

Hvordan lære effektivt med studieteknikk



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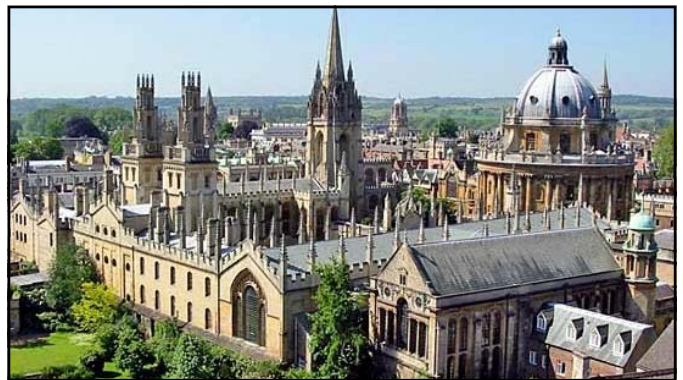
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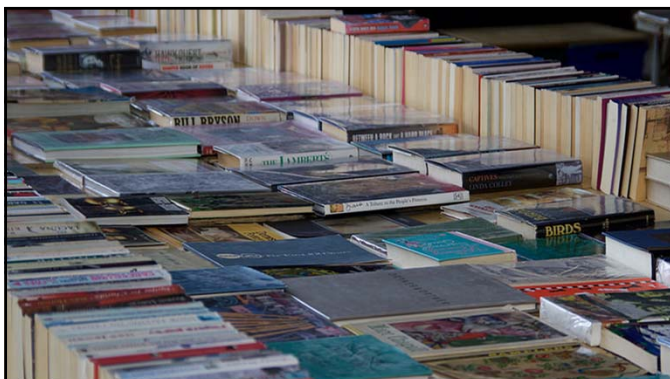
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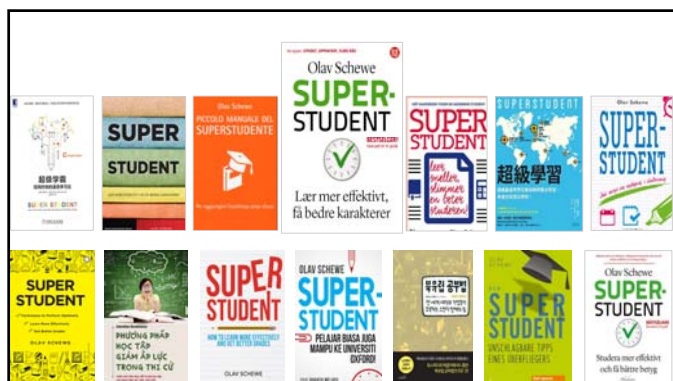
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Study Habits, Skills, and Attitudes
The Third Pillar Supporting Collegiate Academic Performance

Research by Jeff Kohn & Bruce D. Wilson

Journal of Psychological Science, 2010, 15(1), 40-45

→ Studievaner og studieteknikker er den viktigste faktoren for suksess innen utdanning

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Hvordan lære effektivt

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AGENDA

LANGTIDS-HUKOMMELSEN

- 1 Hva som skjer i hjernen når vi lærer
- 2 Teknikker for å lære så du ikke glemmer igjen

ARBEIDSMINNET

- 3 Hvordan få maks ut av hjernens -motor-

HJERNENS TO MODUS

- 4 Hvordan lykkes når du står fast

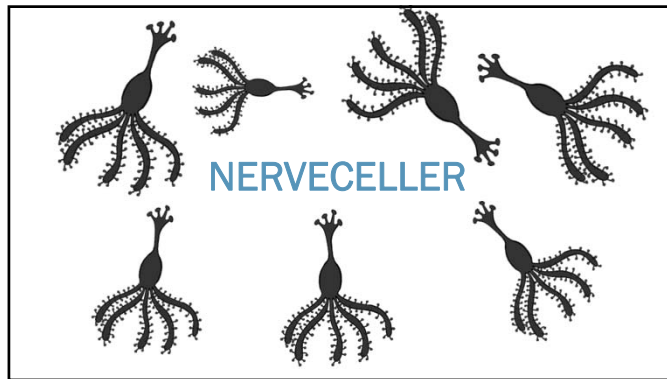
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- 1 Hva som skjer i hjernen når vi lærer

