

What is Effective Revision?

Parent Webinar
19 October 7-8pm
Sarah Falcon

How Learning and Memory work

Importance of Retrieval Practice

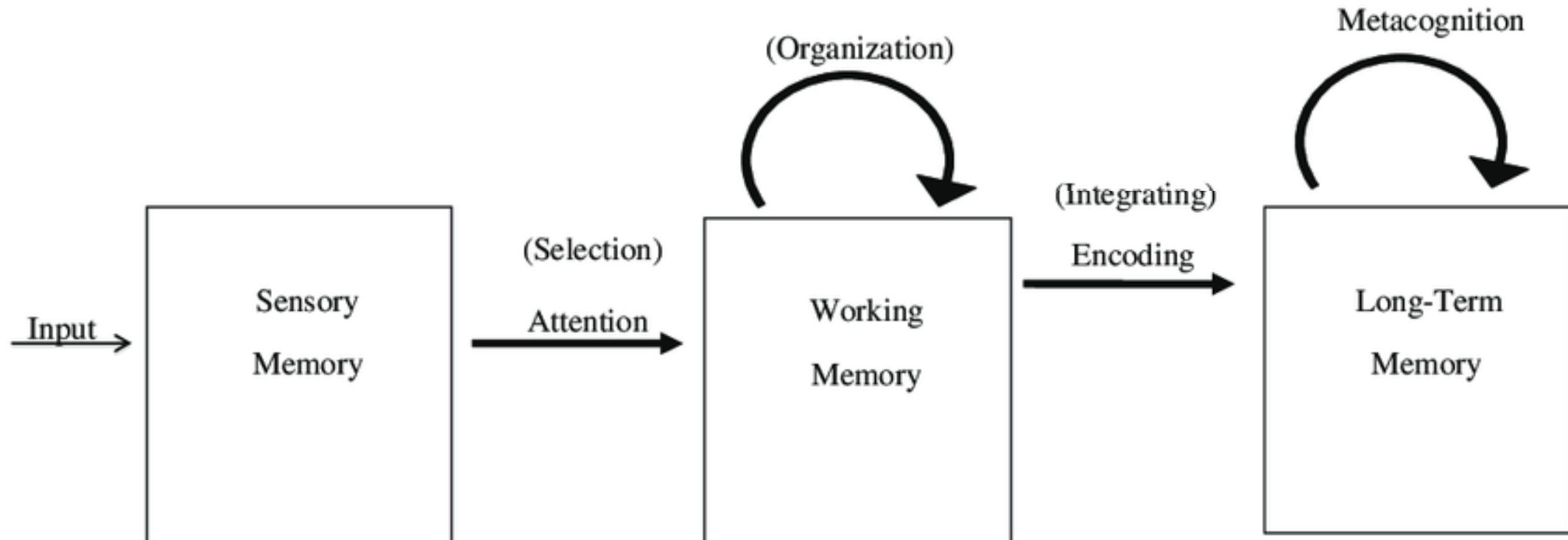
Effective Revision Strategies

Structuring a Revision Session

How Learning and Memory Work

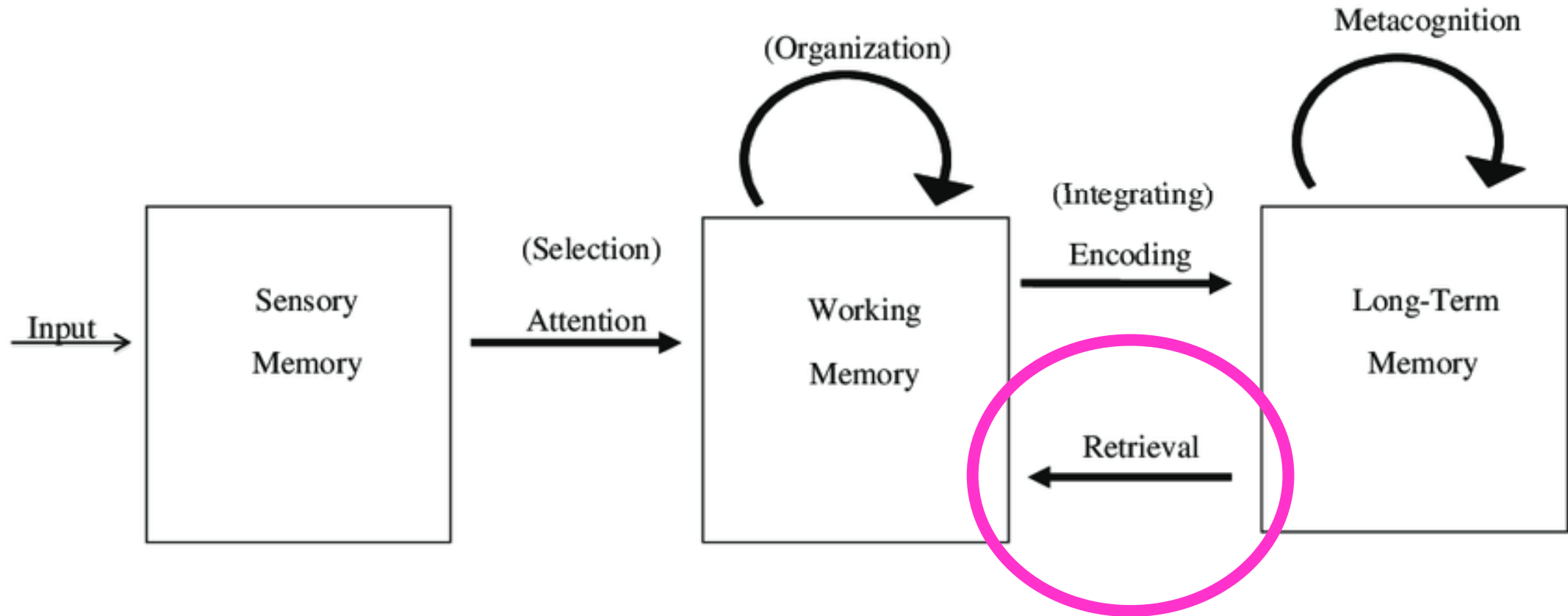
