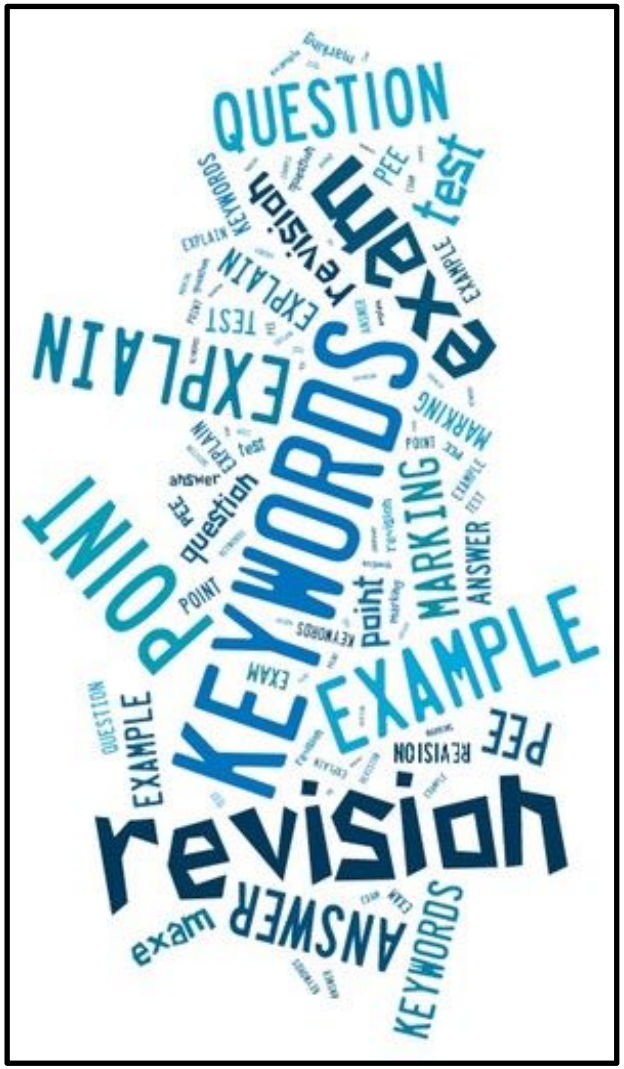
Revision

Session 1

10 October, 2021

By the end of these sessions you should be able be able to:

- Develop an understanding of how you can revise most effectively
- Construct a plan to ensure your revision is as effective as possible
- Apply your knowledge to create efficient revision tools



Why revise?

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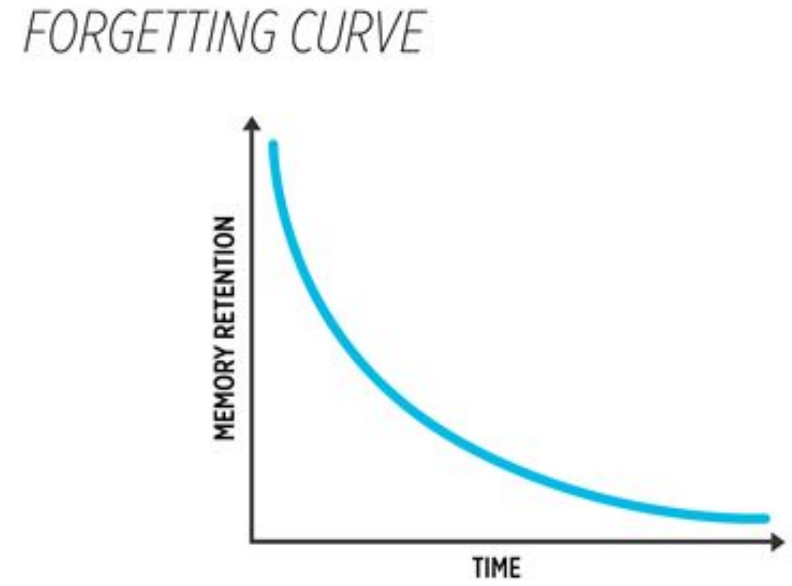
Can you remember…

- The alphabet?
- Your 2 times table?
- Baa baa black sheep?
- How many bones the human body has?
- How many plays did Shakespeare write?

