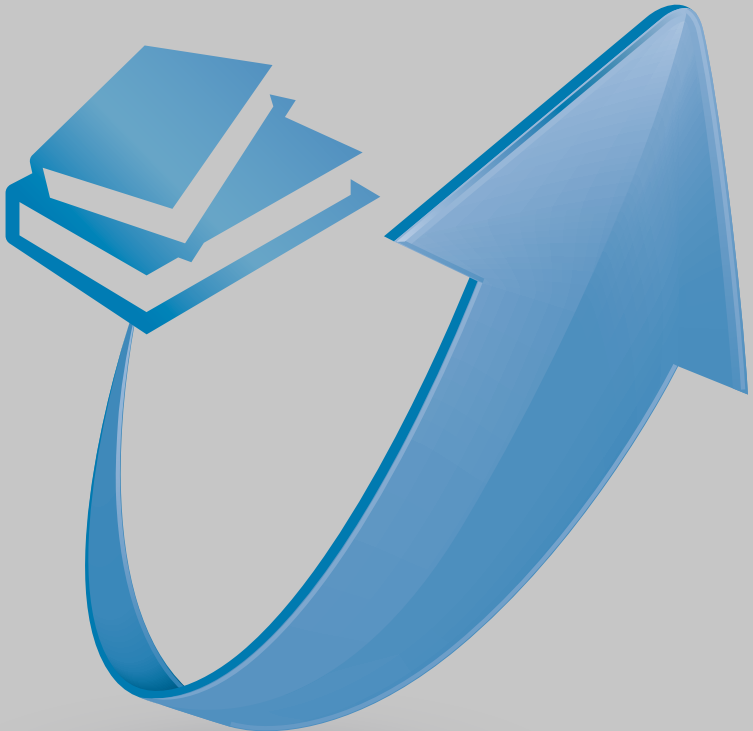




Galway Rural Development

STUDY SKILLS

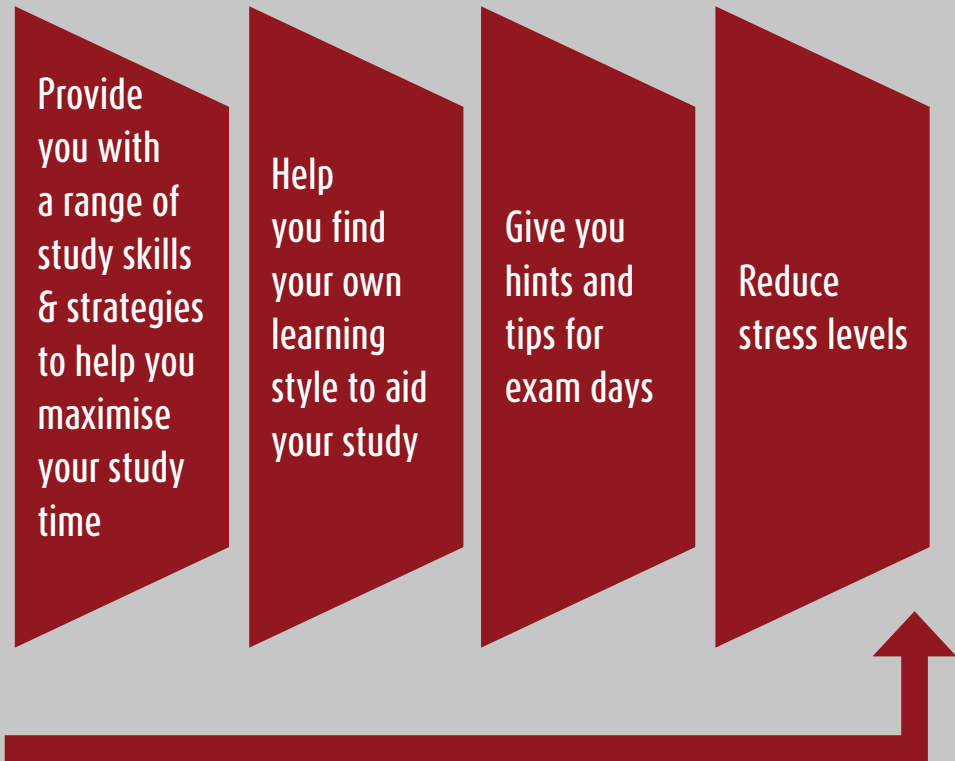
**Information, guidance and
advice on study skills**



INTRODUCTION

Galway Rural Development has produced this booklet as part of the SICAP Programme to ensure students and parents have access to useful tools and techniques in study skills. This booklet is a guide only and you may need to seek further information from other organisations listed throughout. Galway Rural Development cannot be held responsible for any inaccuracies within.

The aim of the booklet is to:



Ireland's European Structural and Investment Funds Programmes 2014-2020
Co-funded by the Irish Government and the European Union



Rialtas na hÉireann
Government of Ireland



European Union
European Social Fund
Investing in jobs and skills



SICAP
Social Inclusion & Community Activation Programme



Comhairle Chontae na Gaillimhe
Galway County Council



LCDC
Cairde an Fhorbairt Pobail Áitiúil
Chontae na Gaillimhe
Galway County Local Community Development Committee

The Social Inclusion and Community Activation Programme (SICAP) 2018-2022 is funded by the Irish Government through the Department of Rural and Community Development and co-funded by the European Social Fund under the Programme for Employability, Inclusion and Learning (PEIL) 2014-2020"



Galway Rural Development

STUDY SKILLS

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Learning Styles



Scientists believe that there are 3 main types of learning styles: **auditory**, **visual** and **kinaesthetic**. Most people learn best through a combination of the three types of learning styles.

- **1. Visual Learners:** those that need to see pictures and graphs to visualize.
- **2. Auditory Learners:** those who need to hear the information.
- **3. Kinaesthetic Learners:** those who need to engage in an activity in order to grasp a concept.

Knowing what type of a learner you are, can help you best attack your studying by knowing when, where, and how to study. So take this quiz courtesy of the Special Education Support Service on page 4 and find out what type of learner you are.

Tips for Visual Learners

- Replace or accompany text with visual aids.
- Use multimedia computer activities which have a high visual content.
- Use visual mapping, organisational charts and vision boards. A vision board is collage of images and words representing a person's wishes or goals, intended to serve as inspiration or motivation.
- Highlight important aspects of the text.
- Use images, pictures and colour to help you learn.
- Test yourself by visualizing main ideas or questions and write the details or answers.
- Rewrite or redraw things from memory.
- Use flash cards for learning new spellings or definitions - then close your eyes and visualize what you have seen and then write the word/ definition out on paper.
- Highlight and underline key ideas.
- Retype notes - use different fonts, bold print, and underline important concepts and facts.



Tips for Auditory Learners

- Participate in discussions
- Listen to podcasts or watch DVD's on the subject
- Explain concepts aloud to others
- Read aloud written material when studying and then restate it in your own words.
- Form study groups to discuss written material or prepare for upcoming tests.
- Discuss your ideas verbally whenever possible, even if you're having a conversation with yourself!
- Make up and repeat rhymes to remember facts, dates, names, etc.



Tips for Kinesthetic Learners

- Hands-on activities are a good way of learning – the ideal would be to add practical elements to the learning experience e.g. draw sketches or diagrams of what you are hearing in a lesson or use flashcards with information you are learning.
- Study in short blocks of time and take frequent breaks when studying.
- Draw charts or diagrams of relationships.
- Change locations each time you take a break to help stretch your legs and give you a chance to move about when studying.
- Study or brainstorm while walking or working out.
- Write, copy, and underline with bright colours.



Learning Styles Questionnaire

Complete the following questionnaire by ticking the appropriate box to discover your preferred learning style.

		Often	Sometimes	Seldom
1	Can remember more about a subject through listening than reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Follow written directions better than oral directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Like to write things down or take notes for visual review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Bear down extremely hard with pen or pencil when writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Require explanations of diagrams, graphs or visual directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Enjoy working with tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Am skilful and enjoy developing and making graphs and charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Can tell if sounds match when presented with pairs of sounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Remember best by writing things down several times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Can better understand and follow directions using maps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Do better at academic subjects by listening to lectures and tapes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Play with coins and keys in pockets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

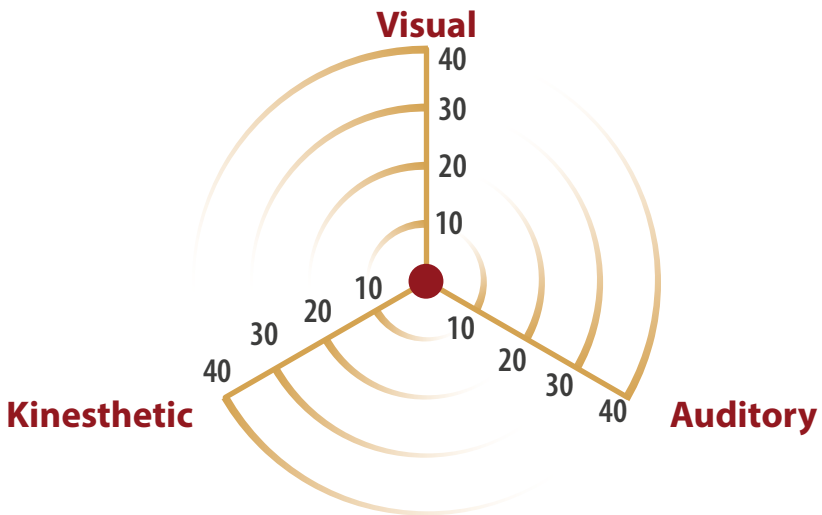
		Often	Sometimes	Seldom
13	Learn to spell better by repeating the letters than by writing the word on paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Can better understand a news article by reading about it in the paper than the radio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Chew gum, smoke or snack during studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Feel the best way to remember a picture is in my head.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Learn spelling by 'finger spelling' the words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Would rather listen to a good lecture or speech than read about the same material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Am good at working and solving jigsaw puzzles and mazes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Grip objects in my hand during learning periods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Prefer listening to the news on the radio than reading about it in a newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Obtain information on an interesting subject by reading relevant materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Feel very comfortable touching others, hugging, handshaking, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Follow oral directions better than written ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted within: *Primary Learning Mentor Training – Trainer Manual DFEE/Liverpool Excellence Partnership*

Scoring

Award yourself 5 points for OFTEN, 3 points for SOMETIMES and 1 point for SELDOM. Complete the grid by filling in the values and totalling each column. Transfer your score to the 'tripod' to get a visual display of your preference.

Visual	Auditory	Kinaesthetic
Points	Points	Points
2.	1.	4.
3.	5.	6.
7.	8.	9.
10.	11.	12.
14.	13.	15.
16.	18.	17.
19.	21.	20.
22.	24.	23.
Total:	Total:	Total:



Setting Goals

A 2015 study by psychologist Gail Matthews showed that when people wrote down their goals, they were 33% more successful in achieving them than those who created outcomes in their heads.



What is a goal?

A goal is something a person wants to accomplish

What is a goal setting?

Goal setting is the process of planning how you will accomplish the goal successfully.



Principles of Goal Setting: S.M.A.R.T.

- S** Specific - Clear goals are more likely to be achieved. e.g. "I will answer all the questions on chapter 8 by 6pm this evening"
- M** Measurable - You should be able to measure the end result. If your progress in achieving a goal is not measurable then you can easily lose interest in it. e.g. All questions in the chapter will be answered.
- A** Action - Break down the series of steps or actions needed to attain the goal. e.g. First read chapter 8, make a summary of the main points, then answer the questions.
- R** Realistic - Your study goals should be realistic and achievable. e.g. only do one chapter per night.
- T** Time based - Put a deadline on your goals in order to place urgency on reaching them. E.g. finish the chapter by 6pm. (Bull, Albinson & Shambrook, 1996).

Time Management



Managing your time is a key element in successful study. This section shows you how you can best organise the time you have available and motivate yourself to use it wisely.

DO'S AND DON'TS

EFFECTIVE TIME MANAGEMENT

Planning your study time

- Plan ahead by creating a schedule that includes all your plans relating to study, work, and personal or social life for the next few months. You could use your study calendar for this by adding the other commitments you have.
- Work out how much study time you need to put aside and review this regularly as you go through your studies.
- Do the most difficult work when you are able to concentrate the most
- Be flexible - reflect on whether your study pattern is successful. e.g. if you are getting less done in the evenings than you hoped, try something different, perhaps by studying in the early morning.

Blocks of study time and breaks

As your school term begins and your course schedule is set, develop and plan for, blocks of study time in a typical week. Blocks ideally are around 50 minutes, but perhaps you become restless after only 30 minutes? Some difficult material may require more frequent breaks. Shorten your study blocks if necessary-but don't forget to return to the task at hand! What you do during your break should give you an opportunity to have a snack, relax, or otherwise refresh or re-energize yourself.

Dedicated study spaces

Pick a place free from distraction where you can concentrate the most and be free of the distractions that friends or hobbies can bring! You should also have a back-up space that you can escape to, like the library, even a coffee shop where you do not know anyone. What is the best study space you can think of? e.g. kitchen, bedroom, library.

Weekly reviews

Weekly reviews and updates are also an important strategy. Each week, like a Sunday night, review your assignments, your notes, your calendar. Be mindful that as deadlines and exams approach, your weekly routine must adapt to them!



Prioritize your assignments

When studying, get in the habit of beginning with the most difficult subject or task. You'll be fresh, and have more energy to take them on when you are at your best. For more difficult courses of study, try to be flexible: for example, build in reaction time when you can get feedback on assignments before they are due.

Postpone unnecessary activities until the work is done!

Postpone tasks or routines that can be put off until your school work is finished! Think of this as getting rewarded at the end of your hard work. This can be the most difficult challenge of time management. As learners we always meet unexpected opportunities that look appealing, these can result in poor performance on a test, on an assignment or in not being prepared properly for a task. Distracting activities will be more enjoyable later without the pressure of the test, assignment, etc. hanging over your head. Think in terms of pride of accomplishment. Instead of saying “no” learn to say “later”. What is one distraction that causes you to stop studying?

Identify resources to help you

Are there teachers around? Can you talk to a friend who is good at the subject? Have you tried a keyword search on the internet to get better explanations? Using outside resources can save you time and energy, and solve problems. Remember to set limits on internet use as often this be a distraction tool.

Use your free time wisely

Think of times when you can study “bits” as when walking, on the bus, etc. Perhaps you’ve got music to listen to for your course in music appreciation, or drills in language learning? If you are walking or biking to school, when is best to listen? Perhaps you are in a line waiting? This could be the perfect time for routine tasks like flash cards, or if you can concentrate, to read or review a chapter. The bottom line is to put your time to good use. What is one example of applying free time to your studies?

Review notes and readings just before class

This may prompt a question or two about something you don't quite understand, to ask about in class, or after. It also shows your teacher that you are interested and have prepared. How would you make time to review? Is there free time you can use?

Effective Time Management aids:

Create a simple 'To Do' list

The list will help you identify a few items, the reason for doing them, a timeline for getting them done, and then printing this simple list and posting it for reminders.

Daily/weekly planner

Write down appointments, classes, and meetings on a log book or chart. If you are more visual, sketch out your schedule. e.g. first thing in the morning, check what's ahead for the day and always go to sleep knowing you're prepared for tomorrow.

Long term planner

Use a monthly chart so that you can plan ahead. Long term planners will also serve as a reminder to plan some nice activities for yourself.