REVISION = to look at again

LEARNING isn't an instant thing. It's a process which takes time, repeated exposure, engagement and a number of complex cognitive events...



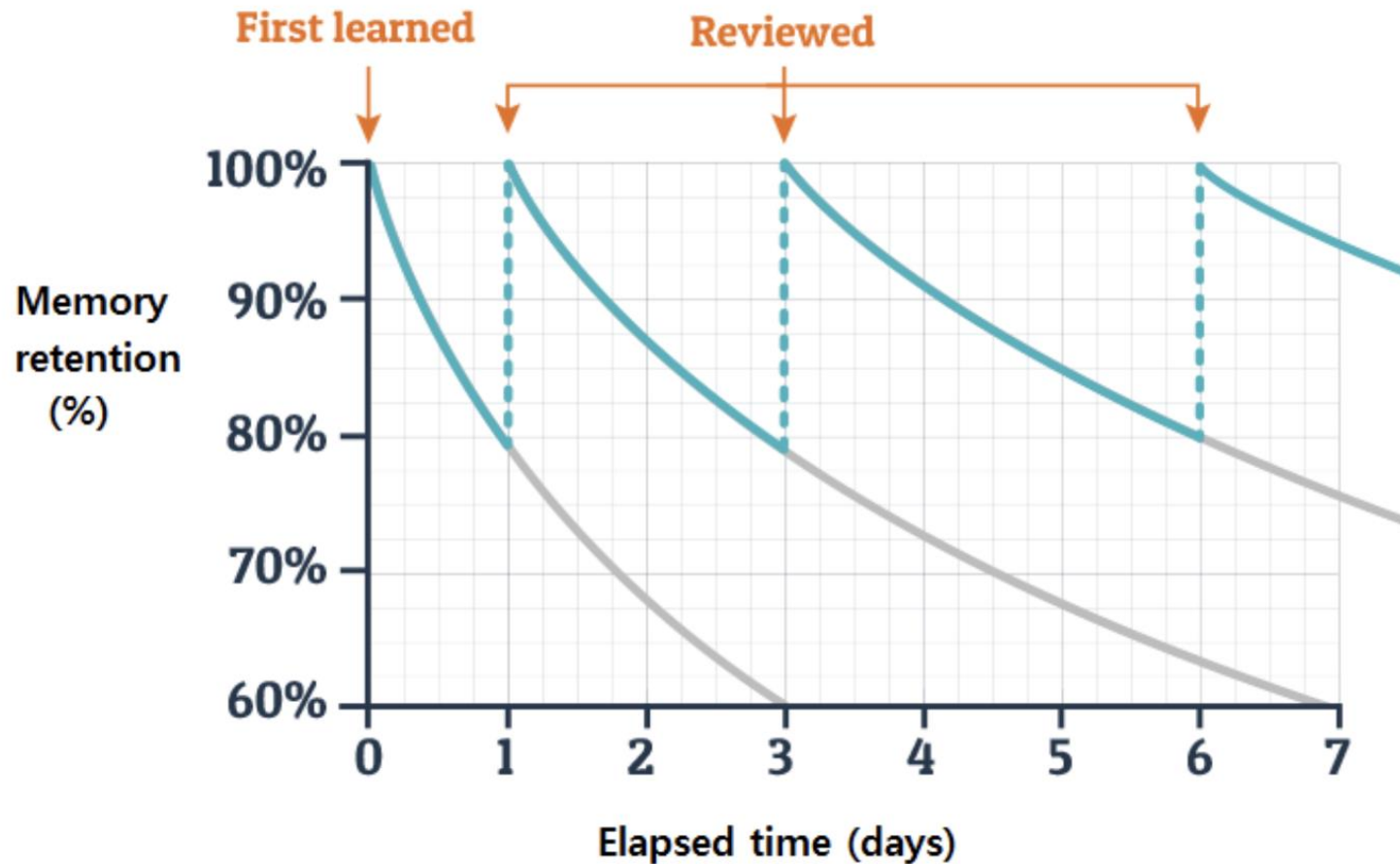
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How Does Our Memory Work?

