Effective Revision
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Mon – Fri 11 a.m. – 1 p.m. Drop-in
(no appointment needed)
Wellbeing

Mental & physical preparation

Easy on the alcohol

Choose alternatives to caffeine

Fear and worry? Try relaxation techniques

https://www.kent.ac.uk/smfa/currentstudents/meditationmix2015.html
Wellbeing

Quiet time – friends keep away please

Adrenalin on the day

Wellbeing App (KENT1)

http://kent.wellbeingzone.co.uk/
Your ‘to do’ list:

Eat healthily
Get enough sleep
Avoid illegal drugs
Recognise sugar rushes
Surround yourself with positivity
Deal with issues
Move
Breathe
There is light…
You need to know…

• Number of exams
• Exam dates / times / places
• Type of exams – e.g. essays / multiple choice / problem questions / exercises
• Duration of exams
• Exam / coursework weighting
• Credits
• Your coursework performance so far
• Your understanding of the topic
Remember...

- There are no secret tricks
- No one gets it totally right
- Not everything works for everyone
- Most of your have been here before – use your experience
We remember…

according to Flanagan (1997)

• 20% of what we read
• 30% of what we hear
• 40% of what we see
• 50% of what we say
• 60% of what we do
• 90% of what we see, hear, say and do!
Left brain/right brain
How to memorise?

- Depends on individual
- Depends on content
- Write it down!
- Mnemonics
- Flash cards
- Past Papers
- [http://www.kent.ac.uk/library/](http://www.kent.ac.uk/library/)

Use as many different ways as possible
Memorising equations

1) \[ F = ma \]
How to memorise

• Read it
• Write it
• Recite it
• Review it
• Recall it
The principles of effective revision:

- Clear objectives (long & short term)
- Realistic targets
- Achievable schedules
- Logical time-lines
- Sustainability
- Stuff happens
Easy wins:

• Remove distractions from workspace
• Have things to hand: be organised
• Explain key points to someone
• Celebrate achievements
• Rewards – turn phone ON
• Drink plenty of water
One more time:

• Continual self-testing (over-learning)
• Variety of methods – watch a video
• Work with your own learning style
• Maximise your concentration
• Keep clear records
• Work with others
• Infographics
What to revise?

• Facts (numbers, percentages, dates, names, places, events)
• Processes (stages / steps / order)
• Components (of a system – order / importance)
• Theories / concepts
• People / roles / ideas
• Terminology
• Your beautiful notes
• Legislation/rules/regulations/requirements/guidelines
Break it down

• Lists of trigger words
• Relationships
• Formulae / equations / rules
• Definitions / meanings
• Examples / cases / case studies
• Articulate an essay from a list of points
• SLAS revision planner
• Calendar on your selfphone, Ipig, wetwipe
Try Different Techniques

• Leave gaps – effective *cramming* is a myth
• Experiment with new ways of memorising
• Reading and highlighting is not enough
• Timed essays
• Revisit the module handbook and your *Learning Outcomes*
• Do not spend ages colouring in your notes
The diagram explains the science of global warming. Key points include:

- **Greenhouse gases**: CO₂, CH₄, N₂O, CFCs
- **Industrial Revolution**: 1750
- **Greenhouse effect**: Ice reflects 90%, water absorbs 90%
- **Gases**: Greenhouse gases increase
- **Solar radiation**: Natural and trap heat
- **Energy**: Transportation
- **Balance disrupted**: Balance disrupted after the 1750 industrial revolution
- **Temperature change**: From 14°C to 14.7°C in 10,000 years
- **Life on Earth**: Sustained
- **Waste CO₂**: Manmade
Memory Aids

• There is life beyond the keyboard
• Listen - record yourself reciting key facts / model answers / names & theories etc.
• Work in pairs, test each other
• Colour & Association
• Post-it notes / posters in your room
• Regular re-reading of revision notes
• Rhymes

http://www.greatmathsteachingideas.com/2010/06/15/the-area-song/
Clear objectives

- Always start each revision session with a clear sense of what you want to achieve

- Which *methods* will you use to revise?

