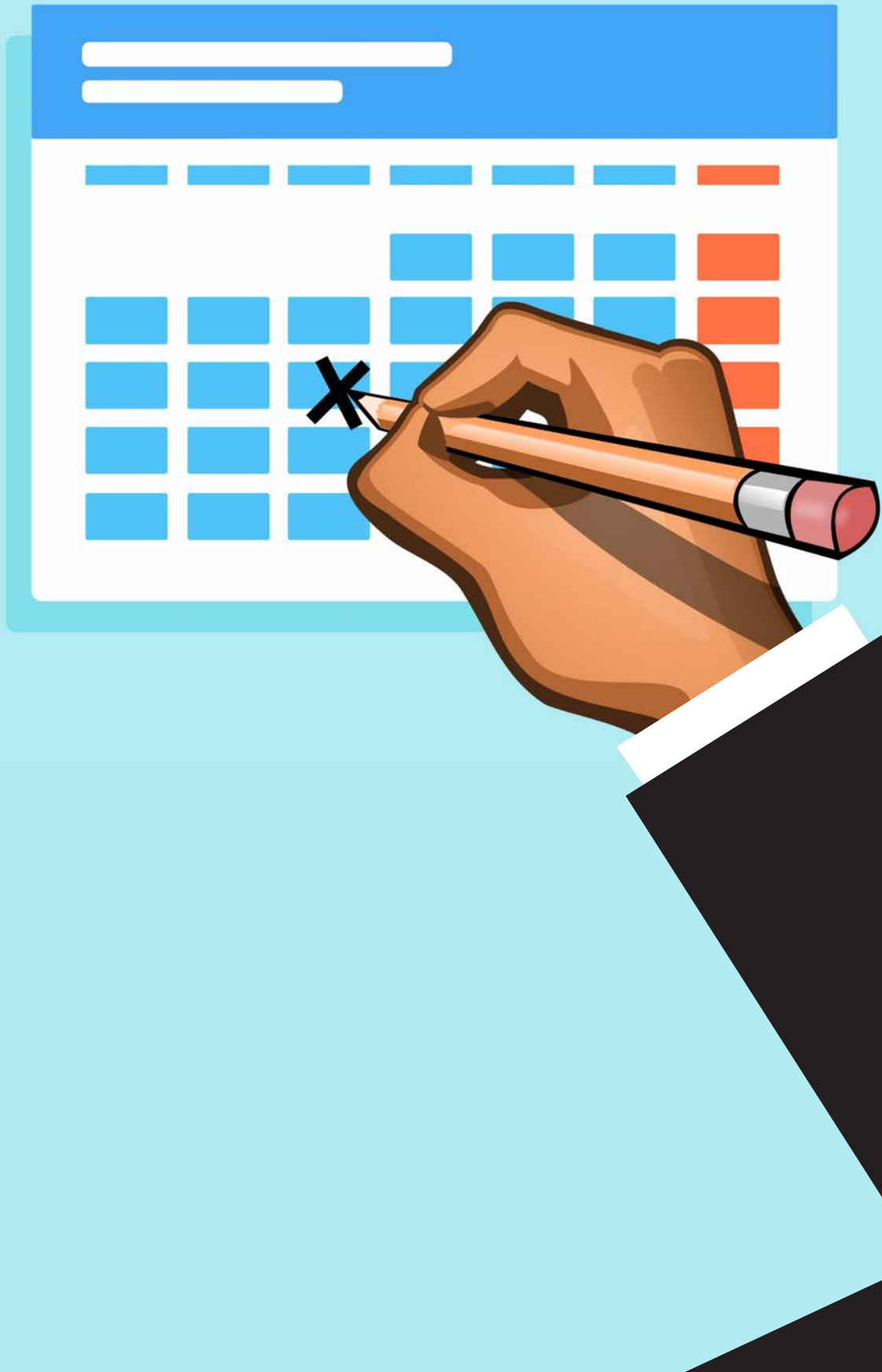
**Estimated duration: 45 minutes**

Monday	Tuesday <i>Reminder: pick up camera on Wednesday</i>	Wednesday <i>Call Kevin about Friday's study group</i>	Thursday <i>Request a repeat prescription</i>	Friday <i>Pharmacy medication</i>	Saturday	Sunday
Before 6.00						
7.00	7.00	7.00	7.00	7.00	7.00	7.00
8.00	8.00	8.00	8.00	8.00	8.00	8.00
9.00	9.00	9.00	9.00 <b>Orthodontist</b>	9.00	9.00	9.00
10.00	10.00	10.00 <b>Johnson</b>	Headache, throwing up 10.00	<b>Pharmacy</b> 10.00	10.00	10.00
11.00	11.00	Prepare questions 11.00	11.00	11.00	11.00	11.00
12.00 <b>Group session</b>	12.00	12.00	12.00 <b>Fill out and send in registration form for sports club</b>	12.00	12.00	12.00
13.00	13.00	13.00	13.00	13.00	13.00	13.00
14.00	14.00	13.30 <b>Piano lesson</b>	14.00	14.00	14.00	14.00
15.00	15.00	14.30 <b>Pick up camera</b> 15.00 <b>Assignment</b>	15.00	15.00	15.00	15.00
16.00	16.00	Hand in project Y 16.00	16.00	16.00 <b>study group at study centre</b>	16.00	16.00
17.00	17.00	16.30 <b>Professor Johnson</b> 17.00	17.00	17.00	17.00	17.00
18.00	18.00	18.00 <b>Dinner with Chris</b>	18.00	18.00	18.00	18.00
19.00	19.00	<b>Bakerstreet 5</b> 19.00	19.00	19.00	19.00	19.00
20.00	20.00	20.00	20.00	20.00	20.00	20.00
21.00	21.00	21.00 <b>Homework</b>	21.00	21.00	21.00	21.00
22.00	22.00	22.00	22.00	22.00	22.00	22.00
23.00	23.00	23.00	23.00	23.00	23.00	23.00
After 0.00	0.00	0.00	0.00	0.00	0.00	0.00

Weekly calendar

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before 6.00						
7.00	7.00	7.00	7.00	7.00	7.00	7.00
8.00	8.00	8.00	8.00	8.00	8.00	8.00
9.00	9.00	9.00	9.00	9.00	9.00	9.00
10.00	10.00	10.00	10.00	10.00	10.00	10.00
11.00	11.00	11.00	11.00	11.00	11.00	11.00
12.00	12.00	12.00	12.00	12.00	12.00	12.00
13.00	13.00	13.00	13.00	13.00	13.00	13.00
14.00	14.00	14.00	14.00	14.00	14.00	14.00
15.00	15.00	15.00	15.00	15.00	15.00	15.00
16.00	16.00	16.00	16.00	16.00	16.00	16.00
17.00	17.00	17.00	17.00	17.00	17.00	17.00
18.00	18.00	18.00	18.00	18.00	18.00	18.00
19.00	19.00	19.00	19.00	19.00	19.00	19.00
20.00	20.00	20.00	20.00	20.00	20.00	20.00
21.00	21.00	21.00	21.00	21.00	21.00	21.00
22.00	22.00	22.00	22.00	22.00	22.00	22.00
23.00	23.00	23.00	23.00	23.00	23.00	23.00
After 0.00	0.00	0.00	0.00	0.00	0.00	0.00







## Instructions for Session 3 Prospective memory

### Review Home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information

Explain that you can improve your Prospective Memory by applying various cognitive skills and strategies. Make it clear that this is a referral session.

### Current situation

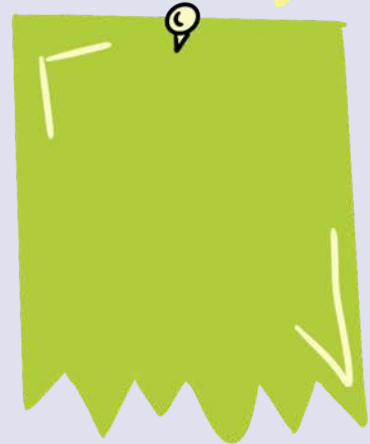
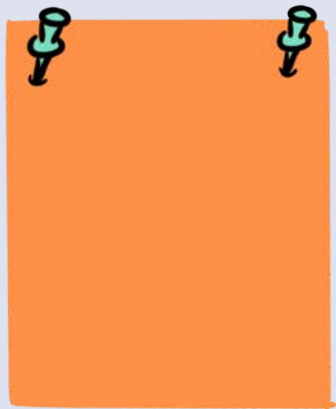
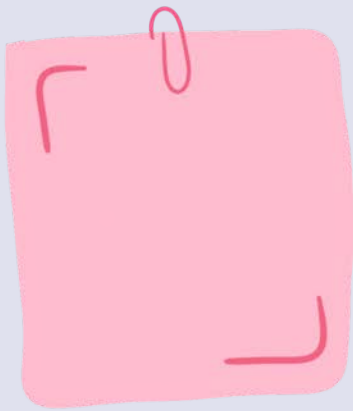
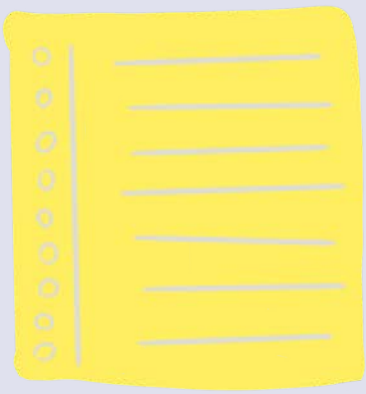
Discuss the questions and have the student fill in the answers. Choose appropriate follow-up sessions in consultation with the student. Send the student the sessions on paper or in digital format.

Decide in which order you will be holding the sessions.

### Home exercise

This referral sessions is not linked to any home exercises.