26



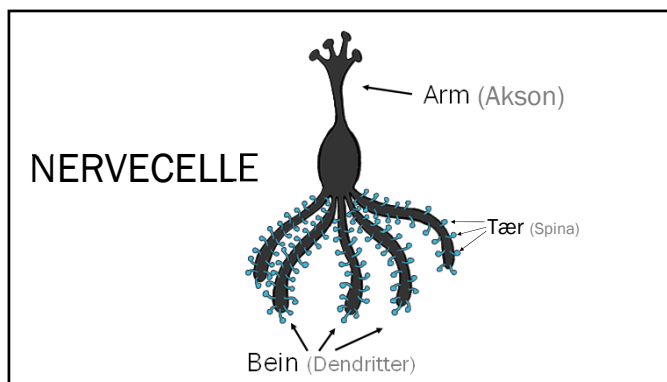
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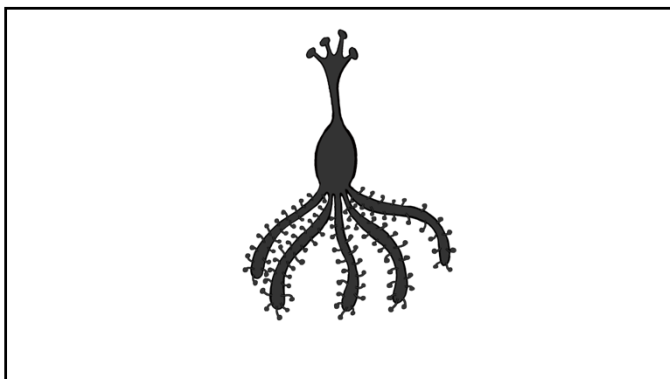
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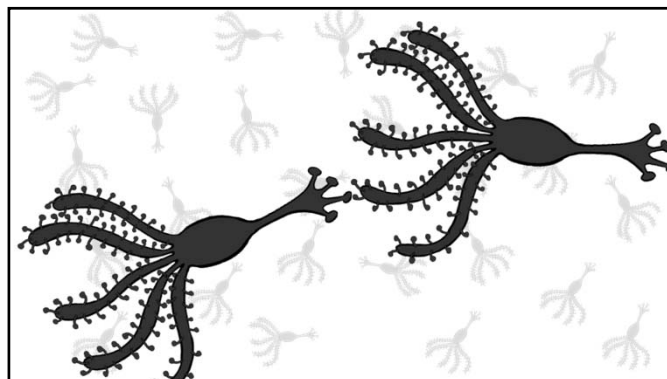
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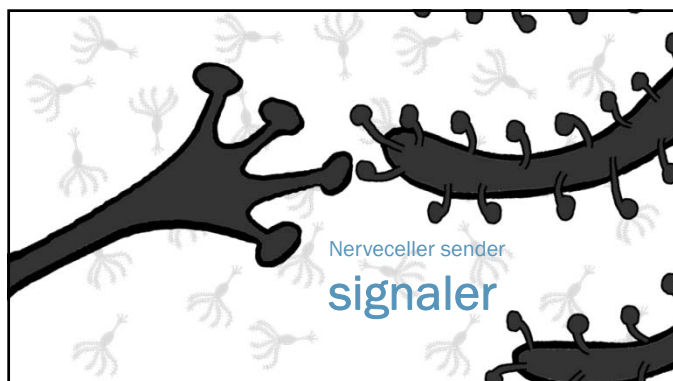
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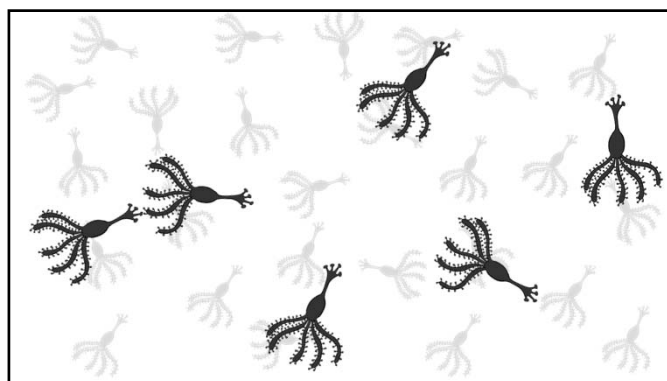
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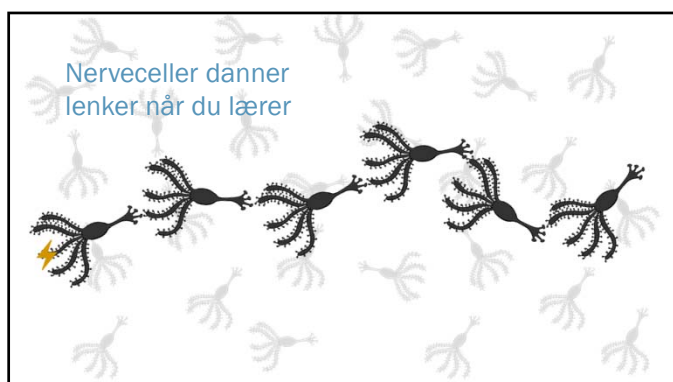
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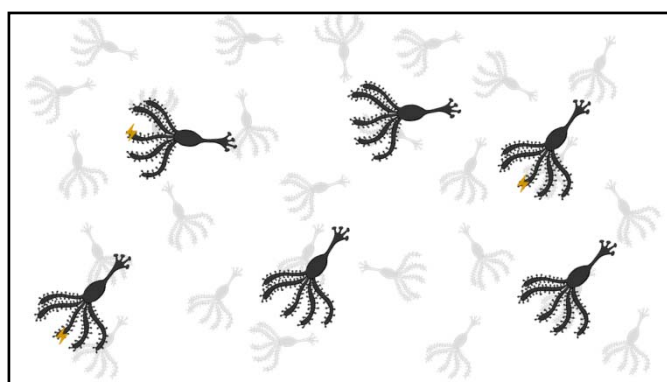
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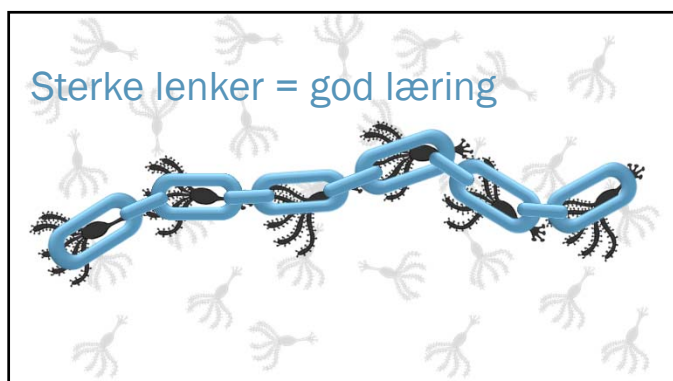
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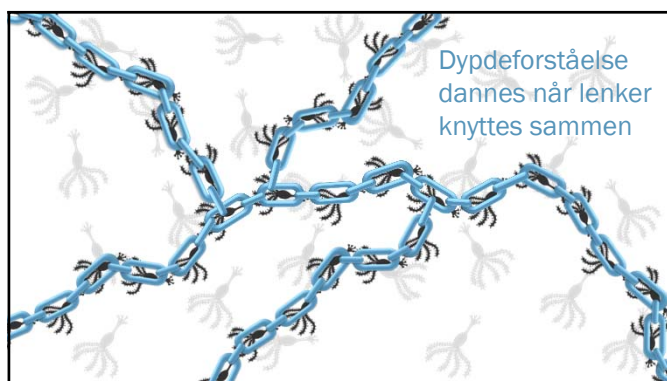
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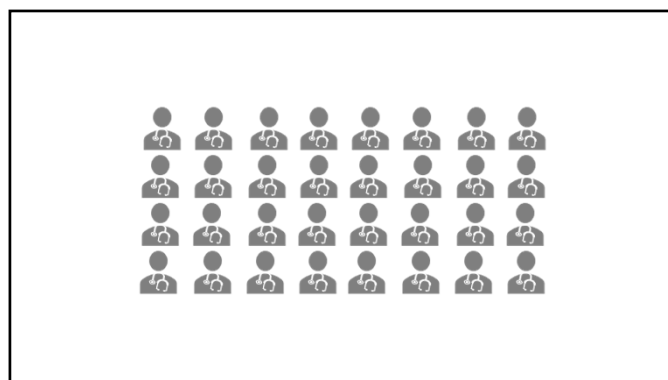
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- 1 Hva som skjer i hjernen når vi lærer
- 2 Teknikker for å lære så du ikke glemmer igjen

