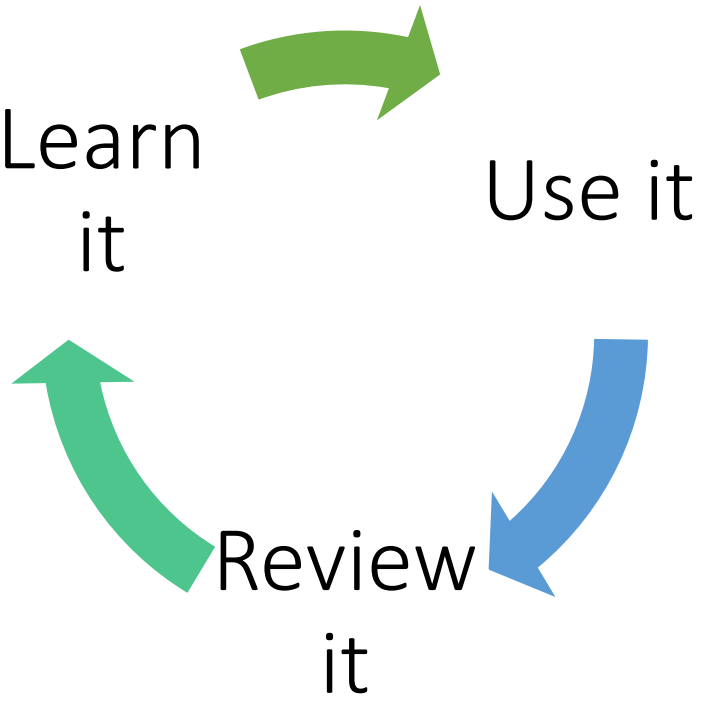
Session 1: Learn it

Effective strategies for learning (and relearning) information.



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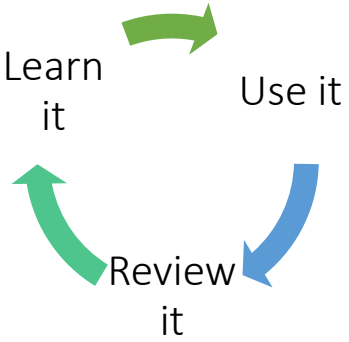
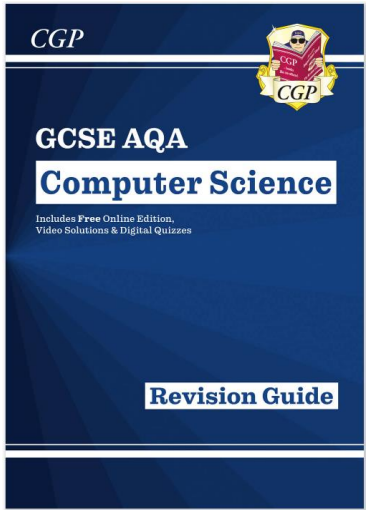
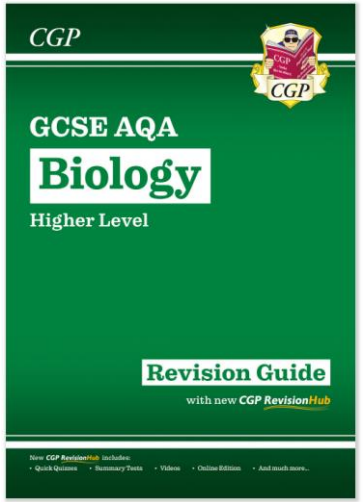


- Generally speaking, this part of the process is what most people think of when they think about revision.
- It is 'reviewing' information that you have been taught in class (e.g. using your exercise book, a textbook, revision guide etc).
- In some subjects (English, for example) it might also involve identifying areas to consider; new things that could be learnt which would give a wider knowledge of the topic and so support exam responses.

"I've sat with my revision guide for 2 hrs, I've done my revision!"





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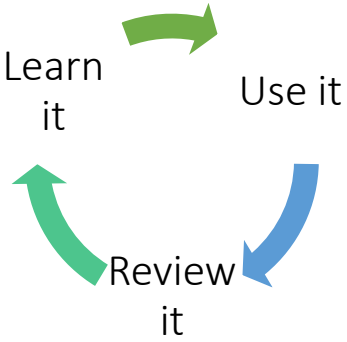
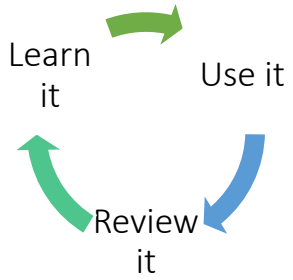


HOWEVER, as we know, this is not the only part of revision. There is a danger that students could spend a disproportionate amount of time learning information and never get around to practicing applying their knowledge to exam questions.

Our aim in this section of the revision cycle, therefore, is to use strategies for learning information which are both effective and efficient.

