

SUBJECT CARD

Faculty of Medicine and Health Sciences

Field of studies: Medicine

Form of studies: Full-time

Degree: long-cycle Master's program

Specializations: No specialization

Academic year: 2022/2023

HOW TO STUDY EFFECTIVELY	
SUBJECT	How to study effectively
NUMBER OF ECTS POINTS	1
LANGUAGE OF INSTRUCTION	English
TEACHER(S)	Joanna Jakubik, MSc
PERSON RESPONSIBLE	Joanna Jakubik, MSc
NUMBER OF HOURS	
SEMINARS	15 h
GENERAL OBJECTIVES	
OBJECTIVE 1	To introduce the effective ways of learning to students and discuss the patterns of learning.
OBJECTIVE 2	To help students choose the best ways of effective studying and improve their creativity.
LEARNING OUTCOMES	
MK1	Knowledge: Students will be able to analyze and name various methods of effective learning.
MK2	Knowledge: Students will be able to analyze, name and explain multiple intelligences.
MK3	Knowledge: Students will understand how to work independently on developing their own strategies of effective learning.
MS1	Skills: Students will be able to adapt required materials to their preferred learning strategies.
MS2	Skills: Students will be able to make notes in various forms as well as improve their creativity.
MS3	Skills: Students will be able to choose the best learning strategies for their multiple intelligences.
MC1	Social Competency: Students are able to work in pairs/groups, present their opinion, and develop lifelong learning skills.

INTRODUCTORY REQUIREMENTS

There are no specific prerequisites.

COURSE PROGRAM	DETAILED DESCRIPTION OF THE TOPIC BLOCKS
SEMINAR 1	Introduction to the topic of the most effective ways of studying - presenting the ideas of long and short term memories, teacher's role in learning, presentation and discussion of the Kolb's cycle, general presentation of the 13 methods of effective learning. Students complete an online test to determine how they currently learn.
SEMINAR 2	Presentation of the 2 methods of learning: curious child and teacher. Discussion in pairs and groups on how they can be implemented in students' everyday learning, open class feedback. Students complete an online test to determine their learning styles. Obligatory homework (300-400 words) and optional homework - (200-300 words).
SEMINAR 3	Presentation of the 3 methods of learning: flashcards, test and practical. Discussion in pairs and groups on how they can be implemented in students' everyday learning, open class feedback. Students complete an online test 1 on multiple intelligence. Obligatory homework (300-400 words) and optional homework - (200-300 words).
SEMINAR 4	Presentation of the 2 methods of learning: sieve and Sherlock Holmes. Discussion in pairs and groups on how they can be implemented in students' everyday learning, open class feedback. Students complete an online test 2 on multiple intelligence. Obligatory homework (300-400 words) and optional homework - (200-300 words).
SEMINAR 5	Presentation of the 2 methods of learning: perfectionist and boxer. Discussion in pairs and groups on how they can be implemented in students' everyday learning, open class feedback. Students complete an online test 2 on multiple intelligence. Obligatory homework (300-400 words) and optional homework - (200-300 words).
SEMINAR 6	Presentation of the 2 methods of learning: immersion/submersion and parrot. Discussion in pairs and groups on how they can be implemented in students' everyday learning, open class feedback. Students complete an online test to determine what kind of students they are. Obligatory homework (300-400 words) and optional homework - (200-300 words).
SEMINAR 7	Presentation of the 2 methods of learning: prima ballerina and tourist. Discussion in pairs and groups on how they can be implemented in students' everyday learning, open class feedback. Obligatory homework (300-400 words) and optional homework - (200-300 words).
SEMINAR 8	Overview of the whole course. General feedback given to the students on their portfolios (detailed ones are included in the

	comments in the assignments files).
DIDACTIC METHODS (APPLIED)	
	Discussions in pairs/groups, Presentations, Brainstorming, E-learning methods, Online tests.
STUDENTS WORKLOAD	
NUMBER OF HOURS UNDER SUPERVISION	15 hours
NUMBER OF PREPARATION HOURS	15 hours
TOTAL NUMBER OF HOURS FOR THE COURSE	30 hours
CONDITIONS FOR COURSE COMPLETION	
Students ought to be present in all seminars. They are allowed 1 unexcused absence during the semester. Students are to present an e-portfolio with 5 obligatory exercises to be awarded grade 'satisfactory'. If they wish to obtain a higher grade, they ought to present some additional exercises (see grading scale).	
METHODS OF ASSESMENT	
IN TERMS OF KNOWLEDGE	Multiple choice tests, puzzles, answering teacher's questions.
IN TERMS OF SKILLS	Participation in discussions, using the discussed methods in practice (e.g. by creating mind-maps, flash cards, etc.).
IN TERMS OF SOCIAL COMPETENCY	Participation in discussions/pair work/group work.
FORMATIVE	After-class feedback.
SUMMATIVE (I & II terms)	I term: Handing in the e-portfolio by 20.12.2020 (via Microsoft Teams - each of the assignments (obligatory and optional) will be posted in the 'Assignments' tab on the Microsoft Teams platform). II term: Handing in the e-portfolio by 10.1.2021
GRADING SCALE	
3,0 (SATISFACTORY)	students hand in their e-portfolio with all the obligatory tasks
3,5 (SATISFACTORY PLUS)	students hand in their e-portfolio with all the obligatory tasks and 1 optional task
4,0 (GOOD)	students hand in their e-portfolio with all the obligatory tasks and 2 optional tasks
4,5 (GOOD PLUS)	students hand in their e-portfolio with all the obligatory tasks and 3 optional tasks
5,0 (VERY GOOD)	students hand in their e-portfolio with all the obligatory tasks and

	4 optional tasks
BASIC LITERATURE	
[1] Zimbardo, P.G., et. al. Psychology, 2005, Psychology: Core Concepts (volume 2), Allyn & Bacon Publishing; [2] Roediger III H.L., Pyc M.A. Inexpensive techniques to improve education: Applying cognitive psychology to enhance educational practice, 2012, Journal of Applied Research in Memory and Cognition.	
SUPPLEMENTARY LITERATURE	
[1] Benjamin, A.S. Journal of Experimental Psychology: Learning, Memory, and Cognition (chosen articles).	