**Estimated duration: 45 minutes**



## Instructions for Session 4 Using memory aids

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information on the short-term prospective memory

*Example of an 'essential memory aid'. 'My aunt, who was single, used to have dinner with our family once a week. My mother used to cook extra food sometimes and would keep containers with single portions in the freezer for my aunt. Every time my aunt came by, she'd always tell her: "remember to take the food when you leave!" She would regularly forget, and so would we. One day we came up with an idea: we told her to put her car keys in the freezer when she arrived. That way, she would automatically remember her meals when it was time to leave.'*

### Demonstration

Discuss some of the memory aids you use in your own daily life. Discuss the pros and cons of various memory aids. For example, a digital reminder is often less visible than a note on your hand.

### Current situation

Discuss whether the student is using memory aids and - if so - which ones. Connect 'using memory aids' to the student's learning goal.

### Exercise

#### Remembering something important without the help of a calendar

Help the student think of something they need to remember and try to apply all six strategies to this example. If the student can't think of anything, choose one of the following options: the student needs to remember

- to get coffee for a fellow student
- to buy some flowers for a housemate
- to buy a card and post it to the trainer
- to text someone
- .....

*Mary, a student, kept forgetting to return a book she had borrowed from one of her fellow students. It was really important that she returned the book within three days because her fellow student needed it to study for an exam. After receiving her third warning, she decided to change her screensaver to a picture of a donkey. Every time she picked up her phone, she would see the donkey and immediately think about the book. Thankfully, she managed to remember in time and return the book to her fellow student!*

### Home exercise

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 30 minutes**



## Instructions for Session 5 Time management

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information

*The term 'time management' originated in the business world, where time is money and managers must ensure that business processes run as efficiently as possible. In a sense, students are also time managers and should ideally be in control of their own time. You can only spend your time once!*

### Current situation

Discuss whether - and if so, how - the student is managing their time. Connect "time management" to the student's learning goal.

### Exercise

#### 5.1 Applying time management – writing in a calendar

Exercise 5.1 focuses on *an aspect* of time management; estimating the amount of time you will need - or have available - to work on a task while saving enough time for other activities. (Prioritising will be covered in exercise 5.2, 5.3 and the home exercise!) Take the time to evaluate an example from the student's own life. If the student does not have a syllabus available, this exercise can be regarded as the home exercise.

### Information on the urgency and importance matrix

*This matrix was developed by General Eisenhower. Eisenhower was the 34th President of the United States, and General of the Army during WWII. Many of the decisions he had to make were both urgent and important. He asked himself what urgency really means and concluded that a task that doesn't necessarily have to be done today is not urgent. Urgent matters take precedence, but if they can wait until tomorrow they can no longer be considered urgent. Since many tasks are equally important, he wondered whether it was important that he personally complete a specific task or could just as easily get someone else to do it. If someone else could also perform the task, he no longer considered it 'important'. The quote 'urgent matters are seldom important and important matters are seldom urgent' reflects Eisenhower's thinking on the subject.*

While students obviously aren't actual managers in practice because they aren't in a position to delegate many tasks to others, they do regularly get those around them to do things for them so that they can focus on their studies. Examples include hiring a babysitter so that you can fully concentrate on a report, or asking other housemates to return the empty crates this time because you have to study for a test.

Explain that urgency implies time constraints. Explain that it will often be difficult to motivate yourself to finish critical activities on time, while distractions and interruptions often take up an inordinate amount of time relative to their actual importance.

In some cases, students actually spend all their time on academic tasks. These students perceive everything related to their studies as urgent. While these situations may occur for the odd week during exam weeks, they can also lead to burnout if they become structural. These students need to consciously focus on quadrant 4. Interruptions, and 3. Distraction.

## Exercise

### 5.2. Urgency and importance matrix I

Answers for Urgency/Importance exercise

- 3 Checking your friend's Facebook page to find out what they did on their holidays.
- 1 Starting a long-term research project that is due to be completed in two months.
- 4 Calling your mother back to let her know you will be an hour late for dinner.
- 2 Finishing the home exam that needs to be handed in no later than one hour from now.
- 3 Buying Christmas presents for your family (it's October).
- 4 Responding to colleagues' daily emails.
- 4 Cleaning up your desk
- 3 Looking for internships for the coming academic year
- 4 Taking care of your pet

The example 'Cleaning up your desk' could be placed in several quadrants, depending on the urgency of cleaning up. How organised is the person in general and what other urgent tasks do they need to do? Examples for each quadrant:

3 - You've got more urgent things to do and don't really feel like doing them, so you distract yourself by tidying your desk instead of doing what really needs to be done.

4 - You live with your parents and your mother asks you to clean up your desk because she is fed up with the mess.

2 - Your desk is a bit cluttered, but it's still pretty tidy. It will only take you 5 minutes to clean it up so you can focus on the more important tasks.

1 - You decide to clean up your desk, which you haven't done for years. It's going to take several hours and you'll have to set up a whole new filing system.

## **Exercise**

### **5.3 Urgency and Importance matrix II**

In this exercise, we will be using the matrix as an awareness-raising tool. This will help the students to become more aware of the amount of time they are actually spending on their studies. Are they really giving the right amount of priority to their academic activities? Reflecting on this question will be useful to both students who devote too much time to their studies, and those who devote too little time.

The student does NOT need to specify a time for this exercise and does not need to divide the tasks into sub-tasks. While they can obviously do so spontaneously if they wish, that is not the aim of this exercise.

Students can also apply this exercise themselves. For example, they can fill in information like 'What did I do, what did I spend my time on?' after a hectic or stressful period. How much did those activities contribute to my learning goal?

Explain how this matrix can help you avoid procrastination and stress. You can use it to record all the tasks and ideas that pop into your head. It serves as a 'brain dump', in other words. Placing them in the different quadrants can help you figure out what to spend your time on first.

Point out that the empty matrix can be used to identify your own unique urgency/importance challenges. Make it clear that students who spend too little time on study-related tasks should focus on improvement/time management (quadrant 2). Students who are only preoccupied with academic tasks should strive to achieve a better balance and also fill in Quadrant 4. Disruptions, and 3 Distractions.

## **Home exercise**

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 60 minutes**





## Instructions for Session 6 Task management: task chunking

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information on task chunking

*Aras, student: 'I always had trouble planning ahead; I usually started studying for tests far too late. I never knew where to start, whether I should read the book, do assignments to practise the material or review the lecturers' presentations. I always ended up running out of time. My brother, who is a professional chef, has a really practical mindset. He's definitely not the kind of person who enjoys studying and he never understood why I was so bad at keeping track of time. We realised that he is constantly breaking down tasks as a part of his job, which involves following a lot of recipes. These days, I tend to think of my academic tasks in terms of following recipes. I write down all my activities and tasks one by one, in the right order, and estimate the amount of time I expect them to take. It's made it much easier to pass my courses without too much stress!'*

### Current situation

Make the student aware of the fact that they will almost always automatically break down large assignments into smaller tasks in practice. The focus is on determining whether they do so *consciously in advance* in order to plan more effectively and keep a better overview of the process.

### Demonstration

Discuss the various activities involved in giving a presentation with the student. Identify both major tasks, such as 'reviewing literature', and minor tasks, such as 'checking whether there is a projector'. Discuss the differences. If you break down tasks while sticking to a specific timeframe, you may forget some short-term tasks that are still essential. After all, your presentation could go horribly wrong if you don't have a decent projector. Focus on the tips.

### Exercise

#### 6.1 Breaking down a large project into smaller components

Take time to go through one of the student's syllabi. Break down a task according to the criteria for a subject in the syllabus or the structure of a report. For example, for a report: write introduction; do a literature review; describe the question.

As a trainer, it is important to keep in mind that we and our fellow lecturers often tend to give unclear assignments. Encourage the student to get in touch with the responsible lecturer in these situations.

*Rico, student: 'I have a form of autism and I always struggle to estimate the amount of time I need to spend on something. Sometimes it's because I can't stop myself once I'm working on something that interests me, but it can also happen if the lecturer gives us an assignment that isn't very clear. For example, if it says: "find sources", I never know how many they expect me to find. I could spend eight*

*hours looking for sources or be done in half an hour. I've had so much trouble with those kinds of assignments, and I've learned to go straight to the lecturer so they can explain what I need to do.'*

### **Home exercise**

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 60 minutes**



## Todo List

- 
- 
- 
- 
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- 
- 



## Instructions for Session 7 Task management: to-do lists

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information

Effective planners use both a to-do list *and* a calendar. They record regular tasks in a timetable, supplement these with additional activities and use a to-do list. The tasks on the to-do list are carried out in the short term and crossed out. Time constraints may still arise if the tasks have not been crossed out. These remaining tasks may then be added to the daily or weekly calendar.

Some students will always struggle with calendar scheduling. There is always the option of exclusively using to-do lists. The student must then write down all the activities they think of, or say them out loud while making a recording on their mobile phone. They can then make lists, cross out tasks and activities or reschedule them on the basis of these notes.

*Jonah, student: 'I really struggled with planning when I was writing my thesis. I barely ever used my calendar because I wasn't tied to a timetable anyway. I didn't need help remembering personal appointments or football training sessions. I decided to do a brain dump; I wrote down all the things I had to do for my thesis within the next month. I wrote down all those tasks on post-its and stuck three sheets of paper on my cupboard: one had all the high-priority tasks on it, one had the medium priority ones and the last one listed the low-priority tasks. That way, I could tear up a piece of paper once I had finished something and move the Post-its around - from the low to medium priority sheet, for example. It really helped me get an overview of the situation. I suppose it's a pretty prehistoric approach for someone in IT.'*

### Current situation

Discuss whether the student is using a to-do list and - if so - which one. Explain how 'making and using to-do lists' can help the student achieve their learning goals.

**Demonstration.** Discuss the difference between 'regular' tasks that can be scheduled and tasks on your to-do list. 'Regular' tasks include activities for which you already know the time and location (timetable, deadlines, group sports activities, social obligations). Tasks that you will have to do 'at some point', but are not tightly scheduled should be recorded on a to-do list. If possible, review some examples of digital to-do lists.

