

Overview of Sessions (click for the relevant session)

[Session 1: How to make a REVISION TIMETABLE](#)

[Session 2: What works and what doesn't?](#)

[Session 3: Interleaving and Spacing](#)

[Session 4: Examples AND Visuals + Words](#)

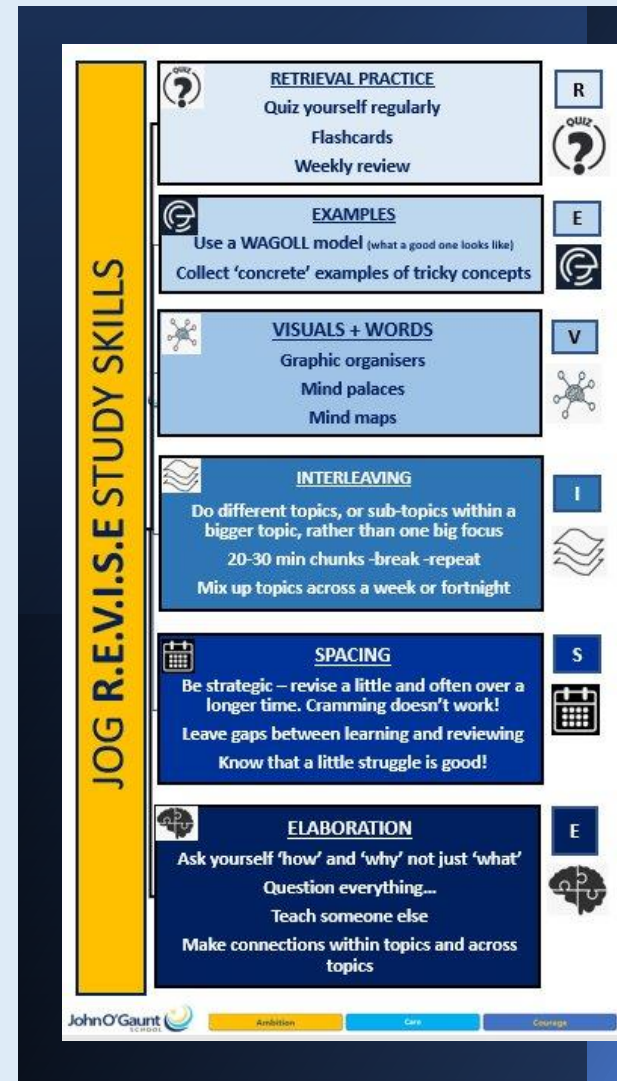
[Session 5: Retrieval Practice](#)

[Session 6: Elaboration](#)

[Session 7: A process to support you](#)

**How to REVISE and BE
SUCCESSFUL**

*Because failing to plan is
planning to fail...*

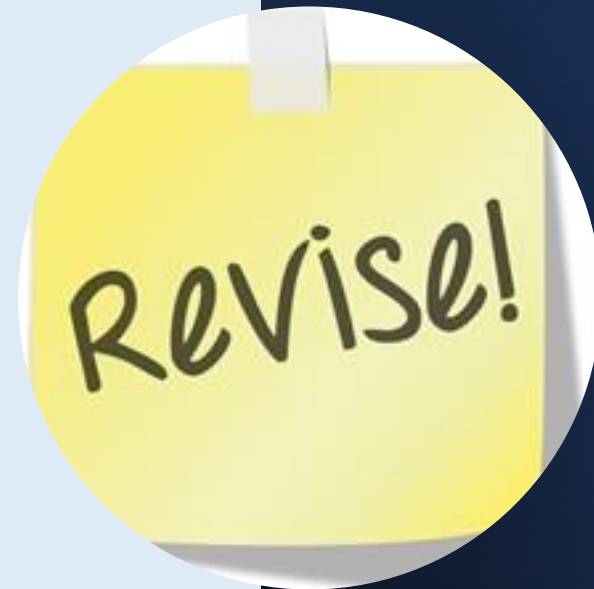


Session 1

How to make a REVISION TIMETABLE Reminder – How successful were you?

**How to REVISE and BE
SUCCESSFUL**

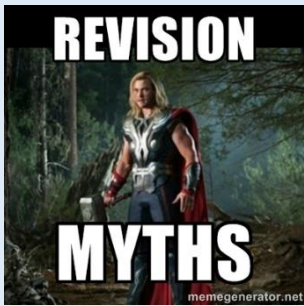
*Because failing to plan is
planning to fail...*



Ambition

Care

Courage



Ambition

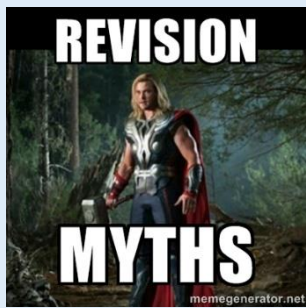
Care

Courage

FAILURE
IS NOTHING
MORE THAN
A CHANCE
TO REVISE
YOUR
STRATEGY.

Myth 1 – Cramming is a good strategy...

Don't say: **'I will revise last minute'**. Last minute cramming does work – ONLY if you have revised hard beforehand so that you can quickly retrieve the knowledge from your brain.



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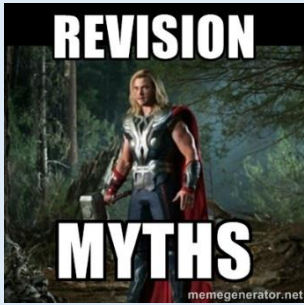
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A YEAR
FROM
NOW YOU'LL
WISH
YOU'D
STARTED
TODAY.

Myth 2 – There's no point, I just can't revise

Don't say: **'I can't revise'**. You can. It might be tricky and boring and hard – but everyone can do it, given the right strategies and with effort. You need to start early...but really, in the grand scheme of your life, it is **short term pain; long term gain.**



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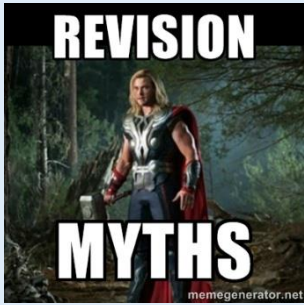
Courage

A GOAL
WITHOUT
A PLAN
IS JUST
A WISH

Myth 3 – Plenty of people don't revise and get good grades

Don't say : 'My brother/sister/friend didn't revise and they got great grades.'

Nobody gets excellent results in examinations without effort. They may not be as visible, or they may have worked incredibly hard in lessons back when it was first learnt, or they may just be a genius in one area, but those who do best across the board revise.



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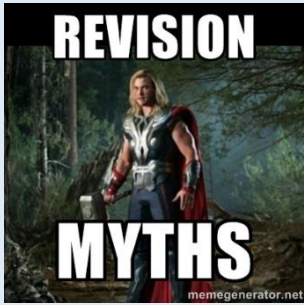
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Myth 4 – No-one else is bothering

Don't say : '*My friends aren't revising – they told me.*'

This is the biggest myth around...nobody goes around shouting about how hard they're working. We want it to look natural and we want to look like it is easy, but it almost always isn't. Don't believe them and get caught out!



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The secret
to getting
ahead is
getting
started

Myth 5 – You can't learn
how to revise

Don't say : 'I don't know
how to revise'. You will be
given lots of effective
strategies over the next few
weeks – some general,
some that work better for
different subjects.

Use them.

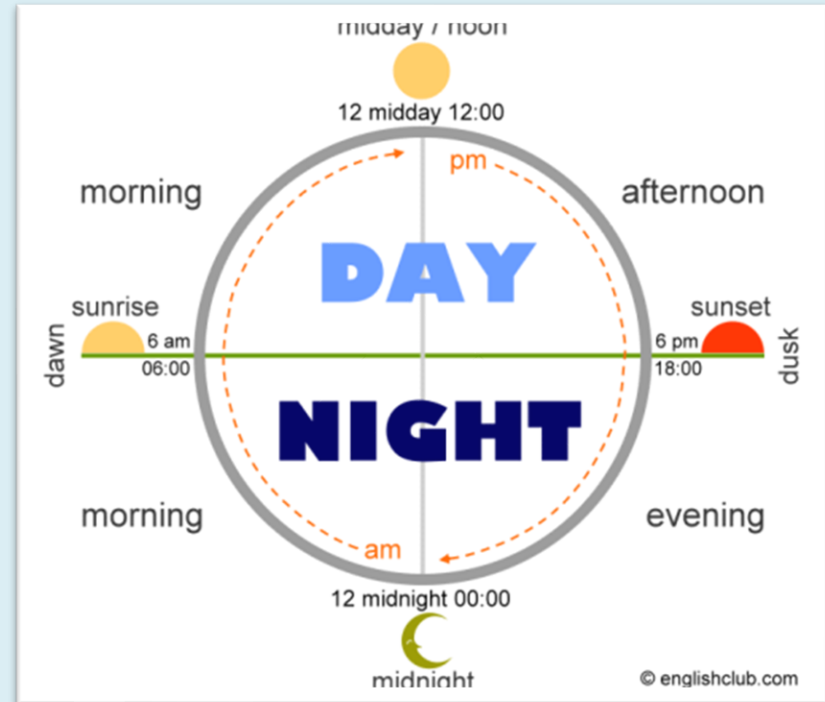
When should I revise?



There is conflicting evidence about what time of day is best to revise.

Teenagers do have a body clock which means that they need longer sleep to perform at their best. Yet, our best ideas most often occur when we are fresh in the morning, before our will power is drained by making decisions all day.

Effectively, it doesn't matter when in the day that you do it, it is the quality and quantity of the revision. However, if you are doing it very late at night...are you 'caring' for yourself well enough? We need 8 hours of sleep to function effectively.



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How much should I revise?

Like a good diet, the recommendation is to revise little and often. Our typical concentration span for tricky revision will be **no more than 30 minutes at a time.**



TAKE A BREAK

It is ok to take a break. It freshens you up to mentally begin revising once more.

After 30 minutes revision, give yourself a 5 minute break and then go again.



MIND THE GAP

How should I revise?

If you are prioritising topic areas that you KNOW you are already good at...why? You need to identify what you DON'T know, what your GAPS are, and focus on these more.

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Don't go for the easy option – all that will happen is the gap between what you do know and what you don't know will increase. The point of revision is to CLOSE GAPS.

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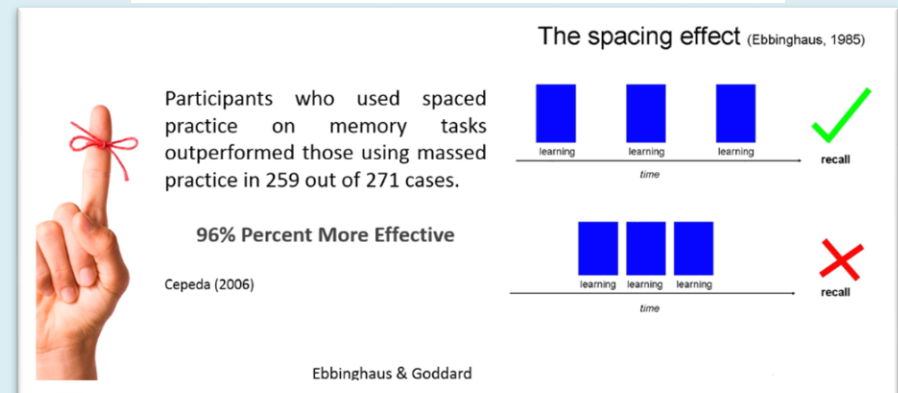
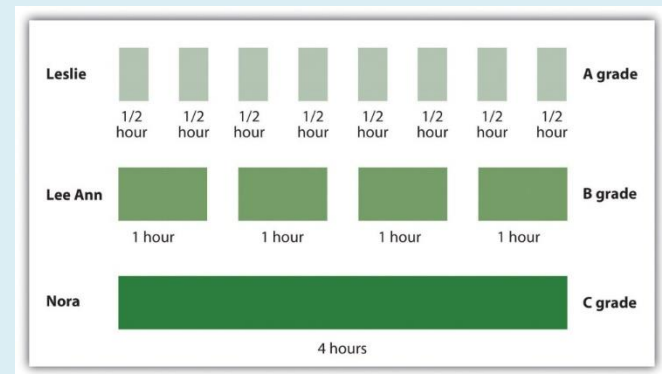
Courage

How should I revise?

It is important that you leave gaps between revising different subjects on a weekly basis. **You need to SPACE it and INTERLEAVE it.**

You might revise Physics on Monday. It would be easier to revisit it on Tuesday when it is fresh in your mind; revisiting it on a Friday would be harder. YET, ultimately, that extra difficulty will mean your brain will remember it better.

This is called the **spacing effect**.



How should I revise?

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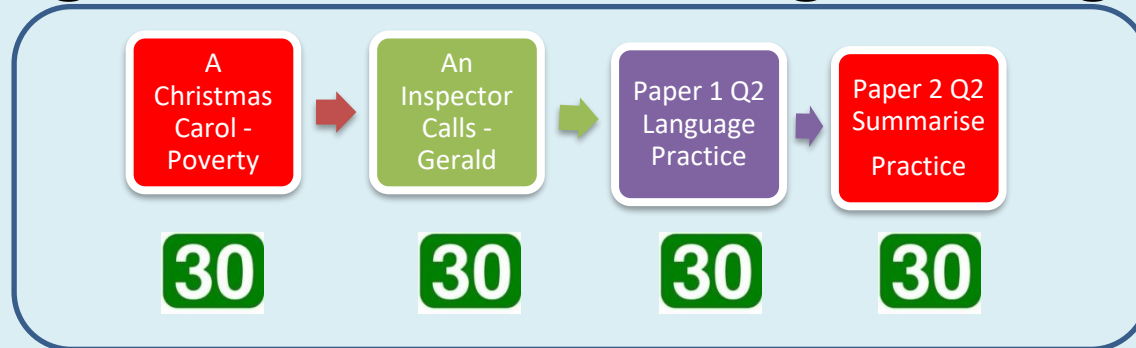
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Your memory works best when it is forced to mix up different subjects or topics. This is called **interleaving**.

You need to get organised to do it, and it can feel a bit annoying, but it works far better than simply working on one subject/topic all day or night.

Monday

English Literature and English Language



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Where should I revise?

You need a nicely organised work space to revise. Working in clutter can prove both distracting and it can even sap your will power.

Do you really need technology to revise? What about just using paper, flash cards and post it notes? We all struggle with the technology addiction. A quick email here, a quick check of Facebook there!



Consider putting yourself on a '**technology blackout**'. The most successful students do it every year.

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Remember to:

- ✓ Prioritise those areas that you are **LEAST** confident with.
- ✓ Remember to **switch topics (interleave)** within the same subject or across subjects in any one revision session. It is far better to **do 4 x 30 minutes of revision focused on 4 different topics** than 2 hours focused on 1 topic.
- ✓ Remember to **space your learning over the week.**
- ✓ Aim for 30 minutes revision – then have a 5 minute break.
- ✓ **Build in breaks** and activities and meals.

TOMORROW IS TOO LATE,
YESTERDAY IS OVER
— AND —
NOW
IS EXACTLY THE RIGHT MOMENT
— SO —
START.

See next slide for a filled in example!