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Gruppe 1 Gruppe 2

UKE 1	UKE 2	UKE 3	UKE 4	UKE 5	UKE 6	UKE 7	UKE 8
1	2	3	4				 EKSAMEN
			1				
			2				
			3				
			4				

Kilde: Mullen, C. A. E., Diwanji, A., McRae, H., Graham, B., Grisar, E., & Pizzock, R. (2006). Teaching surgical skills: what kind of practice makes perfect? a randomized, controlled trial. *Annals of surgery*, 243(3), 405.


46



HERMAN
EBBINGHAUS

GEB ZUJ ZAS

47



KURZ DOB
HERMANN EBBINGHAUS

12 Stavelser

Dag 1	Dag 2	Dag 3	Dag 4	Dag 5
:8{				
6i{				

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Gruppe 1 Gruppe 2

UKE 1	UKE 2	UKE 3	UKE 4	UKE 5	UKE 6	UKE 7	UKE 8
1	2	3	4				EKSAMEN
			1				
			2				
			3				
			4				

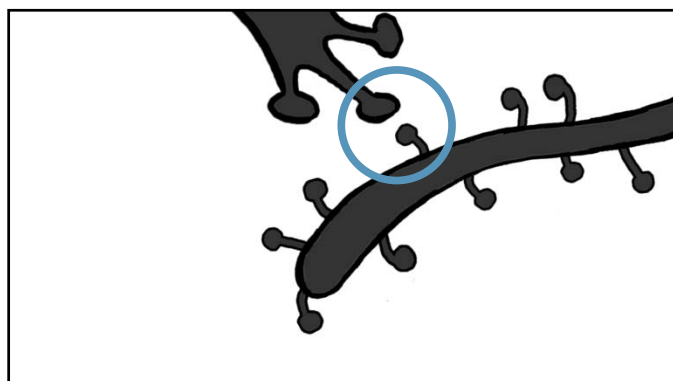
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Gruppe 1 Gruppe 2

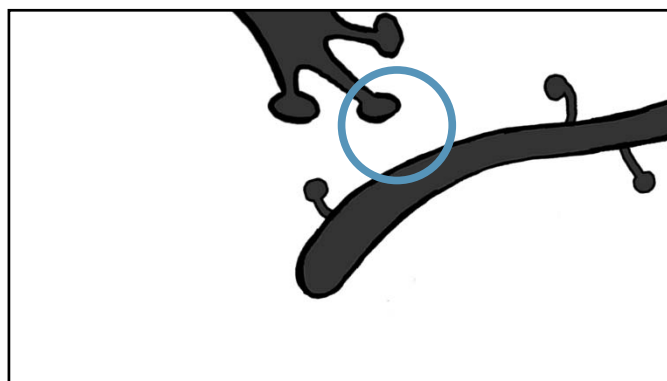
UKE 1	UKE 2	UKE 3	UKE 4	UKE 5	UKE 6	UKE 7	UKE 8
1	2	3	4				EKSAMEN
			1				
			2				
			3				
			4				

Wilde, Moolten, C. A. E., Olszewski, A., Marlow, H., Graham, D., Groher, E., & Pezzullo, R. (2005). Teaching surgical skills: what kind of practice makes perfect? a randomized, controlled trial. *Annals of surgery*, 246(3), 400.