*Petr Ludwig, who wrote an international bestseller on procrastination, uses visual mind maps. He prefers to avoid lists because long lists of tasks tend to have a paralysing effect. Instead, Ludwig uses circles or ovals that are connected like beads on a chain to form a daily schedule.*

- *These circles or ovals are drawn on paper and used to pencil in tasks. You can also choose different colours for each circle (red > important, blue > less important).*
- *Make sure to write down the amount of time you expect to need for each task. Indicate the start time above the task and the time by which you want to complete it below.*
- *Now draw arrows to connect the various tasks, creating a chain of tasks for the day. 'getting things done today'. Make sure to alternate between difficult and easy tasks and schedule breaks.*
- *Cross out any tasks you have already completed.*

*Please note: Petr Ludwig has developed a comprehensive self-training programme. The programme contains nine tools to help you develop new habits, and has proven extremely valuable for some students. However, you will have to familiarise yourself with the instrument and apply it very consistently on a daily basis in order to get results.*

## **Exercise**

### **7.1 Setting priorities**

Help the student if they can't manage to think of any items. Remind them to check the list of suggestions. Make sure all the fields are filled in before linking them to an H, M or L.

## **Home exercise**

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 60 minutes**



# 2015

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

	1 ★ Nicole Ahr [Redacted] #TTB Shirley	2 Out with Les	3
	8 ★ INTERVIEW Mgn Sun (and)	9 Sleep over mom meeting with Lucy 1pm	10 Apple picking
	15 Interview Partyprop talk	16 feature Nicole Ahr ST	17
	22		
	29		

NOVEMBER

DECEMBER





## Instructions for Session 8 Planning: calendar routine

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information on calendar routine and linking tasks

The amount of time it takes for something to become routine is open to debate. Some believe it requires 15-20 repetitions, while others believe the process can take up to 6 weeks. However, we do know that the process of integrating new or different behaviours into your daily life requires a lot of practice and repetition. Although we tend to equate routine with 'dull' or 'old-fashioned', it certainly seems to work for some of the most successful people in modern society, such as professional athletes (Lionel Messi, Sven Kramer) and businessmen (Bill Gates).

### Current situation

Ask the student whether they regularly check their calendar. Daily, weekly? Explain how 'calendar routine' can help the student achieve their learning goals. Obviously, you will need to create an annual and block/semester schedule in order to develop a routine where you check and update your calendar on a weekly and daily basis.

### Demonstration

You could give an example from your own life here.

### Exercise

**8.1 Making a weekly planning** Write down any tasks you forgot or additional tasks under point 3. These could include things like 'travelling to the exam location', 'practising for music lessons', 'making an appointment with the project group'.

*Lars: 'I never used to update my calendar properly and definitely never made any weekly schedules. In my case, that basically meant that I was spending all my time on the degree programme. I would go to my chess club two evenings a week, but I had to spend all the rest of my time - which was a lot - studying. I had already flunked two years and constantly felt like I was under pressure, but that stress paralysed me from actually doing anything. I was spending more time gaming than I was studying, but it was still on my mind all the time. I envied people with jobs who always seemed to have plenty of free time and time for personal appointments. I eventually learned to create a structured weekly schedule where I set aside time to work on my studies, play games, play chess and make personal appointments (hairdresser, dentist), which was extremely helpful. Choosing a regular time to check my calendar also really helped me to stick to the academic schedule.'*

When helping to create a weekly schedule, make sure to ask the student whether they use a to-do list. If so, they can 'clean up' this list while creating their weekly schedule. Tasks can then be reassigned from low to medium priority and from medium to high priority, and recorded in the calendar on the relevant days. Some students may not use a to-do list and prefer to write appointments directly in their calendars.

### **Home exercise**

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 60 minutes**





## Instructions for Session 9 Planning: meeting deadlines

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information on meeting deadlines

*Naomi. 'The first years of my studies I always found it easiest to study during exam weeks. It was quite stressful and I had to work nights, but I managed to pass most of the exams. At least I knew what I was supposed to do and could stay focused. Still, I would always be a wreck after a week like that. And to be honest, I didn't always earn all of my credits either, because I didn't have enough time to really immerse myself in the subject. That strategy of procrastinating and only working hard before deadlines no longer worked during the final years of my studies. For example, I ran into problems with my research project and thesis. Projects like that are simply too big for that kind of approach. I eventually learned to set multiple smaller deadlines. For example, I would agree to submit something to my supervisor every fortnight. I also asked him to push me where necessary. Looking back, I wish I'd applied that approach more during the first years of my studies; I would have enjoyed learning more and been less stressed studying for exams.'*

### Current situation

Ask the student whether they have been meeting their deadlines over the past year and discuss the reasons for their success or failure. Connect "planning; meeting deadlines" to the student's learning goal.

### Demonstration

Discuss the planning schedule with the student. Change the dates to reflect the calendar at the time of the course. Here are two examples of what the planning schedule could look like. One example in which the diagram has been copied and the order has been added in the first column and one example where the activities have been put in the right order.

Discuss which diagram would be most suitable in this case.

Order Party on 7 March	Step	Schedule	
		duration	date
4	Send out digital invitations	0.5 hours	3 February
2	Make list of email addresses for everyone we want to invite	1 hour	3 February
1	Hold meeting with housemates to discuss the theme of the party, the activities we will be doing and the number of people we want to invite	2 hours	3 February
3	Design the invitation	1 hour	3 February
7	Decorate the house, and prepare snacks and drinks	5 hours	7 March
6	Do the shopping	4 hours	6 March
8	Check how much we've spent and settle the costs with each other	2 hours	9 March
5	Check how many people we definitely expect to come	2 hours	6 March

Order Party 20 Nov.	Step	Schedule	
		duration	date
1	Hold meeting with housemates to discuss the theme of the party, the activities and the number of people	2.5 hours	20 October
2	Make list of email addresses for everyone we want to invite	1.5 hours	21 October
3	Design the invitation	1.5 hours	23 October
4	Send out digital invitations	1 hour	24 October
5	Check how many people we definitely expect to come	0.5 hours	18 November
6	Do the shopping	2.5 hours	19 November
7	Decorate the house, and prepare snacks and drinks	5 hours	20 November
8	Check how much we've spent and settle the costs with each other	1 hour	21 November

## **Exercise**

**9.1 Setting a goal and making a planning for yourself.** Use the student's own syllabus during this exercise.

## **Home exercise**

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 60 minutes**





## Instructions for Session 10 Task initiation: the 8 U's

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information on task initiation

Explain that task initiation isn't a 'purely' cognitive skill. Give examples from both your own experience and those of the students you supervise. Make it clear that this is a referral session.

### Current situation

Discuss the questions and have the student fill in the answers. Discuss the eight Us. Which statements can the students relate to? Discuss the topics relating to 'improving conditions' after reviewing the 8 Us. While making conscious decisions on where to study and with whom might seem like an obvious step, this often proves challenging in practice. Students with a structured and organised approach prefer to work with other students with similar organisational skills.

Choose appropriate follow-up sessions in consultation with the student. Send the student the sessions on paper or in digital format. Decide in which order you will be holding the sessions.

Focus on the eighth U. A large proportion of lectures and meetings take place online. Students that are working from home must create conditions that put them in the right mood and mindset to study and work. Ask the student to indicate whether they intend to make different choices to improve these conditions.

You can watch the body double video with the student.

### Exercise

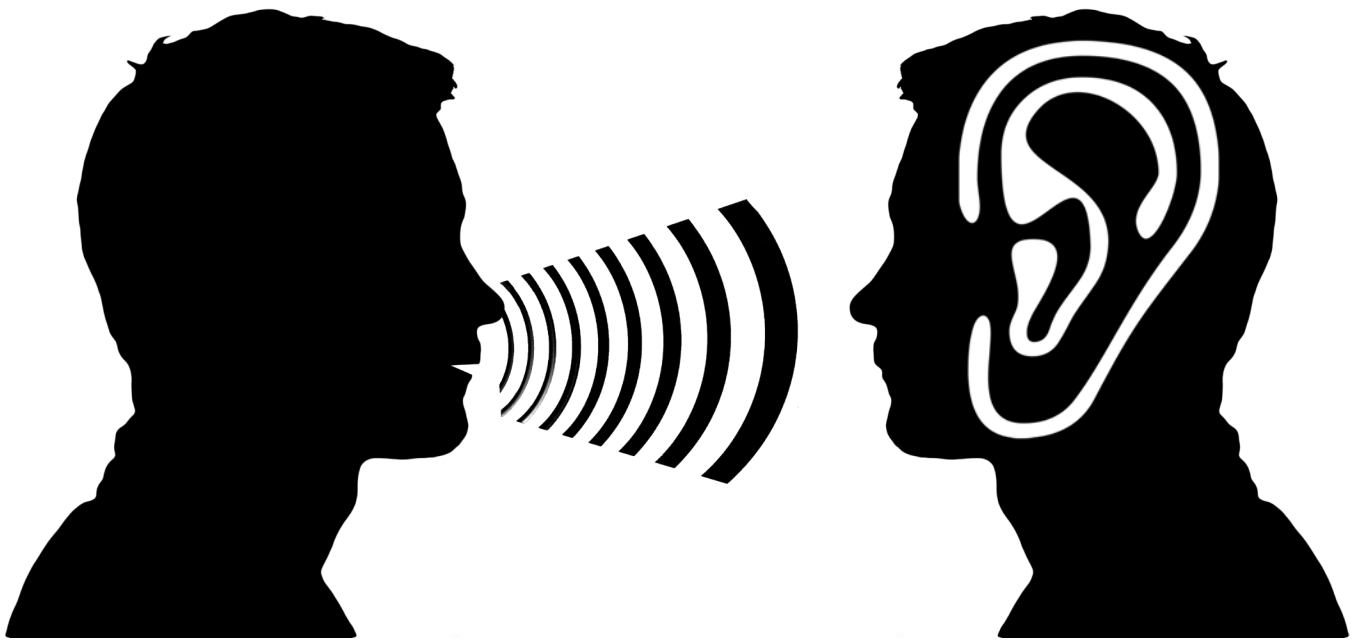
#### 10.1 Starting a task

This exercise can be challenging during a course session, especially online. However, it will immediately help both the student and trainer gain insight into the student's approach to preparing for study tasks.

