

# Quick Start Training

## Guided Note-Taking Sheet

*Your notes are for your own learning and will help you to contribute to the discussion.*

### Introduction to Learning Science Video for Students

**Before viewing:**

How do you think Mastery Learning Folders facilitate learning?

**After viewing:**

Learning something once, is not enough because \_\_\_\_\_.

Spacing learning facilitates \_\_\_\_\_.

We do not like struggling to remember. Our brains respond by \_\_\_\_\_.

Using retrieval (quizzing) is better than re-reading notes or reviewing learning because \_\_\_\_\_.

**Note:** Spaced, retrieval and interleaved (mixed content) learning creates thinking effort. This is called *Desirable Difficulty*. It is supported by providing students with flashcard content that's appropriate to their prior knowledge, i.e. "where they're at". Additionally, students may have different capacities to remember. Increasing the number of folder sessions in the week will decrease the spaced interval, making the content a bit easier to retrieve. The sweet spot for all students is *effortful but successful retrievals*. Most students make progress with 4-5 folder sessions per week but, where possible, this can be adjusted according to individual needs.

**Your notes:**

**Weekday Practise: Demonstration Video**

This video is addressed to parents, but it's appropriate for all new users of Mastery Learning Folders.

**Before viewing:**  
What do you think will be the most difficult aspect of the Mastery Learning Folder process?

For parents? \_\_\_\_\_  
\_\_\_\_\_

For educators? \_\_\_\_\_  
\_\_\_\_\_

**After viewing:**  
Do you have questions?

**Note:** Students thoughts and feelings about their learning is described as their metacognition. Mastery Learning Folders provide the opportunity to develop learning resilience in the context of incorrect answers (“self-efficacy”). A good way to do this is to explain the science behind the process. Students become more accepting of wrong answers when they are told that the folder process MAKES them forget, so that they must struggle to remember, which strengthens the learning. It is good to allow them around ten seconds of struggle time and to encourage them in that struggle. Incorrect answers should be explained, examples can be given, and it is good to ask, “How could you remember this next time?” One of the most encouraging comments you can hear from a student is, “I’m still working on that one!” because they have come to understand that learning is a process.

**Your notes:**

**Weekly Mastery Testing: Demonstration Video**

**After viewing:**

Do you have questions?

**Note:** Interleaved practice involves mixed flashcard content. For maths concept revision, it increases desirable difficulty through requiring students to identify both the solution strategy and the answer, as distinct from practising examples utilizing the same strategy eg a page of questions based on the addition of fractions. Best practice from limited research suggests dividing maths and English flashcards so they are tested contiguously.

Keeping the Store pocket well stocked means that parents can continue weekday practise with their child, even if a Mastery Test Day is missed. In this circumstance, for example because of a sport's carnival or a child being sick, the interval will just be increased by a week (or two over school holidays).

**Your notes:**