Memory Aids

Mnemonics

Mnemonics are memory devices that help learners recall larger pieces of information, especially in the form of lists like characteristics, steps, stages, parts, phases, etc. We knew back in 1967 from a study by Gerald R. Miller that mnemonics increased recall. He found that students who regularly used mnemonic device **increased test scores up to 77%!**

Mnemonics are among the most useful of all memory techniques. There are literally hundreds of them, if you look for them, depending on which area you are interested in. And these are just the ones that are in common use. There's no reason you can't make up your own, and if you do they'll probably be even more effective, since you invest something of yourself in them – your own inventiveness and imagination. Many types of mnemonics exist and which type works best is limited only by the imagination of each individual learner. The basic types of mnemonics presented in this handout include **Name, Spelling Mnemonics /Rhyme, Note Organization, Image, Connection,** and **Mind Maps.**

(Student Engagement services, Cork institute of Technology n.d.).

BREAK

Health Example

To help me remember
information for tests.

Break memorizing into short time periods.

Recite information aloud.

Establish mnemonics.

Always try to picture information in your mind.

Key words help.

Spelling Mnemonics

Here is an example of a spelling mnemonic: A principal at a school is your pa**l**, and a principle you believe or follow is a ru**l**e.

Another commonly used **Spelling Mnemonic** is combined with an **Ode/Rhyme Mnemonic**.

I before e except after c or when sounding like a in neighbour and weigh

A third example deals with the problems some learners have remembering that there is an “a” in the middle of separate and not an “e.” A **Spelling Mnemonic** combined with an **Image Mnemonic** may be used to spell the word separate using an exaggerated “a.”

To spell Mississippi, many learners combine a **Rhythm Mnemonic** with a **Spelling mnemonic: M-iss-iss-ipp-i**.

Here are some more examples of spelling mnemonics:

Geography: George Edwards’s Old Grandma Rode A Pig Home
Yesterday.

Arithmetic: A Rat In The House May Eat The Ice Cream.

Saskatchewan: Ask At Chew An *with an S in front of it.*

Take the 1st letter of **each type of mnemonic listed above** and print them below on the line to help you remember the 9 types.

Rhyme Mnemonics

A **Rhyme Mnemonic** puts information in the form of a poem. Examples include:

A commonly used **Rhyme Mnemonic** for the number of days in each month is:

*30 days hath September, April, June, and November.
All the rest have 31
Except February my dear son.
It has 28 and that is fine
But in Leap Year it has 29.*

Layering

Try the 'layering' technique for remembering complex information. First, learn the easiest and simplest facts or ideas about a topic. Use these to provide a foundation before adding gradually more complex information, layer upon layer. Working in this way means that, if you get anxious in your exam; you should still remember the foundation layer of the material. When you start making notes about that, your memory of the higher layers will flood back.

Index Cards or sticky notes

Write facts on index cards, in colour, and stick them in prominent places around your home, eg. next to the kettle or on the bathroom mirror. Look at them and say them to yourself every day. When you think you know them, put them on a pile of cards that you will later test yourself on, and put new facts in the prominent places.

Mind Mapping

A mind map is a tool for the brain that captures the thinking that goes on inside your head. Mind mapping helps you think, collect knowledge, remember and create ideas. Most likely it will make you a better thinker. A mind map is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping you to better analyse, comprehend, synthesize, recall and generate new ideas.

Mind maps can be created in many different ways, but they share the same basics:

Central theme

The main theme is written in the centre of a blank page. This is the title, the subject, a problem or just a thought. When thinking of something, images automatically pop into your head. For example, the image of a “colourful bunch of balloons” when thinking of “birthday”.

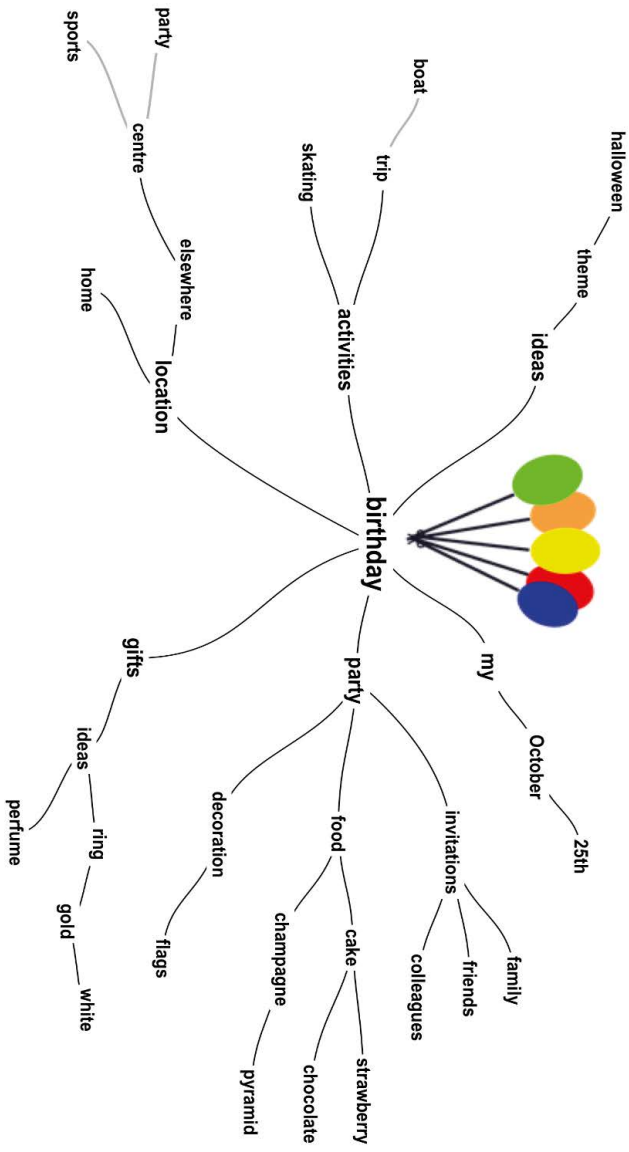
Associations

From the central theme associations extend out. Associations directly from the central theme are called first level associations. Then second level associations are created, third level and so on. The brain thinks by imagination and association. When associations are created, connections are made. These connections are essential for remembering and thinking.

To check that you have memorised this information, you can create a new Mind Map with only the main topic branches, and then fill in the rest from memory. You will find that you will have remembered more, and maintained the connections between ideas – ideal for answering exam questions!

In a mind map, as opposed to traditional note taking or written text, information is structured in a way that resembles much more closely how your brain actually works. Since it is an activity that is both analytical and artistic, it engages your brain in a much, much richer way, helping in all its cognitive functions (*The Learning Exchange 2006*)

Mind Map example:



Mind Map (Simplemind 2019)

SQ3R (Survey, Question, Read, Recite and Review)

The SQ3R is a five-step study plan to help students construct meaning while reading. It uses the elements of questioning, predicting, setting a purpose for reading, and monitoring for confusion. SQ3R includes the following steps:

1. Survey

- Think about the title: “What do I know?”, “What do I want to know?”
- Glance over headings and first sentences in paragraphs.
- Look at illustrations and graphic aids.
- Read the first paragraph.
- Read the last paragraph or summary.

2. Question

- Turn the title into a question.
- Write down any questions that come to mind during the survey.
- Turn headings into questions.
- Turn subheadings, illustrations, and graphic aids into questions.
- Write down unfamiliar vocabulary words and determine their meaning.

3. Read Actively

- Read to search for answers to questions.
- Respond to questions and use context clues for unfamiliar words.
- React to unclear passages, confusing terms, and questionable statements by generating additional questions.

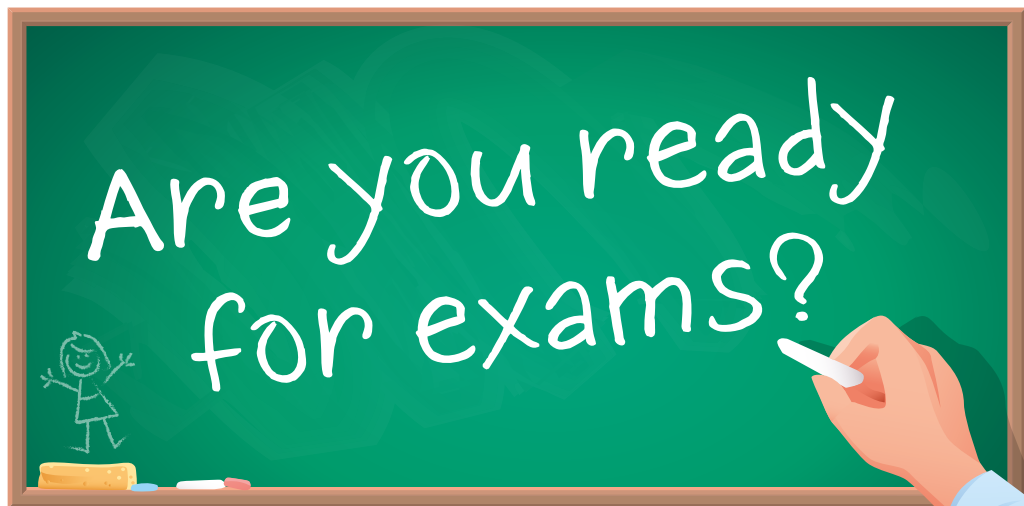
4. Recite

- Look away from the answers and the book to recall what was read.
- Recite answers to questions aloud or in writing.
- Reread text for unanswered questions.
- Review.

5. Answer the major purpose question

- Look over answers and all parts of the chapter to organise information.
- Summarise the information learned by drawing flow charts, writing a summary, participating in a group discussion, or by studying for a test.

Tips for Exams



1. Look at the past few years' exam papers

The evening before the exam, take a look at what's come up in the past few years.

Make sure you know how the exam is structured and what is more likely to come up.

2. Get a decent sleep

Rather than staying up all night, get up early that morning. If you can't drop off, don't stay in bed trying to force yourself to sleep. Instead, use the 15-minute rule: if you can't sleep after what feels like 15 minutes, get up, leave the bedroom, and read or relax somewhere else. Only return to the room when you feel sleepy again.

3. Fuel up with a big breakfast

Before the exam, top up your energy levels with a good meal.

A slow energy release food such as porridge is ideal.



4. Get to the exam hall at least 15 minutes early

If you are 30 minutes late you can't sit the exam, so make sure you are there with plenty of time to spare.

5. Review what you need each day – before leaving home.

A simple check is always advisable as different papers may require you to have different instruments and materials. Also check your other daily needs, such as drinks, snacks, bus fares etc. You may also wish to take a set of revision cards with you to review on your journey to your exam, but remember to leave them aside before you enter the examination centre. Bring several pens, a calculator, a ruler or whatever is needed for the exam.

6. Go to the toilet beforehand

It is a hassle if you need to go in the middle of an exam and wastes time.

7. If you feel unwell during an examination

If you arrive at a centre and are not feeling the best, inform the invigilator and your principal. You can be supported during the examination with a warm drink or have the opportunity to leave the centre under supervision for a few minutes, if necessary.

8. Don't be afraid to scribble down notes

If you run out of time at the end of an exam, giving up notes for a question can actually get you some marks.

9. What if I am uncertain as to one of two answers in a specific question?

Everything that you write must be read and marked. It is advisable, therefore, never to tear out or erase any material.

10. Bring something to eat and drink

Snacks such as bananas give you energy and a bottle of water will stop you getting dehydrated.

11. Exam Papers

Always opt for the paper (higher or ordinary level) you have prepared for. Once you receive your paper, read it carefully and fully before you do anything else. Mark questions you will answer if you have choices. Once you have completed this task, start to sketch out at the back of your answer book the answers to every question you are planning to tackle. When you have completed this process, start working on the question with which you feel most comfortable.

12. Don't be afraid to ask questions

Although the examiners can't help you with the exam, they are able to clarify a question if it is poorly worded, confusing or if there is a typo.

13. Plan your paper

Decide how much time you are going to spend on each question in advance and stick to it.

Move on if you have run out of time even if it is going well. You can come back at the end to finish the question if time allows.

14. Prioritise

Don't spend half an hour on a question which only awards a few marks.

Make sure you give the questions with the most marks the time they need.

15. Answer your best questions first

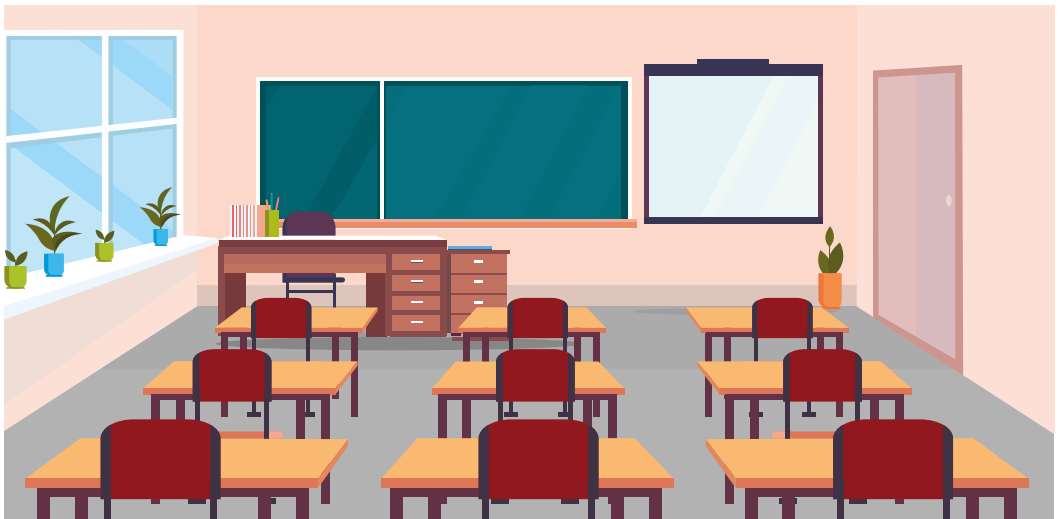
You don't want to get bogged down with a hard question and not have enough time to answer something you do know.

16. Attempt everything

A cliché but true. You can only get zero marks for a blank space.

For certain subjects, such as maths, attempt marks are actually worth as much or more than a correct answer, so attempt everything in a question.

Include all rough work with the exam paper.



17. Try to write clearly

This can be very tough when you are trying to race through English Paper Two but if the examiner can't read your writing, it creates a problem.

18. Address the question asked

Don't just pick out a word, for example agriculture, and write everything you know about the subject. Make sure your answer is directly related to the question and refer back to it if you are getting off track.

19. Stay until the end

Leaving early is usually just for bragging rights – take your time and read over all your answers as you may remember more information at the end which you can add in.

20. Don't bother with the exam post-mortem

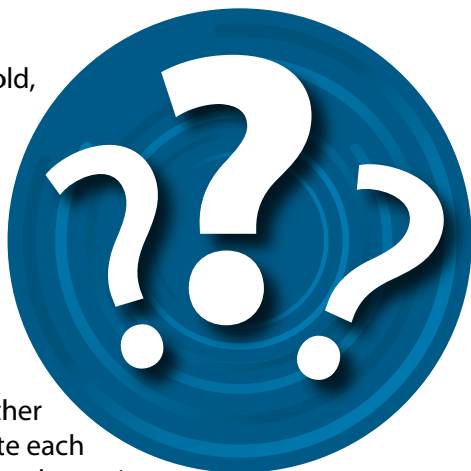
Once the paper is done there is no point worrying about it. It is entirely natural to discuss your paper with friends and family after each examination, but do not attempt to analyse your performance, as it will only frustrate you and draw your mind and energy away from the only thing that matters, the next paper.