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Revision Timetable

With the help of your Tutor, and the advice outlined here, now make your own revision plan for your MOCKS using the template provided.

Please give your Tutor/Parent/Guardian/Carer a copy so they can help to hold you to account.

Example Revision Plan

Week 1:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week 2:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Useful article: [The revision timetable you'll actually stick to](#) | [The Student Room](#)

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Example Revision Timetable

Here is an example used by a real student last year:

Note that they did each subject, twice a week on stronger subjects and three times a week on weaker. They tried not to put a least favourite subject on the same day in the week. They did 30 minute sessions with 5 min breaks and aimed to do at least 90 mins a night.

Example Revision Plan

Week 1:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
French	RS	History	English Lit	Maths	Maths	Maths
					French	Science
Science 1 hour Tutor	Math's after school 1 hour	Maths	Science after School 1 hour	French	RS	History
					English Lang	English Lit

Week 2:

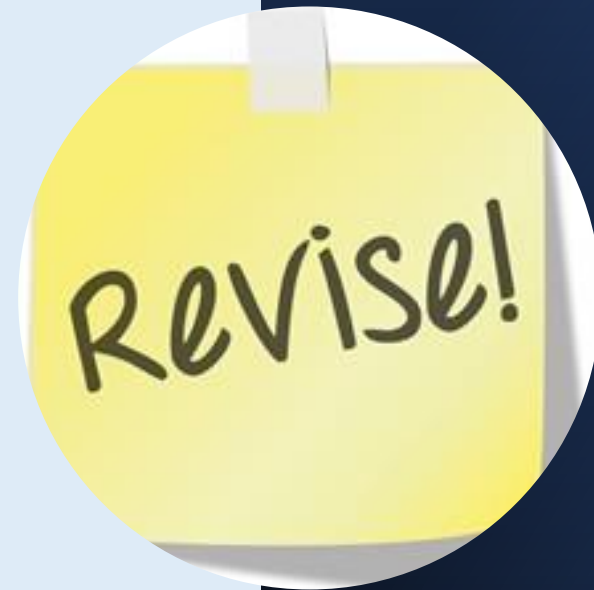
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
French	RS	History	English Lit	Maths	Maths	Maths
					French	Science
Science 1 hour Tutor	Math's after school 1 hour	Maths	Science after School 1 hour	French	RS	History
					English Lang	English Lit

Useful article: [The revision timetable you'll actually stick to](#) | [The Student Room](#)

Session 2 What works and what doesn't?

How to REVISE and BE SUCCESSFUL

Because failing to plan is planning to fail...



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Task:

Read the 11 different revision strategies and explanations on the next slide.

First:

Order the strategies – 1 being MOST frequent and 11 being LEAST frequent - based on which you WOULD NORMALLY USE.

Next:

Order the strategies based on which you believe to be most effective (MOST = 1; LEAST = 11) in terms of having impact and improving performance.

Cramming	Doing no revision until the night before an exam and then pulling an 'all nighter'
Practice testing	Self-testing or taking practice tests
Mental images	Attempting to form mental images of revision materials while reading or listening
Varying study topics	Mixing different kinds of problems or different kinds of material or subjects within a single study session
Long term revising	Implementing a schedule of practice that spreads out study activities over time
Re-reading	Restudying text material again after an initial reading
Highlighting or underlining	Marking potentially important portions of revision materials while reading
Self explanation	Explaining how new information is related to known information, or explaining steps taken during problem solvings
The keyword mnemonic	Using keywords and mental imagery to associate key words and concepts
Asking 'why'?	Generating an explanation for why a fact or concept is true
Summarisation	Writing summaries (of various lengths) of revision material



Suggests...

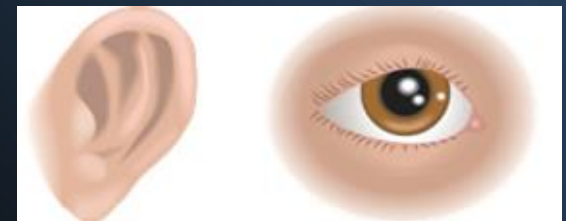
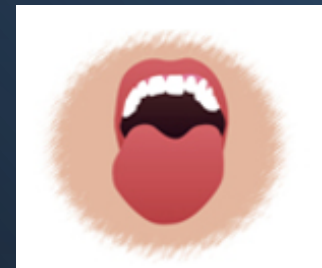
How does your memory work?

Stage 1: Sensory Memory

We are bombarded with huge amounts of information all the time through our senses.

Think about it, what can you see, feel, smell ... right now?

Most of this information is ignored and we don't pay attention to it, therefore we don't remember it.



Practice testing	Self-testing or taking practice tests	HIGH
Long term revising	Implementing a schedule of practice that spreads out study activities over time	HIGH
Varying study topics	Mixing different kinds of problems or different kinds of material or subjects within a single study session	MODERATE
Self explanation	Explaining how new information is related to known information, or explaining steps taken during problem solvings	MODERATE
Asking 'why'?	Generating an explanation for why a fact or concept is true	MODERATE
Mental images	Attempting to form mental images of revision materials while reading or listening	LOW
Summarisation	Writing summaries (of various lengths) of revision material	LOW
The keyword mnemonic	Using keywords and mental imagery to associate key words and concepts	LOW
Cramming	Doing no revision until the night before an exam and then pulling an 'all nighter'	INEFFECTIVE
Re-reading	Restudying text material again after an initial reading	INEFFECTIVE
Highlighting or underlining	Marking potentially important portions of revision materials while reading	INEFFECTIVE

How does your memory work?

Stage 2: Working Memory

When we pay attention to our sensory memory, we give ourselves the chance of learning something.

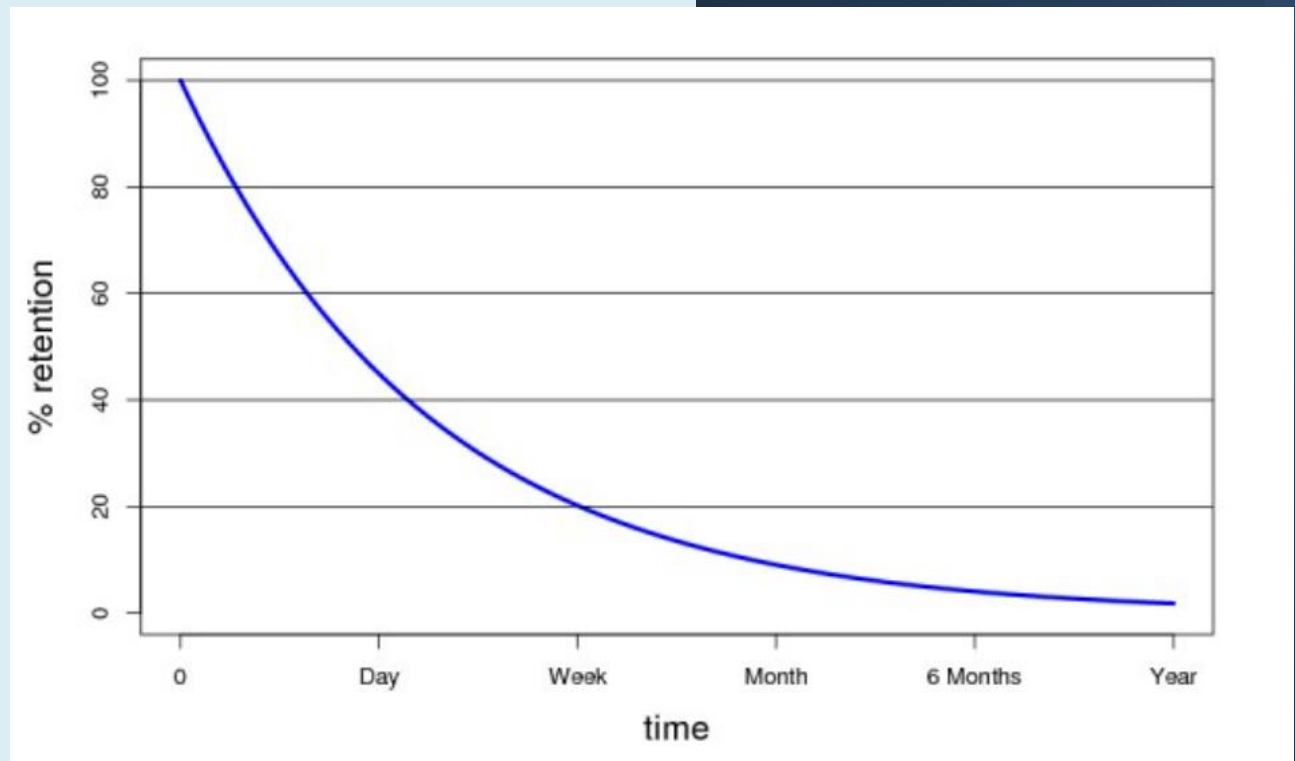
So to learn, you have to PAY ATTENTION.

However, even when we do pay attention to information most of it will be forgotten unless we do something with it.



Ebbinghaus' Forgetting Curve

Luckily, forgetting is the key to successful learning! The harder we have to work to recall something, the more likely it is to stick...but we do need to practise recalling and retrieving information in a strategic, spaced out way.



How does your memory work?

Stage 3: Long Term Memory

To move things into our long term memory, we have to make the original information meaningful.

That's why your teachers teach lessons. To help you understand what you're trying to learn.

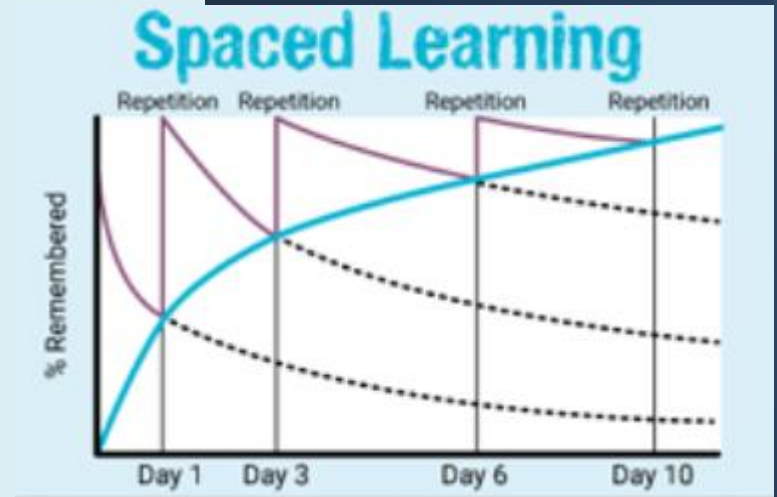
Then they often check whether it's gone in with questioning or tests or assessments, because rehearsing it and retrieving the information is a good way of ensuring that you don't forget.



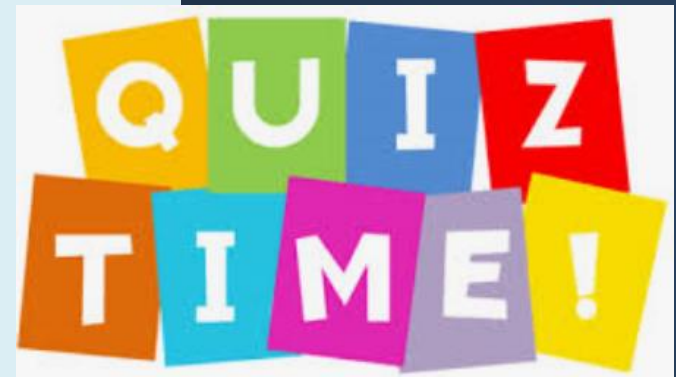
How does your memory work?

Stage 4: Putting it all together

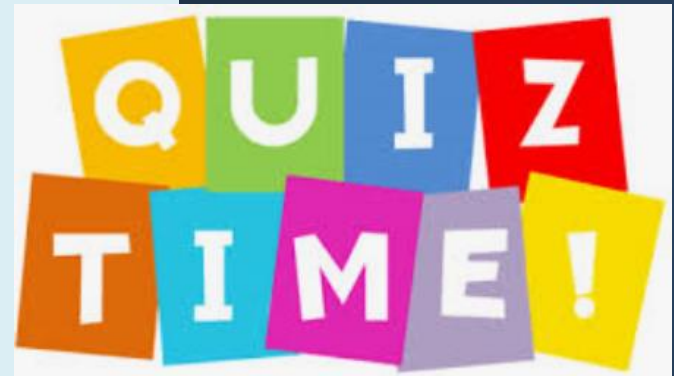
You need to practise the same material over and over – but in an **ACTIVE** way. A topic may need to be reviewed and revised up to 6 times, in **DIFFERENT** ways, so that it transfers into your long-term memory. You will need to **APPLY** your knowledge doing lots of practice plans and exam papers.



- Which are the top two research evidenced strategies that you need to use when revising?
- Was re-reading notes found to be an effective revision strategy?
- How much do we forget in the first 24 hours of learning something according to Ebbinghaus' curve?
- How do you transfer knowledge and learning into your long term memory?



