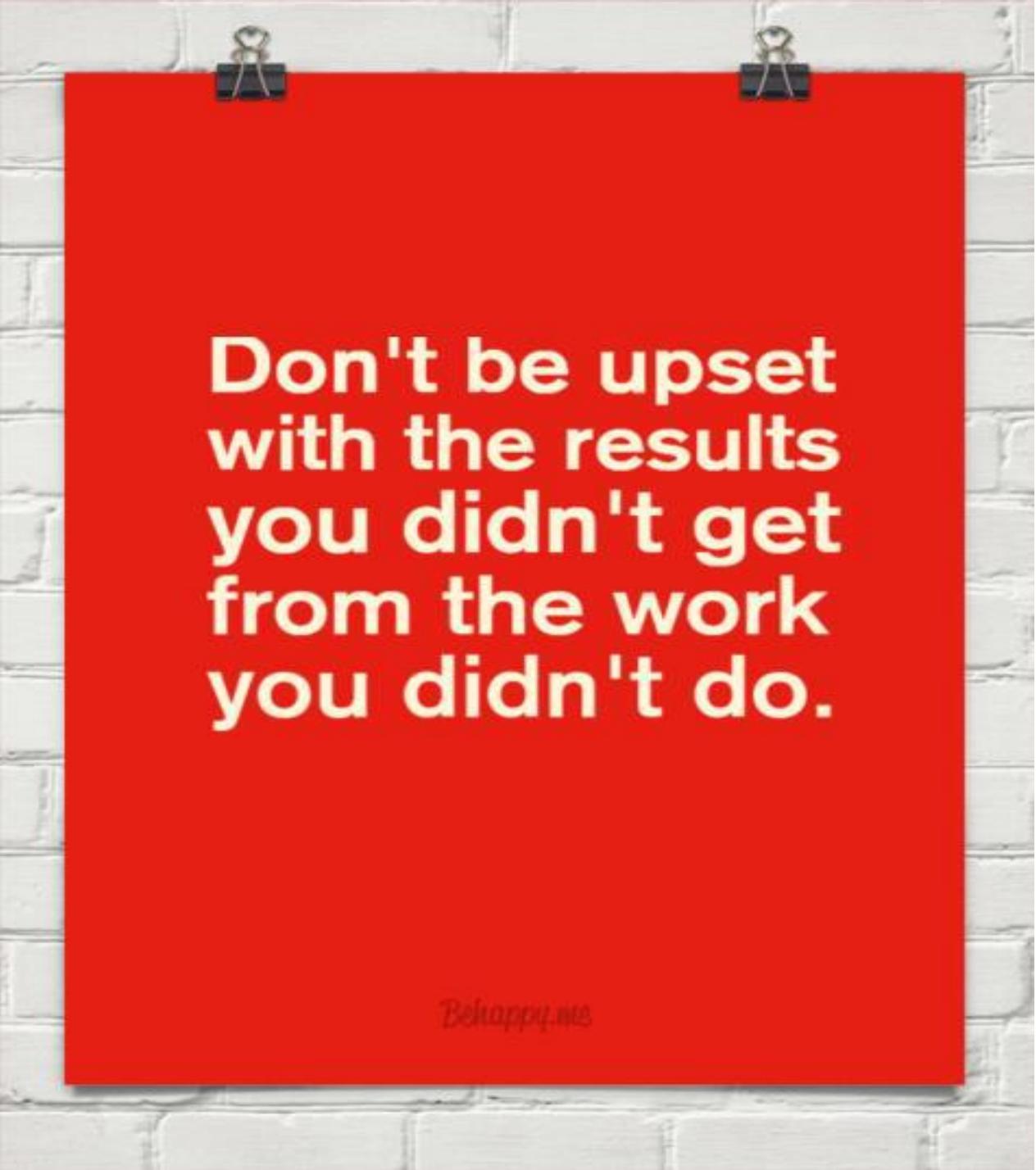


What Works Revision?

- What's the latest understanding about what makes revision work? (The Big ideas)
- How do these 'Big ideas' translate into revision strategies for our pupils?



**Don't be upset
with the results
you didn't get
from the work
you didn't do.**

Behappy.me

What's the latest understanding about what makes revision work? (The Big ideas)

1. The Testing Effect/Regular Retrieval of knowledge

“The testing effect is the finding that long term memory is increased when some of the learning period is devoted to retrieving the to-be remembered information. The effect is also sometimes referred to as retrieval practice, practice testing, or test-enhanced learning.”

John Dunlosky ‘What works, what doesn’t’.