The Forgetting Curve



Do Now:
 Reflect on learning from last week, last term and last year and change the statements in the grid so that they are correct

'Fix the errors' grid: Answers

In Asch's baseline study, the conformity rate during the critical trials was 36.8%	The phonological loop divided into the phonological store and the articulatory process	Insecure-resistant children are most likely to be bullies
In SLT the mediational processes are attention, retention, motor reproduction and motivation	Maslow proposed that the hierarchy of needs	Mean, median and Mode are all measures of central tendency
Sperry found that split brain PP can describe what they saw when items were shown to their right visual field	Excitation is when a neurotransmitter, increases the positive charge of the post synaptic neuron	Wernicke's area is located in the temporal

Explode the Quotes

Reflect on your learning from Y10 and explode the quotes with meaning, links, characters and so on. As much as you can remember.

"Fair is **foul** and foul is fair"

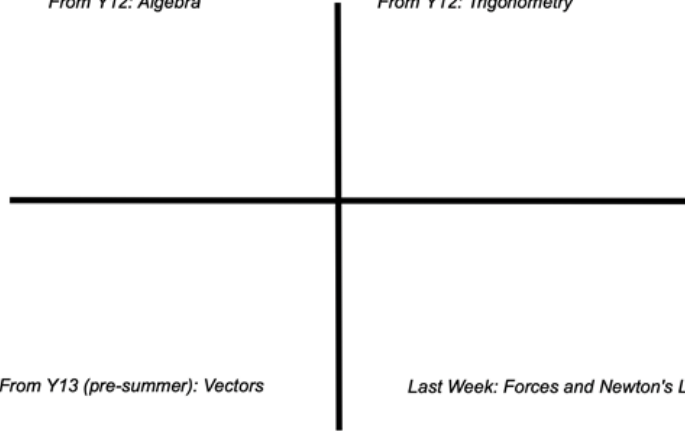
"Stars hide your fires; let not light see my dark and deep desires"

"When thou durst do it, then you were a man"

Do Now:
 You have four minutes to write down everything you know about the topics below

From Y12: Algebra

From Y12: Trigonometry



From Y13 (pre-summer): Vectors

Last Week: Forces and Newton's Law

Do Now: Write down definitions for the key words you from last year, start of term and last week

Key Word Retrieval

Challenge: Can you use each word in a sentence?