- What do you want to achieve?

Examples
- Produce a model answer under exam conditions
- Read 4 weeks’ notes & condense
- Write 2 sample answers
- Consult one key text Chps. 1-3
- Make flashcards for 1 module
- Memorise 3 quotes / formulae
Clear targets

- Define clear topics for the whole module
- Define clear topics for each revision session
- Not just “a module” etc. but **specific** topics / issues / practice questions / parts of past exam papers etc.
- Always narrow down targets / academic content: ‘use past papers’ is too vague.
- Carry out a ‘module audit’ (records check)
- Focus revision topics so you achieve…
Realistic schedules

- Daily/weekly/monthly
- Include other commitments
- Include rest and relaxation
- Sensible and flexible: you should review and change from time to time
- Set up monthly schedules, and focus in particular on **weekly** schedules
- Start early – like today?
Time-lines

• Don’t revise just up to the exams, but *through* the exams.

• Revise between exams

• Develop a sense of the time you have in front of you and how you will use it.
Sustainability

• Don’t exhaust yourself!
• Short, active revision sessions are more effective than long, inactive ones.
• Develop your concentration: BBR (Block + Break + Review)
• Put in gaps across the day
• Go for a walk
• Vary activities
Carry out continual self-testing

- Continually check and review what you have learnt

- Check practice answers.
- Set up regular short reviews

- **Mon** Topic 1 + 2 & end of day **review**; **Tues** Topic 3 + 4 & end of day **review**;
  **Wed** briefly **review** 1 + 2 + **move on**, Topic 5;
  **Thurs** **review** 3, 4 & 5, move on…Topic 6
- **Fri** **review** all topics and plan next step…
Variety is the Spice of Revision

• Don’t just read and note…explore different techniques:
  – Times
  – People
  – Modules
  – Socialise evenings only
  – Reward yourself
  – Set timer for breaks
Your Learning Style

- Strengths, limitations & preferences:

<table>
<thead>
<tr>
<th>Style</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>* You prefer using pictures, images, and spatial understanding.</td>
</tr>
<tr>
<td>Musical/Auditory</td>
<td>* You prefer using sound and music.</td>
</tr>
<tr>
<td>Verbal</td>
<td>* You prefer using words, both in speech and writing.</td>
</tr>
<tr>
<td>Physical/Kinesthetic</td>
<td>* You prefer using your body, hands and sense of touch.</td>
</tr>
<tr>
<td>Logical/Mathematical</td>
<td>* You prefer using logic, reasoning and systems.</td>
</tr>
<tr>
<td>Social</td>
<td>* You prefer to learn in groups or with other people.</td>
</tr>
<tr>
<td>Solitary</td>
<td>* You prefer to work alone and use self-study.</td>
</tr>
</tbody>
</table>

What is your learning style?

- Be flexible and adventurous!
MULTIPLE INTELLIGENCES

- Musical
- Bodily-Kinesthetic
- Visual-Spatial
- Interpersonal
- Intrapersonal
- Logical-Mathematical
- Naturalistic
- Word Smart
- People Smart
- Self Smart
- Picture Smart
- Logic Smart
- Music Smart
- Body Smart
Maximising your concentration

• Listen to your body:
  – nutritious food
  – exercise
  – enough rest

• Develop a sense of order and continuity.

• De-clutter your study space: organised and systematic.

• Need a soundtrack?

  https://www.youtube.com/watch?v=2G8LAiHSCAs
Review

• Record what you have achieved
• Revisit things you may have forgotten
• Use your records to boost morale and identify next targets
Revise Together

- Shared perspectives = more knowledge
- Enjoyable
- Schedule regular study meetings
- Twitter #your subject
- Team working skills
- Variety
Reflect
You will succeed...
The Student Learning Advisory Service (SLAS)

Canterbury

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Don’t try this at home…