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CAMPUS PRINCIPAL'S MESSAGE



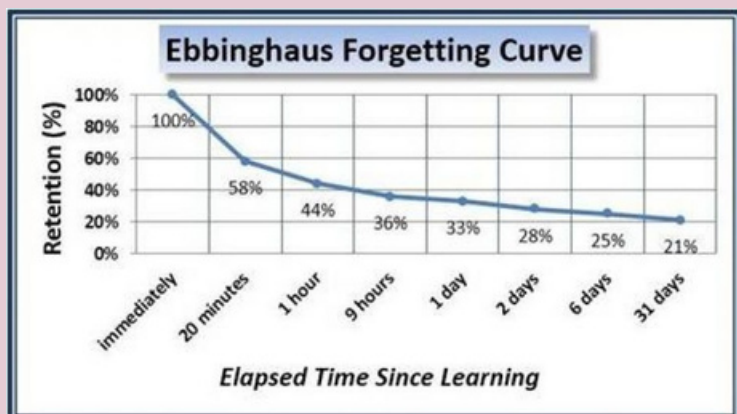
A favourite technique used by many students during revision is to re-read their notes and textbooks. Research carried out by psychologists has shown that this is not an effective way to learn the material. Psychologists found that students extract a lot of information when they first read any learning material. In the second reading, the brain lulls the reader into thinking that they know the material well and need not process it deeply. As a result, the reading, without assessing their level of understanding is mostly reaffirming what was learned earlier and learning gaps that still exist are not addressed.

Students have to use active learning strategies such as creating flashcards, mind mapping and answering past year examination questions. It has been proven that active learning that generates and assesses understanding is very effective in the

Many students face the problem of trying to remember what they had learnt in the class from the lesson taught by the teacher.

A German psychologist, Hermann Ebbinghaus, carried out an experiment to find out how much information from a one-hour lesson can be remembered after one month. He plotted his findings in the Curve of Forgetting as shown below.

On Day 1, at the end of the lesson when the student understands 100% of what the teacher has taught in the class, the curve goes up to the highest point.



THIS WEEK'S TOPICS

1. MESSAGE FROM HEAD OF MPS - MS. TEA MING MING
2. MIEY - EASTER BONNET DAY
3. MIS PRIMARY - TIME TRAVELLERS
4. MIS SECONDARY - CLIMATE CHANGE
5. MPS - PANTUN DUA KERAT
6. BOARDING HOUSE - FRIED RICE COMPETITION

retention of information as the learner is more involved and engaged with the learning material.

Mere understanding, without committing the learning to long term memory, is insufficient for students to perform well in examinations. The working memory, where we do our thinking, has a limited capacity so students need to connect new information to their long-term memory for them to be able to remember it in the future. Hence, research has often shown that cramming information at the last minute before the examinations will have minimal impact. Instead, students should space out studying over time and revisit the learnt material regularly to reinforce the learning to ensure that it is transferred to their long term memory. Only then will the student have the necessary knowledge base to draw upon to answer the questions in the examination.



MESSAGE FROM HEAD OF MPS - MS. TEA MING MING

On Day 2, if the student did not revise what was learned in the lesson, the student loses 50%-80% of what he had learned. By Day 7, the student remembers even less and eventually by Day 30, the student is only left with about 20% of what was learned in the one-hour lesson.

This experiment shows the importance of doing revision after learning in school. A student who does revision daily will be able to hold in their long-term memory what was learned in the lesson. Revision needs thinking and drilling skills. Regardless of how busy the student is, it is suggested that the student should set aside at least two hours to do revision daily. Doing topical tests and past year assessment questions are also important to the students to keep them focused on their studies and help them store the learned knowledge in their long term memory.

Try this strategy today and I believe all the students will see improvement in their studies.