Key word	Definition
Specificity	
Reversibility	
Plyometrics	
Fartlek	
Leadership	
Cardiovascular	
Anabolic steroid	
Anxiety	

Do Now

The Importance of Retrieval Practice

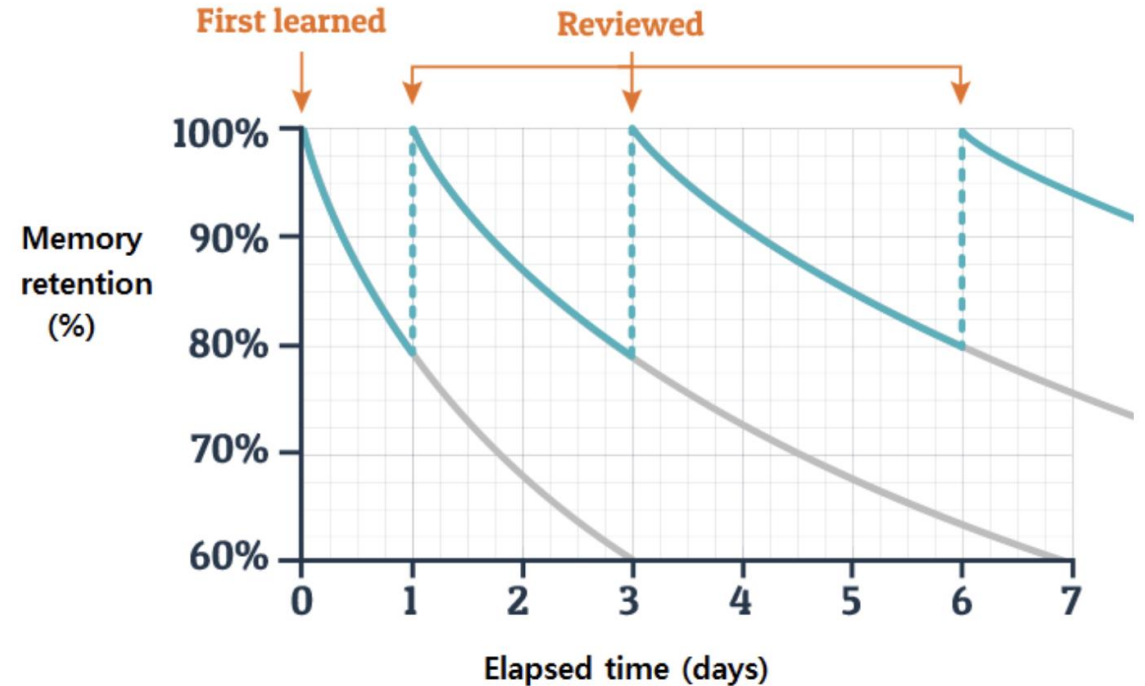
'Desirable difficulties trigger encoding and retrieval processes that support learning' (Bjork)

The greater the *effort* required to retrieve knowledge or a skill, the more the learning is consolidated and the better long-term retention will be.

There are learning benefits to a small amount of *forgetting*, such that greater effort is required for recall. Forgetting can be utilised as a 'desirable difficulty': a short-term impediment which yields stronger learning.

How much forgetting? A *small amount* of forgetting has the advantage that retrieval requires greater effort and leads to better long-term recall. Too much and students have to re-learn material. So, to maximise the benefits of forgetting, a useful principle to follow is: *allow a little forgetting to set in, but not so much that students have to re-learn material and you have to re-teach it.*

‘when you let the memory recede a little, for example by spacing or interleaving the practice, retrieval is harder ... but your learning is deeper and you will retrieve it more easily in the future’ (Brown, Roediger & McDaniel).



Effective Revision Strategies



What Doesn't Work

Re-reading notes

Spending hours making pretty mind maps and flash cards using your notes and not referring to them

Re-reading the novel/poem/play

Highlighting things

What Does Work



Doing things FROM MEMORY, not using your notes: Using your memory alone is the best way to transfer things to your LTM. Remember, the harder it is, the better the learning!



Repetition: Studies suggest that you have to learn something THREE – SIX times before you will have it in your LTM. Repeating the same activities at spaced intervals will help you to learn better.



Recall/quizzes: Doing small, low stakes tests regularly will help you remember more content. It doesn't matter how well you do, these are quizzes to help you learn, not to test you...



Getting things wrong: if you get something wrong or find it hard your brain is more likely to remember it for next time...



Strategy One

Create a fact sheet.

Write questions down the left and answers on the right.

Cover over the answers with a new piece of paper and try and answer the questions (no cheating).

Check your answers and then have another go.



Strategy Two

Create a perfect essay plan mind map using your notes.

Then try to replicate it without looking at your notes or perfect plan.

Check it against your perfect plan, what did you miss? What did you get wrong?

Have another go.



Strategy Three

Test yourself in your head.

Ask yourself questions and try and recall the information from particular topic/questions.