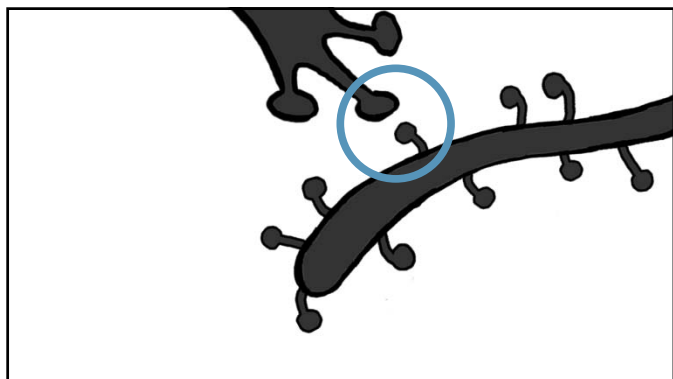
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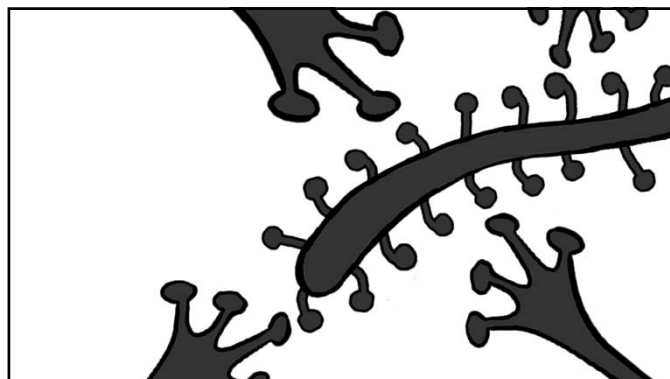
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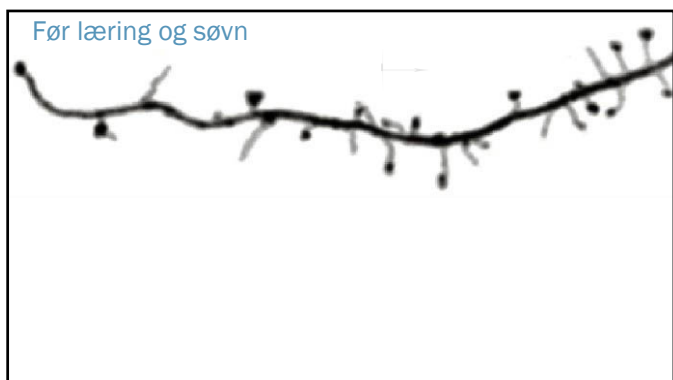
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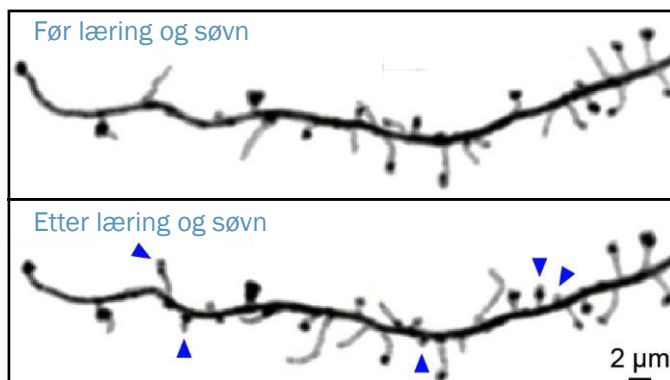
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Dag 1	Dag 2	Dag 3	Dag 4	Dag 5	Dag 6	Dag 7
					△	

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Mandag	Tirsdag	Onsdag	Torsdag	Fredag
1 2 3 4 5			6 7 8 9 10	
		11 12 13 14 15		

61

UKE 1	UKE 2	UKE 3	UKE 4	UKE 5	UKE 6	UKE 7	UKE 8
1	2	3	4				EKSAMEN
			1				
			2				
			3				
			4				

Kilde: Moulton, C. A. E., Dobrowski, A., MacRae, H., Graham, B., Grober, E., & Reznick, R. (2009). Teaching surgical skills: what kind of practice makes perfect? a randomized, controlled trial. *Annals of surgery*, 244(3), 401.

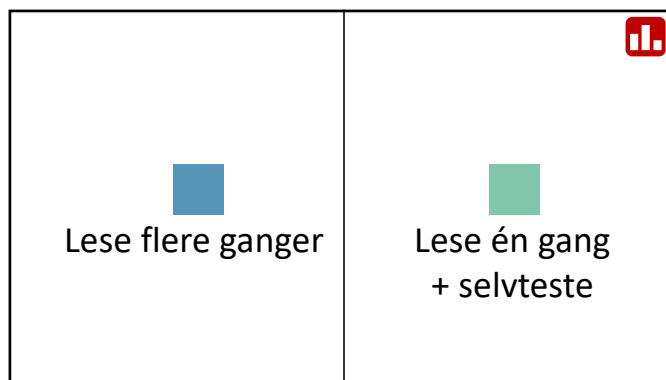
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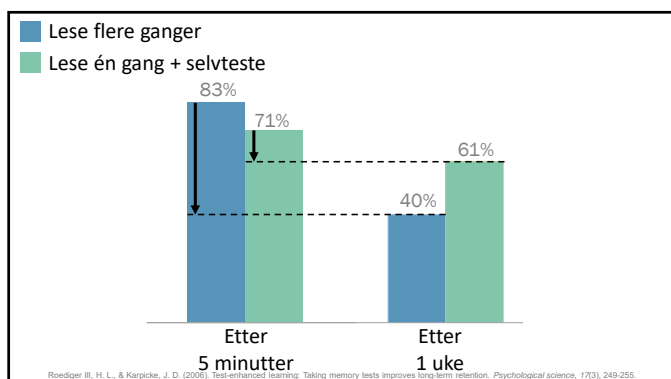
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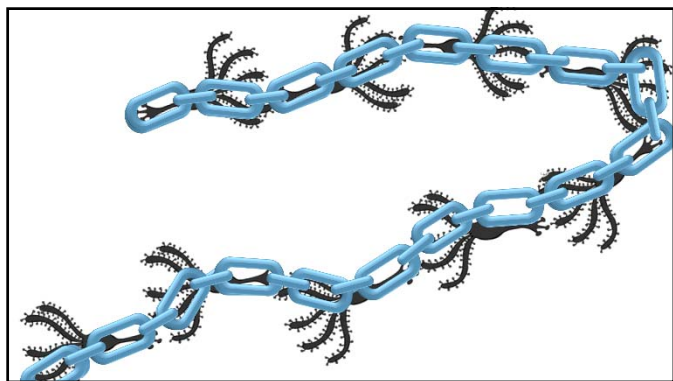
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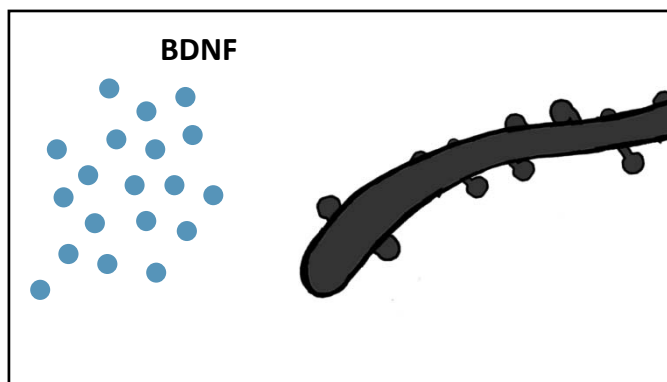
RÅD