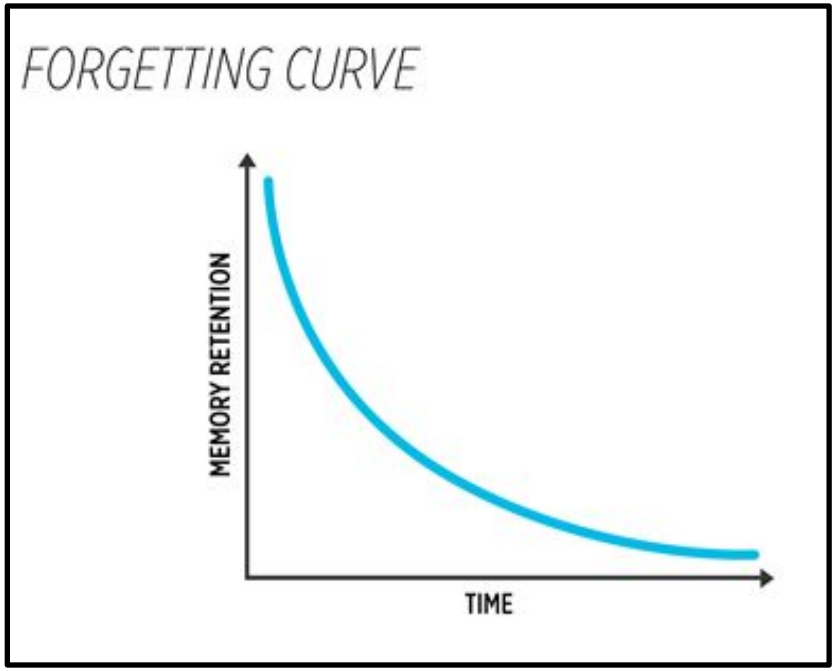


It's trickier isn't it?

What's the difference between the first three and the last two?

Why revise?

- The alphabet
- Your 2 times table
- Humpty Dumpty…



- The difference is you, over your life, have repeated the information at the top so many times it's almost impossible to forget it.
- You learnt it, you repeated it…..then reviewed it…..then test yourself….. Then reviewed and test yourself again…..and again…..and again
- That's revision. Even if you didn't realise it was

Why revise?