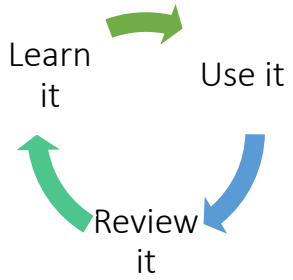
Session 1: Learn it
Common mistakes



1. Reading and copying.
These are both very passive activities. They will help students to learn information eventually, but they won't be efficient.

2. Making revision materials, and then never looking at them again.
Again, the process of making cue cards or posters will help students to learn information, but they should be revisited. For instance, cue cards should be used to quiz with (ask people to ask you questions). Posters can be used for 'look, cover, write, check' activities (is there a piece of information you persistently forget?).

Session 1: Learn it Effective and efficient



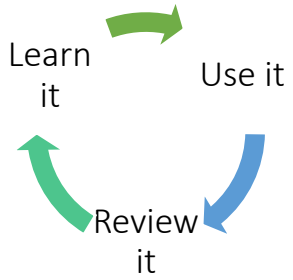
We are aiming for learning activities which involve active thought.

They should be difficult! Students should be trying to remember things, rather than just reading information in front of them. It is this struggle (and eventually remembering/working out the answer) which leads to stronger connections between neurons in the brain and more securely 'learnt' knowledge. (If you don't know it, you can't apply it!)

Obviously, the struggle needs to be at an appropriate level. No matter how long I spend trying to remember the periodic table, I am never going to remember the whole thing. I will need clues and hints to help me remember or work it out.

For example, where are the metals and non-metals found? What does the group number mean? What does a period mean?

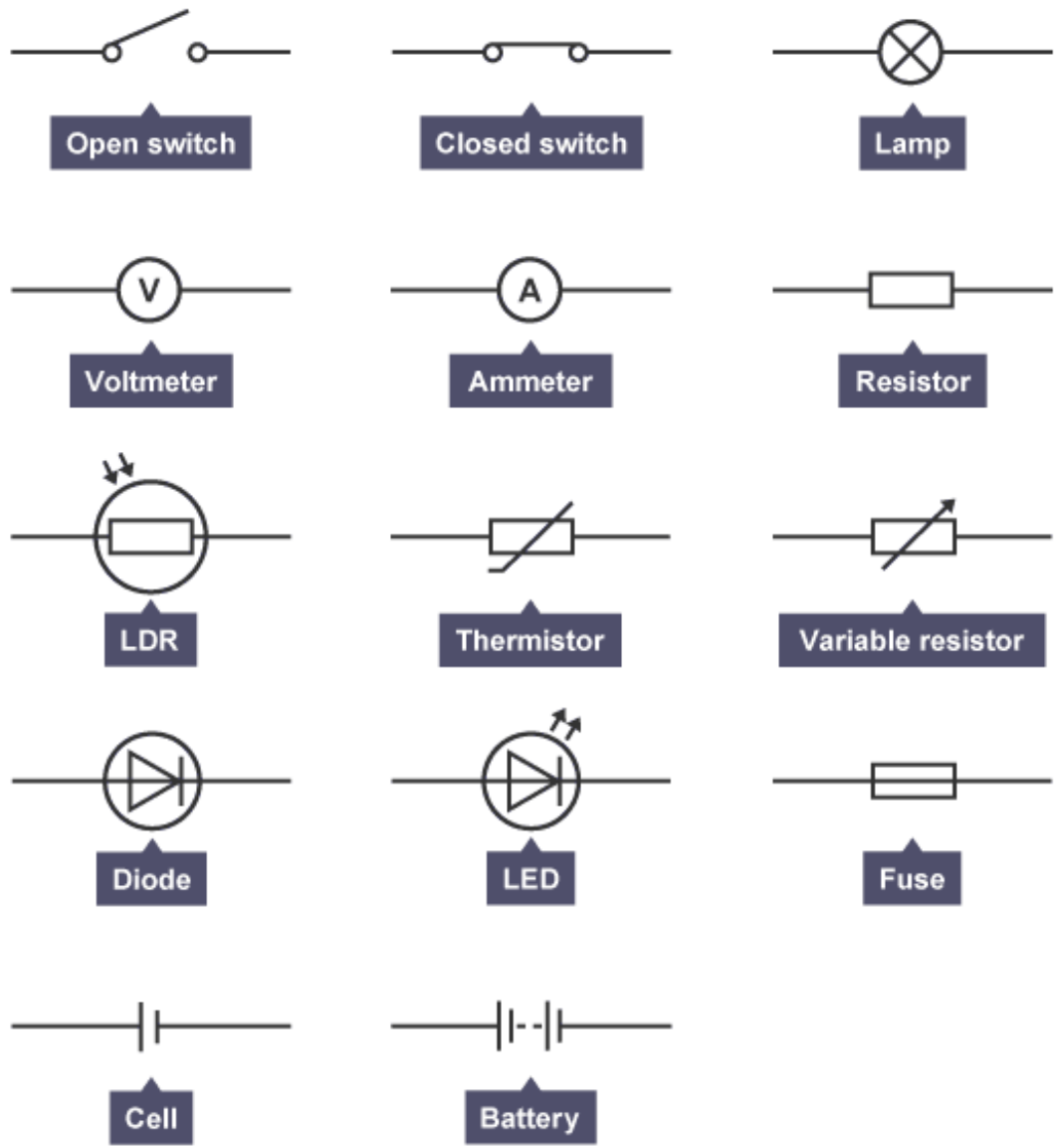
Session 1: Learn it Suggested activities

