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# Mind Trix (Learning methodologies)

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"Mind Tricks: Tools to Enhance Your Memory, Learn Faster, and Enhance Your Mind Power" is a comprehensive course designed to unlock the hidden potential of your mind through practical and scientifically proven techniques. This course equips students with effective memory-enhancing methods, speed learning strategies, and cognitive improvement tactics. Participants will explore various concepts, including memory systems, mnemonic devices, and brain optimization, empowering them to maximize mental performance in personal, academic, and professional settings.

# LEARNING OBJECTIVES

Understand the science behind memory and learning, and recognize the factors that affect information retention.

Identify and apply a variety of mnemonic devices, such as the Method of Loci, acronyms, acrostics, and imagery techniques, to enhance memory performance.

Implement effective learning methodologies, including spaced repetition, active recall, and mind mapping, to optimize study habits and improve academic outcomes.

Assess and appreciate their personal learning styles and preferences, and tailor mnemonic techniques and learning strategies accordingly.

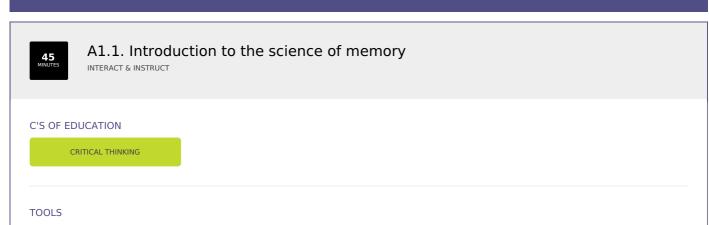
Develop and maintain a personalized learning toolkit that combines mnemonic devices and learning methodologies to optimize information retention and retrieval.

Engage in continuous self-assessment, reflection, and goal-setting to ensure ongoing improvement and growth in their learning journey.

Apply the acquired memory techniques and learning methodologies to real-life scenarios, fostering lifelong learning and personal development.

# C'S OF EDUCATION COLLABORATION COMMUNICATION CRITICAL THINKING CREATIVITY AGE GROUP SCENARIO LANGUAGE From 13 to 19 English TOTAL DURATION 10 hours 30 minutes SUBJECTS CROSS CURRICULAR DESIGN - TECHNOLOGY INFORMATICS / ICT PSYCHOLOGY

# **S1: FOUNDATIONS OF MEMORY AND LEARNING**



Interactive video tool

### DESCRIPTION

The teacher shares a video with the students to which feedback questions, instructions or quizzes have been added. By analyzing the individual results on the platform of the tool, the teacher gets feedback on the understanding of the students.



# A1.2. Factors affecting memory and Learning

INVESTIGATE & RESEARCH

# C'S OF EDUCATION

CRITICAL THINKING

### TOOLS

Interactive video tool

### **DESCRIPTION**

The teacher shares a video with the students to which feedback questions, instructions or quizzes have been added. By analyzing the individual results on the platform of the tool, the teacher gets feedback on the understanding of the students.

# **S2: MNEMONIC TECHNIQUES**



# A2.1. Introduction to mnemonic devices

INTERACT & INSTRUCT

# C'S OF EDUCATION

COLLABORATION

COMMUNICATION

CREATIVITY

# TOOLS

Image based tools: image sharing tool, online whiteboard; Multimodal production tools: digital pinboard, presentation tool; Knowledge organization and sharing tools: social bookmarking tool.

# DESCRIPTION

Firstly student work in small groups on a certain topic assigned by the teacher. Then, they are divided into new groups and rotate between the stations teaching each other about the content they were working on.

45 MINUTES

# A2.2. Association techniques

EXCHANGE & DISCUSS

# C'S OF EDUCATION

COLLABORATION CREATIVITY

# TOOLS

Image based tools: image sharing tool, online whiteboard; Multimodal production tools: digital pinboard, presentation tool; Knowledge organization and sharing tools: social bookmarking tool.

# DESCRIPTION

Firstly student work in small groups on a certain topic assigned by the teacher. Then, they are divided into new groups and rotate between the stations teaching each other about the content they were working on.



# A2.3. Acronyms and acrostics

**EXCHANGE & DISCUSS** 

# C'S OF EDUCATION

COLLABORATION

COMMUNICATION

CREATIVITY

### **TOOLS**

Image based tools: image sharing tool, online whiteboard; Multimodal production tools: digital pinboard, presentation tool; Knowledge organization and sharing tools: social bookmarking tool.

# DESCRIPTION

Firstly student work in small groups on a certain topic assigned by the teacher. Then, they are divided into new groups and rotate between the stations teaching each other about the content they were working on.