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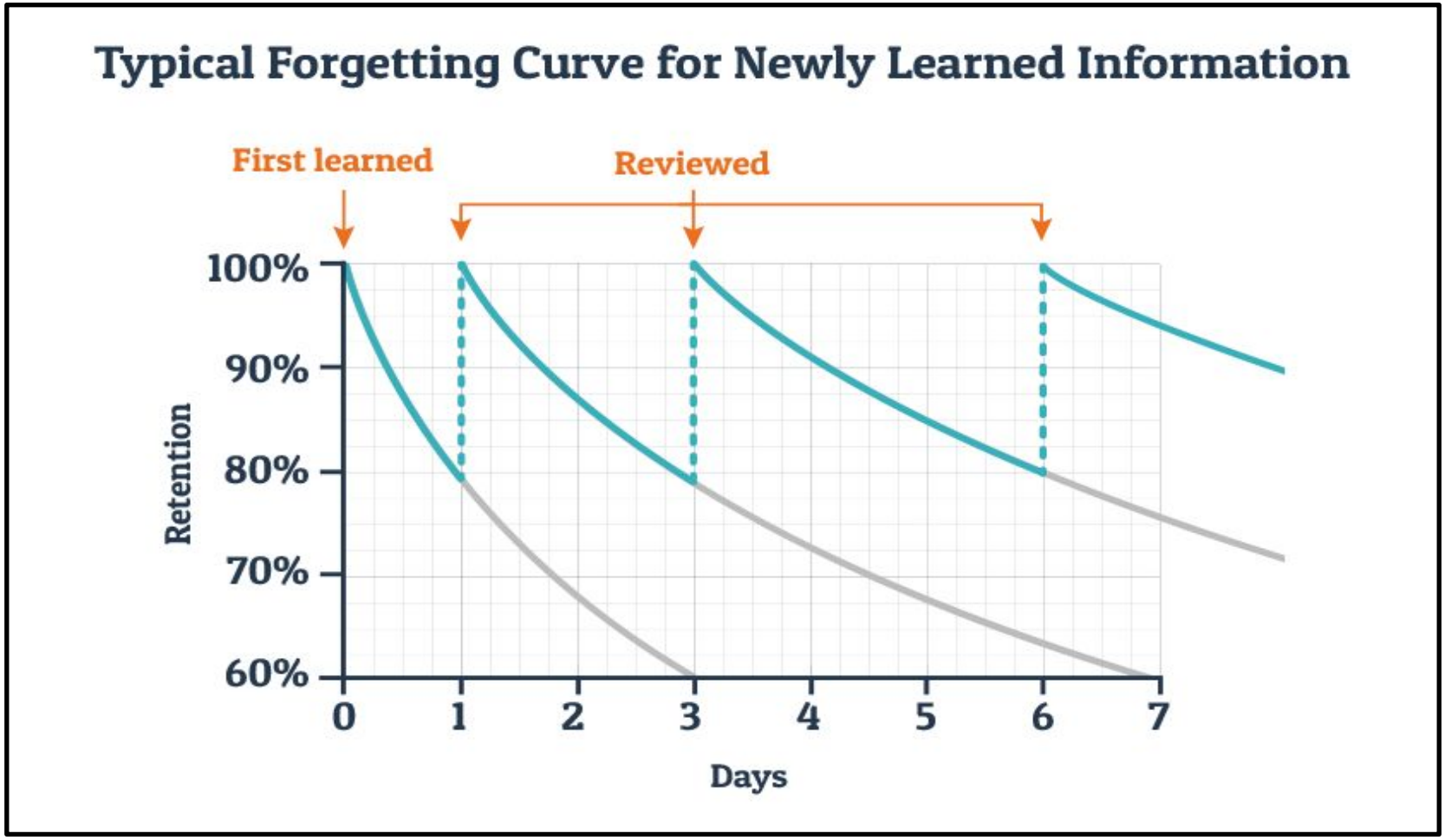

Reviewing work is important. Without reviewing we very quickly start to forget.

20 – 30 mins testing yourself to see what you can recall from memory at the end of the day can work wonders.