Exams usually include different types of questions. Before you start studying for your exams make sure you know what type of questions to expect.

Types of Questions

Quantitative Questions

(Quantitative data is designed to collect cold, hard facts. Numbers. Quantitative data is structured and statistical. It provides support when you need to draw general conclusions from your research).



1. Understand the problem:

Determine what you are supposed to find, what you need to find it, and what the unknown is. Consider whether drawing a sketch will help. Also – note each part of the question. Not answering each part is an easy way to lose points.

2. Find a way to solve for what is unknown: Write down all that is given or known. Draw a sketch when appropriate to show relations. Write down all relevant formulas.

3. Carry out the procedure you have devised: For numerical problems, estimate an answer first. This will help you to check your work later. Neat, careful work keeps you from making mistakes, and allows you to find them when you do make them. Also when the examiner can see your work clearly, he or she may give you some marks for what you do know, even if your answer is incorrect.

4. Check your Answers: This requires the same quality of thought originally used to solve the problem. Is your answer what you thought it would be in your original estimate? Is it a quantity that makes sense? Did you use all your data? Is your answer in the correct units? If your answer does not seem reasonable, rework the problem.

Multiple Choice

(A multiple choice item consists of a problem, known as the stem/question, and a list of suggested solutions, known as alternatives)

- 1. Read the question:** First, read the stem and make sure you understand what it is getting at. Look out for double negatives or other twists in wording before you consider the answer.
- 2. Try to come up with the correct answer:** Before you look at the answer choices, try to come up with the correct answer. This will help you to rule out choices that are similar to the correct answer. Now read and consider each option carefully.
- 3. Look for clues in the question:** Look for clues in the question that suggest the correct answer or rule out any choices. For example, if the question indicates that the answer is plural you can rule out any answers that are singular. The basic rule is: the correct answer must make sense grammatically with the question.
- 4. Cross off any options you know are incorrect:** As you rule out options cross them off with your pen. This will help you focus on the remaining choices and eliminates the chance of returning to an item and selecting an option you had already eliminated.
- 5. Come back to items you were unsure of:** Put a mark next to any questions you are unsure of. If you complete the entire exam with time to spare, review these questions – you will often get clues (or even answers) from other questions.

Essay Questions

It is important to realise that answering an essay question correctly requires knowing your material well. That means attending all classes, reading all assignments, taking thoughtful notes and reviewing and reciting what you've written down.

1. Manage your time: Figure out roughly how much time you can spend on each essay to complete the exam. Stick as close to your time plan as you can, but don't become overly anxious or rigid about doing so. Always start with your best questions.

2. Read directions and questions carefully: Exam directions often contain specific instructions for answering the questions. As you read the questions, write down words or phrases that come to mind in the margin. These may help you organise your answer.

3. Consider how to organise your essay: Carefully organize your essay, using a recognisable pattern.

4. Write an outline: Once you understand the question, write an outline for your answer. This will help you make sure your essay addresses each part of the question and has a clear structure. This will also help your examiner see what you were thinking.

5. Get to the point right away: Time plays a key role in essay questions. Be sure to get right to the point, even skip writing an introduction. It is best to put your answer in the beginning, followed by supporting evidence or examples.

6. Support your opinions with solid evidence: The well-written essay usually contains the answer in the first sentence. The bulk of your essay should be devoted to the evidence that supports your answer. Support all general opinions with logical or factual evidence, and avoid including personal opinions unless asked to do so.

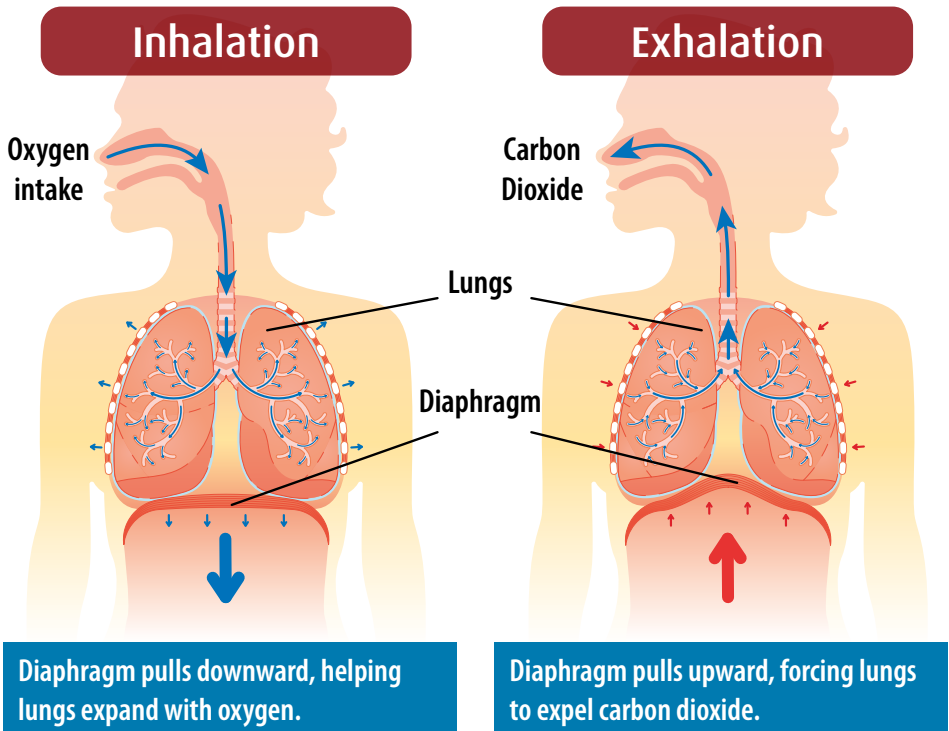
7. End with a summary: Summarise your essay in a final sentence or two. This will tie your points together.

Relaxation Techniques

The following are seven relaxation techniques that can help you evoke the relaxation response and reduce stress.

1. Breath focus

In this simple, powerful technique, you take long, slow, deep breaths (also known as abdominal or belly breathing). As you breathe, you gently bring your mind away from distracting thoughts and sensations. Breath focus can be especially helpful for people with eating disorders to help them focus on their bodies in a more positive way. However, this technique may not be appropriate for those with health problems that make breathing difficult, such as respiratory ailments or heart failure.



2. Body scan

This technique blends breath focus with progressive muscle relaxation. After a few minutes of deep breathing, you focus on one part of the body or group of muscles at a time and mentally release any physical tension you feel there. A body scan can help boost your awareness of the mind-body connection. If you have had a recent surgery that affects your body image or other difficulties with body image, this technique may be less helpful for you.



3. Guided imagery

For this technique, you conjure up soothing scenes, places, or experiences in your mind to help you relax and focus. You can find free apps and online recordings of calming scenes—just make sure to choose imagery you find soothing and that has personal significance.

4. Mindfulness meditation

This practice involves sitting comfortably, focusing on your breathing, and bringing your mind's attention to the present moment without drifting into concerns about the past or the future. This form of meditation has enjoyed increasing popularity in recent years. Research suggests it may be helpful for people with anxiety, depression, and pain.

5. Exercise

Like some of the other ways to control exam day nervousness, this option will likely take some long-term commitment. Studies have shown there is a strong link between regular exercise and a sense of well-being and health that can reduce anxiety and help with stress. Exercise has been shown to cause the release of “feel-good” endorphin chemicals. Along with the chemical effect, exercise serves to focus the mind away from other concerns,

including the big test coming up. Exercise also helps boost confidence, foster more social interaction and provide healthy ways to cope with the stresses of school life. Some of the most often recommended forms of exercise are:

- Walking
- Jogging
- Biking
- Swimming
- Dancing



6. Hand Massage

Research has established a strong connection between the lessening of stress and anxiety and massage. Since going to a trained masseuse is not always a ready option, hand massage can be self-administered or by a friend. Students' hands do a lot of work at their keyboards and with their pens. Such a workload builds up tension in your hand. Tension can then spread to the entire body. Hand massage can be a quick, inexpensive and easy way to calm test jitters.

Rather than choosing just one technique, experts recommend sampling several to see which one works best for you. Try to practice for at least 20 minutes a day, although even just a few minutes can help. But the longer and the more often you practice these relaxation techniques, the greater the benefits and the more you can reduce stress.



Appendix 1

Supporting Documents / Relevant Websites

The following websites provide in-depth notes for students in exam years.

irevise.com

iRevise is an online exam support service, with expert notes, sample answers and over 1,000 video tutorials geared at all secondary level students from first year to sixth year. Formerly Mocks.ie, this site offers free and premium options with notes, sample answers and video tutorials.

studyclix.ie

This was founded by Sligo-based teacher Luke Saunders and web developer Keith Wright in 2012 and has become the most popular of Ireland's study websites.

The site has expanded to cover almost all Leaving and Junior Cert subjects, each of which is broken down topic by topic. Learning tools include a combination of notes, videos, past exam questions and a forum where students can help each other to learn. Marking schemes are also available on the site. StudyClix offers a basic free package.

For €35, there's a paid version, which gives students a StudyClix Plus account for 12 months with access to past papers, questions by topics, marking schemes and more. Finally, there's a premium version for €55, which includes access to past mock papers.

examlearn.ie

This started life as a Transition Year project for Jack Manning and his classmates at Clonkeen College in Deansgrange, south Dublin.

In the beginning, it provided Junior Cert notes, but it quickly expanded to cover Leaving Cert revision notes. The content was primarily developed by secondary students and for secondary school students, and features quizzes, a free exam paper finder, exam topic section and, best of all, over 250 free maths tutorials on YouTube.

examsupport.ie

This has over 400 hours of video and tutorials, as well as exam answers.

MindMaps

leavingcertmindmaps.ie and juniorcertmindmaps.ie are a highly-effective visual learning aid with prices starting from €9.95 per map.

leavingcertirish.com

Stuck with your sraith pictiúr? Anxious about your orals? John Gavin's excellent site offers free notes and supports – while there is a premium section for more detailed support.

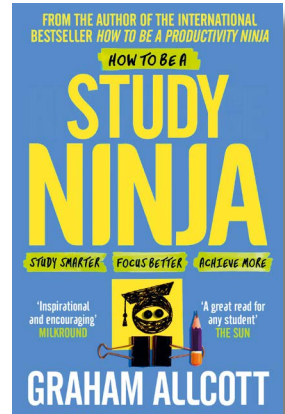
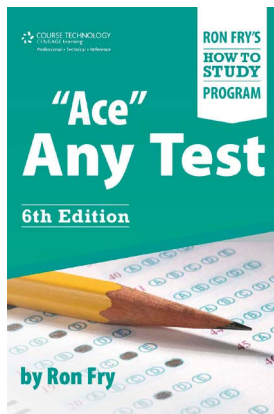
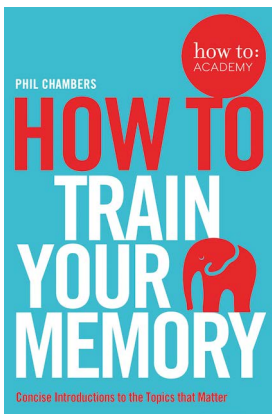
themathstutor.ie

This video-based site helps simply complex maths challenges at Junior and Leaving Cert level.

Online Library:

There are lots of titles to download free with your library card from **BorrowBox** (borrowbox.com). Sign in with your library card and PIN. If you're not a member you can join online and borrow some of the books below. This collection of books will give you some tips on how to study and also how to relieve stress and other pressures at this time.

Examples of books you can access:



Best Learning Apps for Exam Students

There are many educational apps on the market that promise to help students learn more and gather their information in one place, but which ones will suit your student's needs, and more specifically, which apps suit the educational format for the Junior & Leaving Certificate best? Here at schooldays.ie we put together list of the best educational aids on the app market.

Khan Academy



Learn using videos, interactive exercises, and in-depth articles in math (arithmetic, pre-algebra, algebra, geometry, trigonometry, statistics, calculus, linear algebra), science (biology, chemistry, physics), economics, and even the humanities with playlists on art history, civics, finance, and more.



Duolingo

Duolingo is a fun and accessible way to keep on top of your Irish. The games available on the app are educational and memorable, including games that focus on pronunciation, spelling and grammar. Students studying other languages for the Leaving Cert will also benefit from the app!



irevise.com

iRevise.com (formerly mocks.ie) is a website and app used as a study center and resource for students entering their exam phase. They provide H1-rated revision notes, past exam papers, videos, sample answers and marking schemes.



JumpAgrade

jumpagrade.com is an online service for second level students which is a better alternative to grinds. Students can work with the top tutors and learn how to get the grades they deserve! Feel free to try a complimentary trial in any subject today.



Irish Grammar

Irish Grammar-Gramadach na Gaeilge is the Irish language app that Irish teachers, students and enthusiasts have been waiting for. It is a must have app for Leaving and Junior cert students to master their grammar in the run up to exams.



The Elements by Theodore Gray

Of all the periodic table apps, there is only one which Stephen Fry described as "Alone worth the price of an iPad!". It is a rich and engaging love story of the periodic table, told in words and pictures, allowing you to experience the beauty and fascination of the building blocks of our universe in a way you've never seen before.



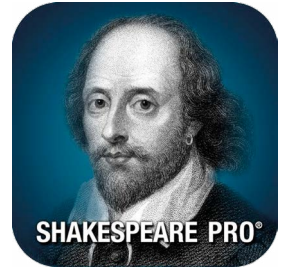
Easy Revision

Take a break from books & try a unique new method of revising the Leaving Cert Biology syllabus in an easy & interactive way. This is the first series of apps aimed specifically at Leaving Cert students that cover topics encountered on exam day. Every question is written by an experienced teacher & is accompanied by specifically selected imagery & comprehensive explanations.



Shakespeare Pro

Shakespeare Pro is an excellent resource for English students having trouble with Shakespeare. The app contains full texts, explanations and notes on 41 plays, 154 sonnets and 6 poems written by Shakespeare. The app also offers a helpful search tool so you search for that quote or word that is stuck in your head without pouring over pages and pages of highlighted text.



Nemo Irish Gaelic

Turn your iPhone, iPad and Apple Watch into your FAVORITE teacher of Irish Gaelic. Nemo is specially DESIGNED to tap the remarkable power of your mobile device, and your brain, to their fullest.



Appendix 2

Sample Timetable

Subject	Mon	Tues	Wed	Thur	Fri	Sat	Sun
English							
Irish							
Maths							

Check out <https://www.scoilnet.ie/uploads/resources/22930/22653.pdf> for more on study plan and sample timetables.