# A2.4. Imagery and visualization

EXCHANGE & DISCUSS

# C'S OF EDUCATION

COLLABORATION

COMMUNICATION

CREATIVITY

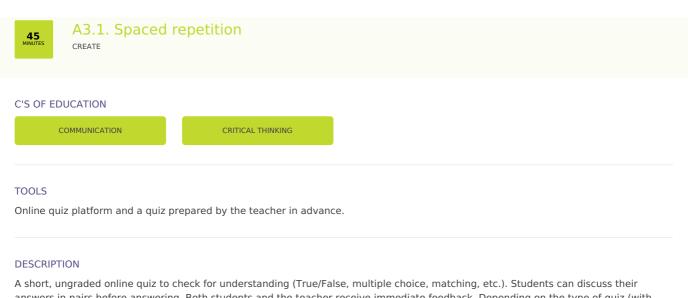
# TOOLS

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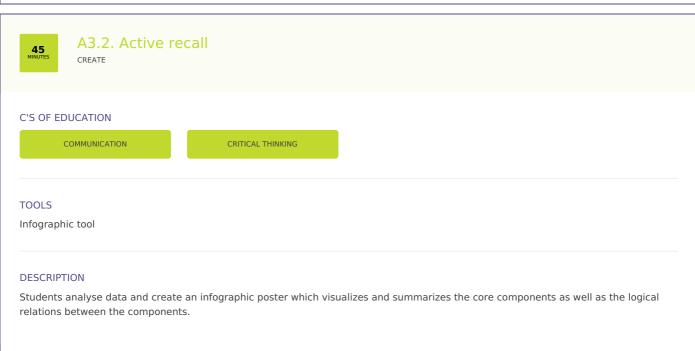
# DESCRIPTION

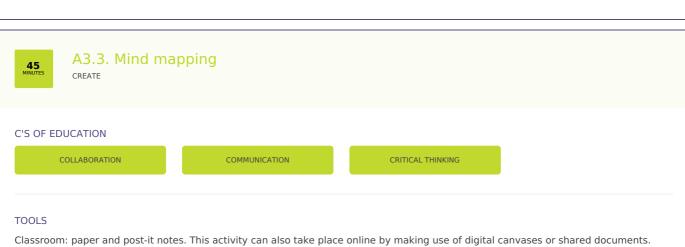
Firstly student work in small groups on a certain topic assigned by the teacher. Then, they are divided into new groups and rotate between the stations teaching each other about the content they were working on.

# **S3: LEARNING METHODOLOGIES**



answers in pairs before answering. Both students and the teacher receive immediate feedback. Depending on the type of quiz (with questions displayed on the main screen or on students' devices only), the teacher can provide general feedback for the whole class group or students can work independently on the feedback provided on their screens.





# DESCRIPTION

The teacher puts large sheets of paper with questions or topics in different places in the classroom and divides the class into the groups equal to the number of sheets. Each groups gets 5-10 minutes to brainstorm ideas on the topic. When the time is up, they move to another poster.

# **S4: PERSONALIZING YOUR LEARNING TOOLKIT**



# A4.1. Identifying individual learning styles

INVESTIGATE & RESEARCH

# C'S OF EDUCATION

COLLABORATION

COMMUNICATION

CRITICAL THINKING

CREATIVITY

# **TOOLS**

Rubric tool

# **DESCRIPTION**

The learners are positioned in an inner and an outer circle. The students in the inner circle discuss a topic and the members of the outer circle observe someone from he inner circle, by making notes and/or using a rubric.



# A4.2. Combining mnemonic techniques and learning methodologies

INVESTIGATE & RESEARCH

# C'S OF EDUCATION

COLLABORATION

COMMUNICATION

# TOOLS

Texts can be distributed or paper of on a shared online document.

# DESCRIPTION

The teacher assigns parts of a text or task to different students in the group. Each student becomes an expert in his part and then explains it to the other students.



# A4.3. Continuous improvement and reflection

INVESTIGATE & RESEARCH

# C'S OF EDUCATION

COMMUNICATION

CRITICAL THINKING

# TOOLS

Polling tool

# **DESCRIPTION**

Before, after or during a speech, the teacher asks a question to the class. Students answer (with a short paragraph) individually or in groups using a voting tool. Answers are displayed on the board and can be discussed with the class. For instance "what can we learn from this activity?" would be a good question to raise metacognition skills. PROS: every student has time to think and propose an answer.

# **S5: FINAL PROJECT AND COURSE REFLECTION**



# A5.1. Final project: Personalized learning Toolkit

PRESENT & SHARE

### C'S OF EDUCATION

CRITICAL THINKING

### **TOOLS**

Form or poll tool

### DESCRIPTION

Students provide feedback on their level of interest in the concept or topic suggested by their peers or by the teacher. They can show that they are very much interested, quite interested, or not interested at all. Alternatively, they can grade their level of interest on a scale, e.g. from 1 to 10.

45 MINUTES

# A5.2. Course reflection and future applications

ASSESSMENT & FEEDBACK

# C'S OF EDUCATION

CRITICAL THINKING

# **TOOLS**

Rubric maker tool

# DESCRIPTION

When completing an assignment, students fill in a self-reflection sheet and they grade themselves according to rubric criteria.





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