1. Which are the top two research evidenced strategies that you need to use when revising? **Practice testing and long term revising.**
2. Was re-reading notes found to be an effective revision strategy? **Not really...**
3. How much do we forget in the first 24 hours of learning something according to Ebbinghaus' curve? **40%**
4. How do you transfer knowledge and learning into your long term memory? **Repeat ACTIVE practice, revision and review of the same study material (not just re-reading)**

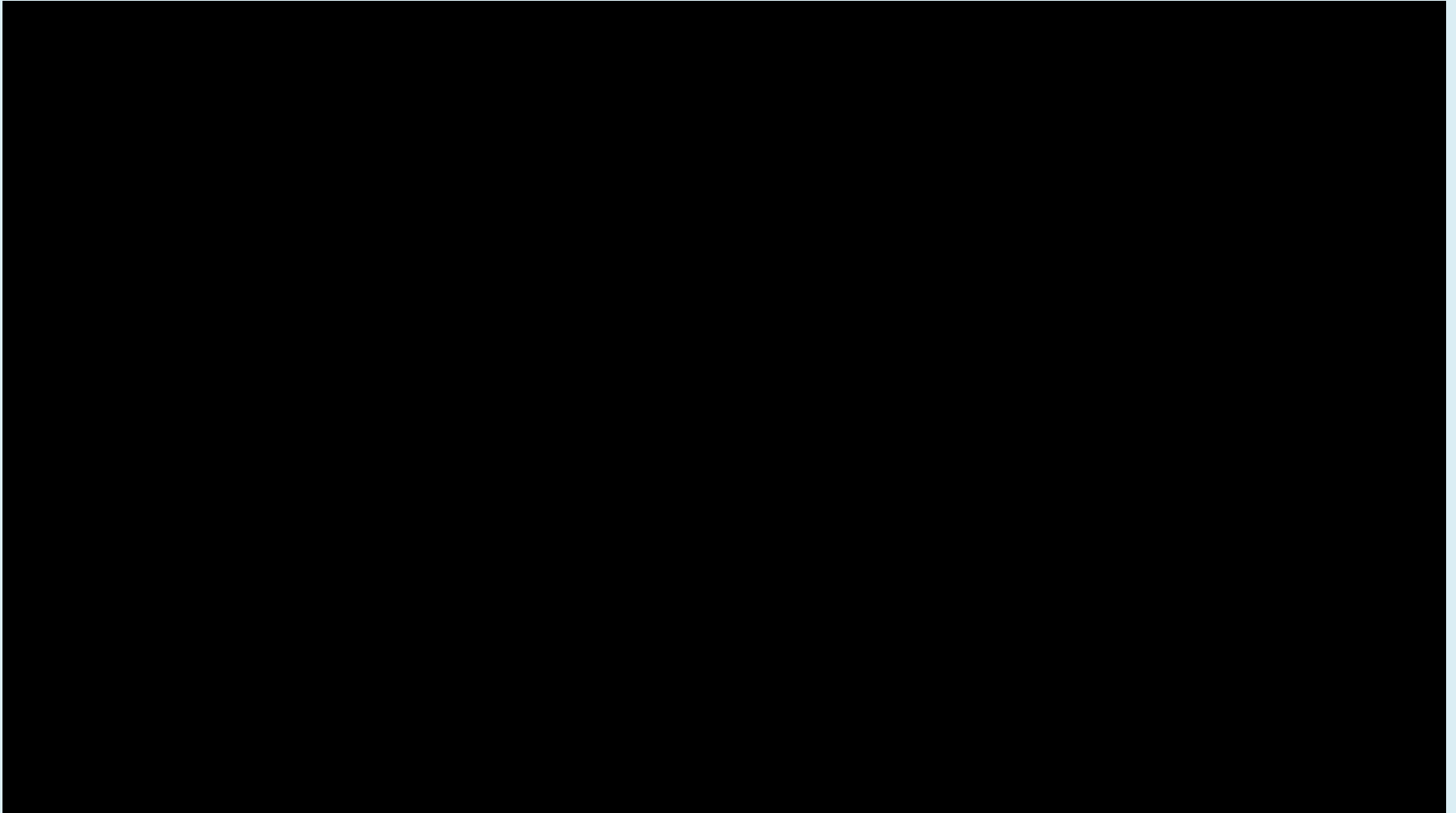


IT IS VERY IMPORTANT THAT WE **RETRIEVE** INFORMATION THAT WE HAVE LEARNED BY **TESTING** OURSELVES – THIS FORCES US TO RECALL KNOWLEDGE AND IDENTIFY GAPS.

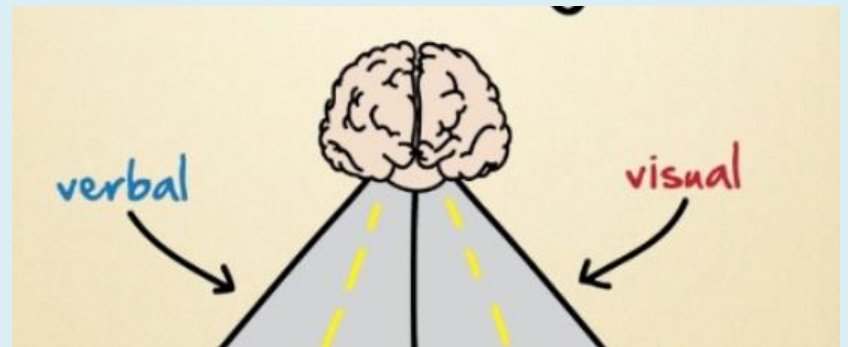
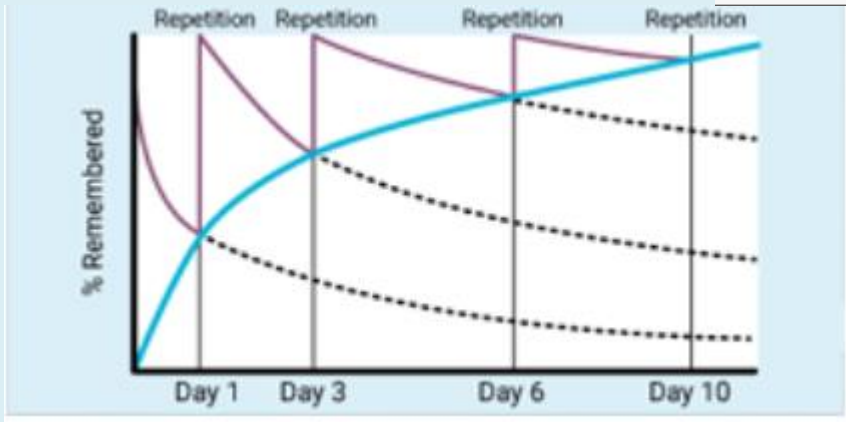
TESTING IS MOST POWERFUL IF WE USE THE FEEDBACK TO GUIDE US TO GAPS IN KNOWLEDGE – YOU NEED TO GO BACK TO YOUR NOTES AND MATERIAL AND WORK HARD ON THOSE AREAS. THEN RE-TEST!



Watch the short video on strategies which will help you remember, and revise, more effectively.



Which strategies can you remember from the video?



R.E.V.I.S.E = the answer to revising well!

JOG R.E.V.I.S.E STUDY SKILLS

RETRIEVAL PRACTICE
Quiz yourself regularly
Flashcards
Weekly review

R

EXAMPLES
Use a WAGOLL model (what a good one looks like)
Collect 'concrete' examples of tricky concepts

E

VISUALS + WORDS
Graphic organisers
Mind palaces
Mind maps

V

INTERLEAVING
Do different topics, or sub-topics within a bigger topic, rather than one big focus
20-30 min chunks -break -repeat
Mix up topics across a week or fortnight

I

SPACING
Be strategic – revise a little and often over a longer time. Cramming doesn't work!
Leave gaps between learning and reviewing
Know that a little struggle is good!

S

ELABORATION
Ask yourself 'how' and 'why' not just 'what'
Question everything...
Teach someone else
Make connections within topics and across topics

E

R	Retrieval Practice/ Recall	Quiz yourself – finding out what you don't know is helpful – repeat tests; review learning every week by recalling everything you can and then filling in any gaps using notes; use flashcard approaches.
E	Examples	Link difficult, abstract ideas to an example that means something to you
V	Visuals + Words	Use graphic organisers or mind palaces to links words, ideas and pictures
I	Interleaving	Within a revision session, do a number of topics rather than one big chunk of one and mix up content across your revision week
S	Spacing	Revise over time. Leave gaps between learning or reviewing information and coming back to it – struggle is good. Cramming does not work well – remember Ebbinghaus!
E	Elaboration	Ask yourself 'how' and 'why' not just 'what' Teach someone else Make connections with other knowledge or topics

Session 3 Interleaving and Spacing



How to REVISE and BE SUCCESSFUL

*Because failing to plan is
planning to fail...*

[REVISE Study Skills
Poster.pptx](#)



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R	Retrieval
E	Examples
V	Visuals + Words
I	Interleaving
S	Spacing
E	Elaboration

When you did your revision timetable, we talked about the importance of interleaving and spacing. Let's remember WHY this is so important.

Example Revision Plan

Week 1:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week 2:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



LEARN TO STUDY USING...

Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY

[WATCH!](#)

<https://www.youtube.com/watch?v=kV64Bu6sec0>





Interleaving

HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.

TOPIC

A



TOPIC

B



TOPIC

C



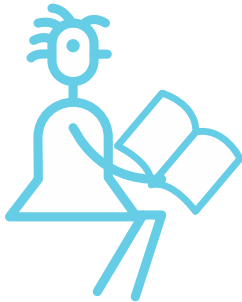


Interleaving

HOW TO DO IT

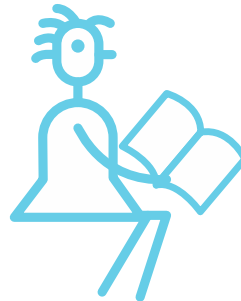
Go back over the ideas again in different orders to strengthen your understanding.

TOPICS
A B C



STUDY
SESSION
1

TOPICS
C B A



STUDY
SESSION
2

TOPICS
A C B



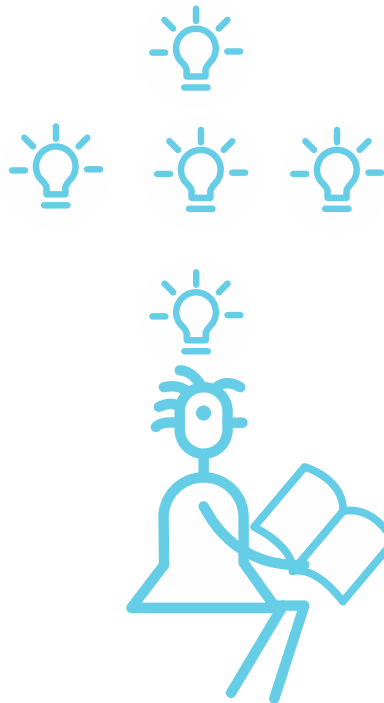
STUDY
SESSION
3



Interleaving

HOW TO DO IT

Make links between different ideas as you switch between them.





Interleaving

HOLD ON!

While it's good to switch between ideas, don't switch too often, or spend too little time on any one idea; you need to make sure you understand them.

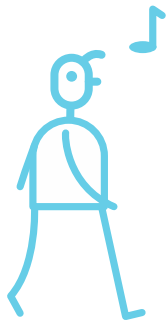




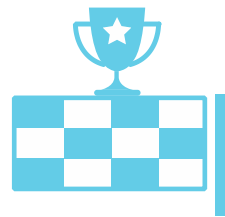
Interleaving

HOLD ON!

Interleaving will feel harder than studying the same thing for a long time. But don't worry - this is actually helpful to your learning!



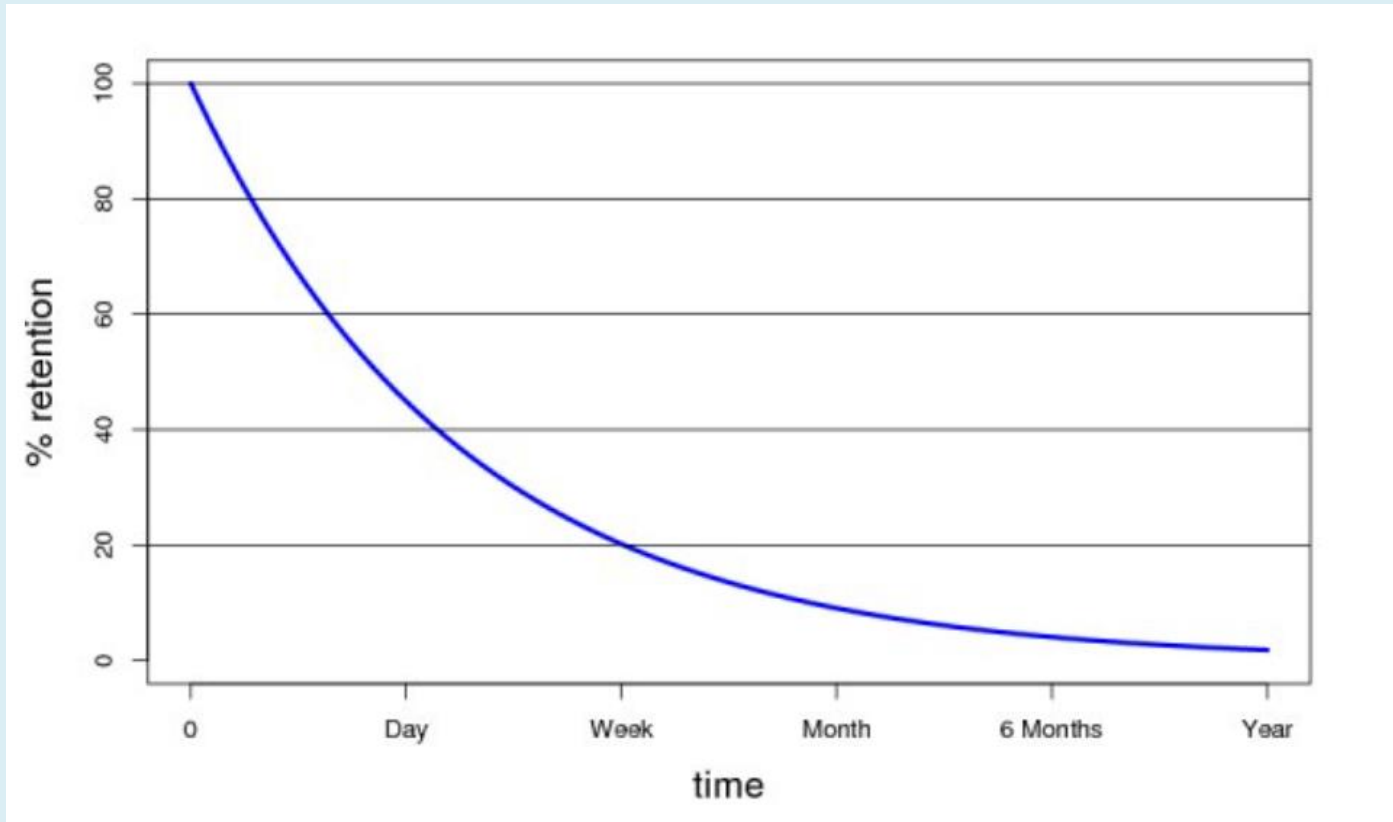
AAA BBB CCC
TOPICS



ACB CBA BCA
TOPICS

A stick figure running, with a starburst above its head, representing a person who is struggling or overwhelmed.

Ebbinghaus' Forgetting Curve



Forgetting is the key to successful learning! The harder we have to work to recall something, the more likely it is to stick...but we do need to practise recalling and retrieving information in a strategic, spaced out way.



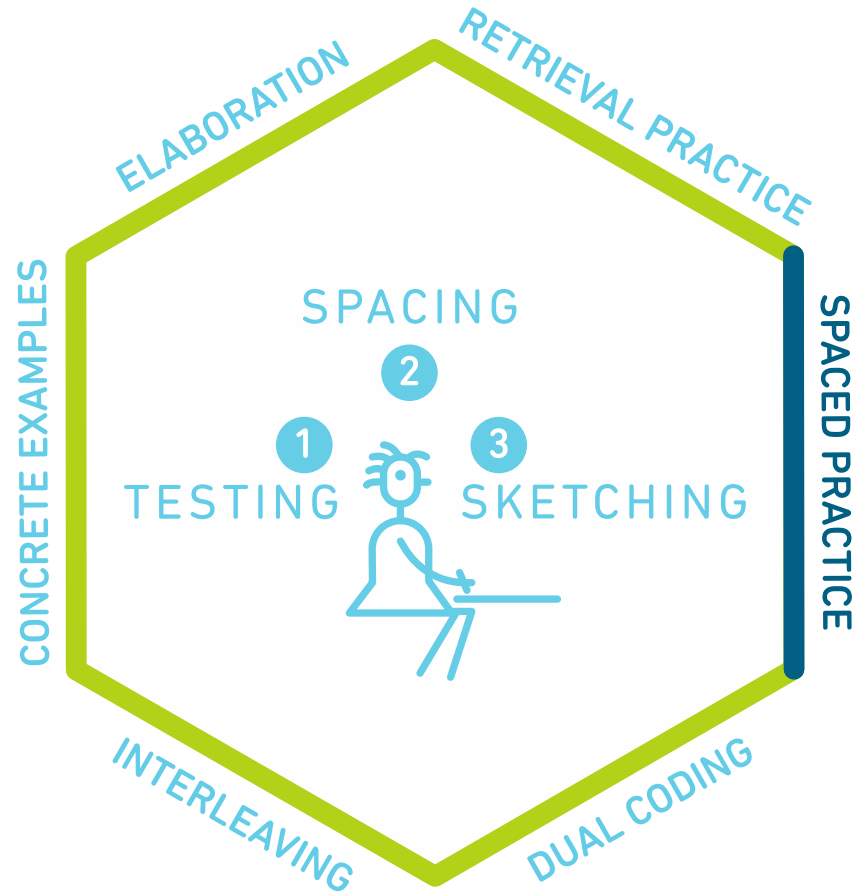
LEARN TO STUDY USING...