Appendix 3

Support organisations:

Exam time can be stressful. If you or someone you know are experiencing extreme anxiety/stress, there are organisations here to support you. Below are contact details for various relevant organisations:

- Spunout.ie
- Reachout.com - ie.reachout.com
- Samaritans – Freephone 116123
- University Hospital Galway – 091 524 222
- University Hospital Galway Emergency Dept. – 091 544 556
- West Doc – 1850 365 000
- Irish Advocacy Network – www.irishadvocacynetwork.com
- Jigsaw Galway – 091 549 252 http://www.jigsaw.ie/jigsaw_galway/
- LGBT National Helpline – 1890 929 539
- AWARE - Support Line 1800 80 48 48 (Available Monday – Sunday, 10am to 10pm)
- Bodywhys – LoCall Helpline 1890 200 444
- Pieta House West (Tuam) – 093 25586/ Galway 091 502921
- Drugs.ie – HSE Drug & Alcohol Helpline 1800 459 459. 'Live Help' chat service available online.
- Turn2me.org – Self-help, Peer Support & Professional Support <https://turn2me.org/>

Other relevant organisations

www.cao.ie – A guide for parents and guardians

<https://susi.ie/> – Student Grant Application

Websites referenced

- Mind Maps (n.d) [simplemind.eu](https://simplemind.eu/how-to-mind-map/basics/) available <https://simplemind.eu/how-to-mind-map/basics/> accessed 04/03/2019
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- <https://studentengagement.cit.ie> accessed 20/03/2019
- Special Education Support Service (n.d) Learning Styles https://www.sess.ie/.../Teaching_Methods/Learning%20Styles%20Questionnaire.doc accessed 25/03/2019
- McGuire Peter, 2018 “Can’t afford grinds? Check out these top study sites for exam students” AVAILAVBLE AT <https://www.irishtimes.com/news/education/can-t-afford-grinds-check-out-these-top-study-sites-for-exam-students-1.3642234> accessed 20/03/19

Photographs courtesy of the following websites:

Workspaceaustralia.com accessed 01/04/2109

Teachingenglishgames.com accessed 01/04/2019

Trinitynews.ie accessed 24/03/19

Inlooks.com accessed 24/03/19

torbayandsouthdevon.nhs.uk accessed 24/03/19

Written and compiled by Elaine Quinn, GRD Education officer

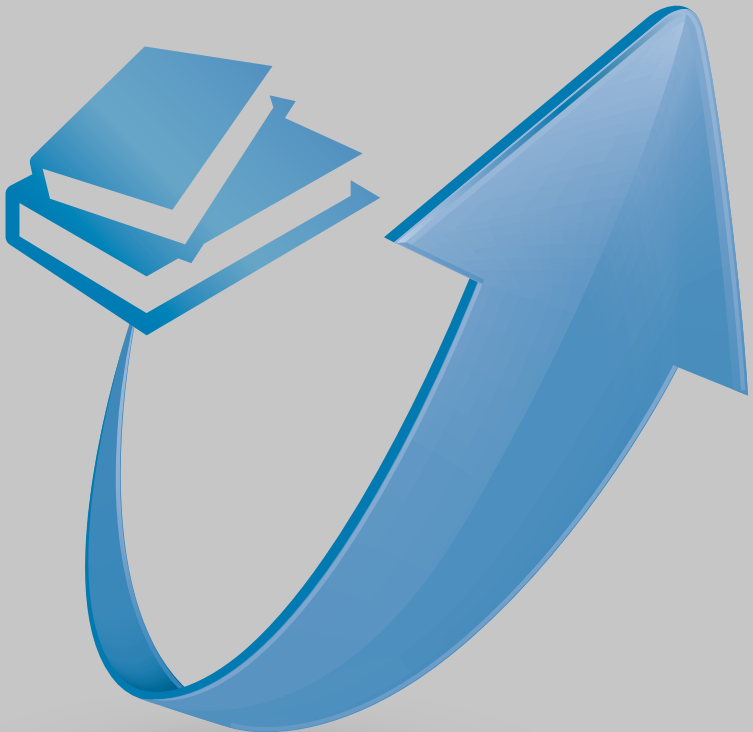




Forbairt Tuaithe Na Gaillimhe

CLÁR SCILEANNA STAIDÉIR

**Eolas, treoir agus comhairle faoi
scileanna staidéir**



AN RÉAMHRÁ

Chuir Forbairt Tuaithe na Gaillimhe an leabhrán seo i dtoll a chéile mar chuid den Chlár um Chuimsiú Sóisialta agus Gníomhachtú Pobail chun a chinntiú go mbeadh fáil ag scoláirí agus ag tuismitheoirí ar uirlisí agus teicnící úsáideacha le haghaidh a gcuid scileanna staidéir. Níl sa leabhrán seo ach treoir agus seans go mbeadh ort níos mó eolais a fháil ó na heagraíochtaí eile a luaitear sa leabhrán. Ní bheidh Forbairt Tuaithe na Gaillimhe freagrach as aon míchruinneas sa leabhrán seo.

Is é aidhm an leabhráin seo:

Raon scileanna agus straitéisí staidéir a roinnt chun oiread leasa agus is féidir a bhaint as d'am staidéir

Cabhrú leat do stíl foghlama féin a aimsiú chun cabhrú le do chuid staidéir

Leideanna agus noda a thabhairt duit le haghaidh lá an scrúdaithe

Leibhéil struis a laghdú



Rialtas na hÉireann
Government of Ireland



Aontas Eorpach
Ag infheistiú i do dhán
Ciste Sóisialta na hEorpa



Clár Gníomhachtúcháin Pobail
agus Cuimsiú Sóisialta.



Comhairle Chontae na Gaillimhe
Galway County Council



Ceiste um Forbairt Pobail Aitiúil
Chontae na Gaillimhe
Galway County Local Community
Development Committee

Tá an Clár Gníomhachtúcháin Pobail agus Cuimsiú Sóisialta (SICAP) 2018 – 2022 maoinithe ag rialtas na hÉireann trí an Roinn Forbartha Tuaithe agus Pobail agus arna chómhaoiniú ag Ciste Sóisialta na hEorpa faoi an Clár um Infhostaitheacht, Cuimsiú agus Foghlaim (PEIL) 2014–2020.



Forbairt Tuaithe Na Gaillimhe

CLÁR SCILEANNA STAIDÉIR

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Eagraíochtaí tacaíochta: Eagraíochtaí ábhartha eile Suíomhanna Gréasáin a pléadh	

Stíleanna Foghlama



Creideann eolaithe go bhfuil trí phríomhchineál stíleanna foghlama ann: foghlaim ó chluas, amharcfhoghlaim agus foghlaim chinéisteach. Is fearr a fhoghlaimíonn ár bhformhór le meascán de na trí chineál stíleanna foghlama sin.

- **1. Amharcfhoghlaimoirí:** iad siúd a chaithfidh pictiúir agus graif a fheiceáil chun eolas a shamhlú.
- **2. Foghlaimoirí ó Chluas:** iad siúd a chaithfidh an t-eolas a chloisteáil.
- **3. Foghlaimoirí Cinéisteacha:** iad siúd a chaithfidh dul i mbun gníomhaíochta chun coincheap a thuiscint.

Má bhíonn a fhios agat cén saghas foghlaimora thú, cabhraíonn sé leat tabhairt faoin staidéar mar go dtuigeann tú cén uair, cén áit agus cén chaoi is fearr duitse le staidéar a dhéanamh. Mar sin freagair an ceistneoir a roinnimid le caoinchead na Seirbhíse Tacaíochta d'Oideachas Speisialta ar leathanach 4 agus faigh amach cén saghas foghlaimora thú.

Leideanna le haghaidh Amharcfhoghlaimeoirí

- Cuir áiseanna amhairc in áit téacs nó in aice leis.
- Úsáid gníomhaíochtaí ríomhaireachta ilmheán ina bhfuil go leor ábhar amhairc.
- Úsáid amharc-mhapáil, cairteacha eagraíochtúla agus físchláir. Is colláis d'íomhánna agus focail é an físchlár ina léirítear mianta nó spriocanna an duine, agus é d'aidhm leis an duine a spreagadh.
- Aibhsigh gnéithe tábhachtacha den téacs.
- Úsáid íomhánna, pictiúir agus dathanna chun cabhrú leat foghlaim.
- Tástáil thú féin trí na príomhsmointe nó ceisteanna a shamhlú agus na sonraí nó ceisteanna a scríobh síos.
- Athscríobh nó atarraing rudaí as do chuimhne.
- Úsáid spléach-chártaí chun litrithe nó sainmhínithe nua a fhoghlaim – ansin dún do shúile agus samhlaigh a bhfaca tú agus ansin scríobh an focal/sainmhíniú ar pháipéir.
- Aibhsigh smaointe tábhachtacha agus cuir líne fúthu.
- Ath-chlóscríobh nótaí – úsáid clónna difriúla, cló trom, agus cuir líne faoi na coincheapa agus an t-eolas tábhachtach.



Leideanna le haghaidh Foghlaimeoirí ó Chluas

- Glac páirt i bplé.
- Éist le podchraoltaí nó breathnaigh ar fhíseáin faoin ábhar.
- Míneigh coincheapa os ard do dhaoine eile.
- Léigh ábhar scríofa os ard agus tú i mbun staidéir, agus ansin aithris arís é i d'fhocail féin.
- Bunaigh grúpaí staidéir chun ábhar scríofa a phlé nó chun ullmhú do scrúduithe.
- Pléigh do chuid smaointe ó bhéal a mhinice is féidir, fiú más ag labhairt leat féin a bheidh tú!
- Cum agus cleacht rannta chun cuimhneamh ar fhíricí, dátaí, ainmneacha, etc.



Leideanna le haghaidh Foghlaimoírí Cinéistéiseacha

- Is bealach maith foghlama iad gníomhaíochtaí praiticiúla – is é an rud is fearr le déanamh gnéithe praiticiúla a chur leis an taithí foghlama e.g. tarraing sceitsí nó léaráidí agus tú ag éisteacht le ceacht nó úsáid spleách-chártaí ar a bhfuil an t-eolas atá le foghlaim agat.
- Déan staidéar i mbloic ghearra ama agus tóg sos i rith an staidéir go minic.
- Tarraing cairteacha nó léaráidí de naisc nó gaolta.
- Athraigh an suíomh ina bhfuil tú gach uair a thógann tú sos chun do chosa a shíneadh agus deis a thabhairt duit bogadh le linn an staidéir.
- Téigh i mbun staidéir nó ransú smaointe nuair atá tú ag siúl nó i mbun aclaíochta.
- Úsáid dathanna geala agus tú ag scríobh, ag cóipeáil agus ag cur línte faoi théacs.



Ceistneoir faoi Stíleanna Foghlama

Freagair an ceistneoir seo a leanas trí thic a chur sa bhosca cuí agus aimsigh an stíl foghlama is oiriúnaí duitse.

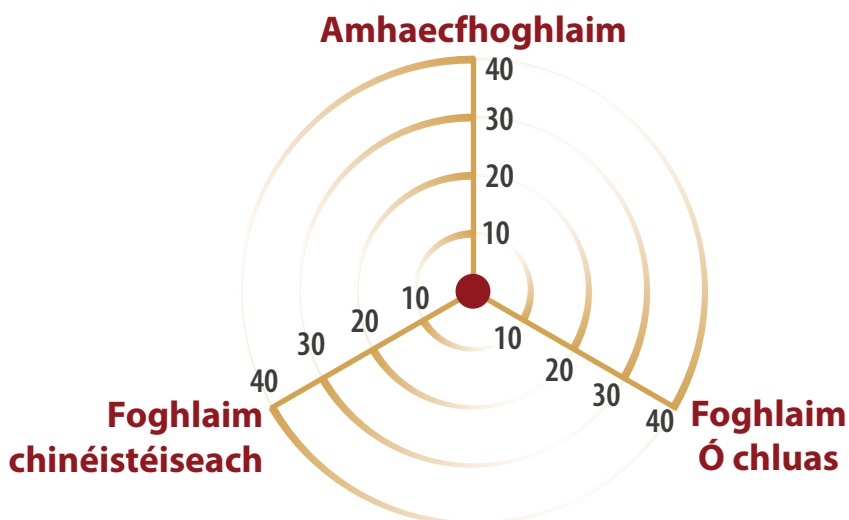
		Go minic	Scaití	Go hannamh
1	Is féidir liom cuimhneamh níos mó ar ábhar a chloisim seachas a léim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Tuigim treoracha scríofa níos fearr ná treoracha ó bhéal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Is maith liom rudaí a scríobh síos nó nótaí a bhreacadh le haghaidh súil siar amhairc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Brúim ar mo pheann nó peann luaidhe go han-chrua nuair a bhím ag scríobh.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Teastaíonn míniú ar léaráidí, graif nó treoracha amhairc uaim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Is maith liom oibriú le huirlisí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Tá mé go maith ag forbairt agus ag cruthú graf agus cairteacha agus bainim taitneamh as a leithéid d'obair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Aithním má bhíonn fuaimeanna ag teacht le chéile i gceart má chloisim péirí fuaimeanna.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Is fearr a chuimhním ar eolas má scríobhaim síos é cúpla babhta.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Tuigim agus cloím níos fearr le treoracha ar léarscáileanna.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Éiríonn níos fearr liom le hábhair acadúla nuair a éistim le léachtaí agus téipeanna.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Bím ag útamáil le boinn agus eochracha i mo phócaí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Go minic	Scaití	Go hannamh
13	Is fearr a fhoghlaimím litriú trí na litreacha a rá arís agus arís eile, seachas an focal a scríobh ar pháipéar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Is fearr a thuigim mír nuachta trína léamh ar nuachtán seachas éisteacht leis ar an raidió.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Bím ag cogaint guma, ag caitheamh tobac nó ag ithe agus mé ag staidéar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Braithim gur fearr a chuimhním ar phictiúr i m'intinn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Foghlaimím litriú trí na focail a “mhéarlitriú”.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	B’fhearr liom éisteacht le léacht nó óráid mhaith, seachas an t-ábhar a léamh.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Tá mé go maith ag plé agus ag réiteach míreanna mearaí agus lúbraí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Beirim greim ar earraí i mo lámh agus mé ag foghlaim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	B’fhearr liom éisteacht leis an nuacht ar an raidió ná í a léamh ar nuachtán.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Faighim eolas faoi ábhar spéisiúil trí mhíreanna ábhartha a léamh.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Táim an-chompordach ag leagan lámh ar dhaoine eile, ag tabhairt barróg dóibh, ag croitheadh láimhe leo, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Tuigim teoracha ó bhéal níos fearr ná teoracha scríofa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scóráil

Tabhair 5 phointe duit féin as bosca 'GO MINIC', 3 phointe as bosca 'SCAITÍ' agus 1 phointe as bosca 'GO HANNAMH'. Líon isteach na luachanna ar an ngréille agus suimigh na pointí i ngach colún. Aistrigh do scór go dtí an "tríchosach" chun léargas a fháil ar an gcineál foghlama is fearr duitse.

Amharcfhoghlaim	Foghlaim ó Chluas	Foghlaim Chinéistéiseach
Pointí:	Pointí:	Pointí:
2.	1.	4.
3.	5.	6.
7.	8.	9.
10.	11.	12.
14.	13.	15.
16.	18.	17.
19.	21.	20.
22.	24.	23.
lomlán:	lomlán:	lomlán:



Socrú spriocanna

Léirigh suirbhé a rinne an síceolaí Gail Matthews in 2015 go raibh **daoine a scríobh a spriocanna 33% níos rathúla á mbaint amach** ná iad siúd a chum torthaí ina gceann.



Céard is sprioc ann?

Is ionann sprioc agus rud a theastaíonn uait a bhaint amach.

Céard is socrú spriocanna ann?

Is ionann socrú spriocanna agus an próiseas pleanála chun an sprioc a bhaint amach.



Prionsabail Socraithe Spriocanna: S.C.A.I.R.

