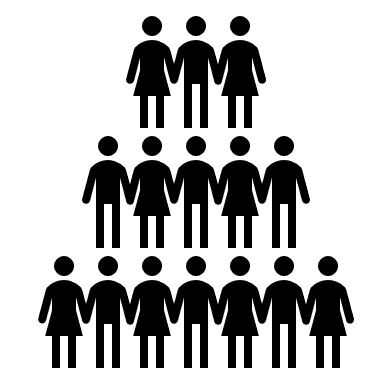
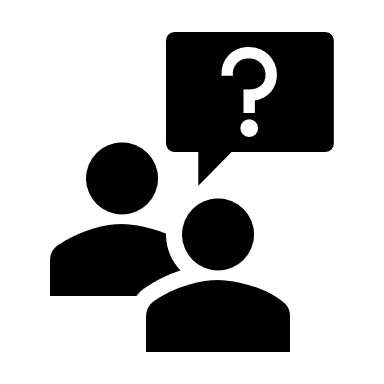
# **Developing study skills**

Moving from guided study to independent study

## Stage 1 – Guided study

This form of study is usually facilitated by the lecturer and usually utilises key resources and questions to scaffold and develop learning. Modelling and guidance at this stage enables students to understand the essence of good study skills. They can use these examples to support their development towards independent study

### Blooms taxonomy

****To help facilitate growth of study skills. Utilising questioning can be really useful to work through the key stages towards higher order or deep-thinking questions:

Knowledge > Comprehension > Application > Analysis > Synthesis > Evaluation

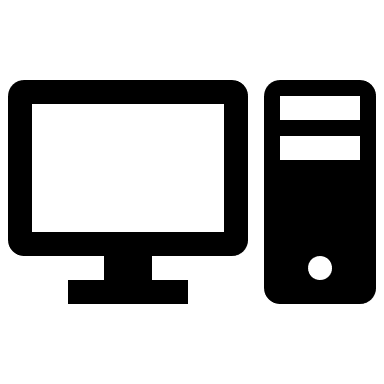
Adding a range of question to an activity can help students develop study skills

## Stage 2 – Peer-to-peer study

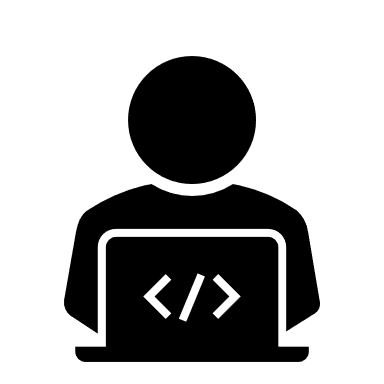
****Once the students are comfortable with answering questions through a guided approach. They can transition into peer-to-peer or group study. This may still need to be semi-guided based on the cohort.

This will give the students to build 'schemas' and compartmentalise their understanding. It also allows for a vital part, discussion, to take place. Empowering the students to research, analyse that research and work together to formulate a join construct (understanding*)*

### Student as producer

This is a great opportunity for students to create shared resources for each other. By utilising discussion outcomes into a product/artefact (created by the students) allows a join collection of revision materials to be made.

## Stage 3 – Independent study

Once students are comfortable with peer-to-peer study they can move to studying independently. By utilising the skills taught before and working with individuals to enhance an understanding of concepts, they can now synthesise their understanding by producing a final output*)*

### Application of Knowledge

Students at this stage have already started to synthesise and evaluate their understanding of the topic. Having an output to apply this knowledge to is key to test understanding.