Spaced Practice

SPACE OUT YOUR PRACTICE OVER TIME

WATCH!

https://www.youtube.com/watch?time_continue=1&v=3WJYp98eys8



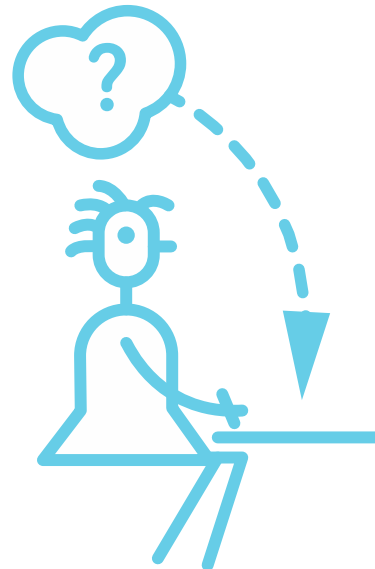
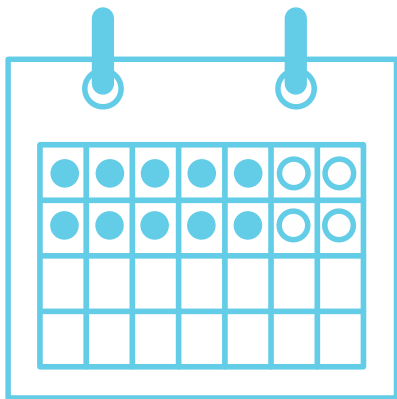


Spaced Practice

HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

M T W Th F Sa Su M T W Th F Sa Su



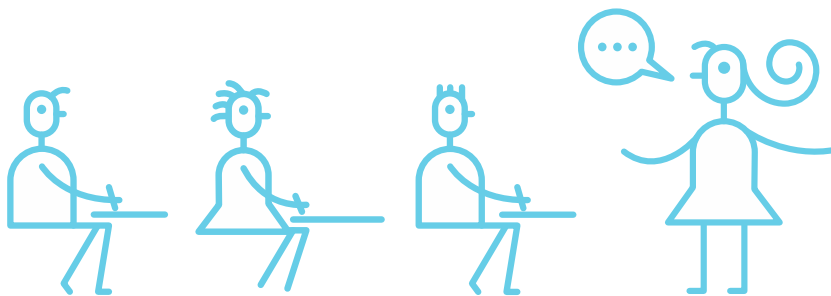


Spaced Practice

HOW TO DO IT

Review information from each class, but not immediately after class.

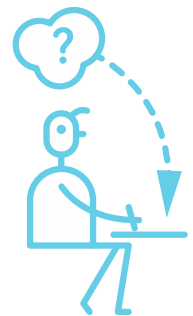
LESSON



BREAK



REVIEW





Spaced Practice

HOW TO DO IT

After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



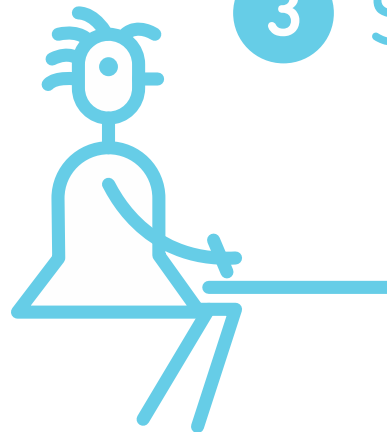


Spaced Practice

HOLD ON

When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.

TESTING ① ② SPACING ③ SKETCHING





Spaced Practice

HOLD ON

This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory.

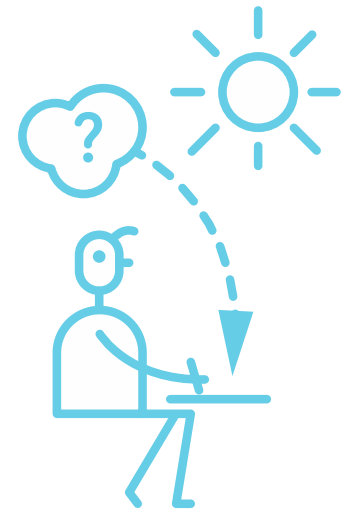
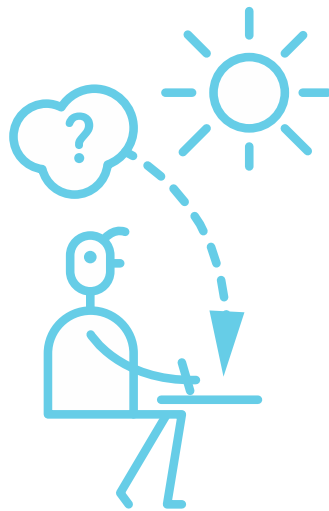




Spaced Practice

HOLD ON

Create small spaces (a few days) and do a little bit over time, so that it adds up!



Session 4 Examples AND Visuals + Words

E

V



How to REVISE and BE SUCCESSFUL

*Because failing to plan is
planning to fail...*

[REVISE Study Skills](#)

[Poster.pptx](#)



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R	Retrieval
E	Examples
V	Visuals + Words
I	Interleaving
S	Spacing
E	Elaboration



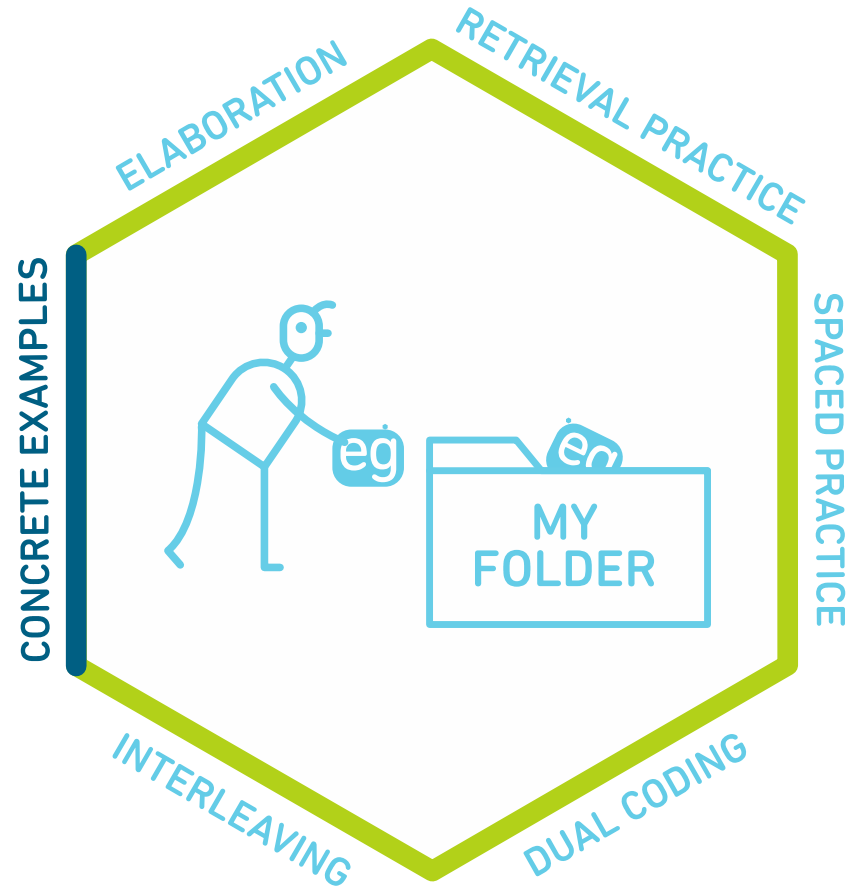
LEARN TO STUDY USING...

Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS

WATCH!

<https://www.youtube.com/watch?v=7wF0ICBMh9Y>

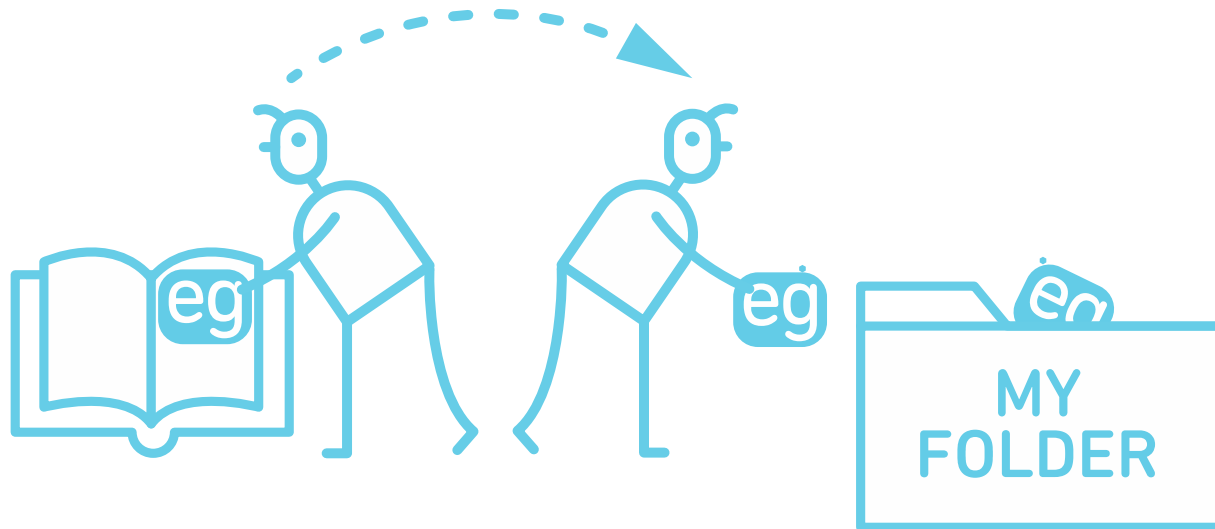




Concrete Examples

HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.





Concrete Examples

HOW TO DO IT

Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.

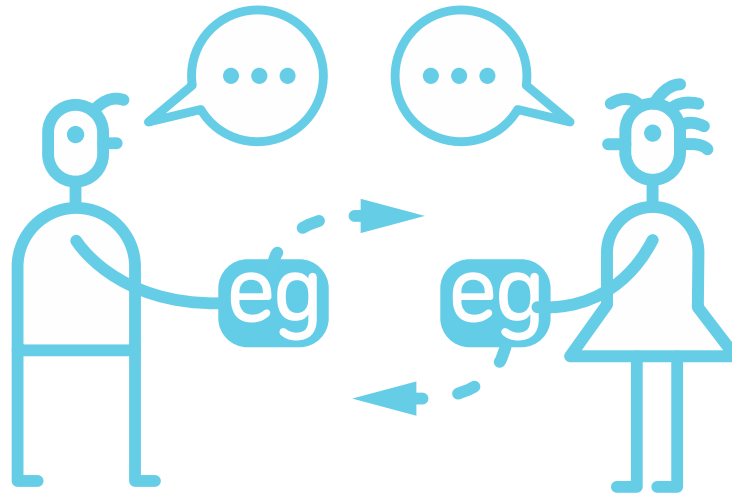




Concrete Examples

HOW TO DO IT

Share examples with friends, and explain them to each other for added benefits.





Concrete Examples

HOLD ON!

You may find examples on the internet that are not used appropriately. Make sure your examples are correct - check with your teacher.

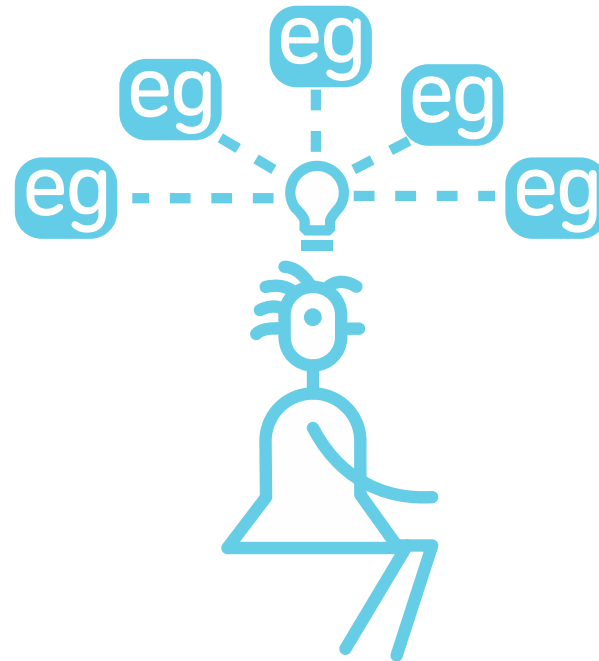




Concrete Examples

HOLD ON!

Ultimately, creating your own relevant examples will be the most helpful for learning.



Concrete Examples

- Model essays
- Exam responses from the board
- Examples from real life that help you to make sense of tricky concepts



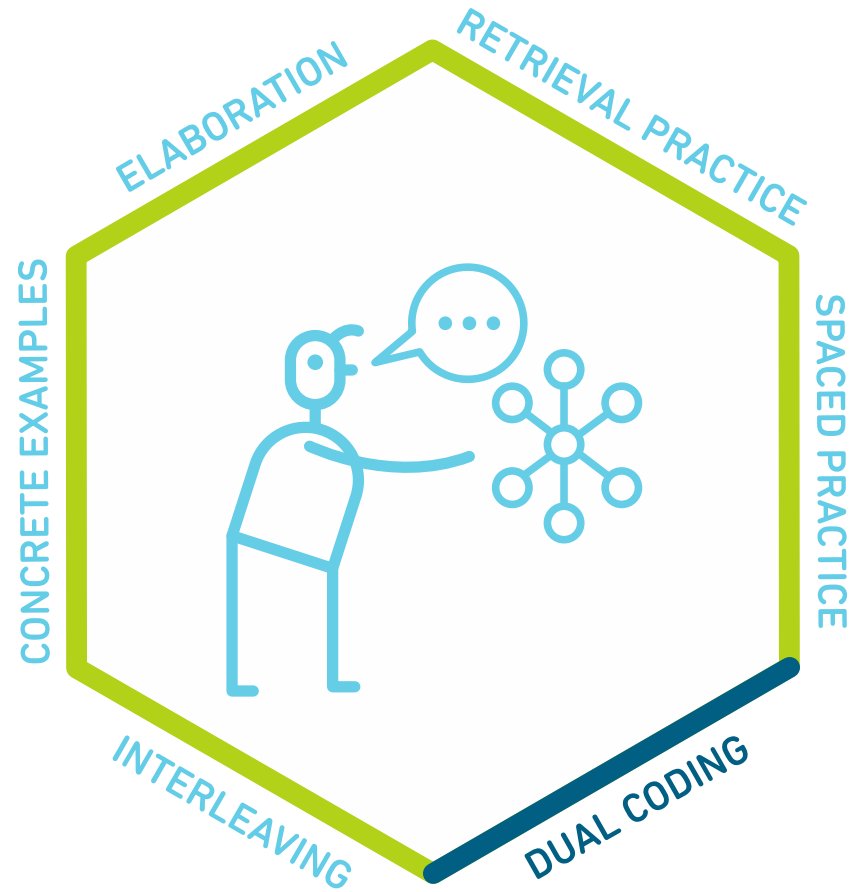
LEARN TO STUDY USING...