- S** Sonrach – Is mó seans go mbainfear spriocanna soiléire amach. e.g. “Freagróidh mé na ceisteanna ar fad ar chaibidil 8 faoina 6 tráthnóna.”
- C** Céimeanna – Sonraigh an tsraith céimeanna nó beart a chaithfear a dhéanamh chun an sprioc a bhaint amach. e.g. “Léifidh mé caibidil 8, ansin déanfaidh mé achoimre ar na príomhphointí, agus ar deireadh freagróidh mé na ceisteanna.”
- A** Ambhunaithe – Socraigh sprioc-am do na spriocanna chun dlús a chur lena mbaint amach. e.g. “Críochnóidh mé an chaibidil faoina 6 tráthnóna.”
- I** Intomhaiste – Ba cheart go mbeifeá in ann an toradh deiridh a thomhas. Mura bhfuil an dul chun cinn a dhéanann tú ar sprioc a bhaint amach intomhaiste, d’fhéadfá spéis a chailleadh ann. e.g. “Freagróidh mé gach ceist sa chaibidil.”
- R** Réalaíoch – Ba cheart go mbeadh do spriocanna staidéir réalaíoch agus indéanta. e.g. “Cloífidh mé le caibidil amháin in aghaidh na hoíche.” (Bunaithe ar Bull, Albinson & Shambrook, 1996).

Bainistíocht Ama

Tá bainistíocht do chuid ama an-tábhachtach chun staidéar a dhéanamh i gceart. Léirítear sa chuid seo an chaoi is fearr leis an am atá ar fáil duit a eagrú agus le thú féin a spreagadh chun an t-am a úsáid go ciallmhar.



DÉAN AGUS NÁ DÉAN

BAINISTÍOCHT AMA ÉIFEACHTACH

D'am staidéir a phleanáil

- Pleanáil an staidéar trí sceideal a chruthú ina bhfuil do chuid pleananna ar fad a bhaineann le staidéar, obair agus do shaol pearsanta nó sóisialta as seo go ceann cúpla mí. D'fhéadfá d'fhéilire staidéir a úsáid dó seo trí gach rud eile atá le déanamh agat a chur leis.
- Oibrigh amach cé mhéad am staidéir a chaithfidh tú a chur ar leataobh agus déan machnamh air sin go rialta agus tú i mbun staidéir.
- Déan an obair is deacra nuair is fearr atá tú in ann díriú ar an staidéar.
- Bí solúbtha – déan machnamh ar do phatrún staidéir agus an bhfuil ag éirí leis. e.g. mura bhfuil ag éirí leat an méid a bhí beartaithe a dhéanamh tráthnóna, triail rud éigin difriúil, d'fhéadfá staidéar a dhéanamh luath ar maidin mar shampla.

Bloic staidéir agus sosanna

Nuair a thosaíonn do théarma scoile agus nuair atá sceideal do chúrsa ar eolas agat, forbair agus pleanáil bloic staidéir i ngnáthsheachtain. Maireann bloic thart ar 50 nóiméad go hiondúil, ach b'fhéidir go n-éiríonn tusa corrhónach tar éis 30 nóiméad? D'fhéadfadh go dteastódh níos mó sosanna má tá ábhar deacair idir lámha agat. Giorraigh do bhloic staidéir más gá –

ach ná déan dearmad filleadh ar an staidéar sin! Ba cheart go dtabharfadh do shos deis duit greim a fháil le hithe, do scíth a ligean nó thú féin a athnuachan nó a athspreagadh ar bhealach eile.

Spásanna speisialta staidéir

Roghnaigh áit nach gcuirfear isteach ort agus inar féidir leat díriú ar an obair – níor cheart go mbeadh cairde ná caitheamh aimsire in ann d’aird a tharraingt ón staidéar! Ba cheart go mbeadh spás eile ar fáil duit más gá duit ‘éalú’; áit éigin ar nós na leabharlainne nó fiú caifé nach mbeadh aithne ag aon duine ort ann. Céard é an spás staidéir is fearr duitse? e.g. an chistin, do sheomra leapa, an leabharlann.



Athbheithnithe seachtainiúla

Is straitéis thábhachtach iad athbheithnithe agus nuashonruithe seachtainiúla freisin. Uair sa tseachtain, oíche Dé Domhnaigh mar shampla, caith súil ar do thascanna, do nótaí, d’fhéilire. Ná déan dearmad nuair a bheidh do spriocdhátaí agus scrúduithe beagnach leat go mbeidh ort sceideal na seachtaine a chur in oiriúint dóibh!

Cuir do thascanna in ord tosaíochta

Nuair atá tú i mbun staidéir, téigh i dtaithí ar an ábhar nó an tasc is deacra a dhéanamh ar dtús. Beidh tú breá dúisithe agus beidh níos mó fuinnimh agat tabhairt fúthu. I gcás na gcúrsaí staidéir is deacra, déan iarracht a bheith solúbtha: mar shampla, cuir am ar leataobh sa sceideal ionas gur féidir leat aiseolas a fháil ar thascanna sula mbeidh siad le cur isteach.

Cuir gníomhaíochtaí nach dteastaíonn ar athlá go dtí go mbeidh an obair réidh!

Cuir jabanna nó cúraimí nach gá a dhéanamh go mbeidh d'obair scoile déanta ar athlá! Cuimhnigh orthu mar luach saothair ag deireadh do chuid oibre. Bíonn sé sin ar an dúshlán is mó den bhainistíocht ama uaireanta. Mar fhoghlaimoirí, tagann deiseanna gan choinne ach a bhreathnaíonn níos spéisiúla chun cinn i gcónaí – ach d'fhéadfá drochmharc a fháil ar scrúdú nó tasc, nó gan a bheith ullmhaithe mar ba cheart, má chinneann tú ar na deiseanna sin a thapú. Bainfidh tú níos mó taitneamh as gníomhaíochtaí a chuirfeadh isteach ort nuair nach bhfuil brú an scrúdaithe, an tasc, etc., i gcúl do chinn. Cuimhnigh ar an mórtas a bhainfidh le sprioc a bhaint amach. Ná habair “ní féidir liom”, ach “déanfaidh mé é sin ar ball”.

Céard a chuireann isteach ortsa agus tú ag staidéar?

Smaoinigh ar acmhainní a chabhróidh leat

An bhfuil múinteoirí ar fáil? An bhféadfá labhairt le cara leat atá go maith ag an ábhar seo? An ndearna tú cuardach ar eochairfhocail ar an idirlíon chun mínithe níos fearr a fháil? D'fhéadfadh acmhainní seachtracha am agus dua a shábháil ort, agus fadhbanna a réiteach. Ach ná déan dearmad srianta ama a chur ar úsáid an idirlín mar go bhféadfadh sé thú a chur ar strae.

Úsáid d'am saor go ciallmhar

Cuimhnigh ar amanna a bhféadfá staidéar a dhéanamh ar “ruainín eolais” – nuair atá tú ag siúl, ar an mbus, etc. B'fhéidir go bhféadfá éisteacht le ceol don chúrsa léirthisceana don cheol, nó le druileanna d'fhoghlaim teanga? Má shiúlann tú go dtí an scoil nó má bhíonn tú ag rothaíocht, céard é an t-am is fearr le héisteacht leis an ábhar? B'fhéidir go bhfuil tú ag seasamh i scuaine? D'fhéadfadh go gcabhródh sé go mór gnáth-thascanna a chleachtadh anois ar nós spléach-chártaí, nó má tá tú in ann díriú air, sliocht a léamh nó súil siar a chaitheamh ar chaibidil? Is é an príomhrud go mbainfeá tairbhe mhaith as d'am.

An bhféadfá smaoineamh ar shampla de d'am saor a úsáid don staidéar?

Caith súil siar ar nótaí agus ábhar léitheoireachta díreach roimh an rang

D'fhéadfadh sé sin ceist nó dhó a mheabhrú duit faoi rud éigin nach dtuigeann tú go baileach, a d'fhéadfá a fhiafraí sa rang nó ina dhiaidh. Léiríonn sé don mhúinteoir freisin go bhfuil spéis agat san ábhar agus go raibh tú ag ullmhú don rang. Cén chaoi a gcuirfeá am ar leataobh chun súil siar a chaitheamh ar an ábhar? An bhfuil am saor ann a d'fhéadfá a úsáid?

Leideanna don Bhainistíocht Ama Éifeachtach:

Cruthaigh liosta simplí den mhéid atá le déanamh

Cabhróidh an liosta leat cúpla mír a shonrú, an chúis atá leo, an t-am a ndéanfar iad, agus is féidir an liosta a chur i gcló agus é a úsáid chun do thascanna a mheabhrú duit.

Pleanálaí laethúil/seachtainiúil

Scríobh síos coinní, ranganna agus cruinnithe ar loga nó cairt.

Más amharcfhoghlaimeoir thú, sceitseáil do sceideal. e.g. ar béal maidine, seiceáil a bhfuil romhat don lá agus téigh a chodladh i gcónaí agus fios agat go bhfuil tú faoi réir don lá dár gcionn.

Pleanálaí fadtéarmach

Úsáid cairt mhíosúil chun pleanáil chun cinn.

Is féidir pleanálaithe fadtéarmacha a úsáid freisin chun gníomhaíochtaí deasa a bheartú duit féin.



Leideanna Cuimhne

Cuimhneolaíocht

Is uirlis chuimhne í an chuimhneolaíocht, nó neamónaic, a chabhraíonn le foghlaimeoirí píosáí móra eolais a mheabhrú, go háirithe i bhfoirm liostaí ar nós tréithe, céimeanna, comhpháirteacha, tréimhsí, srl. Bhí a fhios againn in 1967 go méadaíonn an chuimhneolaíocht cumas rud a thabhairt chun cuimhne mar gheall ar staidéar a rinne Gerald R. Miller. Fuair seisean amach gur tháinig **méadú suas le 77% ar mharcanna scrúduithe** na scoláirí a d'úsáid leideanna cuimhneolaíochta go minic!

Is í an chuimhneolaíocht an teicníc is úsáidí chun rudaí a mheabhrú. Tá na céadta samplaí ar fáil, má chuardaíonn tú iad, ag brath ar an réimse atá á phlé agat. Agus níl ansin ach na samplaí atá in úsáid go rialta. Níl aon chúis ann nach gcumfá do cheann féin, agus seans go mbeadh sé níos éifeachtaí fiú mar go mbeidh tú tar éis dua a chaitheamh leo – bainfidh tú tairbhe as do shamhlaíocht agus do chruthaitheacht féin. Tá go leor samplaí de leideanna cuimhneolaíochta ar fáil agus braitheann an ceann is fearr ar an bhfoghlaimeoir féin – níl teorainn leo, seachas teorainn do shamhlaíochta. Áirítear leis na bunchineálacha cuimhneolaíochta a phléitear anseo **Ainm, Neamónaic Litrithe/Rainn, Eagrú Nótaí, Íomhá, Nasc agus Meabhairmhapa.**

(Seirbhísí Rannpháirtíochta na Mac Léinn, Institiúid Teicneolaíochta Corcaigh, gan dáta).

DEASC

Sampla Sláinte

Chun cabhrú liom cuimhneamh ar eolas i rith scrúduithe.

Déan an t-eolas a chur de ghlanmheabhair i dtréimhsí gearra.

Eochairfhocail is fearr a úsáid.

Aithris an t-eolas os ard.

Samhlaigh an t-eolas i d'inchinn más féidir.

Ceap leideanna cuimhneolaíochta.

Neamónaic Litrithe

Seo sampla de neamónaic litrithe cáiliúil sa Bhéarla: A principal at a school is your pricipal, and a principle you believe or follow is a rule.

Cleas cuimhneolaíochta eile do litriú na Gaeilge is ea:

Caol le caol, leathan le leathan.

Baineann an tríú sampla anseo leis an deacracht a bhíonn ag foghlaimeoirí cuimhneamh cén uair a úsáidtear 'Éirinn' agus cén uair a úsáidtear 'Éireann'. D'fhéadfaí **Neamónaic Litrithe** a chur le **Neamónaic Íomhá** chun '*in Éirinn*' a litriú ach an dá 'i' i gcló trom a bheith an-mhór. D'fhéadfaí an rud céanna a dhéanamh leis an dá 'a' i '*muintir na hÉireann*'.

Chun Mississippi a litriú, cuirtear **Neamónaic Rainn** le **Neamónaic Litrithe** go minic: **M-iss-iss-ipp-i**.

Seo cúpla sampla eile de neamónaic litrithe:

Tharstu: Tháinig Hannah Ar Róise Sa Teach Uafásach.

Taoiseach: Tá Ar Oisín Ithe San Eaglais Ach Cén docHar

Is féidir cuimhneamh ar na litreacha a thógann séimhiú leis an abairt seo: **F**eiceann **P**eadar **T**ríona **D**hána <ag> **C**aitheamh **S**mugairle <ar> **M**hící **G**ógan **B**ocht.

Neamónaí Rainn

Tugann **Neamónaí Rainn** eolas i bhfoirm dáin.

Úsáidtear an **Neamónaí Rainn** seo go minic chun cuimhneamh ar cé mhéad lá atá i ngach mí:

30 lá a thugann siad leo: Samhain, Aibreán agus na Meithimh teo.

Lá sa bhreis ag gach mí eile

Ach an Feabhra thiar ar deireadh.

Gan aige ach ocht lá is fiche,

Naoi lá is fiche i mbliain bhisigh.

Srathú

Bain triail as an teicníc ‘srathaithe’ chun cuimhneamh ar eolas casta. Ar an gcéad dul síos, foghlaim na fíricí nó na smaointe is éasca agus is simplí faoi thopaic faoi leith. Bain úsáid astu siúd chun bunsrath a thógáil sula gcuireann tú eolas níos casta leis de réir a chéile, srath ar shraith. Nuair a dhéantar é sin, fiú má bhíonn imní ort i lár scrúdaithe, ba cheart go gcuimhneofa ar bhuneolas an ábhair. Nuair a thosaíonn tú ag scríobh nótaí faoin mbuneolas, tiocfaidh an t-eolas níos casta a d’fhoghlaim tú chun cuimhne freisin.

Cártaí innéacs nó greamaitheacha

Scríobh fíricí ar chártaí innéacs nó greamaitheacha, i ndathanna éagsúla, agus cuir in airde iad in áiteanna a bhfeicfidh tú go minic iad thart ar an teach, e.g. in aice leis an gcíteal nó ar scáthán an tseomra folctha. Breathnaigh orthu agus léigh os ard iad gach lá. Nuair a cheapann tú go bhfuil siad ar eolas agat, déan paca cártaí astu agus cuir ar leataobh iad go ndéanfaidh tú tástáil ar an eolas ar ball, agus cuir fíricí nua ina n-áit.

Meabhairmhapáí

Is uirlis é an meabhairmhapa a chabhraíonn leis an inchinn smaointeoireacht d'intinne a ghabháil. Cabhraíonn meabhairmhapáí leat smaoineamh, eolas a bhailiú, cuimhneamh agus smaointe a chruthú. Déanfaidh sé smaointeoir níos fearr díot freisin. Is léiriú grafach ar smaointe agus coincheapa é an meabhairmhapa. Is uirlis smaointeoireachta amhairc é a chabhraíonn le heolas a struchtúrú, rud a chabhraíonn leat smaointe a anailísiú, a thuiscint, a tharraingt le chéile agus a thabhairt chun cuimhne, chomh maith le smaointe nua a cheapadh.