Strategy Four

Be a teacher- teach someone a topic. Explaining and teaching someone will help you learn. You can then switch roles and they can teach you a different topic



Strategy Five

Write all you know!

Write everything down about a particular topic, you might want to split your page into certain themes or subtopics. You could use a revision clock for this.

Check with your notes/books once you have finished, what have you forgotten? What is incorrect?

Have another go.

WATER ON THE LAND

THE WATER MANAGEMENT

Surplus - area with too much water
 Deficit - area with not enough water

CASE STUDY OF A WATER TRANSFER SCHEME

LAKE VRENWILZLAND
 Water surplus - water surplus - Liverpool
 Water deficit - water deficit - Liverpool

ISSUES
 (1) loss of village
 (2) loss of farming + landscape
 (3) loss of wildlife

ENVIRONMENTAL
 100 river dolphins live in the area
 50000 hectares of farmland

EROSION

Hydraulic action - force of water against bed + banks
 Abrasion - wearing away of material (sandpaper)
 Attrition - material collides + breaks into smaller pieces
 Solution - acids in water will dissolve material

TRANSPORTATION

1. Traction
2. Saltation
3. Suspension
4. Solution

WATER DRAINAGE BASIN
 Source - Watershed
 Mouth - confluence
 Tributaries - smaller rivers
 Upper / Middle / Lower

EROSION + DEPOSITION
 (1) Erosion
 (2) Deposition
 (3) Oxbow lakes
 (4) Meanders

THE 1953 FLOODS

Expensive, but reliable as dams
 Cheap, but unreliable as floodgates

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Strategy Six

As you write notes from your book/revision guide, write a question based on the topic on a different piece of paper.

Once you have completed your notes, put them away and try and answer the questions on your newly created question sheet.

Check your answers against your notes, how did you do?

Strategy Seven

Talk it through with someone.

Ask each other questions and test one another on what you can remember

7 Strategies



Questions on the left,
answers on the right



Perfect mind map/essay
mind map, replicate from
memory, check, repeat



Test yourself in your head



Be the teacher



Write all you know



Question page as you
create a fact sheet/mind
map/cue cards



Talk it through

4 Methods of Retrieval Practice

@ImpactWales

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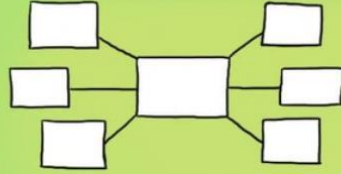
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

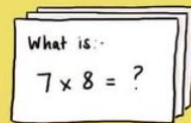
Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

QUIZZING

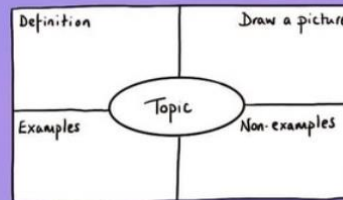
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

Structuring a Revision Session



A one hour revision session could look like this...

Option A

Watch a BBC Bitesize video and write notes (5 mins)

Revision clock based on everything you can remember from the video (15 mins)

Cross reference your revision clock with your original notes. Add missing items in a different colour pen (10 mins)

10 min break - go for a walk outside

Revision clock again on everything you can remember from the video and from when you edited your first go with a different colour pen (15 mins)

Cross reference your revision clock with your original notes. Add missing items in a different colour pen (10 mins)

Option B

Write out a fact sheet with a question on the left and answer on the right. Use your book to create this. (15 mins)

Cover the answers with a piece of paper and write out the answer from memory (10 mins)

Check your answers with the original (5 mins)

10 min break - play on phone/games/get a snack

Cover the answers with a new piece of paper and write out the answer from memory (10 mins)

Check your answers with the original (3 mins)

Write everything you can remember about the topic

Environment



QUIET SPACE, WHERE
POSSIBLE



NO TV OR VISUAL
DISTRACTIONS



MUSIC?

The Music Question



Vocal



Instrumental

Time

- No golden rule
- Different for age groups, learning needs
- Gradual increase as they get closer to exams
- Little and often works best
- KS3/early KS4 an hour or so each evening, where possible
- Senenca learning found average of 15-20 hours per week for GCSE and A-level students in months before exams

FAST FACTS

Rating the Best Ways to Study

1»» Some study methods work in many different situations and across topics, boosting test performance and long-term retention. Learning how to learn can have lifelong benefits.