Dual Coding

COMBINE WORDS AND VISUALS

WATCH!

https://www.youtube.com/watch?time_continue=1&v=6xCZ4XnkpCc

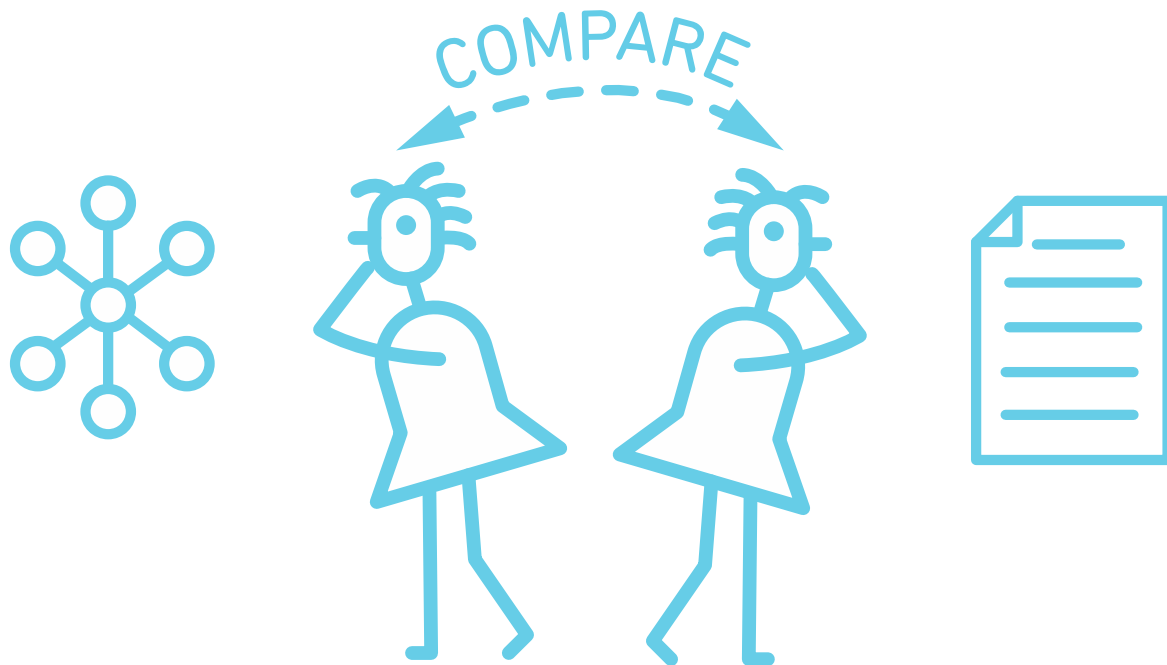




Dual Coding

HOW TO DO IT

Look at your class materials and find visuals. Look over the visuals and compare to the words.

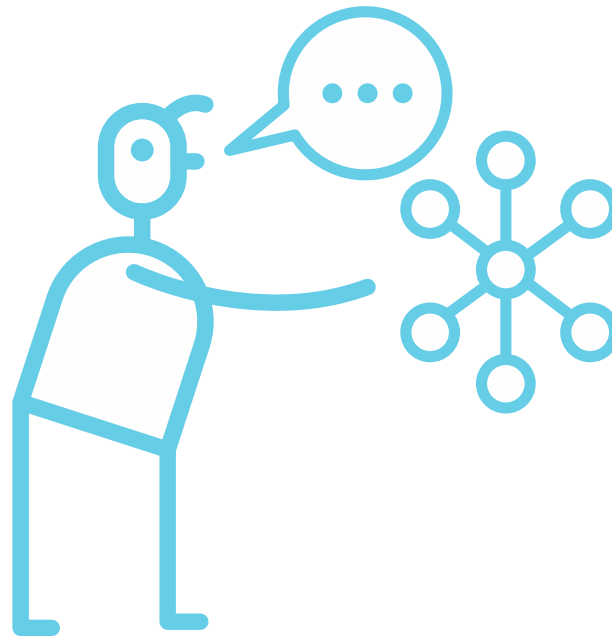




Dual Coding

HOW TO DO IT

Look at visuals, and explain in your own words what they mean.

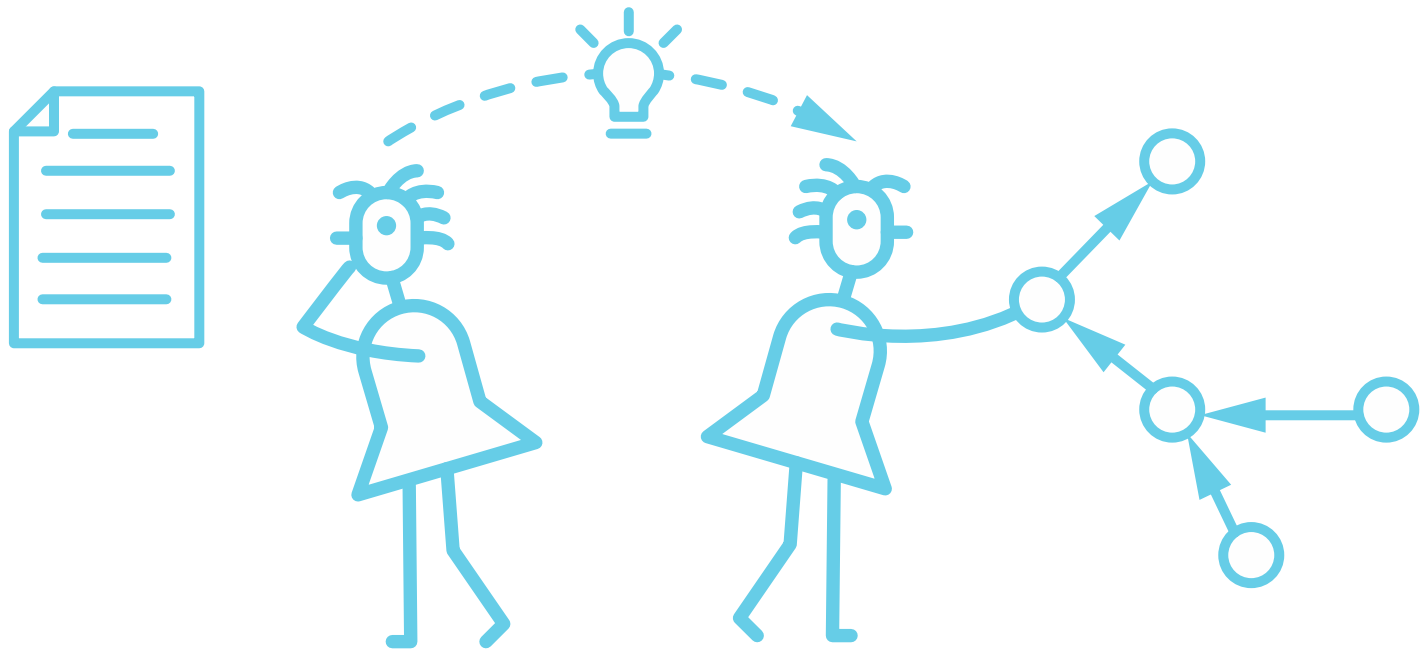




Dual Coding

HOW TO DO IT

Take information that you are trying to learn, and draw visuals to go along with it.





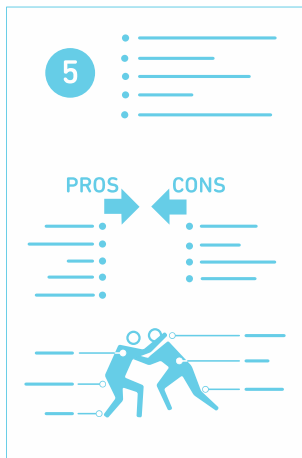
Dual Coding

HOLD ON!

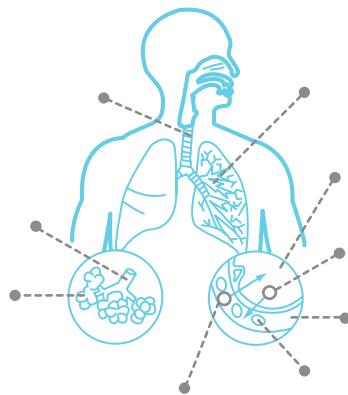
Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.



INFOGRAPHIC



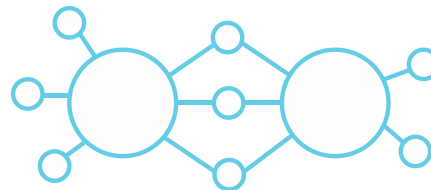
DIAGRAM



CARTOON STRIP



GRAPHIC ORGANIZER



TIMELINE

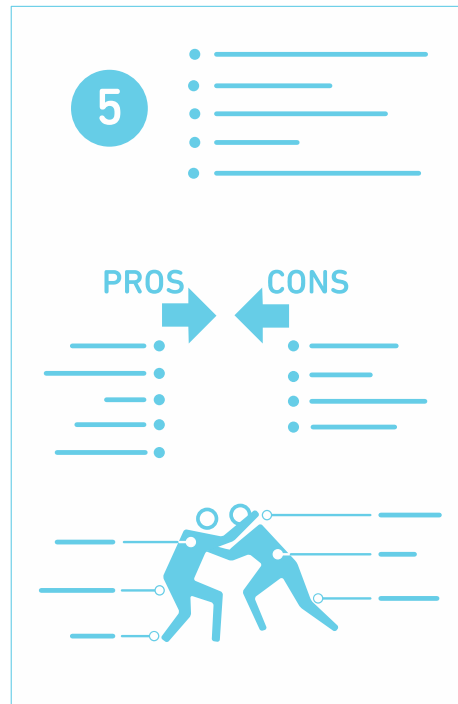
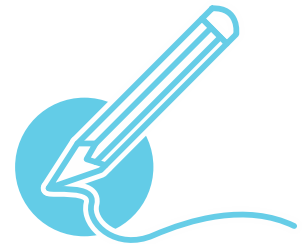




Dual Coding

HOLD ON!

Try to come up with different ways to represent the information visually, for example...
an infographic.

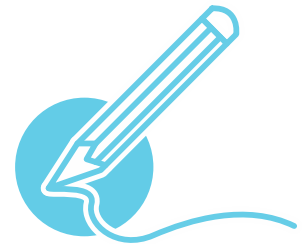




Dual Coding

HOLD ON!

Try to come up with different ways to represent the information visually, for example...
a timeline.

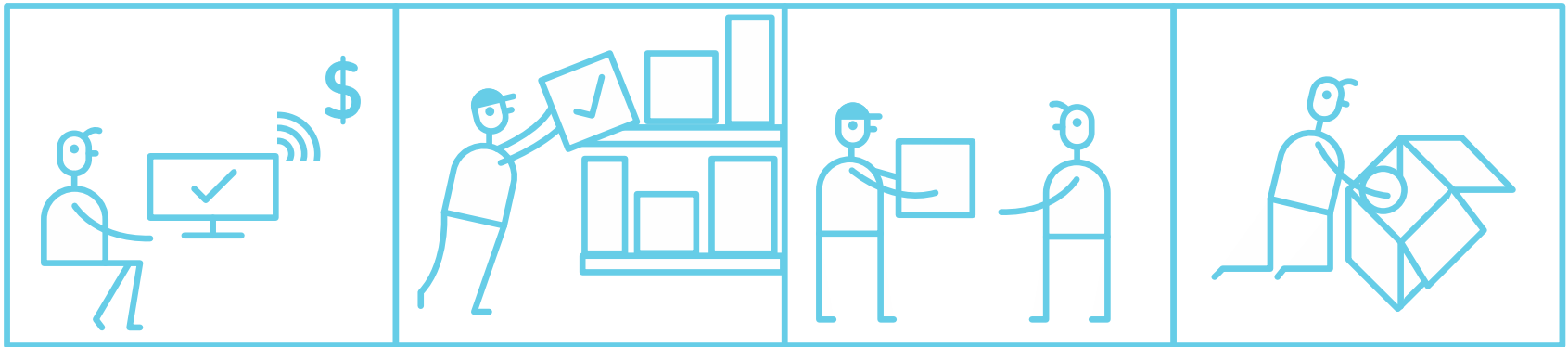
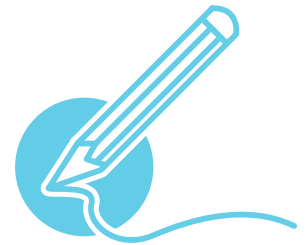




Dual Coding

HOLD ON!

Try to come up with different ways to represent the information visually, for example...
a cartoon strip.

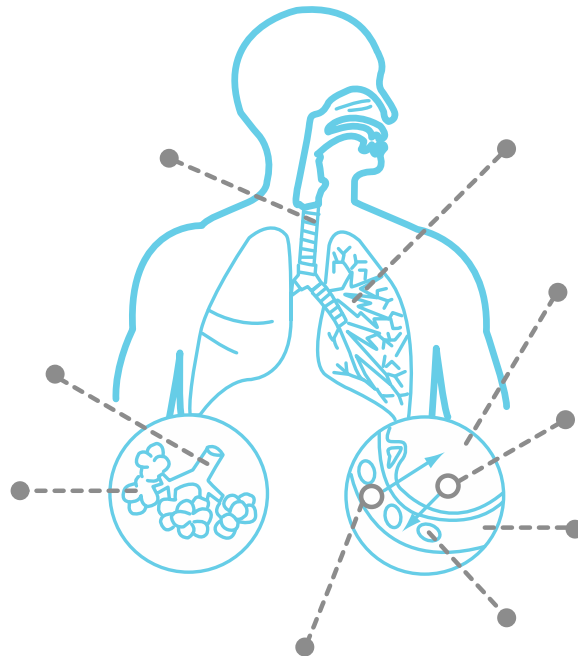
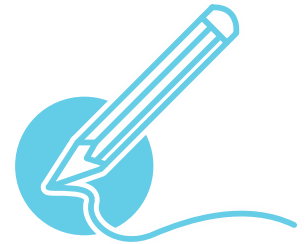




Dual Coding

HOLD ON!

Try to come up with different ways to represent the information visually, for example...
a **diagram** of parts that work together.