Is féidir meabhairmhapáí a chruthú ar go leor bealaí difriúla, ach bíonn an bunstruchtúr céanna leo ar fad:

An Téama Lárnach

Scríobhtar an téama lárnach i lár an leathanaigh bháin. Sin an teideal, an t-ábhar, fadhb nó smaoineamh fánach fiú. Nuair a chuimhníonn tú ar rud amháin, tagann íomhánna eile isteach i d'intinn láithreach. Mar shampla, íomhá de “bhalúin ildaite” nuair atá tú ag cuimhneamh ar “bhreithlál”.

Ceangail

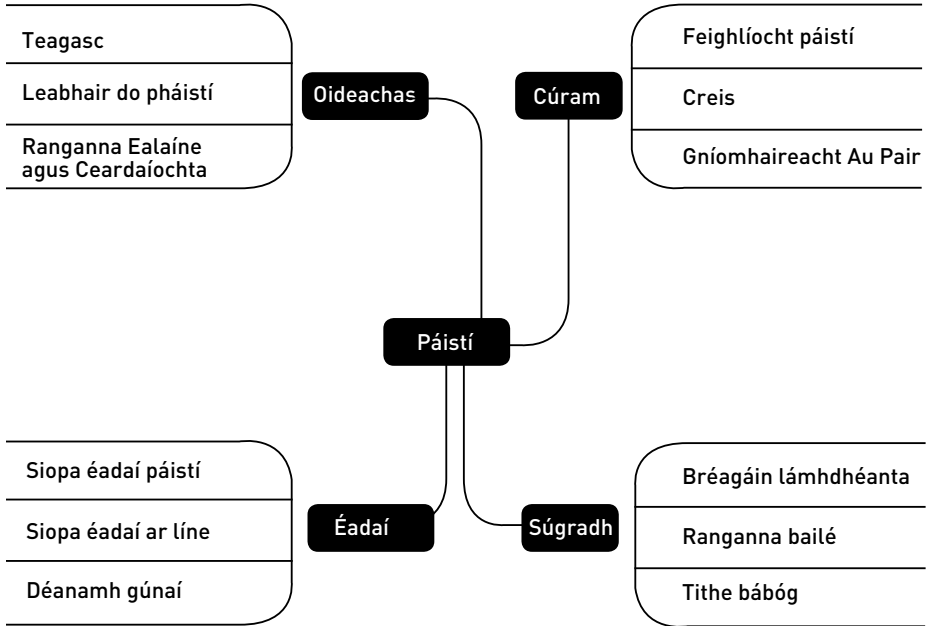
Síneann na ceangail amach ón téama lárnach. Tugtar ceangail an chéad leibhéil ar na ceangail díreach thart ar an téama lárnach. Ansin cruthaítear ceangail an dara leibhéal, an tríú leibhéal agus mar sin de. Úsáideann an inchinn samhlaíocht agus ceangal nuair atá tú ag smaoineamh. Nuair a chruthaítear ceangail, cruthaítear naisc. Bíonn na naisc sin riachtanach chun eolas a thabhairt chun cuimhne agus don smaointeoireacht féin.

Chun a sheiceáil an bhfuil an t-eolas sin de ghlanmheabhair agat, is féidir leat Meabhairmhapa nua a chruthú gan agat ach príomhchraobhacha na topaice, agus ansin an chuid eile a líonadh isteach thú féin. Feicfidh tú go bhfuil tú in ann cuimhneamh ar níos mó, agus go bhfuil na naisc idir na smaointe fós i bhfeidhm – rud a bhíonn iontach nuair atá ceist scrúdaithe le freagairt!

Nuair a tharraingítear meabhairmhapa, le hais gnáthnótaí a scríobh nó téacs scríofa a chóipeáil, bíonn struchtúr an eolais i bhfad níos cosúla leis an gcaoi a n-oibríonn d'inchinn i ndáiríre. Ó tharla go bhfuil an ghníomhaíocht anailíseach agus ealaíonta, cuireann sé d'inchinn ag obair ar bhealach i bhfad níos saibhre, rud a chabhraíonn leis na feidhmeanna cognaíocha ar fad (*The Learning Exchange 2006*).

Sampla de Mheabhairmhapa:

Meabhairmhapa Smaointe Gnó



Foilseachán de chuid CCEA © 2010

SQ3R (Survey, Question, Read, Recite and Review)

Is **plean staidéir cúig chéim** é SQ3R chun cabhrú leis an scoláire **brí a bhaint as ábhar léitheoireachta**. Úsáidtear gnéithe ceistithe, tuartha, leagan cuspóra do léitheoireachta, agus monatóireachta ar fhaitíos mearbhaill. Tá na céimeanna seo a leanas i gceist le SQ3R:

1. Survey (Suirbhé)

- Smaoinigh ar an teideal: “Céard atá ar eolas agam?,” “Céard ba mhaith liom a fhoghlaim?”
- Caith sracfhéachaint ar na fotheidil agus ar an gcéad abairt nó dhó i ngach alt.
- Breathnaigh ar na léaráidí agus na háiseanna grafacha.
- Léigh an chéad alt.
- Léigh an t-alt deireanach, nó an achoimre.

2. Question (Ceist)

- Tiontaigh an teideal ina cheist.
- Scríobh síos aon cheist eile a thagann chun cuimhne i rith an tsuirbhé.
- Tiontaigh na fotheidil ina gceisteanna.
- Tiontaigh na léaráidí agus na háiseanna grafacha ina gceisteanna.
- Scríobh síos aon fhocail nach bhfuil cur amach agat orthu agus faigh amach céard is brí leo.

3. Read Actively (Léigh go Gníomhach)

- Léigh chun freagraí na gceisteanna a chuardach.
- Freagair na ceisteanna agus úsáid leideanna comhthéacs i gcás na bhfocal nach bhfuil cur amach agat orthu.
- Ceap ceisteanna breise chun dul i ngleic le sleachta doiléire, téarmaí a chuireann mearbhall ort, agus ráitis amhrasacha.

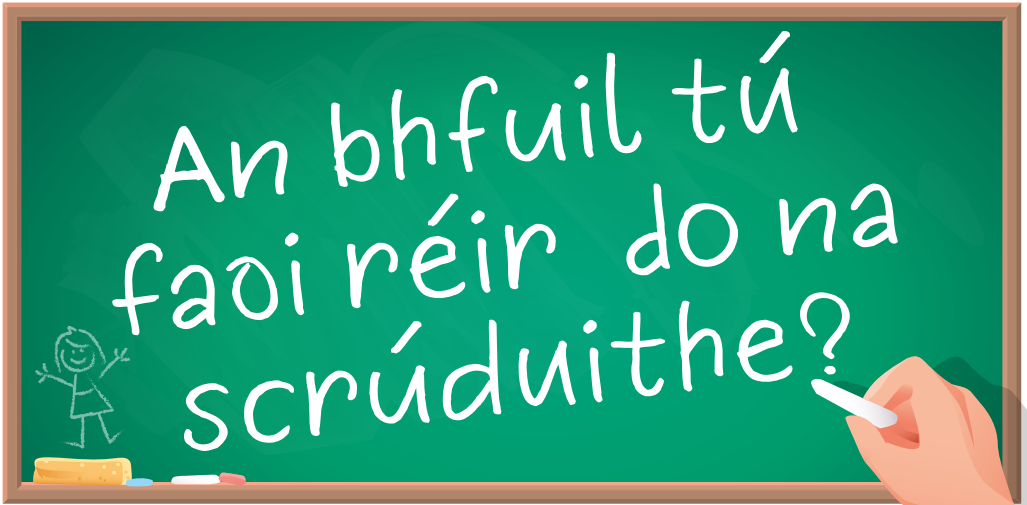
4. Recite (Aithris)

- Leag uait na freagraí agus an leabhar agus tabhair an méid a léigh tú chun cuimhne.
- Aithris freagraí na gceisteanna os ard nó scríobh síos iad.
- Athléigh an téacs do na ceisteanna nár freagraíodh.
- Athbhreithnigh

5. Freagair an phríomhcheist cuspóra

- Féach ar na freagraí ar fad agus ar gach cuid den chaibidil chun an t-eolas a eagrú.
- Déan achoimre ar an eolas a d'fhoghlaim tú trí shreabhchairteacha a tharraingt, achoimre a scríobh, páirt a ghlacadh i bplé grúpa, nó staidéar a dhéanamh le haghaidh scrúdú.

Leideanna do na Scrúduithe



1. Breathnaigh ar na scrúdpháipéir a bhí ann le cúpla bliain anuas

An oíche roimh an scrúdú, breathnaigh ar na ceisteanna a cuireadh le cúpla bliain anuas.

Bí cinnte go bhfuil struchtúr an scrúdaithe ar eolas agat agus ar an ábhar is dócha a scrúdófar.

2. Faigh oíche mhaith chodlata

Seachas fanacht i do shuí an oíche ar fad, éirigh go luath maidin an scrúdaithe. Mura bhfuil tú in ann titim i do chodladh, ná fan sa leaba ag iarraidh iallach a chur ort féin dul a chodladh. Úsáid an riail 15 nóiméad: mura bhfuil tú in ann titim i do chodladh tar éis thart ar 15 nóiméad, éirigh as an leaba, fág an seomra agus téigh ag léamh nó glac sos áit éigin eile. Ná fill ar an seomra go mbeidh fonn codlata ort arís.

3. Bíodh bricfeasta breá agat

Roimh an scrúdú, cuir le do leibhéal fuinnimh le béile maith.

Bíonn bia a scaoileann fuinneamh go mall ar nós leite thar cionn.



4. Bí sa halla scrúdaithe 15 nóiméad roimh thús an scrúdaithe ar a laghad

Má bhíonn tú 30 nóiméad mall ní féidir tabhairt faoin scrúdú, mar sin bí cinnte go bhfágann tú neart ama le bheith ann in am ar fhaitíos na bhfaitíos.

5. Cuimhnigh ar a dteastaíonn uait gach lá – sula bhfágann tú an baile

Moltar seiceáil shimplí a dhéanamh i gcónaí mar go dteastóidh uirlisí agus trealamh difriúil le haghaidh scrúdpháipéir dhifriúla. Seiceáil go bhfuil gach rud eile a theastaíonn uait ó lá go lá agat freisin, ar nós deochanna, bia, táillí bus, etc. B'fhéidir gur mhaith leat nótaí staidéir gearra a thabhairt leat chun súil siar a chaitheamh ar an ábhar agus tú ag taisteal, ach ná déan dearmad gan iad a thabhairt isteach san ionad scrúdaithe. Tabhair leat cúpla peann, áireamhán, rialóir nó cibé rud eile a theastaíonn don scrúdú.

6. Téigh ag an leithreas roimh an scrúdú

Cuirfidh sé isteach ar gach rud má bhíonn ort dul i lár an scrúdaithe agus cuirfidh tú am amú.

7. Mura n-airíonn tú go maith i rith an scrúdaithe

Má thagann tú chuig an ionad agus nach bhfuil tú ag aireachtáil rómhaith, cuir an feitheoir agus an príomhoide ar an eolas faoi. Tabharfar tacaíocht duit i rith an scrúdaithe le deoch the nó tabharfar seans duit an t-ionad a fhágáil faoi stiúir duine eile ar feadh cúpla nóiméad, más gá.

8. Ná bíodh faitíos ort nótaí a bhreacadh síos go tapa

Mura mbíonn dóthain ama agat ag deireadh an scrúdaithe, d'fhéadfadh nótaí tapa ar cheist cabhrú leat cúpla marc a fháil.

9. Céard a dhéanfaidh mé má bhím éiginnte faoi cheann de dhá fhreagra ar cheist faoi leith?

Caithfear gach rud a scríobhann tú a léamh agus a mharcáil. Moltar mar sin gan aon rud a tharraingt amach ná a scriosadh.

10. Tabhair leat rud éigin le hithe agus le hól

Tugann sneaiceanna ar nós bananaí fuinneamh duit agus ní éireoidh tú díhiodráitithe má bhíonn buidéal uisce leat

11. Na Scrúpháipéir

Roghnaigh an páipéar (ardleibhéal nó gnáthleibhéal) a d'ullmhaigh tú lena aghaidh i gcónaí. Nuair a fhaigheann tú an páipéar, **léigh go cúramach é agus ó thús deireadh sula ndéanann tú aon rud eile.** Marcáil na ceisteanna a fhreagróidh tú má bhíonn rogha ann. Nuair atá sé sin déanta, tosaigh ag tabhairt breac-chuntas ar na freagraí ar gach ceist atá beartaithe agat a fhreagairt ar chúl an fhreagarleabhair. Nuair atá sé sin curtha i gcrích agat, tosaigh ag obair ar an gceist is fearr leat.

12. Ná bíodh faitíos ort ceisteanna a chur

Cé nach féidir leis na scrúdaitheoirí 456 cabhrú leat leis an scrúdú, is féidir leo ceist a shoiléiriú má bhíonn an fhoclaíocht doiléir, mearbhlach nó má bhíonn botún cló ann.

13. Pleanáil do pháipéar

Socraigh cé mhéad ama a chaithfidh tú ar gach ceist roimh ré, agus cloígh leis. Lean ort go dtí an chéad cheist eile má ritheann tú amach as am, fiú má tá ag éirí go maith leat. Féadfaidh tú an cheist a chríochnú ag an deireadh má bhíonn dóthain ama agat.

14. Caith tréimhse oiriúnach ar gach ceist

Ná caith leathuair an chloig ar cheist nach bhfuil ach cúpla marc ag dul dó. Bí cinnte go gcaitheann tú dóthain ama ar na ceisteanna leis na marcanna is mó.

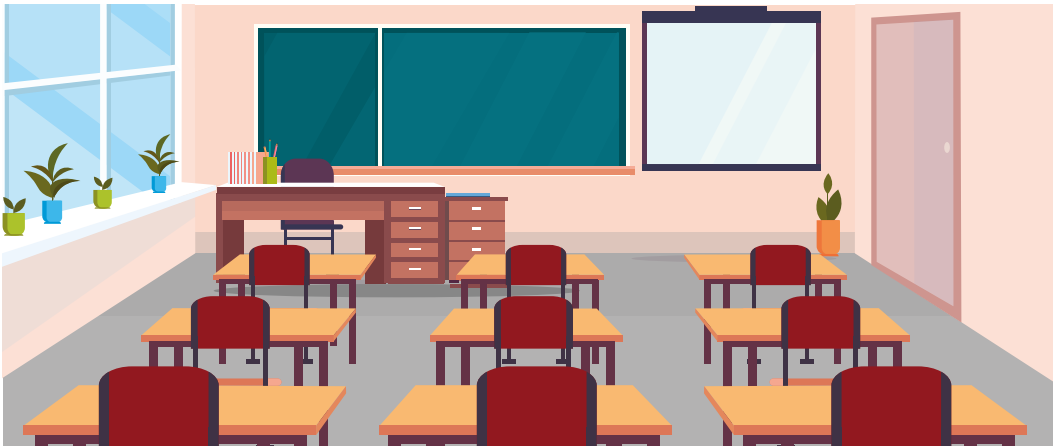
15. Freagair na ceisteanna is fearr agat ar dtús

Ní theastaíonn uait dul in abar le ceist chrua agus nach mbeadh dóthain ama agat rud a bhí ar eolas agat a fhreagairt.