Six Strategies for Effective Learning

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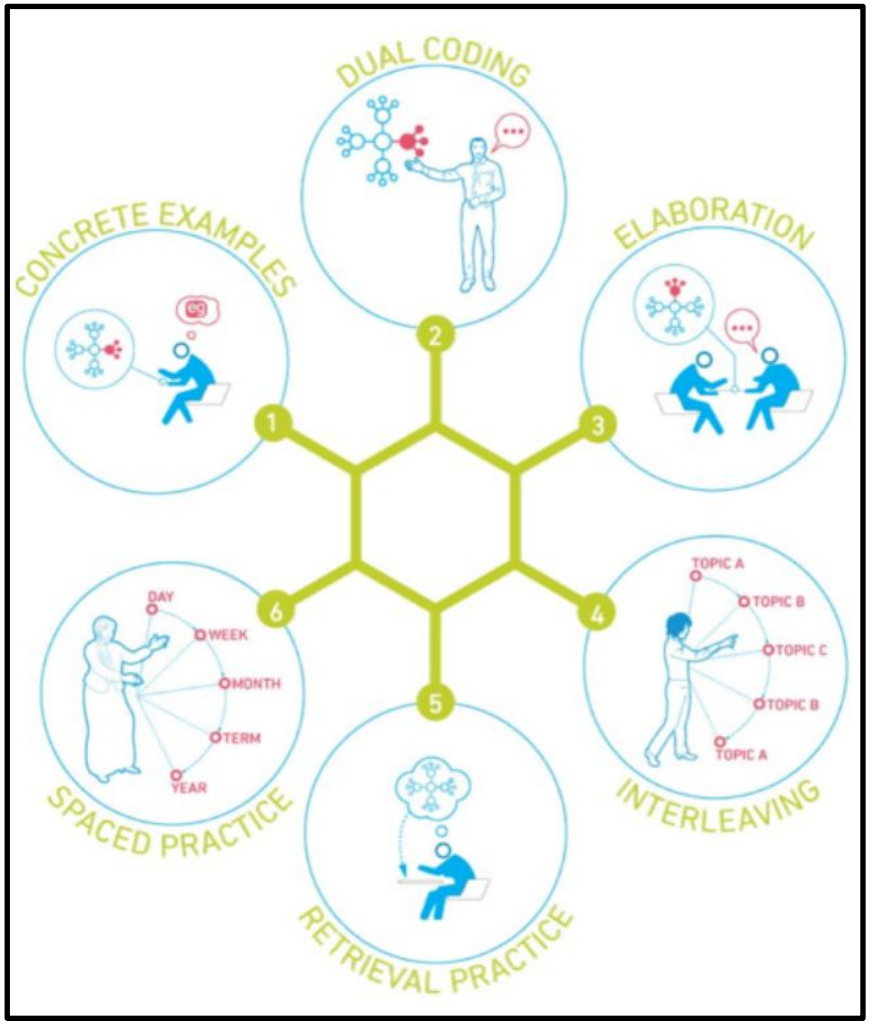
- Spaced Practice:
  - No cramming – shorter sessions over a longer period.
- Interleaving:
  - switching between topics
- Elaboration:
  - Ask, explain and connect
- Dual coding:
  - Combination of words and visual
- Use concrete example:
  - Demonstrate, Explain and connect
- Retrieval practice:
  - recalling what you know



- We will be focusing on mainly on Retrieval Practice.

Retrieval Practice

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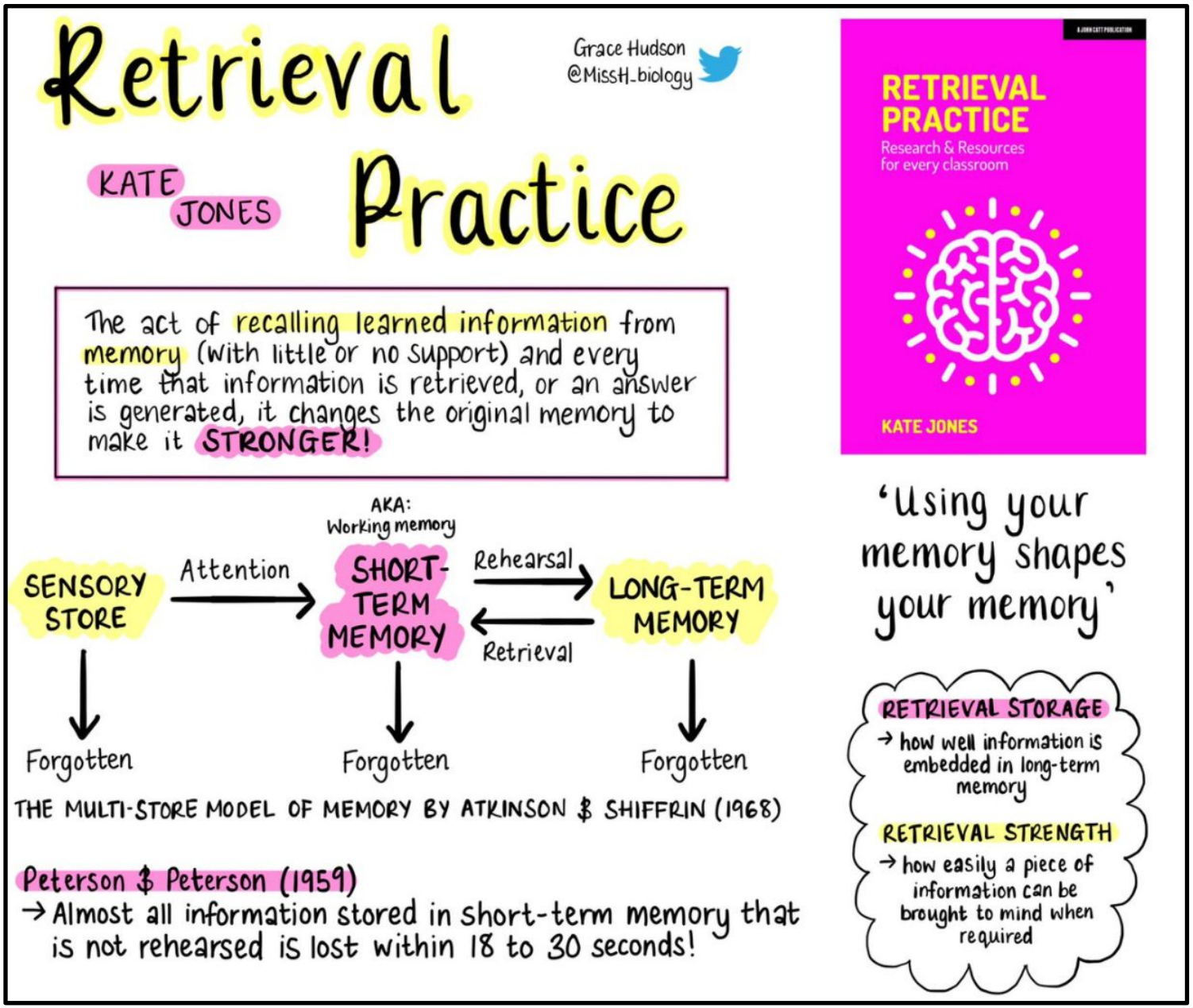