2»» Self-testing and spreading out study sessions—so-called distributed practice—are excellent ways to improve learning. They are efficient, easy to use and effective.

3»» Underlining and rereading, two methods that many students use, are ineffective and can be time-consuming.

4»» Other learning techniques need further testing and evaluation. In the meantime, students and teachers can put proved study methods to use in classrooms and at home.

Takeaway Points

CHA Assessment Cycle

	YEAR GROUP	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
PC1	Revision Starts	Mon 18/10/21	Mon 13/09/21	Mon 1/11/21	Mon 13/09/21	Mon 08/11/21	Mon 18/10/21	Mon 08/11/21
	Assessment Start Date	Mon 8/11/21	Mon 27/09/21	Mon 15/11/21	Mon 27/09/21	Mon 29/11/21	Mon 8/11/21	Mon 29/11/21
	P C 1 to parents	Fri 3/12/21	Fri 5/11/21	Fri 10/12/21	Fri 22/10/21	Wed 17/12/21	Thu 9/12/21	Wed 17/12/21
PC2	Revision Starts	Mon 7/02/22	Mon 6/12/21	Mon 31/01/22	Mon 17/01/22	Mon 7/02/22	Mon 10/01/22	Mon 7/02/22
	Assessment Start Date	Mon 28/02/22	Wed 5/01/22	Mon 14/02/22	Mon 31/01/22	Mon 7/03/22	Mon 24/01/22	Mon 7/03/22
	P C 2 to parents	Fri 25/03/22	Thu 27/01/22	Fri 18/03/22	Fri 11/03/22	Wed 30/03/22	Fri 18/02/22	Fri 1/04/22
PC3	Revision Starts	Mon 9/05/22	Mon 7/03/22	Mon 09/05/22	Mon 16/05/22	N/A	Mon 16/05/22	N/A
	Assessment Start Date	Mon 23/05/22	Mon 21/03/22	Mon 23/05/22	Mon 13/06/22	N/A	Mon 13/06/22	N/A
	P C 3 to parents	Thu 23/06/22	Wed 11/05/22	Wed 29/06/22	Wed 13/07/22	N/A	Fri 8/07/22	N/A

CHA REVISION GUIDE FOR PROGRESS CHECK 1

SUBJECT: PSYCHOLOGY

YEAR GROUP: 12

DATE OF ASSESSMENT: SI= 10/11/21 RM= 12B: 11/11/21 12C: 12/11/21

REVISION/PREPARATION

Below is a list of topics you need to prepare for your assessment:

All subtopics covered so far in:

- Social Influence
- Research Methods

Below is a list of activities you can do for your revision:

Self-test: Use your exercise book to create a quiz to self-test yourself	Flash card: create a set of flash cards with Q&As, ready to test yourself	Practice Questions: Use past papers online or in my classroom. Self-assess with mark scheme.
Revision Clock: break down the topic in to 12 sections and complete a revision clock	Brain Dump: Complete a brain dump with as much as you can recall then check your notes to see what you forgot	Mind Map: Create a mind map from memory, then check, review and add to your mind map
Infographic: Create an infographic with sketches and note from memory	Summarise: Write an overview of the key topics from memory then refer back to your notes	Retrieve, record and review: record yourself retrieving as much information as you can verbally then listen back and review

RESOURCES/PREPARATION

Below is a list of resources you need to prepare for your assessment:

How to revise (applicable to all subjects) <https://www.youtube.com/watch?v=97Rs3oDzEtc>

- Your notes, class work (including homework tasks) and textbook
- <https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-social-influence>
- 45 min revision webinar with activities: <https://www.youtube.com/watch?v=pbf8Non5Dzw>
- Ignore the methods not studied yet: <https://www.youtube.com/watch?v=NnD8ZQAD0qw>
- Activities and summaries of RM: <https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-research-methods>

References and Sources

- [Summary of Desirable Difficulties](#)
- Jennifer Webb: funkypedagogy.co.uk
- Kate Jones: Retrieval Practice
- [What Works, What Doesn't](#) By John Dunlosky, Katherine A. Rawson, Elizabeth J. Marsh, Mitchell J. Nathan And Daniel T. Willingham
- Innovation and research in learning by Jonathan Beale, Researcher-in-Residence
- Ebbinghaus' Forgetting Curve

Sarah Falcon

SFalcon1@chacademy.co.uk

Questions

Survey