16. Triail gach rud

Is cliché é ach is fíor é. Ní féidir oiread agus marc amháin a bhronnadh as spás bán.

I roinnt de na hábhair, ar nós matamaitice, is fiú na marcanna céanna a gheofá as iarracht a dhéanamh agus as a gheofá as freagra ceart (agus is fiú níos mó na marcanna iarrachta uaireanta), mar sin bain triail as gach rud i gceist. Bíodh d'obair gharbh ar fad sa fhreagarleabhar.



17. Déan iarracht scríobh go soiléir

D'fhéadfadh sé sin a bheith deacair má bhíonn tú ag rith trí Pháipéar 2 sa Bhéarla, ach mura bhfuil an scrúdaitheoir in ann an méid a scríobh tú a léamh, beidh fadhb ann.

18. Freagair an cheist a cuireadh

Ná pioc amach focal éigin, ar nós talmhaíochta, agus gach rud atá ar eolas agat faoin ábhar sin a scríobh síos. Bí cinnte go bhfuil baint dhíreach ag do fhreagra leis an gceist, agus léigh an cheist arís má tá tú ag imeacht ón ábhar.

19. Fan sa halla scrúdaithe go dtí an deireadh

Ní fiú fágáil luath ar mhaithe le bheith ag déanamh gaisce faoi – tóg d'am agus léigh do chuid freagraí ar fad arís mar b'fhéidir go gcuimhneofá ar níos mó eolais go bhféadfá a chur isteach.

20. Ná bac le scrúdú iarbháis an scrúdaithe!

A luaithe atá an páipéar déanta, ní fiú a bheith imníoch faoi. Tá sé go hiomlán nádúrtha do pháipéar a phlé le do mhuintir agus do chairde i ndiaidh gach scrúdaithe, ach ná déan iarracht anailís a dhéanamh ar do chuid oibre. Cuirfidh sé frustrachas ort agus tarraingeoidh sé d'intinn agus d'fhuinneamh ón rud is tábhachtaí: an chéad pháipéar eile.

Bíonn cineálacha difriúla ceisteanna ar scrúduithe go hiondúil. Sula dtosaíonn tú ag staidéar do na scrúduithe, bí cinnte go bhfuil a fhios agat cén saghas ceisteanna a chuirfear.

Cineálacha Ceisteanna

Ceisteanna Cainníochtúla

(Úsáidtear **Sonraí Cainníochtúla** chun fíricí loma, beachta a bhailiú. Uimhreacha. Bíonn sonraí cainníochtúla struchtúrtha agus staitistiúil. Tugann siad tacaíocht nuair a chaithfidh tú tátal ginearálta a bhaint as do thaighde.).



1. Tuig an fhadhb: Cinn a bhfuil tú ceaptha a aimsiú, a dteastaíonn lena aimsiú, agus céard é an t-eolas nach bhfuil ar eolas. Meas tú an gcabhródh sceitse a tharraingt? Chomh maith leis sin – seiceáil gach cuid den cheist. D'fhéadfá pointí a chailleadh go héasca mura bhfreagrófaí gach cuid.

2. Aimsigh bealach chun an t-eolas nach bhfuil ar eolas a réiteach: Scríobh síos an t-eolas ar fad a thugtar nó atá ar eolas. Tarraing sceitse chun an gaol eatarthu a léiriú más ábhartha. Scríobh síos na foirmlí ábhartha ar fad.

3. Tabhair faoin nós imeachta a cheap tú: I gcás fadhbanna uimhriúla, déan meastachán ar fhreagra ar dtús. Cabhróidh sé sin leat do chuid oibre a sheiceáil ar ball. Cabhraíonn obair chúramach néata leat botúin a sheachaint, agus cuireann sé ar do chumas iad a aimsiú más gá. Anuas air sin, nuair a bhíonn an scrúdaitheoir in ann do chuid oibre a fheiceáil go soiléir, d'fhéadfaí roinnt marcanna a thabhairt duit as an méid atá ar eolas agat, fiú má bhíonn an freagra mícheart.

4. Seiceáil do fhreagraí: Teastaíonn an caighdeán céanna smaointeoireachta a d'úsáid tú chun an fhadhb a réiteach ar dtús. An bhfuil an freagra mar an gcéanna le do fhreagra measta? An bhfuil ciall leis mar chainníocht? Ar úsáid tú do shonraí ar fad? An bhfuil do fhreagra sna haonaid chearta? Má cheapann tú go bhfuil cuma mhírreasúnta ar an bhfreagra, téigh tríd an bhfadhb arís.

Ceisteanna Ilroghanna

(Bíonn fadhb, ar a dtugtar an stoc/an cheist, agus liosta de réitigh mholta, ar a dtugtar roghanna malartacha, i gceist ilroghanna.)

1. Léigh an cheist: Léigh an stoc ar dtús agus bí cinnte go dtuigeann tú a bhfuil i gceist. Seiceáil an bhfuil aon diúltach dúbailte nó corr eile sa scéal sula dtosaíonn tú ar an bhfreagra a mheas.

2. Déan iarracht teacht ar an bhfreagra ceart: Sula mbreathnaíonn tú ar an rogha freagraí, déan iarracht teacht ar an bhfreagra ceart. Cabhróidh sé sin leat na roghanna atá cosúil leis an bhfreagra ceart a chur as an áireamh. Anois léigh gach rogha go cúramach, agus déan do mheas orthu.

3. Cuardaigh leideanna sa cheist: Cuardaigh leideanna sa cheist a thugann an freagra ceart san áireamh nó a chuireann aon rogha as an áireamh. Mar shampla, má thugann an cheist le fios gur freagra iolra a bheidh ann, is féidir leat aon fhreagra uatha a chur ar an áireamh. Is é an bhunriail: caithfidh an freagra ceart teacht leis an gceist ó thaobh na gramadaí de.

4. Cuir líne trí aon rogha atá mícheart: De réir mar a chuireann tú roghanna as an áireamh, cuir líne tríothu. Cabhróidh sé sin leat díriú ar na roghanna atá fágtha agus ní roghnóidh tú freagra a chuir tú as an áireamh trí thimpiste ag an deireadh.

5. Tar ar ais go ceisteanna nach raibh tú cinnte fúthu: Cuir marc in aice le haon cheist nach bhfuil tú cinnte faoi. Má bhíonn am breise agat ag deireadh an scrúdaithe, téigh siar ar na ceisteanna sin – beidh leideanna (nó fiú freagraí) le fáil ó cheisteanna eile go minic.

Ceisteanna Aiste

Tá sé tábhachtach go dtuigfeá go gcaithfidh an-chur amach a bheith agat ar d'ábhar chun ceist aiste a fhreagairt. Caithfidh tú mar sin freastal ar na ranganna ar fad, tabhairt faoi na tascanna léitheoireachta ar fad, nótaí meabhraitheacha a choinneáil, agus súil siar a chaitheamh ar an méid a scríobh tú agus é a aithris.

1. Bainistigh d'am: Oibrigh amach cé mhéad ama a bheag nó a mhór a chaithfidh tú ar gach aiste chun an scrúdú a chríochnú. Cloígh leis an bplean ama sin a mhéad is féidir, ach ná bíodh an iomarca imní ná brú ort faoi. Freagair na ceisteanna is fearr agat ar dtús i gcónaí.

2. Léigh na treoracha agus na ceisteanna go cúramach: Bíonn treoracha sonracha i scrúduithe go minic faoin gcaoi leis na ceisteanna a fhreagairt. Agus tú ag léamh na gceisteanna, scríobh síos aon fhocail nó nathanna cainte a thagann chun cuimhne ar an imeall. D'fhéadfadh sé sin cabhrú le do fhreagra a eagrú.

3. Cuimhnigh ar an mbealach is fearr le d'aiste a eagrú: Eagraigh d'aiste go cúramach, bunaithe ar phatrún aitheanta.

4. Scríobh breac-chuntas: Nuair a thuigeann tú an cheist, scríobh breac-chuntas ar do fhreagra. Cabhróidh sé sin leat a chinntiú go dtéann d'aiste i ngleic le gach cuid den cheist agus go bhfuil struchtúr soiléir aici. Cabhróidh sé le do scrúdaitheoir freisin a raibh ar intinn agat a fheiceáil.

5. Téigh go croí an scéil láithreach: Bíonn ról tábhachtach ag cúrsaí ama i gceisteanna aiste. Bí cinnte go dtéann tú go croí an scéil láithreach, ná bac fiú le réamhrá a scríobh. Is fearr do fhreagra a chur ag an tús, agus fianaise thacaíochta nó samplaí a thabhairt ina dhiaidh sin.

6. Tacaigh le do thuairimí le fianaise láidir: Bíonn an freagra sa chéad abairt d'aiste a scríobhtar go maith. Ba cheart formhór d'aiste a chaitheamh ar an bhfianaise a thacaíonn le do fhreagra. Tabhair fianaise loighciúil nó fhíorasach mar thacaíocht le gach tuairim ghinearálta, agus seachain tuairimí pearsanta a thabhairt seachas má iarrtar a leithéid.

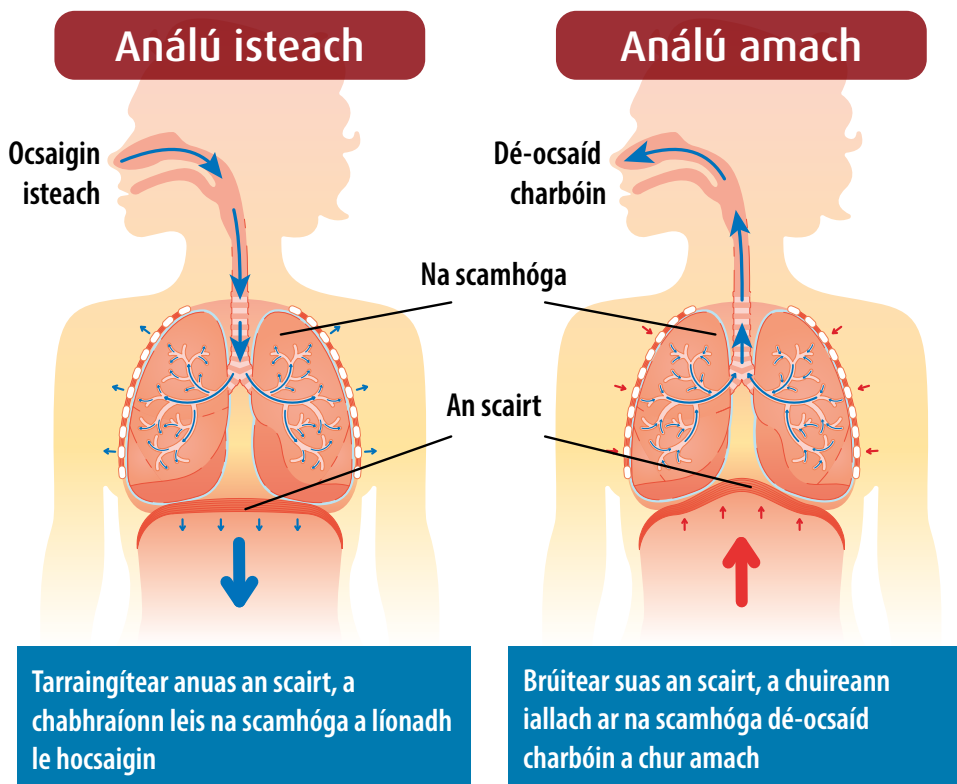
7. Cuir clabhsúr leis an aiste le hachóimre: Déan achoimre ar d'aiste le habairt nó dhó ag an deireadh. Nascfaidh sé sin do phointí le chéile.

Teicnící Scíthe agus Suaimhnis

Tá seacht dteicníc anseo chun do scíth a ligean agus suaimhneas a ghlacadh, a chabhróidh leat an fhreagairt scíthe a spreagadh agus strus a laghdú.

1. Díriú ar an anáil

Sa teicníc shimplí, chumhachtach seo, bíonn tú ag anáil go mall, go fada agus go domhain (tugtar anáil boilg air seo freisin). Agus tú ag anáil, treoraíonn tú d'inchinn go réidh ó smaointe agus mothúcháin a chuirfeadh isteach ort. Cabhraíonn díriú ar an anáil go háirithe le daoine a bhfuil neamhoird itheacháin ag gabháil dóibh mar go gcabhraíonn sé leo díriú ar a gcolainn ar bhealach níos dearfaí. Ach d'fhéadfadh nach mbeadh an teicníc seo oiriúnach do dhaoine a bhfuil fadhbanna sláinte acu a chuireann isteach ar an anáil, ar nós tinnis riospráide nó cliseadh croí.



2. Scanadh colainne

Nascann an teicníc seo díriú ar an análú agus ligean na matán de réir a chéile. I ndiaidh cúpla nóiméad d'análú go domhain, díritear ar pháosa amháin den cholainn nó ar ghrúpa matán amháin ag an am agus déantar aon teannas fisiciúil a bhraitheann tú a scaoileadh i d'intinn. Cabhraíonn scanadh colainne leat d'fheasacht ar

an nasc idir an intinn agus an cholainn a mhéadú. Má chuaigh tú faoi scian le deireanaí agus go bhfuil an obráid sin tar éis tionchar a imirt ar d'íomhá colainne nó má tá deacrachtaí eile agat le d'íomhá colainne, d'fhéadfadh sé nach gcabhródh an teicníc seo leat an oiread céanna.



3. Íomháineachas faoi threoir:

I rith na teicníce seo, cuimhníonn tú ar radhairc, áiteanna nó eispéiris shuaimhneacha chun cabhrú leat scíth a ligean agus díriú. Tá aipeanna agus taifid ar líne de radhairc shuaimhneacha ar fáil saor in aisce – bí cinnte go roghnaíonn tú íomhánna a chuireann ar do chompord thú agus atá suntasach duitse go pearsanta.

4. Machnamh aireachais:

Le linn an chleachtaidh seo, suitear go compordach, díritear ar d'análú, agus díritear aird d'intinne ar an am i láthair gan smaoineamh faoi imní faoin méid a tharla nó a bhfuil le teacht. Tá an-tóir ar an gcineál seo machnaimh le blianta beaga anuas. Tugann an taighde le fios go bhféadfadh sé cabhrú le daoine a bhfuil imní, ísle brí agus pian ag cur isteach orthu.

5. Aclaíocht

Ach oiread le cuid de na bealaí eile chun an ceann is fearr a fháil ar imní ar lá an scrúdaithe, teastóidh tiomantas fadtéarmach de shaghas éigin don rogha seo. Léirigh staidéir go bhfuil nasc láidir idir aclaíocht a dhéanamh go

rialta agus braistint folláine agus sláinte a chabhraíonn le himní a laghdú agus strus a mhaolú. Léiríodh go scaoiltear ceimiceáin ionoirfine a thugann ardú meanman duit i rith aclaíochta. Anuas ar an éifeacht cheimiceach sin, cabhraíonn an aclaíocht le haire na hinchinne a bhaint ó údar imní eile, ar nós an scrúdú mór sin atá ag teannadh leat. Cabhraíonn aclaíocht freisin le muinín a spreagadh, níos mó idirghníomhaíocht shóisialta a chothú agus bealaí sláintiúla a sholáthar chun dul i ngleic le strus an tsaoil scoile. Seo cuid de na cineálacha aclaíochta is mó a mholtar:

- Walking
- Jogging
- Biking
- Swimming
- Dancing



6. Suathaireacht láimhe

Léirigh taighde go bhfuil nasc láidir idir strus agus imní a scaoileadh agus an tsuathaireacht. Ní bhítear in ann dul go suathaire oille i gcónaí, ach is féidir suathaireacht láimhe a dhéanamh ort féin nó ar chara i gcónaí. Bíonn lámha scoláirí ag obair go dian ar na méarchláir agus lena bpinn. Bíonn an t-ualach oibre sin in ann teannas a chruthú sa lámh. D'fhéadfadh an teannas sin scaipeadh ar fud na colainne. Is bealach sciobtha, saor agus éasca í an tsuathaireacht láimhe chun imní faoi scrúdú a mhaolú.