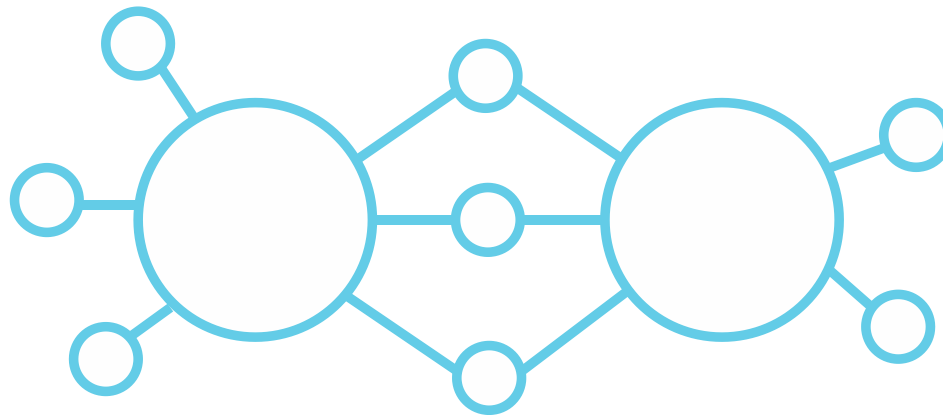
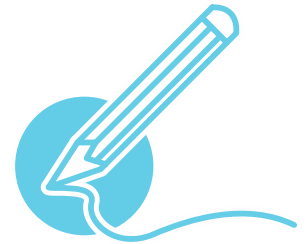




Dual Coding

HOLD ON!

Try to come up with different ways to represent the information visually, for example...
a graphic organizer.

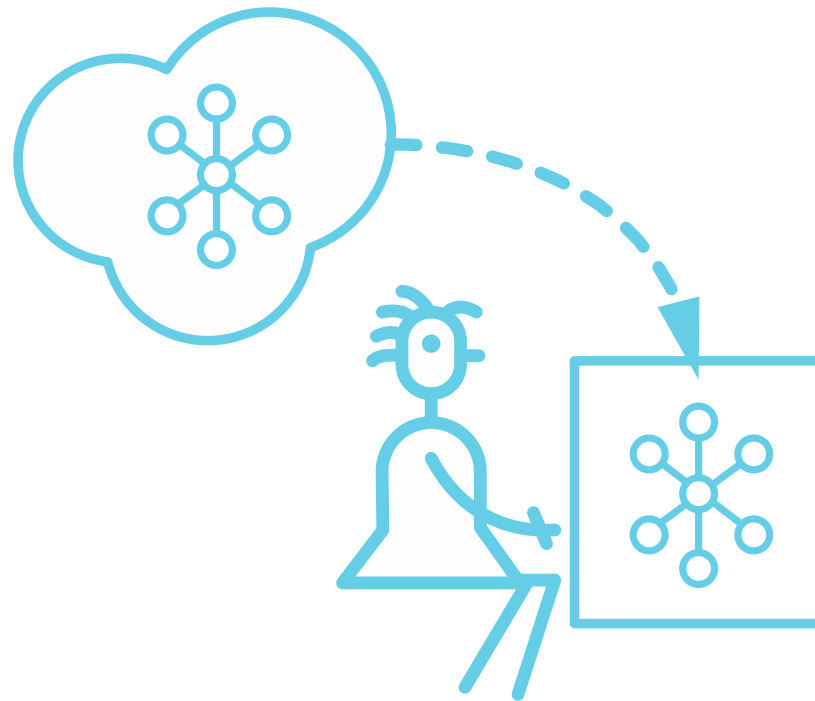




Dual Coding

HOLD ON!

Work your way up to drawing what you know from memory.



Memory techniques



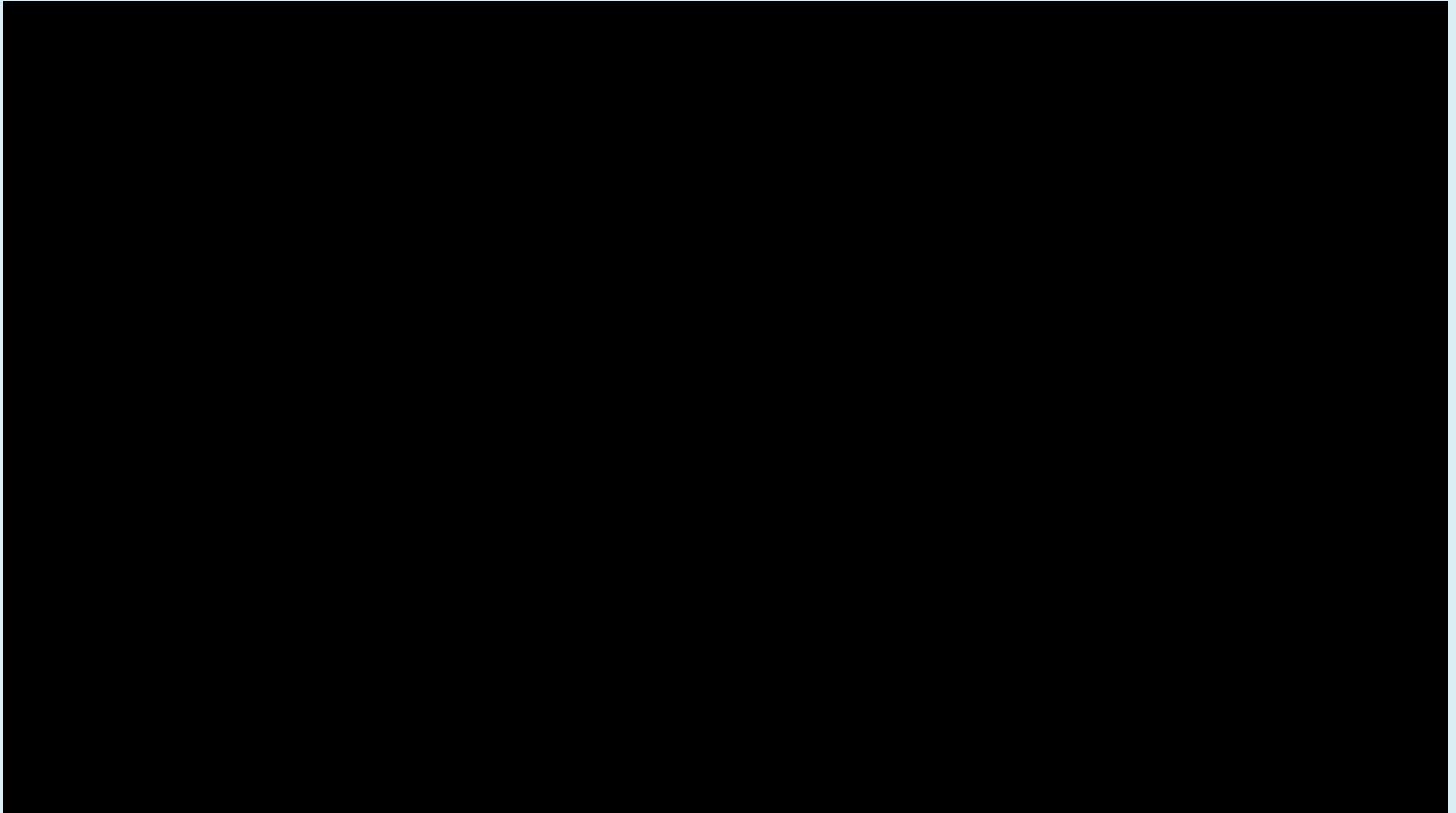
Get active.....Get creative

Don't just read the text over and over. That'll never work. Let your brain play with the material, in as many ways as you can. Make notes, figure out the key points and how they link together. Drawing a spider diagram or mind map can help to clarify how everything connects. Boil those endless paragraphs into nuggets of information. This will help you to understand the subject in a deeper way than by just reading it.

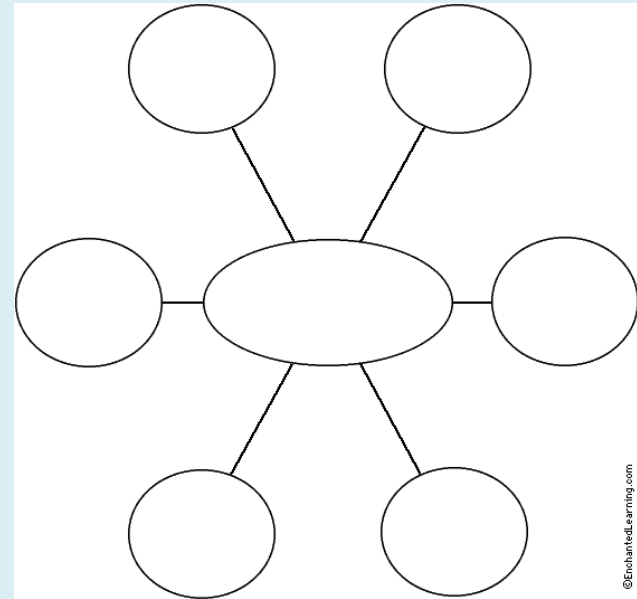
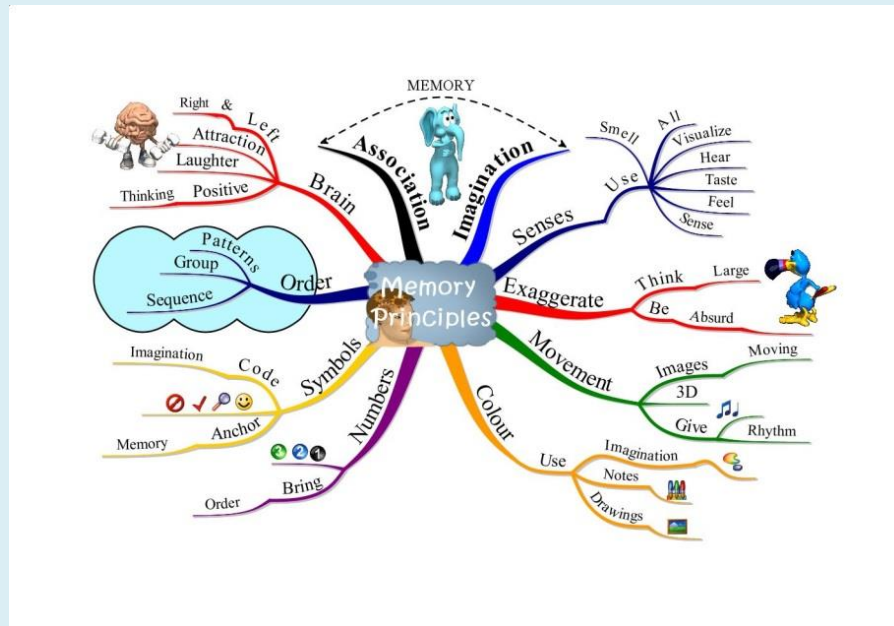
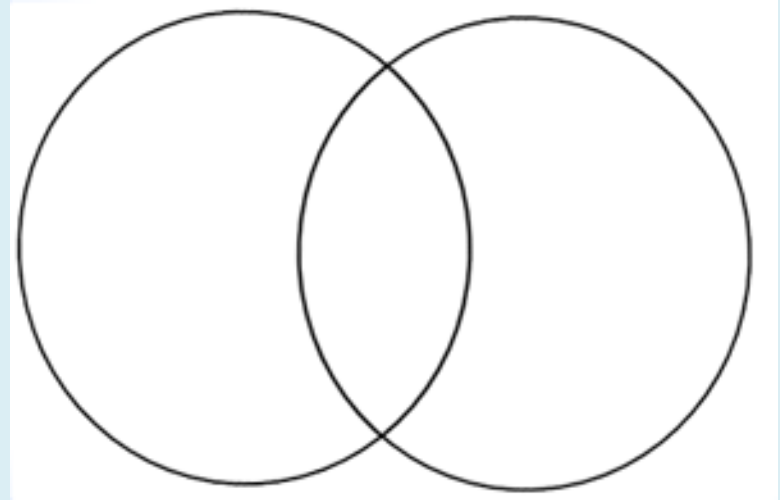
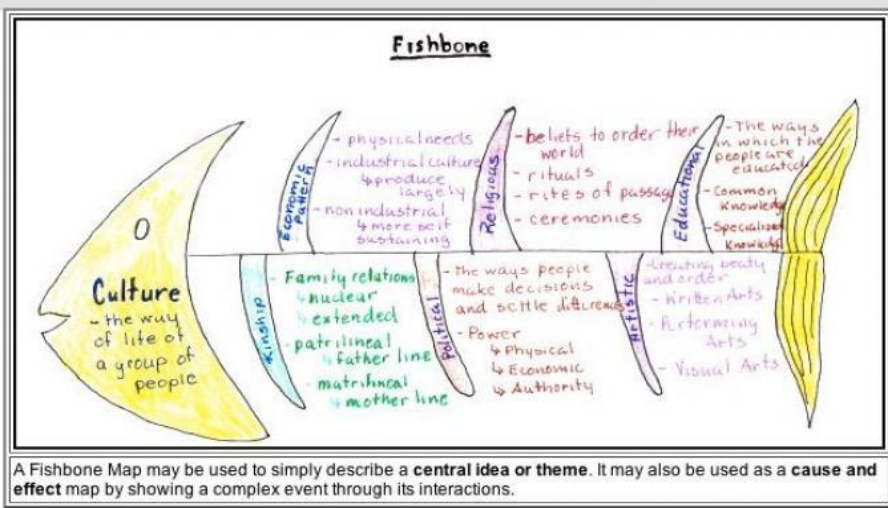
Try:

- ✓ Using Dual Coding – link a key concept to a key image that you can bring to mind in an exam to help you unpack lots of information
- ✓ Using Mnemonics – to help you parcel up lots of information into one trigger word that helps you to unpack stored knowledge in an exam
- ✓ Using Mind Palaces – associate key ideas and knowledge with objects in an imagined or real space
- ✓ Using Mind Maps and Graphic Organisers

Mind-maps



<https://imindmap.com/> - create mind-maps on computer



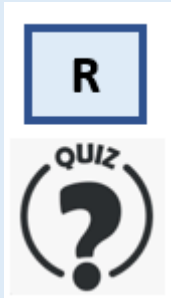
Mind Palace

Try:

- ✓ linking objects you know will be in the exam hall to key concepts and ideas in a subject you struggle with;
- ✓ creating a mind palace of rooms, associating each subject with a different room.

Session 5

Retrieval Practice



- Ambition
- Care
- Courage

How to REVISE and BE SUCCESSFUL

Because failing to plan is planning to fail...