### Home exercise

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 60 minutes**



## Instructions for Session 11 Conversational attention

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

**Information on conversational attention:** L = Listen actively; E = Eliminate distractions; A = Ask Questions; P = Paraphrase (summarise)

### Current situation

Discuss whether the student is having problems concentrating during conversations, and if so, which ones. Connect 'concentrating during conversations' to the student's learning goal.

**Demonstration – conversational attention.** The trainer should read out the academic counsellor's words. Have the student read the paraphrase.

### Exercise

#### 11.1 Applying the LEAP skills

Inform the student that you will both be sharing stories on the various topics in the workbook.

- Have the student start by telling an approximately 3-minute long story. Listen, paraphrase on several occasions and ask questions.
- The student will then listen to you and apply the LEAP skills.
- Discuss the way in which they listened, asked questions and summarised the story in their own words.

Each exercise will take about 3 minutes.

### Demonstration - paying attention to verbal instructions

Supplement the examples with situations from your own educational practice and ask the student to give examples of their own.

Encourage the student to practice asking questions and asking for explanations. Many people feel uncomfortable interrupting a lecturer or doctor. Help the student practise polite ways of interrupting and asking the other person to speak more slowly, put things in different words or explain more clearly

## Exercise

### 11.2

#### Following verbal instructions

Read out the following stories.

Afterwards, discuss whether and to what extent the LEAP principles were applied.

#### 1. Autumn holiday

'Hi! We're so glad you're coming home for the holidays! I'm sure you remember we told you there's a new alarm system in the house now. To turn it off, here's what you need to do: First, you need to walk around the house to get the spare key. We still keep it under the flowerpot next to the back door. Pick it up, then walk back and let yourself in through the front door. You'll see the alarm panel just around the corner to the right. Now enter the code: 5 – 3 – 7 – 1. Now press the 'disarm' button and check the screen to make sure the light turns green and the alarm is deactivated. Sometimes it won't recognise the code if one of the buttons gets stuck. If that happens, you'll have to enter the code again. Did you get all that?'

#### 2. School

'Excuse me, you look like you're lost. Can I help you? So, you're looking for the classroom for the introductory lecture? You need to walk all the way down this corridor until you see the lifts on your left. Take the lift to the third floor. When you exit the lift, turn right. The classroom is the third door on the left.'

#### 3. Baseball game

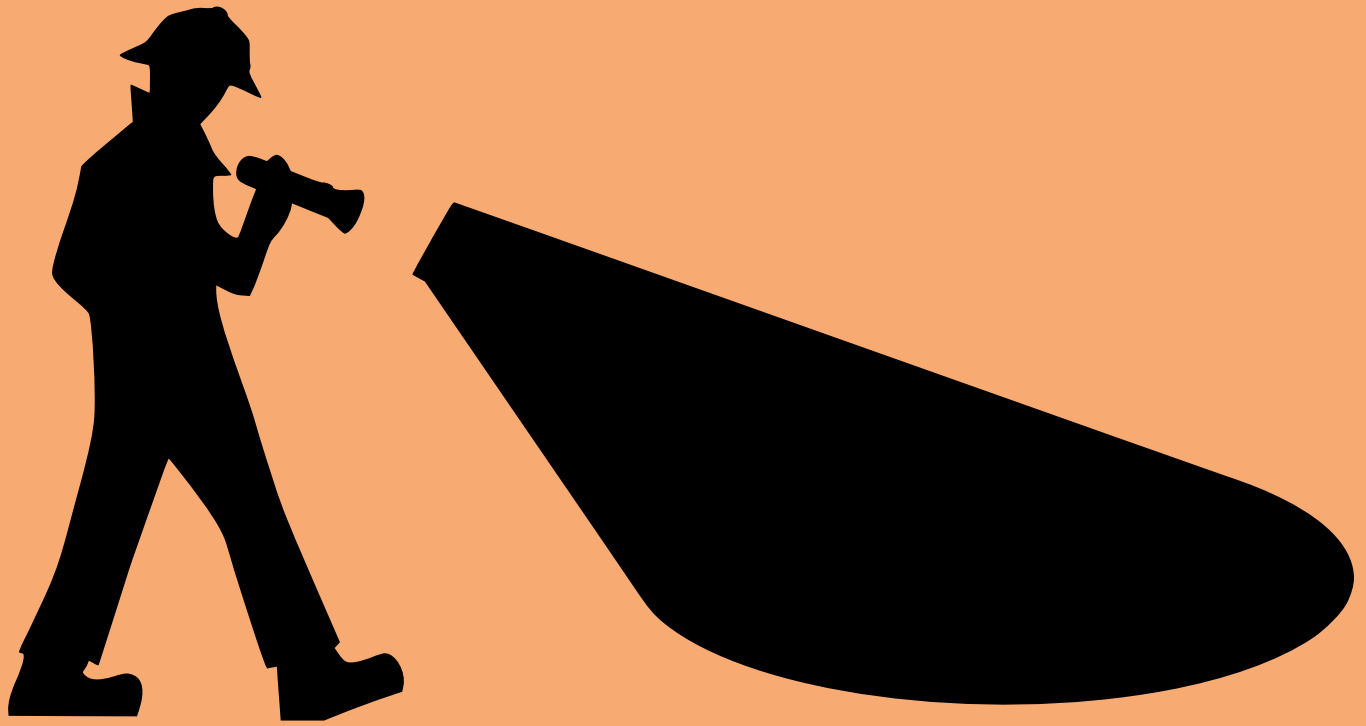
'Hi, you're looking for the sports field? It's really easy to find. Just go down this street until you get to Park avenue. Turn right into Park avenue (you'll see a school building on the corner), drive on for about a kilometre until you reach a T-junction. Take a right, turn into Baker street and keep going all the way to the end. When you reach the intersection at the end of Baker street, turn left onto University square. The sports field is about 250 metres from there. Have fun!'

## Home exercise

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 60 minutes**





## Instructions for Session 12 Task attention

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information on concentrating during a task by talking to yourself and taking breaks

Many people have difficulty concentrating for long periods of time, especially since we're no longer used to focusing for that long; Whereas students were able to listen to one-hour lectures 20 years ago, one hour of focused listening has become a challenge in our modern western society! Studying isn't something you can just do for an hour in between other activities; sometimes you need to put in several hours or a whole day's work. You can apply two strategies to help you stay focused: self-talk and breaks.

### Current situation

Ask the student if they apply self-talk. Connect 'self-talk' (concentrating during a task) to the student's learning goal.

### Demonstration

Demonstrate 'self-talk' by articulating what you are doing. You can use the following examples:

- Getting ready to go to work > keys, bag, gym bag for after work, packed lunch.
- Getting drinks for four people > ask four people if they want a drink, repeat their answers out loud immediately, repeat them while standing by the coffee machine and repeat them out loud as you hand the drinks to the people in the various rooms.
- Finishing your work tasks before you go home > shutting down programmes, taking binders with you or filing them in a cupboard, sending an email and updating your own calendar.

### Exercises

Have the student print out the pages for exercises 12.1, 12.2a and 12.2b or use a digital application like 'Paint' to highlight the figures.

### Exercise

#### 12.1 Task attention - letter/picture task - self-talk

1. Ask the student to take out the **letter worksheet**. Give clear and concise instructions: Go through the entire worksheet and circle the As, underline the Cs and cross out the Ts. Take as much time as you need to do this carefully. Use self-talk; for example, keep saying: 'I'm looking for As'.

Check the numbers and make sure you have circled 60 As, underlined 12 Cs and crossed out 13 Ts.

**2.** Now ask the student to take out the printed **picture worksheet**. Give clear and concise instructions: Circle all the clocks and cross out the apples. Take as much time as you need to do this carefully. Use self-talk; for example, keep saying: 'Circle the clocks'.

Check the numbers and make sure you have circled 35 clocks and 25 apples.

Explain that self-talk can be even more important when performing easier tasks, because your concentration will tend to fade if a task is easier for you.

## Information

Emphasise that while taking breaks might seem logical, we rarely do so effectively in practice. Long breaks aren't effective because it will inevitably take you a lot of time and energy to recover your focus afterwards. Taking an excessive amount of short breaks is basically a form of 'distraction'. Taking no breaks or too few breaks will reduce your level of concentration.

## Current situation

Discuss the student's current habits in terms of taking breaks. Connect 'taking breaks' (concentrating during a task) to the student's learning goal.

## Exercise

### 12.2 Task attention – a. sequence ordering and b. word search - self talk and taking breaks

Have the student practice their ability to judge whether they are sufficiently focused on their task. There are six pages of exercises. The student will practice self-talk and take breaks where necessary in the following exercises. Although these exercises aren't difficult, they do require concentration. Exercises 12.2a and 12.2b should be completed immediately after each other.

Provide short and concise instructions for both tasks (12.a and 12.b) back to back.

#### 12.a Sequence ordering

Determine whether the steps described in the exercise are in the right order. Tick 'Yes' or 'No'. If you tick 'No', please specify what you think is the correct sequence of steps. Please note: if there are multiple correct sequences, describe them all and explain why they are correct.

#### 12.b Word search

You will see a series of words at the bottom of the page. All these words can be found in the matrix. They appear at random and can be horizontal, vertical or diagonal. Find the words and cross them out.



### **After finishing the exercise**

Check the results (see next page).

Discuss the student's approach. Did they take a break in between? If they made a lot of 'mistakes' towards the end of the exercise, discuss how this could have been prevented: what strategy could they have used?

When discussing taking breaks and 'refocusing', emphasise that the student can take short breaks (3-5 minutes) before revisiting a specific task. This will help them to stay focused. Longer breaks (20 minutes to an hour, or the amount of time it takes to eat a meal) are more effective when switching from one task to another after having broken down a very long task.