Test deg selv

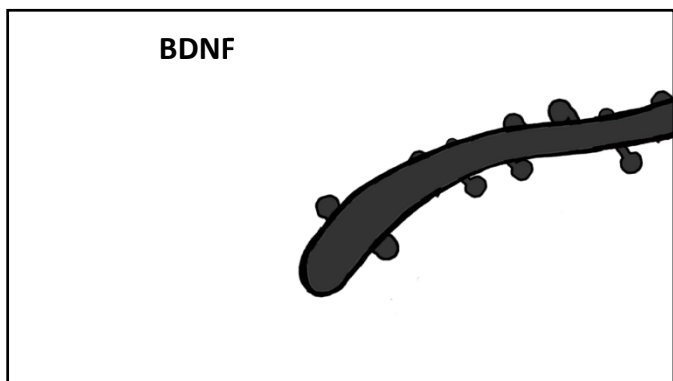
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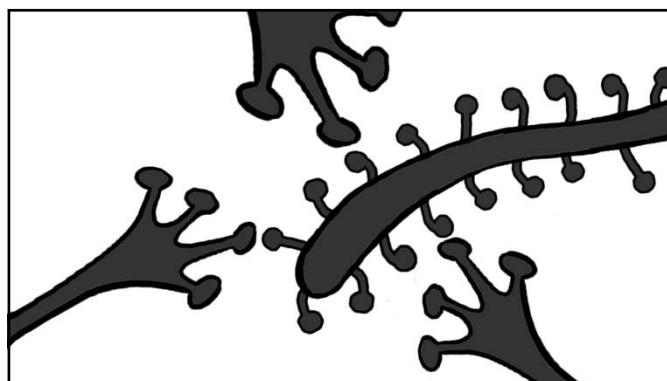
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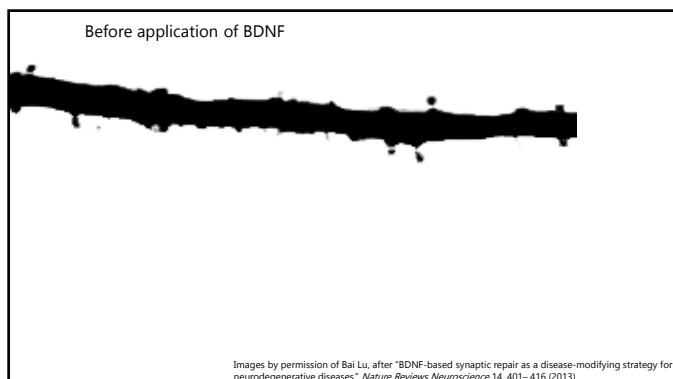
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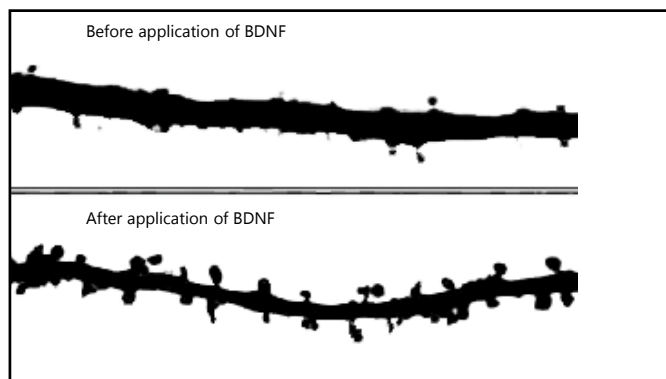
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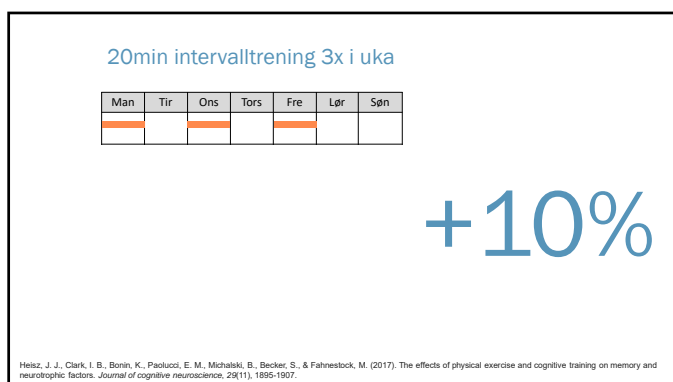
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Treningsanbefaling