CAMPUS PRINCIPAL'S MESSAGE TRANSLATED

许多学生的复习方法不外是重复阅读笔记和教科书。然而，心理学家进行的研究表明，这不是学习的有效方法，原因是学生在第一次阅读任何学习材料时都能够提取大量信息，但是在第二次阅读时，大脑会认为他们已经了解这些资料，无需再深入地处理信息。由此可见，阅读主要是重新确认之前学习过的知识，但并无法评估学生的理解水平，学习差距仍然存在。

学生必须使用积极的学习策略，例如制作抽认卡、思维导图和勤做

Teknik kegemaran ramai pelajar semasa mengulang kaji ialah membaca semula nota dan buku teks mereka. Penyelidikan yang dijalankan oleh ahli psikologi telah menunjukkan bahawa ini bukanlah cara yang berkesan untuk mempelajari bahan pembelajaran tersebut. Pakar psikologi mendapati bahawa pelajar memperoleh banyak maklumat apabila mereka mula-mula membaca mana-mana bahan pembelajaran. Dalam bacaan kedua, otak membuai pembaca untuk berfikir bahawa mereka tahu bahan itu dengan baik dan tidak perlu memprosesnya secara mendalam. Akibatnya kebanyakan pembacaan semula hanya mengesahkan semula apa yang dipelajari tetapi ia tidak menilai tahap pemahaman, jadi jurang pembelajaran yang masih wujud tidak ditangani.

Pelajar perlu menggunakan strategi pembelajaran aktif seperti mencipta kad imbasan, peta minda dan menjawab soalan peperiksaan tahun lepas. Telah terbukti bahawa pembelajaran aktif yang menjana dan menilai

lulus考题。这些学习策略证实了信息保留的有效性。

仅仅理解并没有将学习投入到长期记忆中，不足以让学生在考试中取得好成绩。我们进行思考的工作记忆容量有限，因此学生需要将新信息与他们的长期记忆联系起来，以便他们将来能够记住它。研究表明，考前临时填塞信息的影响微乎其微。学生应该随着时间的推移间隔学习，并定期重温所学材料以加强学习，确保将其转移到他们的长期记忆中。只有这样，学生才会拥有足够的知识在考试中作答。

pemahaman adalah sangat berkesan dalam pengkalan maklumat kerana pelajar lebih menguasai dan memahami bahan pembelajaran.

Pemahaman semata-mata, tanpa meletakkan pembelajaran kepada ingatan jangka panjang, tidak mencukupi untuk pelajar mencapai prestasi yang baik dalam peperiksaan. Ingatan aktif, di mana pemikiran kita bekerja, mempunyai kapasiti yang terhad jadi pelajar perlu menyambungkan maklumat baharu kepada ingatan jangka panjang mereka agar mereka dapat mengingatnya pada masa hadapan. Oleh itu, kajian sering menunjukkan bahawa memadatkan maklumat pada saat-saat akhir sebelum peperiksaan akan memberi kesan yang minimum. Sebaliknya, pelajar harus menjarakkan pembelajaran dari semasa ke semasa dan menyemak semula bahan yang dipelajari dengan kerap untuk mengukuhkan pembelajaran bagi memastikan ia dipindahkan ke ingatan jangka panjang mereka. Hanya dengan itu pelajar akan mempunyai asas pengetahuan yang diperlukan untuk digunakan untuk menjawab soalan dalam peperiksaan.

MIIEY – EASTER BONNET DAY

Our children at Matrix International Early Years celebrated 'Easter Bonnet Day' on Thursday 14th April 2022. The children came to school all dressed up and wearing their bonnets, that were creatively made at home with the collaboration of parents and using recycled items.

At school, the children showed off their beautiful hats in a parade held at the Agora. They also participated in activities often held during Easter like 'Fetch the egg', 'Bunny Hop Race', and of course, 'Easter Egg Hunt!'. The games gave the children a chance to work on their motor skills. It was an All Fun Day!

The children each received a certificate of excellence for their participation and creative bonnets. They also took home baked Easter Nest Cookies and tiny eggs that will 'hatch into growing dinosaurs' as part of their holiday task.