### **Home exercise**

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 60 minutes**

## Outcomes 12.a sequence ordering

### Recommended answers for Sequence ordering exercise

1. Yes
2. No (2, 1, 3)
3. Yes
4. No (3, 1, 2, 4) or (3, 1, 4, 2)
5. No (3, 1, 2, 4)
6. No (1, 3, 2, 4)
7. No (2, 1, 3, 4)
8. Yes
9. Yes
10. Yes
11. No (1, 3, 2, 4)
12. No (2, 1, 3, 4)
13. No (2, 1, 4, 3)
14. Yes
15. Yes or No (2, 3, 4, 1)
16. No (1, 4, 2, 3)
17. No (1, 3, 2, 4)
18. No (4, 1, 2, 3)
19. No (1, 3, 2, 4)
20. Yes (step 2 = digital) or No (1, 3, 2, 4)
21. No (1, 5, 2, 3, 4)
22. No (3, 2, 1, 4, 5)
23. No (1, 2, 3, 5, 4)
24. Yes
25. Yes or No (2, 1, 3, 4, 5) step 2 = digital
26. No (1, 3, 2, 4, 5) or No (1, 3, 4, 2, 5) or No (4, 1, 3, 2, 5) or No (1, 4, 3, 2, 5)
27. No (1, 3, 2, 4, 5)
28. Yes or No (5, 1, 2, 3, 4) discuss over the phone first
29. No (1, 4, 2, 3, 5) or (1, 2, 4, 3, 5)
30. Yes
31. Yes or No (2, 1, 3, 4, 5)
32. No (5, 2, 3, 4, 1)
33. Yes or No (2, 1, 3, 4, 5)
34. Yes
35. Yes or No (2, 1, 3, 4, 5) view digital menu
36. No (1, 3, 2, 4, 5)
37. No (1, 2, 4, 3, 5)
38. No (3, 1, 2, 4, 5)
39. No (1, 3, 2, 5, 4)
40. Yes





## Instructions for Session 13 Concentrating: reducing distractions

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information on reducing distractions

Many people struggle to concentrate for longer periods of time, such as a few hours. Emphasise the difference between distractions caused by internal and external stimuli. The number of distractions caused by external stimuli in our environment has increased exponentially in recent decades. On average, we are exposed to 3,000 stimuli per day! Most distractions are caused by social media. Mobile phones and laptops are multi-functional devices, which creates its own set of challenges. Let's say you're writing a report on your laptop; it's easy to get distracted by incoming emails, and those holiday snaps are just a click away.

### Current situation

Discuss the student's current habits in terms of coping with distractions. Explain how 'minimising distractions' can help the student achieve their learning goals

### Demonstration

Watch the video with the student. Make agreements with the student on your approach to this online session.

Discuss the objective: experiencing the difference between being frequently distracted while working on a task and working on a task uninterrupted.

## Exercise

**13.1 Summarise a text while being regularly distracted.** Give the student the text on the following pages and use it for both exercise 13.1 and 13.2. The student will have 10 minutes to read and get started on the summary.

Create the following distractions every 2 minutes, starting after 1 minute (i.e. 5 times):

After 1 minute: set off your alarm clock (10 seconds)

After 3 minutes: ask the student if they want coffee and how they take it (20 seconds)

After 5 minutes: tell the student where you're going on holiday and explain why you like it there so much (30 seconds)

After 7 minutes: start playing music (30 seconds)

After 9 minutes: stand up, walk around the room and sit down again (30 seconds)

## Exercise

**13.2 Summarise a text without external distractions.** For the second exercise, have the student continue where they left off after 10 minutes in exercise 13.1. This time, don't distract them.

It doesn't matter if they struggle during the second exercise. Make sure to analyse the underlying reasons with the student. Emphasise that these exercises are about creating awareness (13.1 and 13.2).

## Home exercise

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 60 minutes**

## Reading and summarising a text

Source: *Intermediair*, 20 December 2016

**What was I doing again? Social media destroy your ability to concentrate (Wat was ik ook alweer aan het doen, Sociale media slopen je concentratievermogen) Bas Hakker**

Do social media have a negative impact on our ability to concentrate? Existing research certainly seems to suggest this is the case.

Social media take up an increasing amount of our time. On average, we spend an hour or two a day on the Internet, while young people spend as much as three hours. In 2012, 65 percent of all Dutch citizens used social media for personal purposes; two years later, that percentage had already risen to 81 percent. The never-ending stream of ultra-short messages on Facebook, WhatsApp and Twitter demands our constant attention. While we can explain where the family dinner will be with a single sentence and an emoji, how many of us still read 400-page novels? So are social media really undermining our ability to concentrate?

### Balance

To examine that question, we'll start by focusing on the brain. What sort of processes take place in our brain when we're paying attention to something? As Heleen Slagter - senior university lecturer at the UVA Psychology Master's Brain and Cognition research group - explains, attention is regulated by three neural networks:

1. We use the focal network when concentrating on a book or paying attention to the road while driving. This network plays a crucial role in focusing our attention and suppressing distracting information.
2. The reflex network allows us to react to unexpected and potentially significant events. Slagter: 'We obviously need to be able to react quickly if there's a dog on the road. The focal part of our brain gets interrupted so that we can shift our attention to the new stimulus.'
3. The default network regulates our attention. This network plays an important role in our internal attention processes. It helps us to daydream, recall personal memories and think about the future.

### Negative influence

Almost half of all young people feel social media are having a negative impact on one or more aspects of their lives. Almost a quarter of all girls can't live without WhatsApp, Facebook or Instagram, according to a Statistics Netherlands survey among four thousand people between the ages of 12 and 25. Virtually all young people use social media; 51% spend between one and three hours a day on social media, while 8% are active for five hours a day or more. Peter Kerkhof, professor of social media at VU University Amsterdam, commented on the study in an interview with NRC: 'Using a phone while you're studying or doing homework will have a negative effect on your performance'.

Our ability to concentrate is determined by the balance between these networks. Slagter: 'When one network is active, the other's performance will be automatically affected. It's impossible to keep

an eye on the road while shifting your attention to a dog at the same time. One network will automatically start performing less efficiently once the other is activated.

### **Non-parallel**

As Jan Theeuwes - professor of cognitive psychology at VU University Amsterdam and director of the Institute for Brain and Behaviour - explains that, when performing a task that requires our full attention (the focus network), our goals invariably fade into the background in the midst of interruptions (the reflex network). In his view, these processes simply cannot take place at the same time. 'Our brains are designed for serial rather than parallel processing. And with good reason: the world is far too complex for us to process it all at once'.

Stress consultant Theo Compernelle, author of the book *Unleash Your Brain*, offers a similar analysis. The fact that we are always connected is a serious problem; interruptions force the brain to shift gears, Compernelle explains. 'Let's say we're talking on the phone: all the information I want to share is in my working memory, but it can only process one subject at a time. In other words: if a housemate starts talking to me, I won't be able to hear what you're saying.'

As Compernelle points out, our brains weren't designed for multi-tasking and our sleep is seriously compromised by the fact that we spend far too much time using technology. 'Our brain really needs that sleep, by the way. Look, technology is great and I don't want to go back to the days when I had to wait two weeks for an article, but it's just too much all the time. As Compernelle adds, there's also a multi-billion dollar industry doing everything in its power to get us hooked. 'The book *Hooked* (see box) features interviews with marketers explaining all the methods they use to achieve this.'

### **Addicted**

The Hooked loop from *Hooked* - [How to Build Habit-Forming Products by Nir Eyal](#) offers tips on generating attention through Social media:

- It's all about triggers and actions. Impulses aimed at drawing your attention; this could take the form of an e-mail, or promotional messages on Facebook or Twitter.
- Rewards that anticipate a need, such as becoming part of a group or attaining a certain level of prestige. This releases dopamine - a potentially addictive substance - into your brain.
- Investment You are prompted to take some action, like making friends or responding to messages. As a result, you start to feel a sense of ownership over the product or service.

### **Research**

Compernelle has no doubt that these constant distractions have a negative impact on our ability to concentrate. This view is shared by other researchers (although they may be somewhat more cautious about drawing any solid conclusions). Slagter: 'While there is evidence to suggest that Internet use has a negative effect on concentration, this only applies at a behavioural level. This type of research tends to compare groups who either do or don't spend a lot of time online, but that comes with an inherent bias: people who like to be distracted are more likely to be online, and will inevitably score worse on concentration tests.'

According to Slagter, there still hasn't been any solid research on the long-term impact of social media use, or its actual effects on the brain. Nevertheless, she expects intensive Internet use to have a negative effect on concentration, especially in children. 'I think spending three hours a day on your phone will definitely impact the development of those three networks, especially given the way in which Social Media are designed. After all, they're built to encourage constant distraction, so you never move beyond the reflexive stage. You're constantly lured into checking for new messages that



might bring some unexpected reward. As a result, it becomes even harder to perform tasks that require deep concentration. As it happens, unexpected rewards are actually the greatest single factor in developing an Internet addiction.'

There's no doubt in Theeuwes' mind, either: 'Our ability to concentrate has plummeted, but that's not because of the brain, it's because we're increasingly allowing ourselves to be distracted.' So does he ever feel like a bit of an old grump? Some people also claim that young people have become more social due to their intensive interactions on social media. Laughs: 'But that doesn't tell you anything about deep concentration. Kids are doing their homework together through social media and that's fine, but you don't want to get distracted if you're trying to memorise something. Maybe it's beneficial in terms of language skills? 'Well, I read a lot of theses and it's not a pretty picture either.'

According to Compernelle, there is only one effective way to stop the decline of our ability to concentrate. 'You need to start working in blocks, or you'll really end up jumbling your thinking.'



## Instructions for Session 14 Memorisation: coding and name memorisation

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information on memorisation: coding and name memorisation

Emphasise that coding is a crucial part of our ability to reproduce information. Educational assessments involve the reproduction of knowledge and skills.

### Information on categorising and chunking

When discussing these memorisation strategies, explain that the student will find some coding strategies more effective than others. Some strategies will also be more effective in specific contexts. You'll need to practise all of them to find out which works best for you!

### Current situation

Discuss the various strategies and explain how they work. When discussing the various techniques, ask the student if they have used any of them before. Have them use the diagram to take notes. Establish a link with the student's own learning goal. Success stories from the past can help us determine which strategies to apply and when. Explain that the simultaneous use of multiple strategies (stacking) increases our ability to remember information.