“As I retrieve something it becomes more accessible, stronger, and more recallable.”

Dr.Robert Bjork – Bjork learning and forgetting lab UCLA

Key point: Testing/retrieval must be challenging BUT low stakes

What's the latest understanding about what makes revision work? (The Big ideas)

2. The Spacing Effect and Interleaving

“Delays between study periods are ideal to retain fundamental concepts that form the basis for advanced knowledge. Students remember/learn more easily when items are studied a few times spaced over a longer time span, rather than repeatedly studied in a short span of time.”

“Interleaving occurs when we mix up different questions, processes and topics. This makes retrieval more difficult in the short term but strengthens longer term memory.”

Daniel Willingham – ‘Why don’t students like school?’ (A cognitive scientist answers questions about the mind and what it means for the classroom)

Key point: When planning revision – try to space out the subjects/topics covered across the week, whilst mixing up subjects/topics instead of blocking large amounts of time spent on just one.

What's the latest understanding about what makes revision work? (The Big ideas)

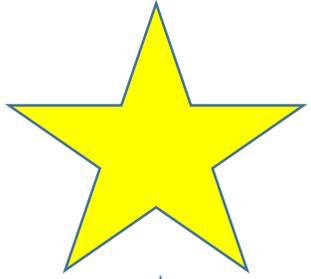
3. Difficulty is Desirable

“Learning is deeper and more durable when it’s effortful. However we are drawn to strategies that feel more fruitful, unaware that the gains from these strategies are often temporary.”

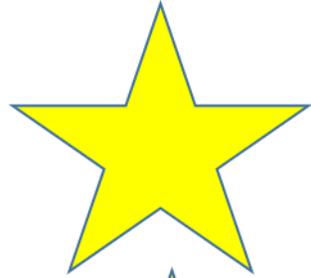
Brown, Roediger & McDaniel – ‘Make it stick’ (The Science of successful learning)

Key point: All revision should have some form of, ‘Desirable Difficulty’. Memory is the residue of thought – Without thinking hard you won’t remember the information you need.

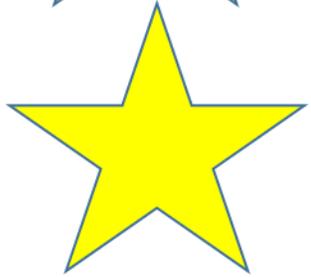
How do these 'Big ideas' translate into revision strategies for our pupils?



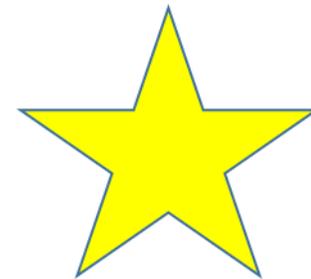
Frequent low stakes testing – with corrective feedback. Use flashcards with key words and /or a willing participant to test you. Especially drill key words/concepts.



Create a revision plan that is spaced out, covers multiple topics or subjects per session and interleaves the topics and subjects.

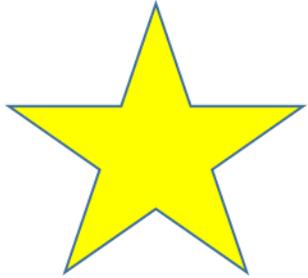


Create meaningful mental models (*Could be mind maps*) that places required information into an organised structure. Thinking about how to organise the information far outweighs simple reviewing.

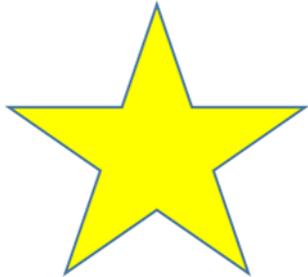


Always ask yourself, 'Why?' questions focused on meaning. For example: Why is this important?/Why is x more important than y? etc.

How do these 'Big ideas' translate into revision strategies for our pupils?



Ensure all revision links to how you will be assessed in exam. Easiest way is to ensure this is by utilising Past exam papers in every session you do.



Also be subject specific by running through your thinking processes for the exam papers you will sit. Practice the process of opening a paper, running through the questions and understanding the time demands and thinking processes involved in choosing questions if allowed.

MYTHBUSTERS

Revision techniques - busted and confirmed



BUSTED!

- Using highlighters
- Long periods of time on one topic
- Cramming
- Re-Reading notes
- Summarising notes/text

CONFIRMED

- Test yourself constantly
- Space out revision over time
- Interrogate yourself Ask why?
- Cover multiple topics in same revision session
- Use existing or create model answers

Memory is the residue of thought. Without thinking hard when revising you won't remember the information you need.