Min 150 minutter / uke med moderat intensitet

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RÅD

Driv med fysisk aktivitet

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Hvordan lære effektivt:

- 1) Spre ut læringen +20%
- 2) Test deg selv +20%
- 3) Driv med fysisk aktivitet +10%

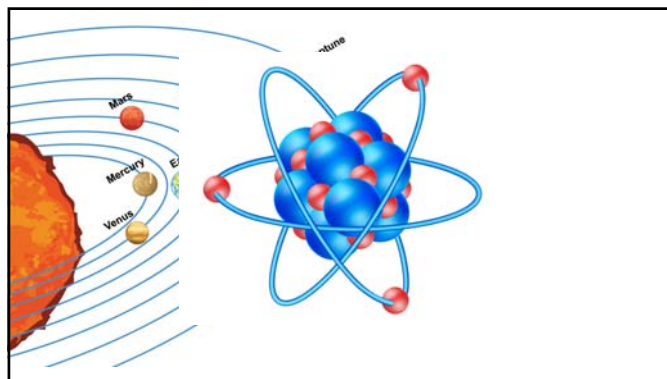
+++++

~~+30%~~

106



112



113



114



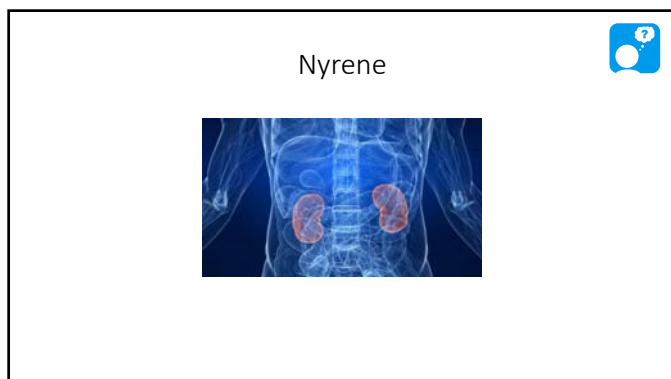
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RÅD

Dann assosiasjoner

Ved å spørre deg selv:

- Hva kan jeg om dette fra før av?
- Hva minner dette meg om?

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AGENDA

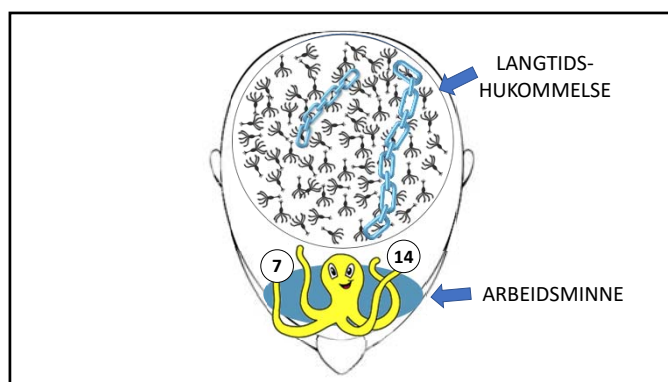
LANGTIDS-HUKOMMELSEN

- 1 Hva som skjer i hjernen når vi lærer
- 2 Teknikker for å lære så du ikke glemmer igjen

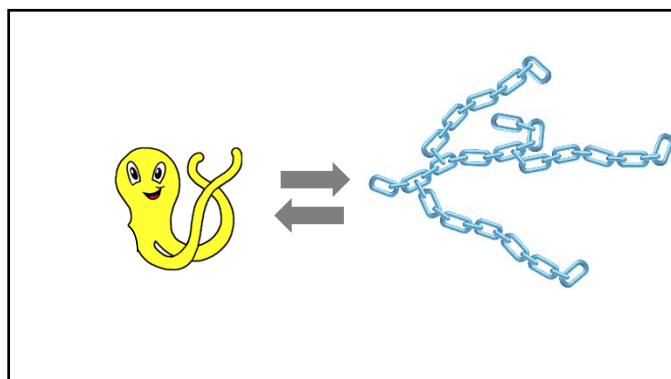
ARBEIDSMINNET

- 3 Hvordan få maks ut av hjernens «motor»

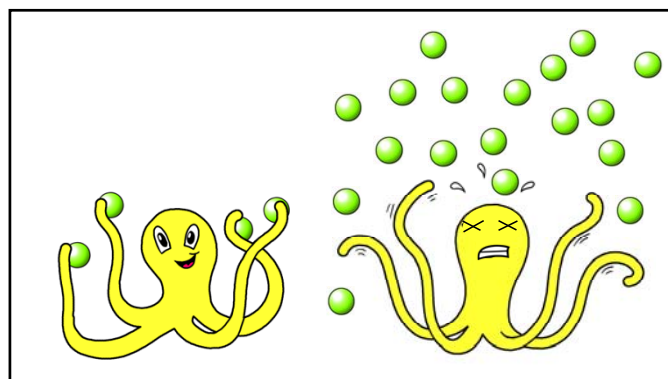
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ARBEIDSMINNETEST

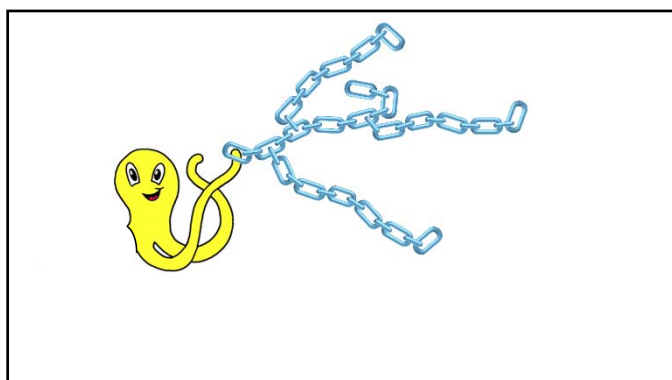
Dasman, M., & Carpenter, P. A. (1980). Individual differences in working memory and reading. *Journal of verbal learning and verbal behavior*, 19(4), 455-468.