- **Categorising**
- **Chunking**
- **The use of acronyms.** Explain that the acronyms used in text messages have spawned an entire language and ask them to provide some examples ("LOL", "ROFL", etc.).
- **Association**
- **Rhymes**
- **Visual imagery**
- **Link study materials to location**
- **Additional strategies** Both student and trainer can contribute additional strategies.

### Exercise

#### 14.1 Choosing strategies to remember information

**Simply taking notes may not suffice in** some of these cases, as the information must be stored in the long-term memory. Emphasise the difference between taking notes versus storing information in the long-term memory through the use of more active learning strategies.

Most common answers for the learning/attention strategy exercises:

- 1) Breaking down information, self-talk
- 2) Categorising, taking notes

- 3) PLOTS acronym, taking notes
- 4) DRY acronym, taking notes, free association, rhyme (Rob Ying: wears a nice ring)
- 5) Take notes, preferably in your calendar!
- 6) Paraphrasing, taking notes, free association (the same route you take when you visit your friend Anne, or: Directly opposite the H&M)
- 7) Taking notes, free association, categorising
- 8) Paraphrase, MACAF acronym (milk, applies, cat litter, air conditioner, fridge), take notes

### Information on name memorisation

Check whether the student has any questions or can give other examples as you go over the list of name memorisation strategies together. Ask the student to highlight any strategies they would like to try.

### Current situation

Check whether the student struggles to memorise names. Ask them which strategies they already apply. *Student association member John: 'During the introductory period, I had to memorise the names of every member who introduced themselves to me, so that I could always address them by their names. That was obviously a lot of work. I unconsciously applied many of the strategies and gradually got better at it. That skill really came in handy later on during my work placement. Being able to remember people's names right away really opened a lot of doors. People felt valued, it was easier to connect and it helped me to understand the relationships within the organisation much more quickly. I usually invented a 'story' for each name, and used associations. Memorising and reproducing names has become second nature.'*

### Exercise

#### 14.2 Memorising names in videos I

Show the video without specifically focusing on the strategies.

<https://www.youtube.com/watch?v=vRr-r44w24> > Jeopardy: a collection of introductions of players

### Exercise

#### 14.3 Memorising names in videos II

You can also use examples from your own experience as a trainer.

- Find a new YouTube clip of Bake Off or another programme in which a series of contestants are introduced at the start of the episode. Save the link. For example: <https://www.youtube.com/watch?v=vRr-r44w24> > Jeopardy: a collection of introductions of players
- Play the clip and ask the student which names they can recall. If they are unable to apply the strategies, play the clip again and help them to find useful strategies.
- Once they have completed the exercise, explain that some strategies were more effective than others. Identify the strategies that worked for the student based on their ability to remember the names.

## **Home exercise**

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 60 minutes**



## Instructions for Session 15 Memorisation: memorising and remembering lists

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information on memorisation

Discuss 4 ways of memorising course materials: 1. Create categories with lists of words

2. Repeat frequently

3. Use flash cards (see appendix)

4. Explain the course materials to someone else. Add that you can also explain them to yourself and make an audio recording of the explanation.

### Current situation

Review the student's current strategies for memorisation and remembering lists. Link 'memorisation' and 'memorising lists' to the student's learning goal together.

### Demonstration

Have the student practice 4 different word memorisation techniques.

1. Read the following list of words out loud. Ask the student to listen first. Read out all the words and ask the student to write down all the words they remember.

#### List 1:

Hammer

Monkey

Toyota

Jazz

Saw

Zebra

Hip-Hop

Honda

Drill

Giraffe

Rock 'n Roll

Ford

Screwdriver

Classic

Lion

Cadillac

2. Ask the student to read the following list of words out loud. Give them 1 minute to do so. Then ask the student to write down everything they can remember.

**List 2:**

- Study the following list of words for one minute, name the words aloud. Now write the words you have memorised on the blank page in the workbook.

Falcon	Hawk
Seatbelt	Owl
Elm	Bumper
Eagle	Ruby
Diamond	Emerald
Wheel cover	Oak
Pine	Sapphire
Maple	Steering wheel

3. Ask the student to read out the following list of words. Ask them to divide the words into categories and write them down. Give them 1 minute to do so. Now ask the student to write down everything they can remember on a blank page.

**List 3:**

- Now read the following list of words.
- Put the words into categories and write them down to help yourself remember them.
- Now turn the page and write them down.

Cat	Sponge
Carrot	Eggs
Broccoli	Vacuum cleaner
Pancakes	Dog
Mop	Bird
Garden hose	Syrup
Cauliflower	Hamster
Bacon	Onion



4. Ask the student to read out the following list of words. Ask them to divide the words into categories, write them down and add visuals (drawings). Give them 1.5 minutes to do so. Now ask the student to write down everything they can remember on a blank page.

**List 4:**

- Now read the following list of words. Divide the words into categories and add visuals (drawings) to help yourself remember them. Now turn the page and write them down.

Grass	Pen
Chair	Rake
Stapler	Ruler
Lawnmower	Shovel
Tree	Flower
Eraser	Couch
Axe	Bush
Table	Bed

Discuss the various techniques and their results with the student. Explain that information that has been coded in different ways is always easier to remember: auditory (hearing), visual (reading), sensory-motor (writing) and visual/sensory-motor (drawing). Use auditory information for list 1

Use visual (reading) and auditory information (if also reading out loud) for list 2

Use visual (reading), auditory (reading out loud) and sensory-motor (writing) information for list 3.

Use visual (reading), auditory (reading out loud), sensory-motor (writing) and 'additional individual visual and sensory-motor' information (drawing) for list 4.

In the case of list 4, you are thus using all possible encoding methods and 'anchoring' the information in your brain in four different ways. Anchoring in the sense of 'tying up', 'connecting'.

### **Information on retrieval strategies**

Explain once again that you can only influence the process of encoding and retrieval. Students will benefit most from coding, which is by far the most important memorisation process. You can't reproduce information if you haven't absorbed it first. However, you can also have trouble retrieving information even if you have learned it thoroughly. There are four information retrieval strategies:

1. Relaxing

*Give an example that will be familiar to most people: you can't remember the name of that town you visited on holiday. If you just stop trying for a minute and let it go, it will pop up again in your brain.*

If the student suffers from anxiety, ask them what they usually do to reduce it. When discussing pre-exam relaxation strategies, you could mention that professional athletes visualise a successful outcome (guided visualisation) when preparing for a competition. The ability to imagine the feelings

you are going to have (increased heart rate, sweating) in advance and anticipate and accept them can help you cope with stress more effectively.

#### 2. Mental reconstruction

Mental reconstruction involves going back in time. What happened before that? What happened after that?

3. Alphabetical searching. This is followed by an exercise.

#### 4. Reconstructing the situation

This strategy also involves using your visual memory to recall information. *Give a relatable example. You walk over to a cupboard to get something. By the time you've arrived at the cupboard, you've forgotten what you wanted to get. The information doesn't pop back into your head until you've returned to the place where you thought of it. This principle of 'going back to the place where you first thought of it' can also be applied 'in your mind's eye': you and your friend Ali agreed that you would ask Carol to arrange an extra camera, white backdrops, an umbrella and €50 in cash. By the time you arrive at Carol's, you realise that you were supposed to ask her something, but can't remember what it was. You now return to the situation in which you were discussing it with Ali in your mind. Chances are the information will pop back into your head again.* This strategy will be even more effective if the student has coded new information by linking the course materials to a specific location. The student will then revisit the places where they learnt the information in their minds (part A. at the, part B. on the stairs and part C. in the window sill).

## Current situation

Discuss the student's knowledge retrieval strategies. Connect the student's use of information retrieval strategies with their learning goal.

Establish a link between effective coding and knowledge retrieval. For example, you can also arrange complex theoretical terms alphabetically in order to facilitate the learning process. If you learn different parts of the subject in different locations, you are already creating more opportunities for mental reconstruction during the coding process.

*For example, you could learn about different historical periods in different parts of your house. You could study aspects of prehistoric times on the couch, learn about the Middle Ages on the stairs and study the Enlightenment on your way to the bakery. When it's time to reproduce this knowledge, you can then revisit the places where you first learned it in your mind.* Watch the memory palace video with the student.

## Demonstration

Use the words you came up with or the following sequence of words:

Words suggested by the trainer	Words suggested by the student
Apple	B.....
Chocolate	D.....
E-book	F.....
Set square	H.....
IPad	J.....
Clothing	L.....
Mascara	N.....
Eye pencil	P.....
Quiz booklet	R.....
Socks	T.....
USB cable	V.....
Flannel	X.....
Yahtzee	Z.....

Ask the student whether the alphabet was helpful to them.

## Home exercise

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 60 minutes**



Handwritten text on a rolled-up document, including the number 200.

200
4 915
1 191
CHAD

## Instructions for Session 16 Taking notes

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information on taking notes

Opinions differ as to whether digital notes or notes on paper are more useful and effective. While we encourage students to try out different methods during the course, they ultimately choose the most effective approach based on practicality and effectiveness. Some students are very comfortable with written notes. Writing things down helps them to organise and remember information more effectively. However, digital notes are far more effective for students with illegible handwriting or very slow writing speeds. These days, there are many applications that allow users to combine digital writing with drawing and underlining. Among other features, these programs allow you to add extra information with a digital pen.

### Current situation

Discuss the student's approach to taking notes.

Explain how 'taking notes' can help the student achieve their learning goals.

Emphasise that the effectiveness of notes obviously also depends on the way in which they are organised. Organisational skills will be discussed in a separate session (session1).