In áit teicníc amháin a roghnú agus cloí leis sin i gcónaí, molann na saineolaithe cúpla ceann a thriail go bhfeicfidh tú cé acu is fearr duit féin. Déan iarracht iad a chleachtadh ar feadh 20 nóiméad in aghaidh an lae ar a laghad, cé go gcabhraíonn cúpla nóiméad fiú. Ach dá mhéad ama agus dá mhinice a dhéanann tú cleachtadh ar na teicnící scíthe agus suaimhnis seo, is é is mó tairbhe a bhainfidh tú astu agus is é is fearr a laghdóidh tú strus.



Aguisín 1

Cáipéisí Tacaíochta / Suíomhanna Gréasáin Ábhartha

Cuireann na suíomhanna gréasáin seo a leanas nótaí cuimsitheacha ar fáil do scoláirí atá i mblianta scrúduithe.

irevise.com

Is seirbhís tacaíochta scrúduithe ar líne é iRevise, ar a roinntear nótaí ó shaineolaithe, freagraí samplacha agus os cionn 1,000 fiseán teagaisc atá dírithe ar scoláirí iar-bhunscoile, ón gcéad bhliain go dtí an séú bliain. Mocks.ie a bhíodh air, agus cuireann an suíomh rogha saor in aisce nó ardrogha ar fáil, le nótaí, freagraí samplacha agus fiseán teagaisc.

studyclix.ie

Bhunaigh Luke Saunders, múinteoir atá lonnaithe i Sligeach, agus Keith Wright, forbróir gréasáin, an suíomh seo in 2012 agus tá sé ar an suíomh staidéir is mó éileamh in Éirinn.

Leathnaíodh an suíomh agus cuimsíonn sé beagnach gach ábhar san Ardteistiméireacht agus sa Teastas Sóisearach anois, agus iad ar fad á bplé topaic ar thopaic. I measc na n-uirlisí foghlama a thugtar, tá meascán de nótaí, fiseán, ceisteanna a bhí ar scrúduithe roimhe seo agus fóram inar féidir le scoláirí cabhrú lena chéile. Tá scéimeanna marcála ar fáil ar an suíomh freisin. Tá pacáiste bunúsach ar fáil saor in aisce ar StudyClix.

Tá leagan íoctha ar fáil ar €35, a thugann cuntas StudyClix do scoláirí ar feadh 12 mhí agus fáil acu ar shean-scrúdpháipéir, ceisteanna de réir topaice, scéimeanna marcála agus neart eile. Ar deireadh, tá ardleagan ann ar €55, a chuireann seanpháipéir bréagscrúduithe ar fáil freisin.

examlearn.ie

Thosaigh sé seo mar thionscadal Idirbhliana a rinne Jack Manning agus a chomhscoláirí i gColáiste Chluain Caoin i nGráinseach an Déin, i ndeisceart Bhaile Átha Cliath.

Chuir siad nótaí ar fáil don Teastas Sóisearach ar dtús, ach cuireadh nótaí Ardteistiméireachta ar fáil air freisin gan mhoill. D'fhorbair scoláirí meánscoile den chuid is mó an t-ábhar, le haghaidh scoláirí meánscoile, agus roinntear quizeanna, cuardaitheoir scrúdpháipéar saor in aisce, rannóg faoi thopaicí scrúduithe agus, mar sméar mhullaigh, os cionn 250 ceacht matamaitice saor in aisce ar YouTube.

examsupport.ie

Tá os cionn 400 uair an chloig d'fhíseáin agus de cheachtanna air seo, chomh maith le freagraí scrúduithe.

MindMaps

Is áis amharcfhoghlama an-éifeachtach iad leavingcertmindmaps.ie agus juniorcertmindmaps.ie a thosaíonn ag €9.95 in aghaidh an mhapa.

leavingcertirish.com

An bhfuil mearbhall ort faoin tsraith pictiúr? An bhfuil tú buartha faoin mbéalscrúdú? Cuireann suíomh iontach John Gavin nótaí agus tacaíocht ar fáil saor in aisce – agus tá ardrogha ar fáil le haghaidh tacaíocht níos mionsonraithe.

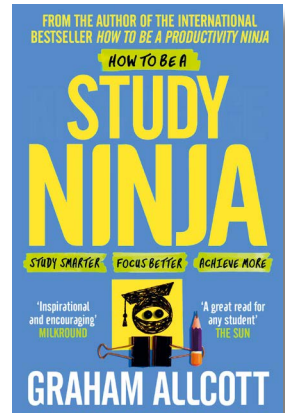
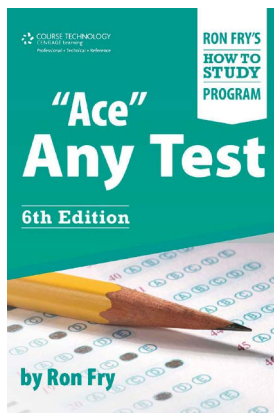
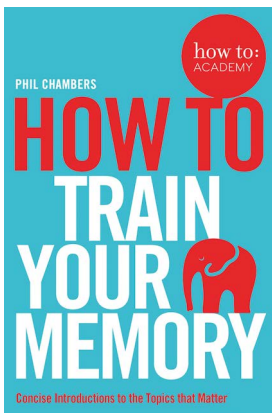
themathstutor.ie

Cabhraíonn an suíomh seo atá bunaithe ar fhíseáin le dúshláin mhatamaitice idir shimplí agus chasta ar leibhéal an Teastais Shóisearaigh agus na hArdteistiméireachta.

Leabharlann ar líne:

Tá go leor leabhar ar fáil le híoslódáil saor in aisce le do chárta leabharlainne ar BorrowBox. Síniú isteach le do chárta leabharlainne agus PIN. Mura bhfuil tú i do bhall d'aon leabharlann, is féidir clárú ar líne agus roinnt de na leabhair thíos a fháil ar iasacht. Tabharfaidh an bailiúchán leabhar sin leideanna duit faoin gcaoi le staidéar a dhéanamh agus strus agus brú na scrúduithe a mhaolú.

Samplaí de na leabhair atá ar fáil:



Na hAipeanna Foghlama Is Fearr do Scoláirí Scrúduithe

Tá go leor aipeanna oideachais ar an margadh a gheallann cabhrú leis an scoláire níos mó a fhoghlaim agus a eolas ar fad a chruinniú in áit amháin, ach cé acu a oirfidh do riachtanais do scoláire féin, agus níos sonraí fós, cé na haipeanna is fearr a oireann don leagan amach oideachais a bhaineann leis an Teastas Sóisearach agus an Ardeistiméireacht? Tá liosta anseo thíos ó schooldays.ie de na háiseanna foghlama is fearr ar mhargadh na n-aipeanna.

Khan Academy



Bí ag foghlaim le físeáin, cleachtaí idirghníomhacha, agus ailt chuimsitheacha faoin matamaitic (uimhríocht, réamh-ailgéabar, ailgéabar, céimseata, triantánacht, staitistic, calcalas, ailgéabar líneach), eolaíocht (bitheolaíocht, ceimic, fisic), eacnamaíocht, agus fiú na daonnachtaí le seinnliostaí ar stair na healaíne, saoránaíocht, airgeadas agus neart eile.



Duolingo

Is bealach spráúil agus éasca le húsáid é Duolingo chun cabhrú le do chuid Gaeilge. Tá cluichí oideachais agus spéisiúla ar an aip, lena n-áirítear cluichí a dhíríonn ar an bhfoghraíocht, an litriú agus an ghramadach. Bainfidh scoláirí atá i mbun teangacha eile don Ardeistiméireacht tairbhe as an aip seo freisin!



duolingo



irevise.com

Is suíomh gréasáin agus aip é iRevise.com (mocks.ie roimhe seo) a úsáidtear mar lárionad scrúduithe agus acmhainní do scoláirí atá ag tabhairt faoi scrúduithe. Cuirtear nótaí A1 ar fáil chun súil siar a chaitheamh ar ábhar, chomh maith le sean-scrúdpháipéir, freagraí samplacha agus scéimeanna marcála.



JumpAgrade

Is seirbhís ar líne é jumpagrade.com do scoláirí meánscoile atá níos fearr ná ranganna breise teagaisc. Féadfaidh scoláirí oibriú leis na teagascóirí is fearr agus foghlaim leis na gráid atá ag dul dóibh a bhaint amach! Bain triail as ábhar ar bith saor in aisce.



Irish Grammar-Gramadach na Gaeilge

Is é Irish Grammar-Gramadach na Gaeilge an aip Ghaeilge is fearr do mhúinteoirí, scoláirí agus lucht spéise na teanga. Níl a shárú le fáil do scoláirí Ardteistiméireachta agus Teastais Shóisearaigh chun an ceann is fearr a fháil ar an ngramadach roimh na scrúduithe.



The Elements by Theodore Gray

As na haipeanna ar fad atá ar fáil faoi tháblaí peiriadacha, níl ach ceann amháin a ndearna Stephen Fry cur síos air mar "Alone worth the price of an iPad!". Is scéal grá saibhir agus mealltach é den tábla peiriadach, a insítear le focail agus pictiúir, agus a chuireann ar do chumas taithí a fháil ar áilleacht agus dúspéis bhloic thógála ár gcruinne ar bhealach nach bhfaca tú riamh cheana.



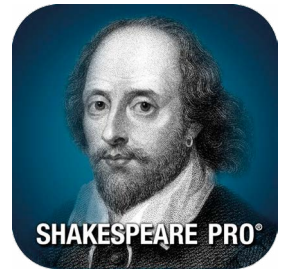
Easy Revision

Glac sos ó na leabhair agus bain triail as modh nua ar leith chun súil siar a chaitheamh ar shiollabas Bhitheolaíocht na hArdteistiméireachta ar bhealach éasca agus idirghníomhach. Tá sé seo ar an gcéad sraith d'aipeanna atá dírithe go sonrach ar scoláirí na hArdteistiméireachta chun topaicí a phléifear ar lá an scrúdaithe a chlúdach. Scríobh múinteoir oilte gach ceist agus bíonn íomhánna a roghnaíodh go sonrach agus mínithe cuimsitheacha ag gabháil le gach ceist.



Shakespeare Pro

Is acmhainn den scoth é Shakespeare Pro do scoláirí Gaeilge atá ag streachailt le Shakespeare. Tá na téacsanna iomlána, mínithe agus nótaí ar an aip le haghaidh 41 dráma, 154 soinéad agus sé dhán a scríobh Shakespeare. Tá uirlis chabhrach chuardaigh ar an aip freisin ionas gur féidir leat teacht ar athfhriotal nó focal atá ar chúl do chinn gan dul trí leathanach i ndiaidh leathanaigh de théacs aibhsithe.



Nemo Irish Gaelic

Tiontaigh do iPhone, iPad agus Apple Watch ina múinteoirí Gaeilge den scoth. Dearadh Nemo go speisialta chun an leas is fearr a bhaint as do ghléas agus d'inchinn.



Aguisín 2

Tráthchlár Samplach

Ábhar	Luan	Máirt	Céadaoin	Déardaoin	Aoine	Satharn	Domhnach
Béarla							
Gaeilge							
Matamaitic							

Tá níos mó eolais faoi phlean staidéir agus tráthchláir shamplacha ar <https://www.scoilnet.ie/uploads/resources/22930/22653.pdf>.

Aguisín 3

Eagraíochtaí tacaíochta:

Is féidir le haimsir na scrúduithe an-strus a chruthú. Má tá tusa nó aon duine a bhfuil aithne agat orthu ag fulaingt mar gheall ar imní/strus ollmhór, tá eagraíochtaí réidh le tacú leat. Tá sonraí teagmhála roinnt de na heagraíochtaí ábhartha anseo thíos:

- Spunout.ie
- Reachout.com – ie.reachout.com
- Na Samáraigh – Saorghlao 116 123
- Ospidéal na hOllscoile, Gaillimh – 091 524 222
- Rannóg Éigeandála Ospidéal na hOllscoile, Gaillimh – 091 544 556
- West Doc – 1850 365 000
- Irish Advocacy Network – www.irishadvocacynetwork.com
- Jigsaw Galway – 091 549 252 http://www.jigsaw.ie/jigsaw_galway/
- Líne Chabhrach Náisiúnta LADT – 1890 929 539
- AWARE – Líne Thacaíochta 1800 80 48 48 (Ar fáil Luan go Domhnach, 10am go 10pm)
- Bodywhys – Líne Chabhrach Íosghlao 1890 200 444
- Pieta House West (Tuaim) – 093 25586 / Gaillimh 091 502 921
- Drugs.ie – Líne Chabhrach Drugaí agus Alcóil FSS 1800 459 459. Seirbhís cabhrach comhrá ‘beo’ ar fáil ar líne.
- Turn2me.org – Féinchabhair, Piarthacaíocht agus Tacaíocht Ghairmiúil <https://turn2me.org/>

Eagraíochtaí ábhartha eile

www.cao.ie – Treoir do thuismitheoirí agus caomhnóirí
<https://susi.ie/> - Iarratas ar Dheontas Mac Léinn

Suíomhanna Gréasáin a pléadh

- Mind Maps (gan dáta) simplemind.eu ar fáil ar <https://simplemind.eu/how-to-mind-map/basics/> arna rochtain 04/03/2019
- Congos Dennis, 2005 University of Central Florida, 9 Types of Mnemonics for Better Memory
- Ar fáil ar: <https://www.learningassistance.com/2006/january/mnemonics.html> arna rochtain 25/03/2019
- <https://studentengagement.cit.ie> arna rochtain 20/03/2019
- An tSeirbhís Tacaíochta d'Oideachas Speisialta (gan dáta) Learning Styles https://www.sess.ie/.../Teaching_Methods/Learning%20Styles%20Questionnaire.doc arna rochtain 25/03/2019
- McGuire Peter, 2018 "Can't afford grinds? Check out these top study sites for exam students" ar fáil ar <https://www.irishtimes.com/news/education/can-t-afford-grinds-check-out-these-top-study-sites-for-exam-students-1.3642234> arna rochtain 20/03/19

Grianghraif le caoinhead na suíomhanna gréasáin seo a leanas:

[Workspaceaustralia.com](http://workspaceaustralia.com) arna rochtain 01/04/2109
Teachingenglishgames.com arna rochtain 01/04/2019
Trinitynews.ie arna rochtain 24/03/19
Inlooks.com arna rochtain 24/03/19
torbayandsouthdevon.nhs.uk arna rochtain 24/03/19

Arna scríobh agus arna chur i dtoll a chéile ag Elaine Quinn, Oifigeach Oideachais Fhorbairt Tuaithe na Gaillimhe