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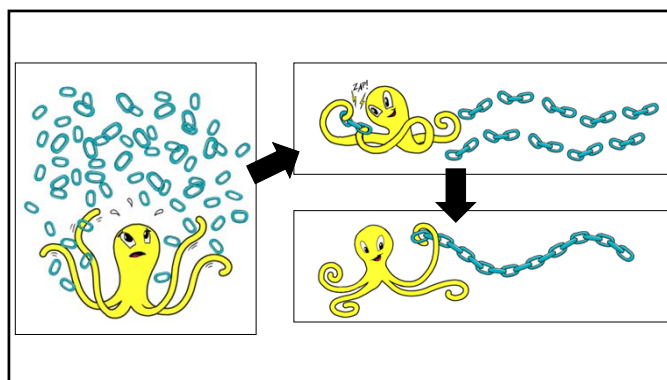
Eksempel:

- I trappa lå en liten bok.
- Fjorten mennesker gikk rundt uten handlevogn.

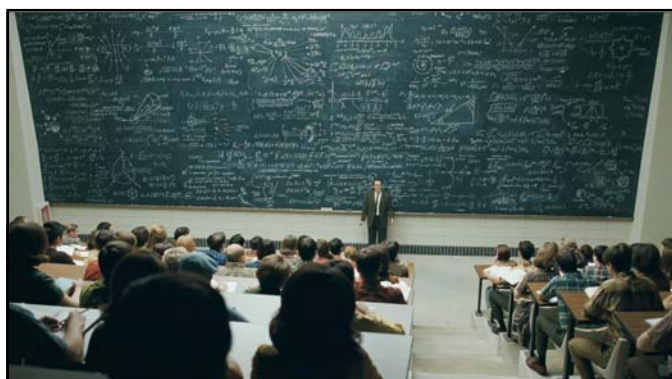
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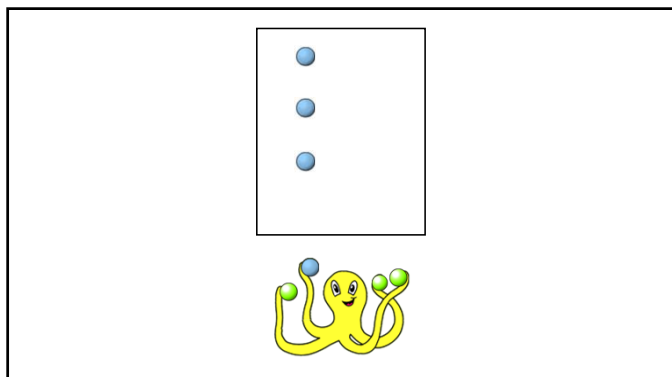
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RÅD

Forbered deg
(dann minikjettinger)
før vanskelig undervisning



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RÅD

Putt informasjon på papiret
(det blir som en utvidelse av arbeidsminnet)

142

Bruk arbeidsminnet optimalt:

- Ikke overveld det
- Bryt stoffet/oppgaven ned i mindre deler
- Forbered deg (dann minikjettinger) før vanskelig undervisningstimer
- Putt informasjon på papiret

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AGENDA

LANGTIDS-HUKOMMELSEN

- 1 Hva som skjer i hjernen når vi lærer
- 2 Teknikker for å lære så du ikke glemmer igjen

ARBEIDSMINNET

- 3 Hvordan få maks ut av hjernens «motor»

HJERNENS TO MODUS

- 4 Hvordan lykkes når du står fast

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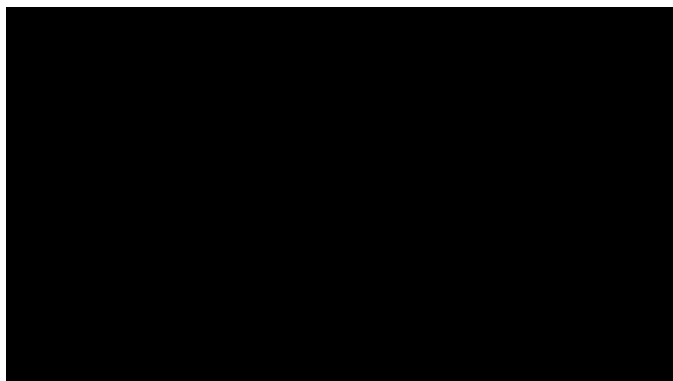
HJERNENS TO MODUS

- 4 Hvordan lykkes når du står fast

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Når det blir vanskelig..