## Exercise

### 16.1 Taking notes while receiving a phone call I

Briefly describe the roleplaying scenario. In this exercise, you will play the role of one of the student's friends who is currently in hospital. You call the student from the hospital. The student must now take notes as you read out the following sentences:

'Hi....., I need your help. I had to go to hospital last night for a minor operation. Don't worry, it's going to be fine, but I have to stay in hospital for the next two days. I was wondering whether you could get me a few things from home? You can let yourself into my house (there's a spare front door key under the flowerpot next to the door). Could you pack me a bag? I'll need some basics like underwear, socks, trousers and shirts. Two of each should be enough, I'll only be here for two days. But it would be great if you could also bring my bathrobe and toothbrush, if that's ok. By the way, do you think you could also feed the fish? There's a 'weekend carton' of fish food under the aquarium on the shelf. Just throw in the whole box and they'll have enough for the next two days. One more thing: could you empty my mailbox and see if there is any urgent mail? I'm expecting an invitation for my driving test from the CBR. Could you bring that with you if it's arrived? The key to the letterbox is on the hook next to the coat rack. It's got an orange label on it. Oh, and it would be great if you could tell my neighbour Jackson that I won't be home for the next two days. He's quite old and gets worried if he doesn't see me around. Thanks so much, I owe you one!'

The student's notes could look something like this:

- Hospital → 2 days
- Key under flowerpot
- Pack (socks, underwear, trousers, shirt, x2) bathrobe, toothbrush
- Feed fish (weekend carton on shelf)
- Check voicemail
- Let neighbour Jackson know

Did the student write down the most important things? Explain that they don't have to write down all the items that need to be in the bag because they have probably packed a bag before. But do make it clear that they should write down the bathrobe and toothbrush because they were specifically asked to bring them. 'Pack bag' can be enough information in some situations.

## Exercise

### 16.2 Taking notes while receiving a phone call II

Briefly describe the roleplaying scenario. In this exercise, you will play the role of the project group leader responsible for dividing up the tasks. You are calling the student, who is in the same project group as Sharon, Kevin, John, and Angela Dick, Noa, Hassan and Bas. The student must now take notes as you read out the following sentences:

'Okay, I got feedback from the lecturer and we'll have to make some changes to our project design. The lecturer has also made some suggestions. Some are about the use of language, and there was one comment about the content of our project. The final opportunity for feedback will be next Thursday.

First of all, Kevin and you need to make sure that you use punctuation consistently. A lot of the questions don't have question marks and you don't use commas when you're listing things.

In terms of content, the lecturer said we should have interviewed more people than the three we have so far. We'll need to interview at least two more people. I suggest you and Angela both interview someone. We need to record the interviews digitally so that you don't have to transcribe them on your own. You could ask Sharon and John to transcribe the interviews. If we still want to get extra feedback on the report, we'll need to hand it in before next Thursday. This means we'll have to transcribe the interviews by Monday at the latest. So, if you could approach a young person aged somewhere between 15 and 18 in your street and interview them about 'sports' with the help of the questionnaire, record the interview and send it to Sharon, Angela will send it to John. We can then write the final version on Wednesday between 11:00 and 14:00 in classroom 5.

#### The student's notes could look something like this:

- Feedback from lecturer:
- use of language and content
- Content: 2 extra interviews: 1 by Angela and 1 by me
- Make a digital recording this week. I'll send it to Sharon, Angela will send it to John
- Write final version together on Wednesday between 11:00- 14:00 in classroom 5

## Information on distinguishing between primary and secondary issues and the use of short hand writing strategies.

*Thom: 'I suffer from ADHD and I've always had trouble distinguishing between important and less important information. I always managed to pass my exams until I finished secondary school, but I wasted a lot of time learning unnecessary information. Unfortunately, that strategy just didn't work anymore by the time I got to university. The books were too big, there was just too much information to learn. I learned to pay really close attention to the instructions we got from lecturers and the way the lectures were structured. Which things do they really focus on, what do they discuss during lectures? Those subjects tend to pop up during exams. I also tend to ask for reading instructions if there's a lot of literature. Lecturers are basically supposed to give those anyway, but they don't always do it in practice. I tell them I really need the instructions, because I just can't manage otherwise. Most books also follow a standard format. The chapters are in a logical order. The summary also helps me distinguish between important and less important topics. Also, the formatting of text blocks makes it easier to tell which parts are important and which are not.'*

Shorthand writing strategies can help us to distinguish naturally between essential and non-essential information.

### Exercise

#### 16.3 Taking notes and using shorthand strategies I

Briefly explain the role-play scenario. For the purposes of this exercise, you will be playing the role of Communication lecturer. The student will play the role of a student in your class. The student must now take notes as you read out the following sentences:

'Hi, everyone, welcome. Today, we'll be discussing some of the basic principles of consultancy. Let's start with the principle of 'being attentive' to the other person. Being attentive means being willing to pay attention to anything a person does or says, and letting that person know that you are listening to them. You can do a number of things to be more attentive and communicate this to the other person: adopt an open attitude, with both feet on the floor, and sit or stand facing the other person. You can use the DOLEC acronym as a memory aid. The D stands for "Direct", you position yourself directly in front of the other person. The O stands for "Open" and refers to your attitude. That's exactly how your attitude needs to be: open and willing to listen to the other person. The L stands for "Leaning", which means you need to lean forward a bit so that the other person knows you're interested in what they're saying. The E stands for "Eye contact", which speaks for itself. The C stands for "Calm", to help you remember that it is important to remain calm and relaxed when giving advice. Memorising the word DOLEC will help you to remember these important aspects of "being attentive". Any questions?'

**The student's notes could look something like this:**

- Be attentive to the other person's words/actions
- DOLEC (Direct, Open, Leaning, Eye Contact, Calm)



## Exercise

### 16.4 Taking notes and using shorthand strategies II

Briefly explain the role-play scenario. For the purposes of this exercise, you will be playing the role of Sociology lecturer. The student will play the role of a student in your class. The student must now take notes as you read out the following sentences:

'I am going to list some of the most important points for your upcoming assignment one by one. You'll be writing a report on the ways in which a government agency of your own choosing affects people living below the poverty line. This is a very important part of the assignment, so I'll repeat that again. You'll be writing a report on the ways in which a government agency of your own choosing affects people living below the poverty line. The report should have double spacing and be between eight and ten pages long, not including the title page or the bibliography. The organisation you choose has to be on the list of approved organisations that I gave you a few weeks ago. The report is due next week. You'll have to email me the report before the start of the next lesson. It has to be a Microsoft Word document. I don't want to be getting any more PDF files! Some of you sent me PDFs the last time around, and I couldn't open some of them. And last but not least... make sure that at least one of the references in your bibliography is a research study on the organisation you chose. I look forward to reading your reports!'

**The student's notes could look something like this:**

- Government agency's impact on poor people
- Double spacing
- 8-10 pages not incl. Title page/bibliography
- Org must be on list we received last time
- Hand in next week
- Email before start of lesson
- Has to be doc, NOT pdf file.
- 1 reference to research study

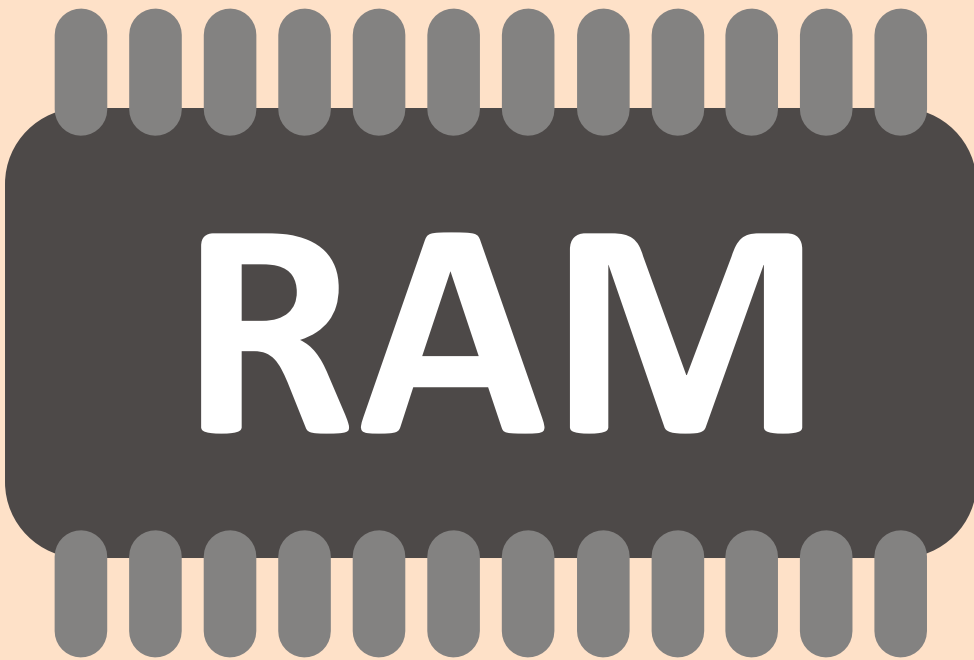
## TIPS

Go over each of the tips with the student

## Home exercise

Discuss the home exercise and make sure the student thinks it is doable.

**Estimated duration: 60 minutes**



## Instructions for Session 17 Working memory

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information on the working memory

Make it clear that this is a referral session.

Explain that you can improve your working memory by applying various cognitive skills and strategies.

### Current situation

Discuss the diagrams. Can the student relate to the statements and potential reason for their behaviour?

Discuss the following types of strategies:

1. Reducing the burden on the working memory (concentrating and focusing on limited tasks)
2. Linking new study materials to familiar information (making it easier to access stored information by storing and encoding information in various ways)
3. Going over the information repeatedly (so that it can be reproduced automatically with greater ease)

Choose appropriate follow-up sessions in consultation with the student. Choose appropriate follow-up sessions in consultation with the student. Send the student the sessions on paper or in digital format.

Decide in which order you will be holding the sessions.

### Home exercise

This referral sessions is not linked to any home exercises.

**Estimated duration: 45 minutes**



## Instructions for Session 00 Conclusion: the final session

### Review home exercise

Discuss everything the student remembers from the previous session. Which examples stood out and did they find it useful to reflect on them?

Discuss the home exercise. How did it go? If they did not do the home exercise, discuss the underlying reason. Give positive feedback.