Getting ready for their Easter Bonnet Parade.



Easter cookies in the making.



Busy bunnies hopping.



Playing a game of transferring eggs with a kitchen thong.

MIS PRIMARY - TIME TRAVELLERS

The Year 2 students completed their IPC unit on 'Time Travellers' which focused on learning about significant events. To conclude their learning and experience throughout the unit, they held a 'Show and Share' as their Exit Point. Students are invited to show the work they have done and share their learning from tasks they completed over a topic. Whether students were online or at school, each student had the opportunity to present and share with the rest of the class.

The Year 2 students did a fantastic job of describing their work and learning throughout the unit. They spoke about making their own calendars, researching festivals around the world, delving into inventions and inventors, making and flying aeroplanes, and lastly, learning about the Apollo 11 moon landing. Siddharth explained that learning about the Apollo 11 moon landing was the most interesting aspect of the unit for him because he "loves learning about space". For the majority of the class, the most exciting task of the unit surely was making the timeline of their own lives. When asked, the bulk of our students told their peers and teachers they enjoyed this task the most out of the entire unit because of the time they were able to spend with their families. Yung Hoong told us that making his timeline was his favourite part of the Time Travellers unit "...because I got to make it with my mom". Tristan told us it was the best part because he got to "...talk about the past with my mom and to see how I have changed over time". When we have the opportunity to involve families in our learning tasks, it shines through as significantly memorable experiences for our learners.

Our Show and Share was a wonderful way to see the culmination of learning the students have completed in the unit and to celebrate the progress in their learning. We have now moved on to our new unit 'How Are You?' and are excited to see the great learning they will have about themselves.



Presenting a timeline about his own life - Tristan.



Sharing his learning with the rest of the Year 2 class - Titan.



Explaining the interesting work he produced in Time Travellers - Siddharth.



Sharing about significant events that have happened in his life - Yudhistir.

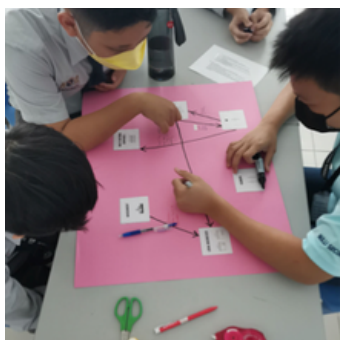


Presenting a timeline about her own life - Dakshana.

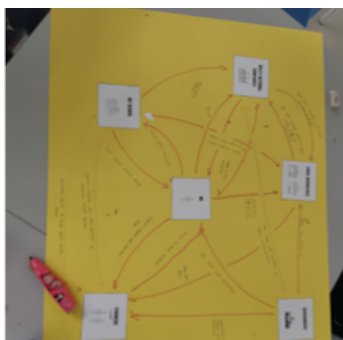


Presenting his learning about significant events to his classmates - Ryden.

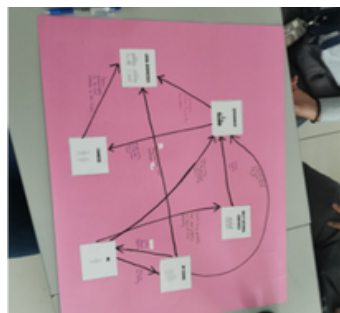
MIS SECONDARY - CLIMATE CHANGE



Jayden, J Justin & Justin discussing the links between different groups.