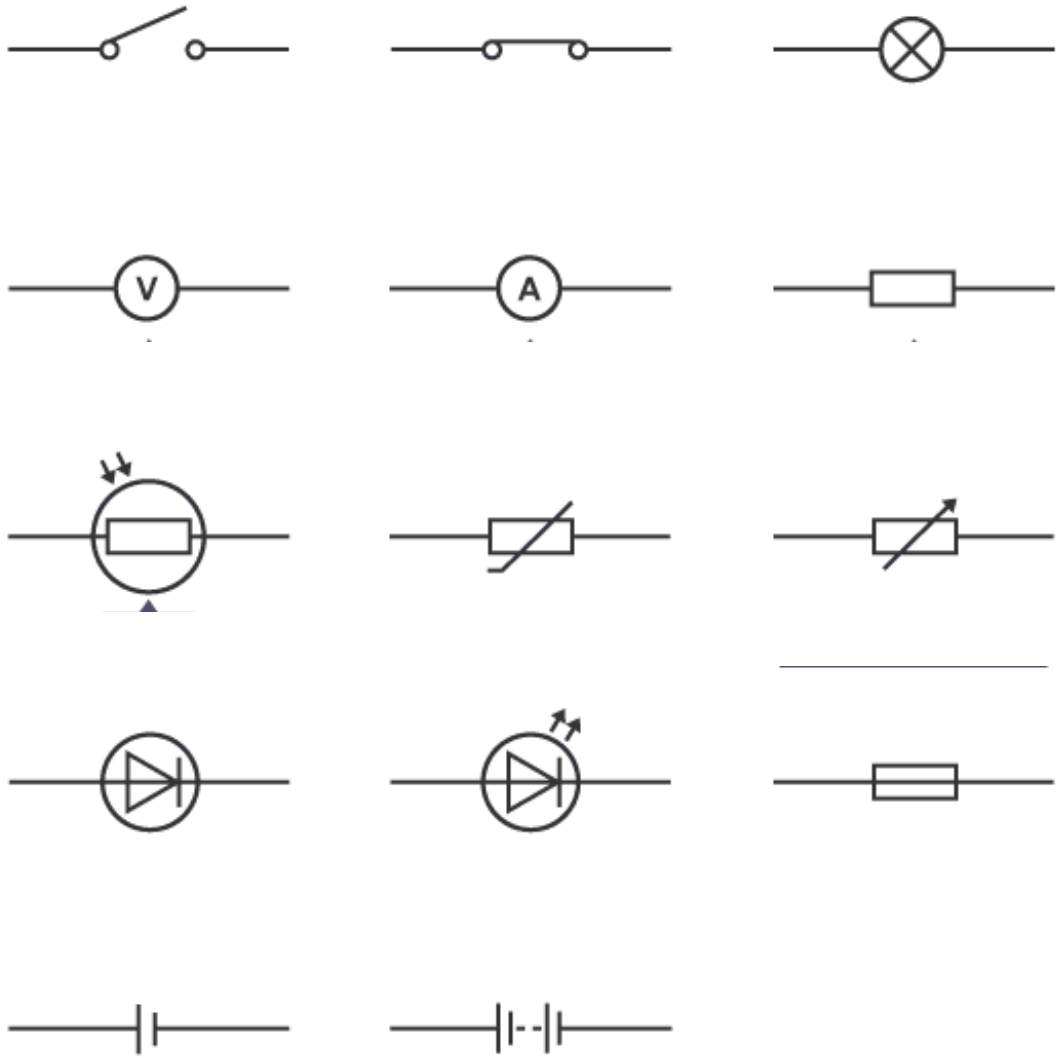


1. Look, cover, write, check.

This can be for large amounts of information.

- Spend exactly 2 minutes studying an information source and trying to remember it. You are not allowed to write anything down.
- Cover it up.
- Spend exactly 3 minutes trying to remember everything that was written on that source. Write it on a blank piece of paper.
- If you're struggling, you could draw boxes in areas where you know there was information, but not exactly what it was.
- At the end of the 3 minutes, turn the original information source over. Again, you are not allowed to write anything, but you have 1 minute to try to remember any of the missing pieces of information.
- Again, cover the original source over and (using a different coloured pen this time) continue with the copy.


Open switch
Closed switch
Lamp
V
Voltmeter
A
Ammeter
Resistor
LDR
Thermistor
Variable resistor
Diode
LED
Fuse
Cell
Battery


V
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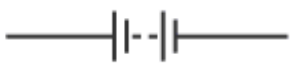

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