[REVISE Study Skills Poster.pptx](#)



R	Retrieval
E	Examples
V	Visuals + Words
I	Interleaving
S	Spacing
E	Elaboration



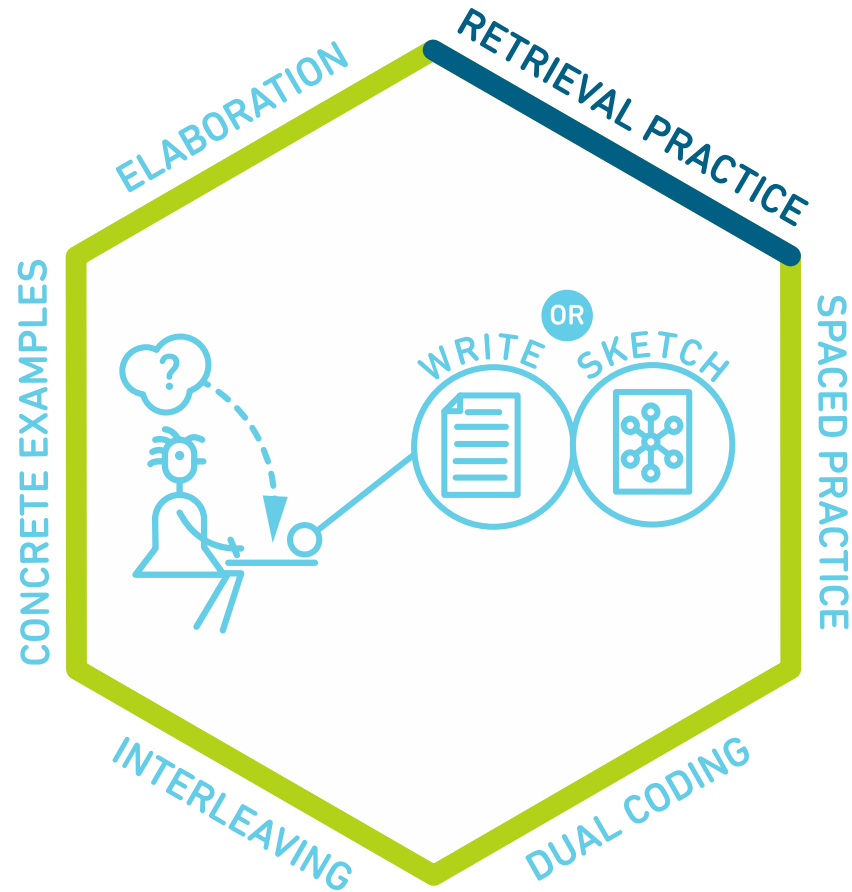
LEARN TO STUDY USING...

Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

WATCH!

https://www.youtube.com/watch?time_continue=1&v=Pjrqc6UMDKM

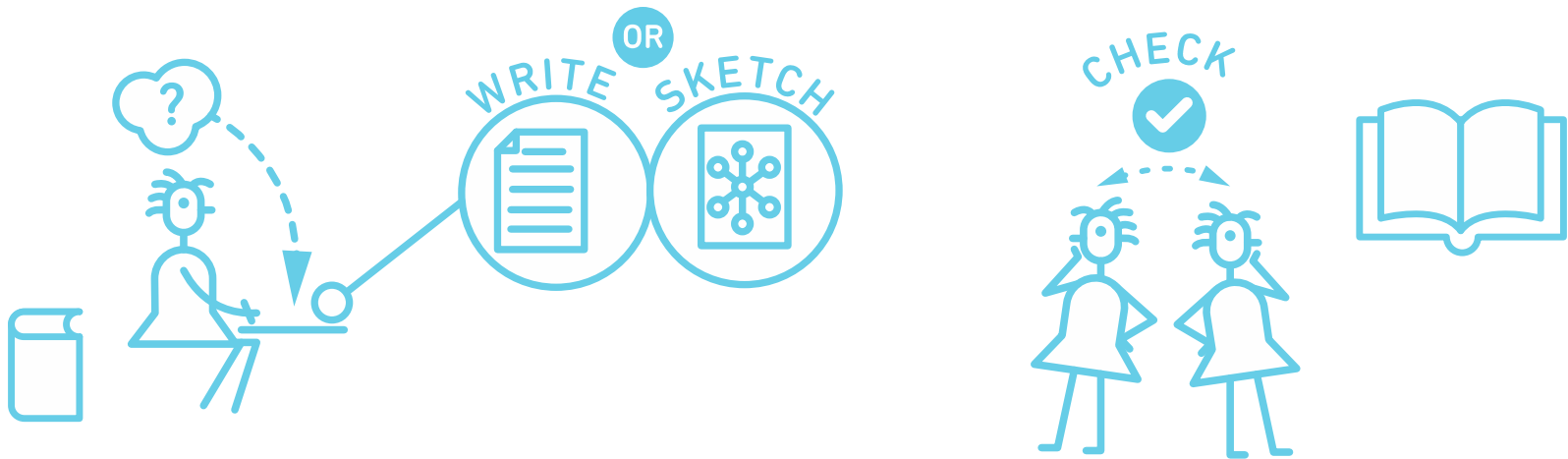




Retrieval Practice

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.

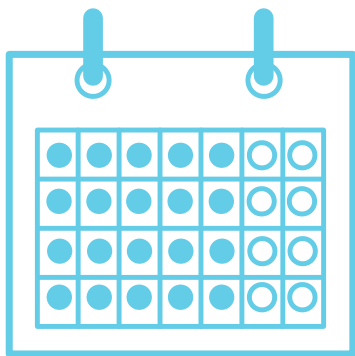




Retrieval Practice

HOW TO DO IT

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.

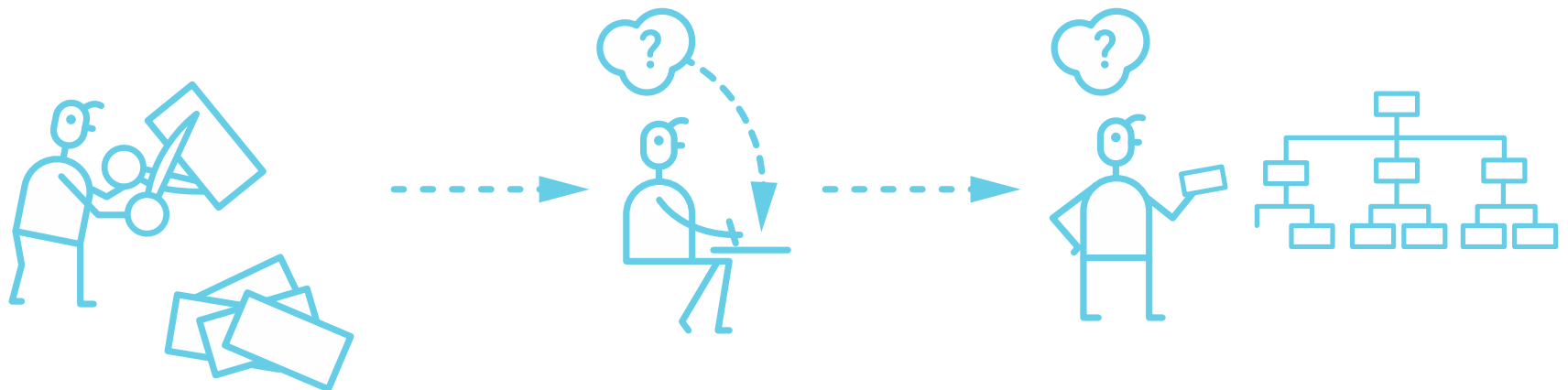




Retrieval Practice

HOW TO DO IT

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.





Retrieval Practice

HOLD ON!

Retrieval practice works best when you go back to check your class materials for accuracy afterward.

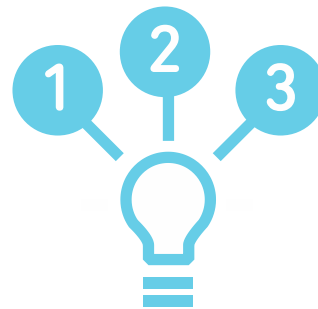




Retrieval Practice

HOLD ON!

Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.

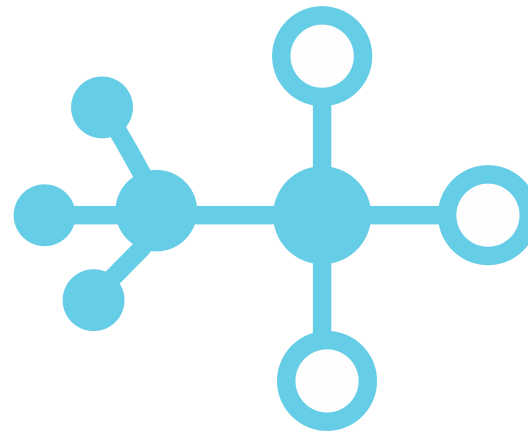
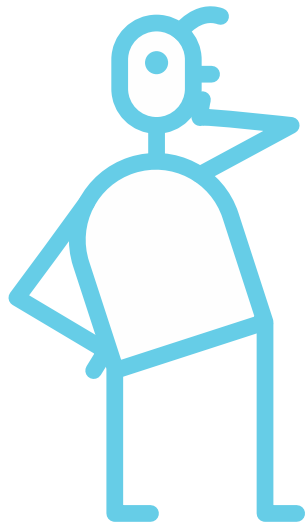




Retrieval Practice

HOLD ON!

Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.



Don't... just re-read your book/textbook



Don't...just highlight everything!



Do...test yourself

LOOK
SAY
COVER
WRITE
CHECK

Past Exams

Network diagram with nodes A, B, C, D, E, F and weighted edges: A-B (3), A-E (5), B-C (7), B-D (6), C-D (11), C-F (1), D-E (3), E-F (6).

1	2	3	4	5	6
1	2	3	4	5	6
2	3	4	5	6	7
3	4	5	6	7	8
4	5	6	7	8	9
5	6	7	8	9	10
6	7	8	9	10	11
7	8	9	10	11	12

Sample Space

$P(12) = \frac{1}{36}$
 $P(13) = 0$

Tree diagram for coin tosses: H, T, H, T, H, T, H, T, H, T, H, T, H, T, H, T.

Linear equation: $y = mx + c$
 $m = \frac{y_2 - y_1}{x_2 - x_1}$

Graph of a line with intercepts: x intercept and y intercept.

Quadratic equations:
 $y = ax^2 + bx + c$
 $y = a(x-b)^2 + c$
 $y = a(x-b)(x-c)$

Graph of a parabola with x-intercepts and y-intercept.



Do...use flashcards



Quizlet

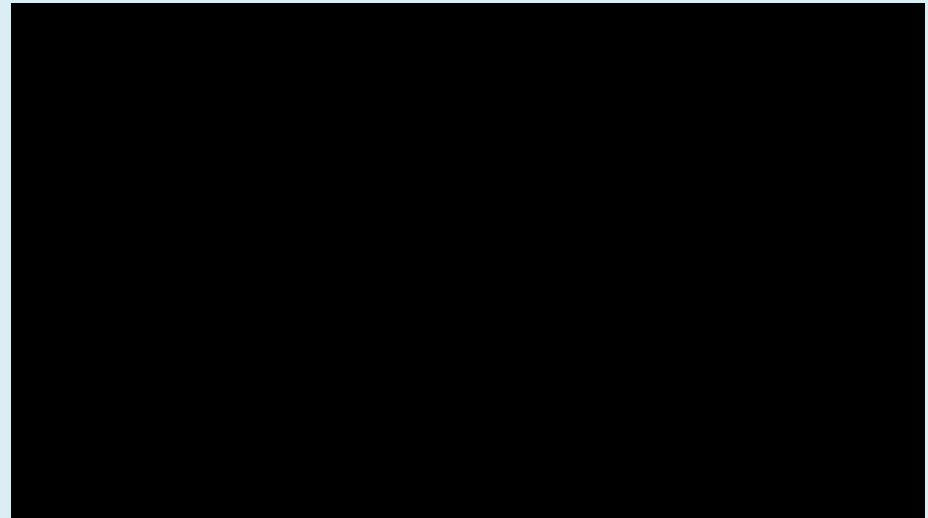
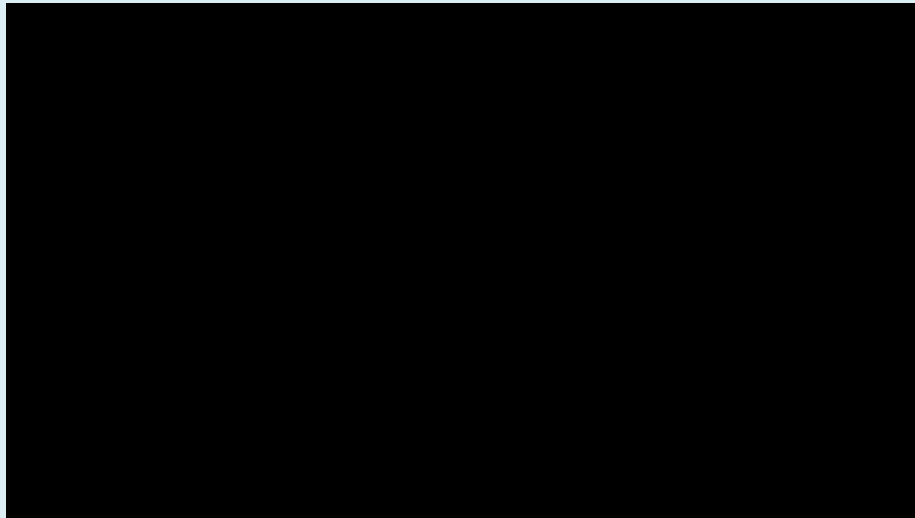
memrise

Quizzing and Flashcards help you to
retrieve information...

Retrieval Practice

How to use Flashcards:

How to use Flashcards even
better using spaced learning
(Leitner Box):



Memory techniques



Get quizzing

- Create ways of testing your knowledge as you go along. This forces your brain to practise retrieving the information from its memory banks. If you're sitting exams, get your hands on as many past papers as possible, so that you can put your new knowledge to the crucial test – do you know enough to convince an examiner?

Try:

- ✓ Asking your teacher for practice tests;
- ✓ Looking at Exam Board websites for past papers;
- ✓ Working in a group to come up with your own bank of knowledge tests and share them – repeat the same tests;
- ✓ Using Kahoot or Quizlet or Gomoji or other apps that help you quiz.

Memory techniques



Rehearse and Review it!

- Your brain has a massive memory bank, but unlike a computer, it needs you to go over new information several times for it to really sink in. Creating a new memory involves a new pathway being laid down between brain cells, but this pathway will disappear unless it's strengthened by being thought back over many times. Look back over what you've learned at the end of every study session to consolidate the memory. And have another quick look the next day, week, and month. Otherwise all your hard study will slip through your neurons like water through a sieve...

Try:

- ✓ Mind maps or graphic organisers
- ✓ Leitner Box approach
- ✓ Quizlet or other such apps
- ✓ Weekly Review of Revision
- ✓ Testing yourself and then using the feedback to target weaker areas

Weekly Revision Review

At the end of each week's revision, represent the learning of the week in a concept map, a flow diagram or a mind-map – don't use any notes, just your brain recalling as much as it can.

It is the act of reconstructing meaning and getting yourself to think hard about the main concept that proves memorable.

The harder you work to recall your learning, the more likely it is to stick!

Memory techniques



Sleep on it

This is the easy one. Learn the stuff, then go to bed. Or even just take a nap. Either way, your brain will rehearse the information but without any effort from your conscious self...

Studies show that recall really does improve after you sleep and similarly, marks go down if you don't get enough sleep.

Session 6 Elaboration



How to REVISE and BE SUCCESSFUL

Because failing to plan is planning to fail...