### Information on 5 subjects discussed as part of the conclusion

#### 1. Evaluation

Evaluate the course with the student. **Content** Which sessions did the student attend? What skills and strategies did they learn and do they intend to apply? How does the student rate the content of the sessions? the information, demonstration and exercises? Organisational aspects. How does the student rate the organisational aspects and structure of the sessions?

**2. Overview of general study skills.** This is a summary of general tips that apply to every student. The list was compiled in response to suggestions from both students and trainers. Some tips directly refer to specific skills and strategies. However, the information provided during the sessions is obviously far more extensive. Start by discussing any questions about the current situation (preparation, organisation, studying style, study activities and the development of routines) in general terms. If the student indicates that they want to explore other aspects in more detail or relies on other skills and strategies than those discussed so far, please refer to the list in the appendix. Students can specify whether they apply general study skills and strategies and would like to explore these in greater depth on this list.

**3. Follow-up. Integrate and continue to apply skills and strategies.** Discuss what will be needed in order to apply what you have learned in concrete terms. Reflect on the factors involved in developing new habits: repetition, staying focused on your goal, getting support from others and rewarding yourself. Have the student reflect on who or what could help them stick with it. In any case, make an appointment four to six weeks after the last session to evaluate their progress in applying the new skills.

#### 4. Feedback on the training

Ask the student for feedback. This includes both feedback on your performance as a trainer and feedback on the course in general. Does the student have any suggestions for improvement, suggestions for tools (digital or otherwise) or theoretical information?

#### 5. Congratulations!

Thank the student for their contribution. Thank them for attending, for participating in the course and for making contributions. **Congratulate the student on completing the course!**

**Estimated duration: 60 minutes**

## Appendices

### Appendix 1 Links to be used during the sessions

Session	Subject	time	link
0			
1			
2	Apple and iPad calendar  Fill in Google calendar		<a href="https://www.youtube.com/watch?v=6Y2wWXHlkFU">https://www.youtube.com/watch?v=6Y2wWXHlkFU</a>  <a href="https://www.youtube.com/watch?v=6dyCOXNLP8U">https://www.youtube.com/watch?v=6dyCOXNLP8U</a>
3			
4	Prospective memory		<a href="https://www.youtube.com/watch?v=YMxK_wsohHk">https://www.youtube.com/watch?v=YMxK_wsohHk</a>
5	Eisenhouwer matrix	2 min	<a href="https://www.bing.com/videos/search?q=time+management+eisenhouwer&amp;ru=%2fvideos%2fsearch%3fq%3dtimemanagement%2beisenhouwer%26FORM%3dHDRSC3&amp;view=detail&amp;mid=E2E7CC19EBE003BE6A1BE2E7CC19EBE003BE6A1B&amp;&amp;FORM=VDRVRV">https://www.bing.com/videos/search?q=time+management+eisenhouwer&amp;ru=%2fvideos%2fsearch%3fq%3dtimemanagement%2beisenhouwer%26FORM%3dHDRSC3&amp;view=detail&amp;mid=E2E7CC19EBE003BE6A1BE2E7CC19EBE003BE6A1B&amp;&amp;FORM=VDRVRV</a>
6			
7			
8			
9			
10	Body double	6 min	<a href="https://www.youtube.com/watch?v=cd39WG2sA5Q">https://www.youtube.com/watch?v=cd39WG2sA5Q</a>
11			
12	Powernap	read 2 min	<a href="https://www.everydayhealth.com/sleep/power-naps-the-benefits-how-long-they-should-be-and-when-they-work-best/">https://www.everydayhealth.com/sleep/power-naps-the-benefits-how-long-they-should-be-and-when-they-work-best/</a>
	Daily (S-)mile	Read 3 min	<a href="https://thedailymile.co.uk/research/">https://thedailymile.co.uk/research/</a>
	Meditation for beginners	3 min	<a href="https://www.youtube.com/watch?v=U9YKY7fdwyg">https://www.youtube.com/watch?v=U9YKY7fdwyg</a>
	Keeping calm in times of stress	4.30 min	<a href="https://www.youtube.com/watch?v=CqgmozFrGM">https://www.youtube.com/watch?v=CqgmozFrGM</a>
13	Distractions by social media	2 min	<a href="https://www.youtube.com/watch?v=lg6l3prnlNEM">https://www.youtube.com/watch?v=lg6l3prnlNEM</a>
14	Jeopardy: collection of introductions		<a href="https://www.youtube.com/watch?v=vRr-r44w24">https://www.youtube.com/watch?v=vRr-r44w24</a>

15	The forgetting curve (read)	Read 5 min	<a href="https://en.wikipedia.org/wiki/Hermann_Ebbinghaus">https://en.wikipedia.org/wiki/Hermann_Ebbinghaus</a>
15	Using Flash cards	Read 3 min	<a href="https://usm.maine.edu/agile/using-flashcards#:~:text=Flashcards%20are%20small%20note%20cards,vocabulary%2C%20concepts%2C%20or%20procedures.">https://usm.maine.edu/agile/using-flashcards#:~:text=Flashcards%20are%20small%20note%20cards,vocabulary%2C%20concepts%2C%20or%20procedures.</a>
16	The Cornell method (read)		<a href="https://en.wikipedia.org/wiki/Cornell_Notes#:~:text=The%20Cornell%20method%20provides%20a,two%2Dcolumn%22%20notes%20style.">https://en.wikipedia.org/wiki/Cornell_Notes#:~:text=The%20Cornell%20method%20provides%20a,two%2Dcolumn%22%20notes%20style.</a>
17	The forgetting curve	5 min	<a href="https://en.wikipedia.org/wiki/Hermann_Ebbinghaus">https://en.wikipedia.org/wiki/Hermann_Ebbinghaus</a>
00			

### Recommended apps to install on your tablet/laptop

Session	App	Price
2	Google Calendar	free
7	Todoist	free
15	AnkiApp (flash cards)	free
16	Evernote	free

## Appendix 2 List of general learning skills and strategies

### Which learning skills and strategies would you like to explore in greater depth?

Effective learning involves the use of various strategies in the area of organisation, preparation and mind-set. Some of the skills and strategies described below were probably discussed during the course. Others may not have come up yet, but are or may appear 'new' to you. Discuss these with your trainer.

<b>Make sure to prepare thoroughly.</b>		
Half the work is good preparation. Crucially, this means making sure you have the right learning materials at hand.		
	<b>I do that / sometimes / never?</b>	<b>I want to devote more attention to this</b>
I make lists or overviews of the things I need to learn and/or achieve.		
I make sure I have all the necessary and up-to-date materials and resources close at hand.		
I make recordings of lectures throughout the semester and transcribe those that require extra attention.		
I ask others for notes on the classes I have missed		



### Work in an organised way

Consciously choose a work place and make sure both the environment and yourself are organised.

	I do that / sometimes / never?	I want to devote more attention to this
<p><b>I choose suitable workplaces.</b> At the university, in the library, at home or in my room. I avoid places (like the kitchen table) where everyone is constantly coming and going. I try to maintain a separation between 'working for my studies' and 'chilling with friends'</p>		
<p><b>I keep my workplace clean</b> and make sure there isn't any clutter lying around.</p>		
<p><b>I organise my study materials.</b> I have my book and notes on the right and my laptop on the left, or vice versa. I use multiple screens or divide my screen into digital learning materials and notes.</p>		
<p><b>I organise 'myself'.</b> When working at home or in other domestic settings, I organise 'myself' to get into the right mindset. For example, I practice the same kind of self-care I would if I were going to university. (showering, dressing differently, wearing shoes).</p>		
<p><b>I minimise potential distractions</b> like my favourite music or snacks.</p>		
<p><b>I minimise online social distractions.</b> This could include: switching my phone to silent or using apps that prevent me from being disturbed; I switch on applications on my laptop that will prevent me from being disturbed by social media; I wear headphones or give my phone to someone else for safekeeping.</p>		
<p><b>I schedule short breaks to recharge my batteries.</b> I know approximately how long I can concentrate for and regularly take short breaks (e.g. every 20 minutes - 1 or 2 minutes) so that I can stay focused.</p>		

### Study actively

Keep in mind that studying is a verb. You don't have to sit still hunched over a book or staring at your laptop screen. You can walk about, talk (aloud), write, draw, record yourself, listen and repeat.

	I do that / sometimes / never?	I want to devote more attention to this
I go over my notes at least once within an hour of the lecture, or as soon as possible.		
I rewrite my notes. I draw illustrations to accompany my notes		
I supplement my notes with new insights by listening to my recordings of the lecture.		
I make and use flash cards.		
I discuss the teaching materials with someone or, ideally, explain them to someone else.		
I record myself reading out my notes and listen to the recordings.		
I make a movie in my head of the materials I'm studying.		
I put up a list of things I need to memorise in a place where I will see it often (table next to the couch, toilet).		
I study in different ways. I walk around and listen, write and draw, record and narrate.		

### Develop routines

Routines will make it easier to start studying, and help you remember the things you need to do and locate the items you need.

Routines require less energy than a constantly changing approach.

Please keep in mind that sticking to a routine isn't the same thing as being in a rut.

	I do that / sometimes / never?	I want to devote more attention to this
I stick to a structured schedule. I plan my daily routine and schedule tasks I would like to do but lack the discipline for or frequently forget, such as: reviewing course materials, exercising and tidying up my room.		
I always store things in the same place so that I can find them without having to think.		
I have regular storage spaces for: <ul style="list-style-type: none"><li>• books and notes</li><li>• my laptop and charger</li><li>• my calendar/ mobile phone/ iPad etc.</li><li>• my keys</li><li>• my bag/backpack</li><li>• valuable documents</li><li>• personal belongings: debit card, ID, glasses etc.</li></ul>		

## More information

Interesting information about studying with mental health and/or cognitive problems can be found on [www.supportededucation.eu](http://www.supportededucation.eu)

The living lab Supported Education of the Hanze University of Applied Sciences Groningen develops products and services for and provides information to young people, clients, family members, teachers and care providers about (starting) studying with mental health and/or cognitive problems.







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