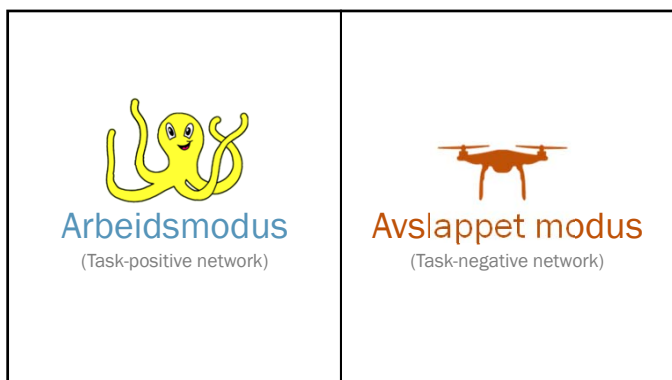
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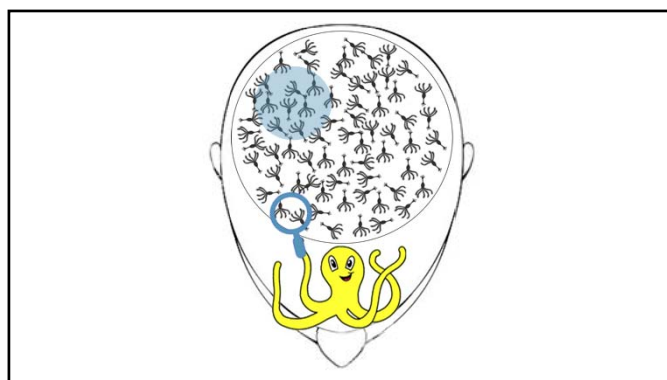
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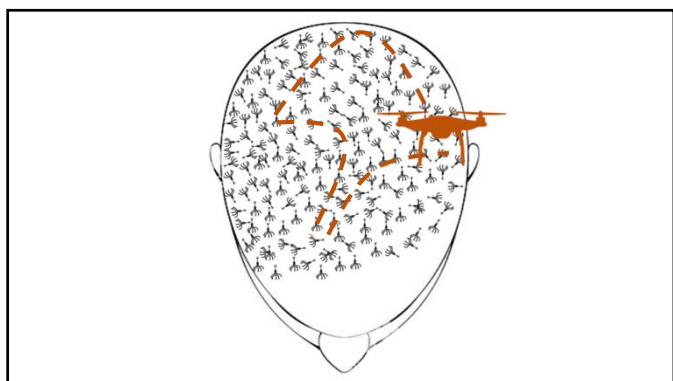
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 Avslappet modus
jobber best....

 Pause

 Gåtur

 Enkel
aktivitet

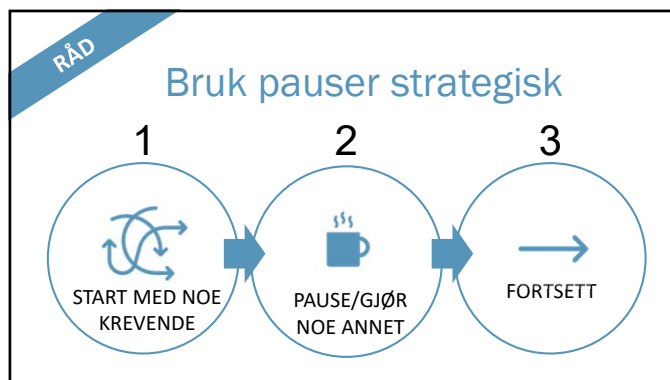
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EKSAMEN 

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EKSAMEN

1) **VANSKELIG**

2) **VANSKELIG**

3) **ENKEL**

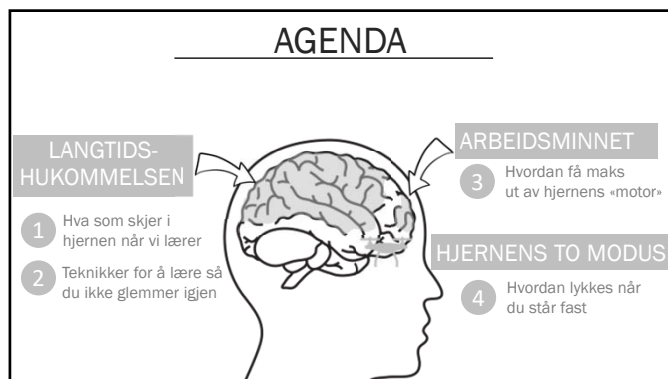
4) **ENKEL**

5) **ENKEL**

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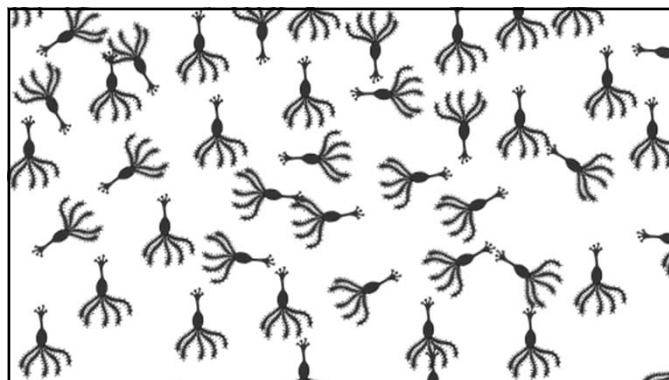
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OPPSUMMERING

BRUK GODE TEKNIKKER

- ❖ Spre ut læringen
- ❖ Test deg selv
- ❖ Driv med fysisk aktivitet

MAKSIMER ARBEIDSMINNET

- ❖ Bryt stoffet ned i mindre deler
- ❖ Ikke overveld det
- ❖ Forbered vanskelige forelesninger
- ❖ Putt informasjon på papiret

UTNYTT AVSLAPPET MODUS

- ❖ Bruk pauser strategisk
- ❖ “Hard start”

Olav Schewe
SUPERSTUDENT
Lær mer effektivt, få bedre karakterer
SUPERSTUDENT

OLAV SCHWE
HJERNEN
HJERNEN
SUPERHJERNEN

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