[REVISE Study Skills
Poster.pptx](#)



Ambition

Care

Courage

R	Retrieval
E	Examples
V	Visuals + Words
I	Interleaving
S	Spacing
E	Elaboration



LEARN TO STUDY USING...

Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH MANY DETAILS

[WATCH!](#)

<https://www.youtube.com/watch?v=gQRzW24KrDc>

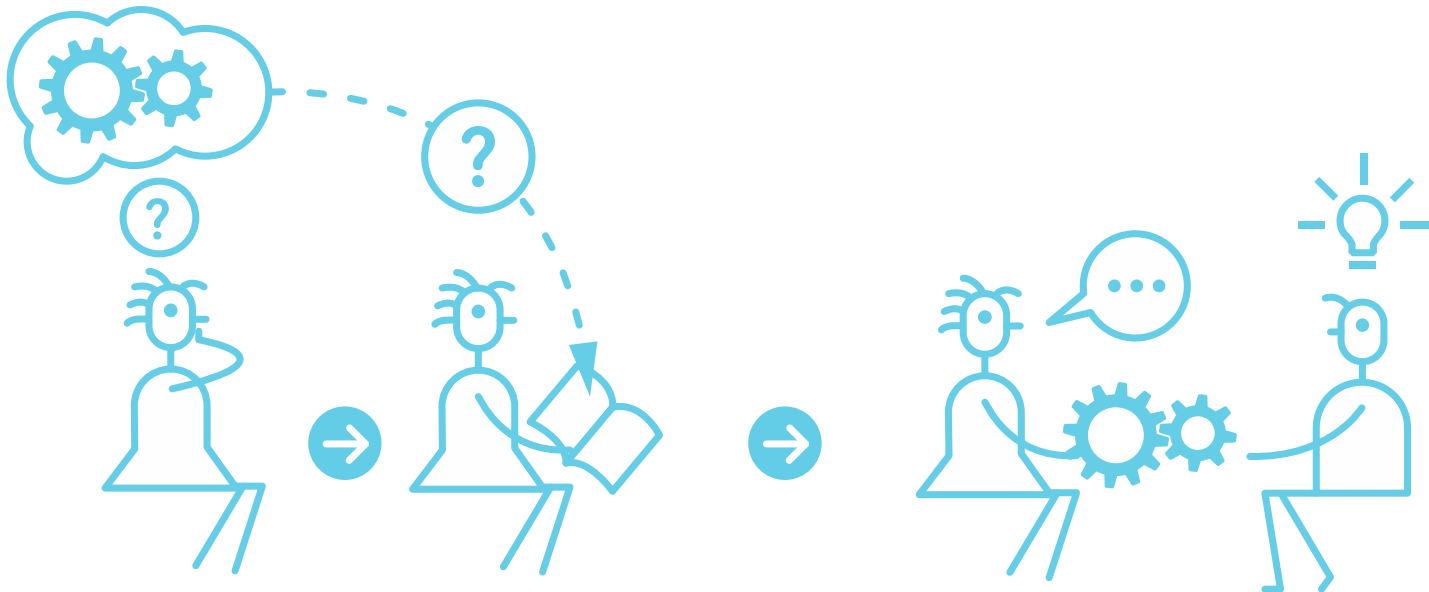




Elaboration

HOW TO DO IT

Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.

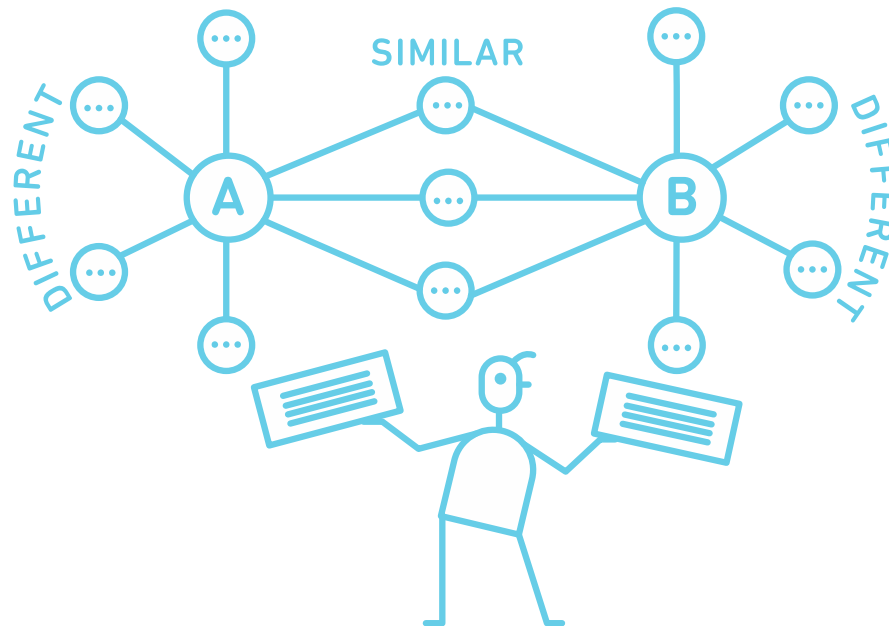




Elaboration

HOW TO DO IT

As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.

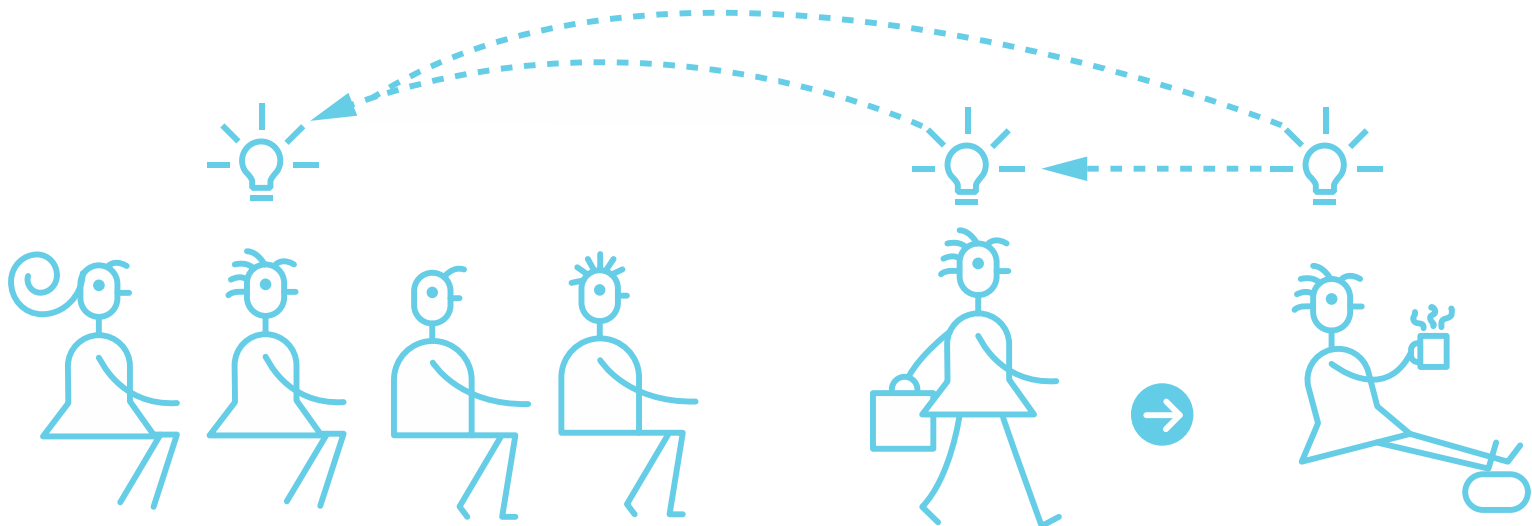




Elaboration

HOW TO DO IT

Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.





Elaboration

HOLD ON!

Make sure the way you are explaining and describing an idea is accurate. Don't overextend the elaborations, and always check your class materials or ask your teacher.

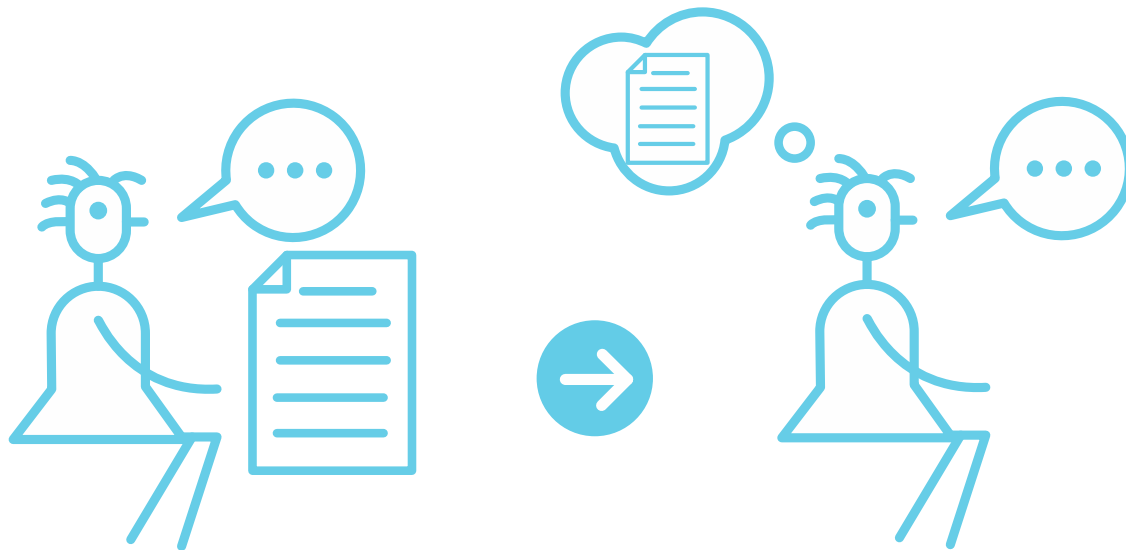




Elaboration

HOLD ON!

Work your way up so that you can describe and explain without looking at your class materials.



Memory techniques

A blue square graphic with white text. The text reads: "I CAN EXPLAIN IT TO YOU BUT I CAN'T UNDERSTAND IT FOR YOU!". The word "EXPLAIN" is in a larger, bold, outlined font, while the other words are in a smaller, solid font.

Explain it to someone else...

- If you can explain a concept to someone else and field any follow-up questions they have, then you'll know you've understood it. This also prompts your brain to work with the material in a new way, which will help to lodge it in your long-term memory. And if your friend asks you a question you can't answer, how great to find that out *before* the exam...

Try:

- ✓ Creating your own podcast or youtube video to share with friends where you teach key knowledge or concepts to each other;
- ✓ Working in a group and randomly assigning key knowledge or concept headings to each person – take it in turns to explain to each other. Even better if they can help you elaborate and question you with regard to WHY something happens to help you deepen your understanding;
- ✓ Teaching your parents or grandparents or younger siblings
- ✓ Make connections across texts or units or subjects even
- ✓ Question why or how things happen

Session 7 A process to support you

**How to REVISE and BE
SUCCESSFUL**

*Because failing to plan is
planning to fail...*



Ambition

Care

Courage

R	Retrieval
E	Examples
V	Visuals + Words
I	Interleaving
S	Spacing
E	Elaboration

Which strategies can you remember from the video we saw in Session 2?

What strategies did I use to make my point here?

1. Visuals + Words – an image associated with a concept to aid memory
2. Mnemonic – REVISE – that links to the 6 key strategies we have been learning about
3. Quizzing/Testing – we have done this before – this is a retest to see if we can get a better score than last time and to flag up strategies we keep forgetting
4. Spaced learning – we are revisiting and reviewing our memory of this having had a gap
5. Examples – I am giving you a concrete example of how to use dual coding to help you access information
6. Retrieval – you are having to recall and think back to what we have learned in order to do the task
7. In fact, the only ones I haven't used are a) elaboration, and b) interleaving. I am assuming that you are doing this at school so will be about to focus on another topic so that's b) interleaving ticked, and as for a) elaboration, your teacher is now going to randomly ask you to explain to the class what ELABORATION means and how it helps us to revise...





Explain to someone else what ELABORATION means...

Now explain and elaborate for:

- Retrieval Practice
- Spaced Learning
- Dual Coding
- Concrete Examples
- Interleaving



Think:

What is it? – a definition of your knowledge about it

Then:













Why is it effective?

How might you apply this to a specific subject?

Why is it called what it is?

R.E.V.I.S.E = the answer to revising well!

JOG R.E.V.I.S.E STUDY SKILLS

	<p><u>RETRIEVAL PRACTICE</u> Quiz yourself regularly Flashcards Weekly review</p>	R 
	<p><u>EXAMPLES</u> Use a WAGOLL model (what a good one looks like) Collect 'concrete' examples of tricky concepts</p>	E 
	<p><u>VISUALS + WORDS</u> Graphic organisers Mind palaces Mind maps</p>	V 
	<p><u>INTERLEAVING</u> Do different topics, or sub-topics within a bigger topic, rather than one big focus 20-30 min chunks -break -repeat Mix up topics across a week or fortnight</p>	I 
	<p><u>SPACING</u> Be strategic – revise a little and often over a longer time. Cramming doesn't work! Leave gaps between learning and reviewing Know that a little struggle is good!</p>	S 
	<p><u>ELABORATION</u> Ask yourself 'how' and 'why' not just 'what' Question everything... Teach someone else Make connections within topics and across topics</p>	E 

John O'Gaunt School
 Ambition Care Courage

R	Retrieval Practice/ Recall	Quiz yourself – finding out what you don't know is helpful – repeat tests; review learning every week by recalling everything you can and then filling in any gaps using notes; use flashcard approaches.
E	Examples	Link difficult, abstract ideas to an example that means something to you
V	Visuals + Words	Use graphic organisers or mind palaces to links words, ideas and pictures
I	Interleaving	Within a revision session, do a number of topics rather than one big chunk of one and mix up content across your revision week
S	Spacing	Revise over time. Leave gaps between learning or reviewing information and coming back to it – struggle is good. Cramming does not work well – remember Ebbinghaus!
E	Elaboration	Ask yourself 'how' and 'why' not just 'what' Teach someone else Make connections with other knowledge or topics

Try this process...adapt as you need to

1. Have a Study Schedule that ensures you INTERLEAVE your revision and allows you to SPACE your learning and REVIEW of learning

(TIP: try working in 30 minute blocks – study a specific aspect of your subject for 30 minutes; take a break for 5-10 minutes; revise a new subject for 30 minutes – repeat – up to a maximum of 2 hours)



2. Write down everything you remember about the topic BEFORE you REVIEW your notes – a bit of struggle is good



3. Read your notes to help you FILL IN THE GAPS



4. Create a mind-map of key points using WORDS + VISUAL techniques like MINDMAPS or GRAPHIC ORGANISERS



5. Create FLASHCARDS using your MINDMAP



6. TEST yourself and find out what you DON'T KNOW or EXPLAIN the concept to someone else or do a PRACTICE question



7. FILL IN THE GAPS in your knowledge by revisiting notes OR looking at EXAMPLES or MODELS



8. Revisit the topic a week later by redoing the TEST or RECALLING everything you can...then a fortnight...then a month.



9. Do a WEEKLY REVIEW of ALL your revision towards the end of each week.