"Buying from local grocery stores to reduce food miles." Sheryl



"Writing a letter to the authorities allows people to voice their opinions." Dylan

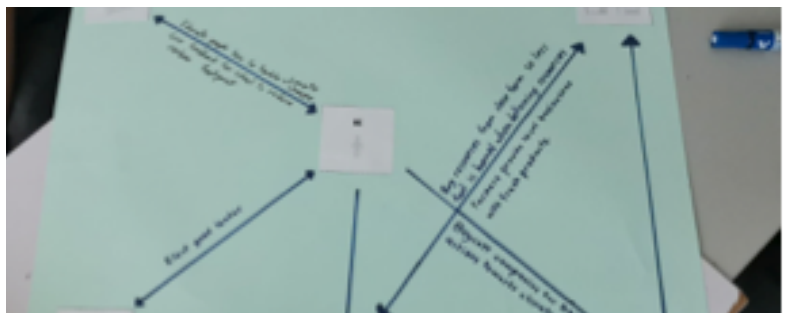


Clement, Parvin and Tin Tin sharing their ideas on how groups need to cooperate.

For Geography in term 2, Year 9 learned about the climate crisis that we are facing as a global community. In the topic, they learned about the human and natural causes of climate change, the drought in the Horn of Africa, the impacts of climate change as well as what can be done to try and combat climate change, and who is most responsible for tackling the issue.

For one activity, the class had to make links between the groups responsible for tackling climate change. They had to decide how the different groups; governments, farmers, local shops, multi-national companies, the school, and us, need to work with each other in order to most effectively reverse the devastating effects of climate change.

The groups reached the conclusion that it is not down to one particular interest group to lead the change, but that we all need to play our part.



Boycotting unethical multi-national companies will pressure them into changing habits that work towards combating climate change." Clement

MPS - PANTUN DUA KERAT

Murid Tahun 1A telah diperkenalkan dengan pantun dua kerat dalam aktiviti pembelajaran dan pemudahcaraan di dalam kelas pada minggu lepas. Guru Bahasa Melayu, Puan Azimah cuba menerapkan nilai murni dan khazanah Melayu kepada generasi Z untuk dijadikan amalan di masa akan datang.

Objektif pembelajaran pada hari tersebut adalah untuk memastikan murid dapat melafazkan pantun dengan intonasi yang betul dan juga membimbing murid dalam mencipta pantun dua kerat secara terkawal dan mempersembhkannya mengikut kreativiti masing-masing.

Murid diberikan tugas untuk melengkapkan pantun dua kerat dalam lembaran kerja yang diberikan oleh guru dan seterusnya murid diminta menghiasnya mengikut kreativiti masing-masing secara individu. Tugas individu yang telah disiapkan dan digabungkan dalam bentuk kumpulan untuk dipersembahkan di hadapan kelas. Tahniah, kepada semua murid Tahun 1A yang bersungguh-sungguh menyiapkan tugas dan berjaya melafazkan pantun dengan intonasi yang betul.

Ikan keli di atas rakit,
Gosok gigi supaya tidak sakit.

Jarum peniti semat di kain,
Berhati-hati semasa bermain.



Mencipta pantun dua kerat dan mempersembhkannya mengikut kreativiti dan intonasi yang betul.

Pagi raya sangat bergaya,
Berhati - hati di jalan raya.

Makan ketupat makan rendang,
Raya nanti jangan lupa datang.

BOARDING HOUSE - FRIED RICE COMPETITION



Group A boarders starting to cook the fried rice.



Group B boarders divided the work for their dish.



Group C frying sambal anchovies.



Group D boarders preparing ingredients.

On 11 April 2022, the boarding house held a fried rice cooking competition. The boarders actively participated in this activity. In order to make the competition more challenging, the boarding house parents prepared a variety of ingredients for the boarders to use. Each group of boarders worked hard to turn ordinary ingredients into delicious fried rice.



Group E boarders cooking Nasi Goreng Kampung.

Fried rice competition results

First place winner

Group D
Quek Johann
You Zhi Yee
Yap Li Hong

Second place winner

Group A
Quek Joann
Yong Ya Tong
Cherish Low
Low Zi Xuen

Joint third place winners

Group C
Sampson Chong
Low Wai Hong
Yu Zuo Fong
Alvin Hor

Group E
Alya Safira
Nur Syafinas
Farah Dayana