Click on the link below to watch a short video on retrieval practice.

https://youtu.be/ZO8abw3DHxs?list=PL1a8ZYA6bTZ7A8buyMay3BRy-hFK_OvWs

Retrieval Practice

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Learning = a change in long-term memory

'if nothing has changed nothing has been learned'

Meaningful learning is about producing organised, coherent and integrated mental models that allow people to make inferences and apply their knowledge. (Karpicke, J. 2012)

THE BENEFITS:

1. Retrieval practice aids later retention
   'every time you retrieve a memory it becomes deeper, stronger and easier to access in the future'
2. Testing identifies gaps in knowledge
3. Testing causes students to learn more from the next learning episode
4. Testing produces better organisation of knowledge
5. Testing improves transfer of knowledge to new contexts
6. Facilitates retrieval of material that wasn't tested
7. Improves metacognition
8. Prevents interference from previous material when learning new content
9. Provides valuable feedback to teachers
10. Regular testing encourages students to study more

Retrieval Practice

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Five benefits of Retrieval Practice

1. It's a powerful strategy to support learning.

2. It can identify gaps in knowledge.

3. Can lead to better organisation & transfer of knowledge.

4. Retrieval review is valuable for the student, teacher & parents.

5. Regular retrieval practice encourages students to study & self-test more.

HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.

You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.

The first rule of revision:

Don’t worry.

Worrying will put you off and stop you from doing anything at all.

The second rule of revision:

Do not take the easy option and go over things that you already know.

This might make you feel better *(and boost your confidence)* but actually it is of no benefit.

Focus on the things you are struggling to understand and work on them. Come out of the comfort zone and push yourself .

The third rule of revision:

Find out exactly what you need to know!

Look at

1. Your exercise book
2. The textbook,
3. Subject specification
4. Revision guide – this will often summarise what you need to know. or
5. Ask your teacher

The Final rule of revision:

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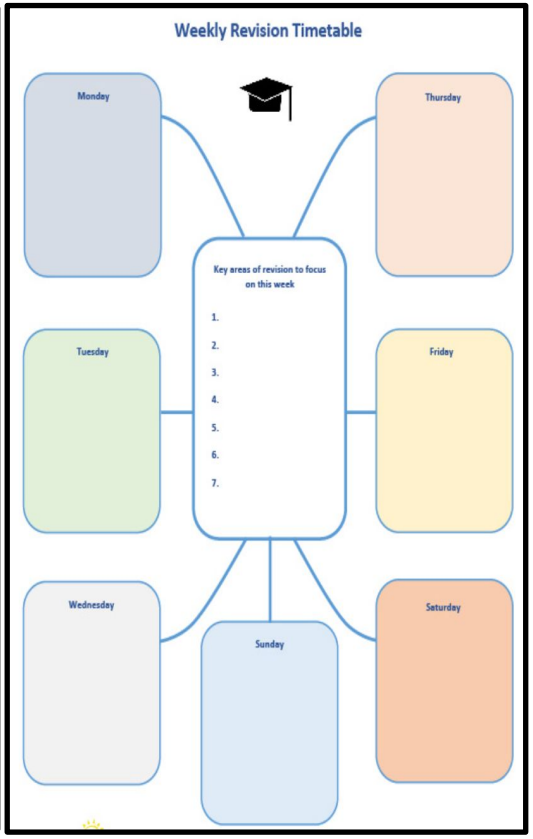
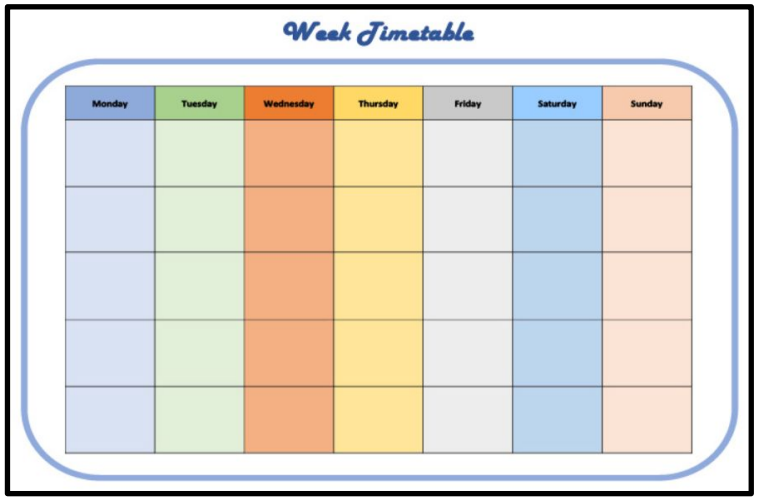
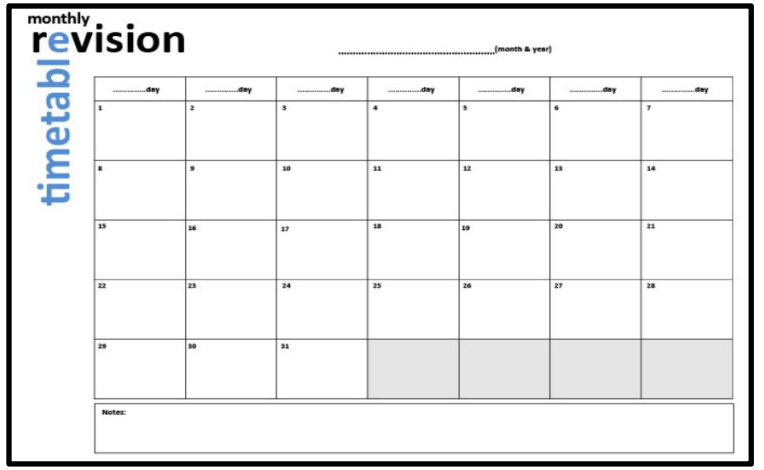
Plan your revision.

Cramming is not revising.
It is **NOT** an effective form of revising.

You can have weekly or monthly plan







You know when your exam is. What will you need to cover by that date?

Coming Up

Over the next few weeks we are going to cover different techniques that fit within the learning strategy we are focusing on.

- Flash Cards
- Mind maps
- Memory techniques
- Read, cover, recall, check
- Quizzes
- Card sort
- Key word cards
- Mnemonic
- Past exam papers
- Spider diagrams

- Discussions
- Graphic organisers
- Spider diagrams
- Post it notes
- Internet use
- Highlighting