

4 steps

1. Remove distractions
2. **INTERLEAVE** - Revise in 30 minute chunks, several subjects per day
3. **DON'T** use ineffective methods
4. **DO** use active revision techniques

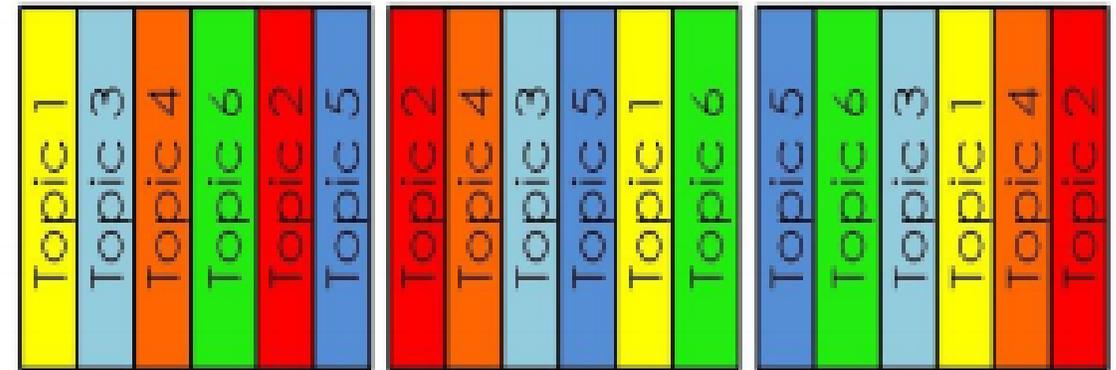
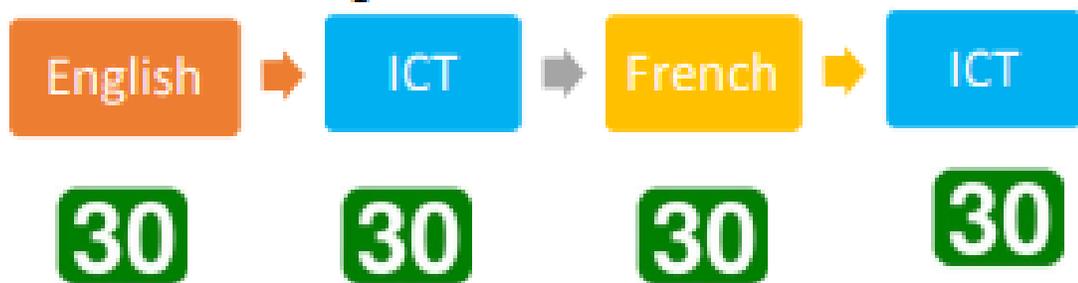
How many subjects per day?

Your memory works best when it is forced to mix up different subject. This is called interleaving.

Monday



Tuesday



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



In scientific studies on memory re-reading notes does not score well as an effective revision technique

Don't...just highlight everything!



Another strategy that feels like you are doing something but doesn't actually help you remember much

Relying only on turning up to lessons or only revising a topic once

The 'Forgetting Curve'

Back in 1885 Professor Ebbinghaus looked at how our memory works. He found that we forget things very fast unless we go back over them lots of times. This could explain why your revision does (or doesn't) work!

Learning in Class



Revising Once

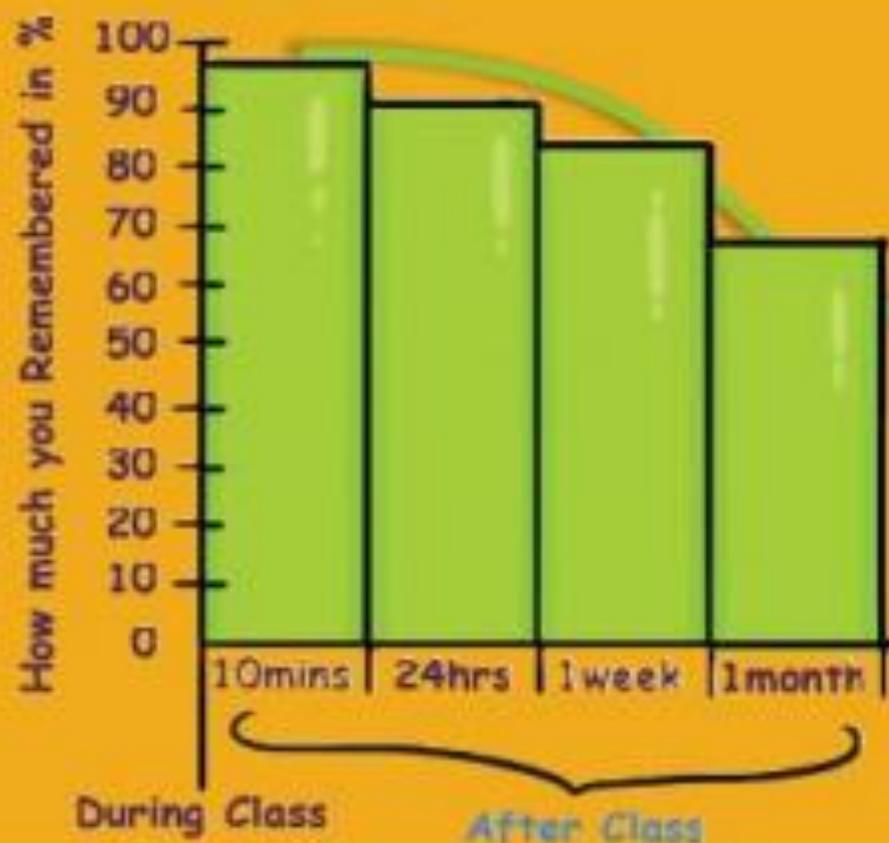


You will remember so much more if you revise



Revising a few times...

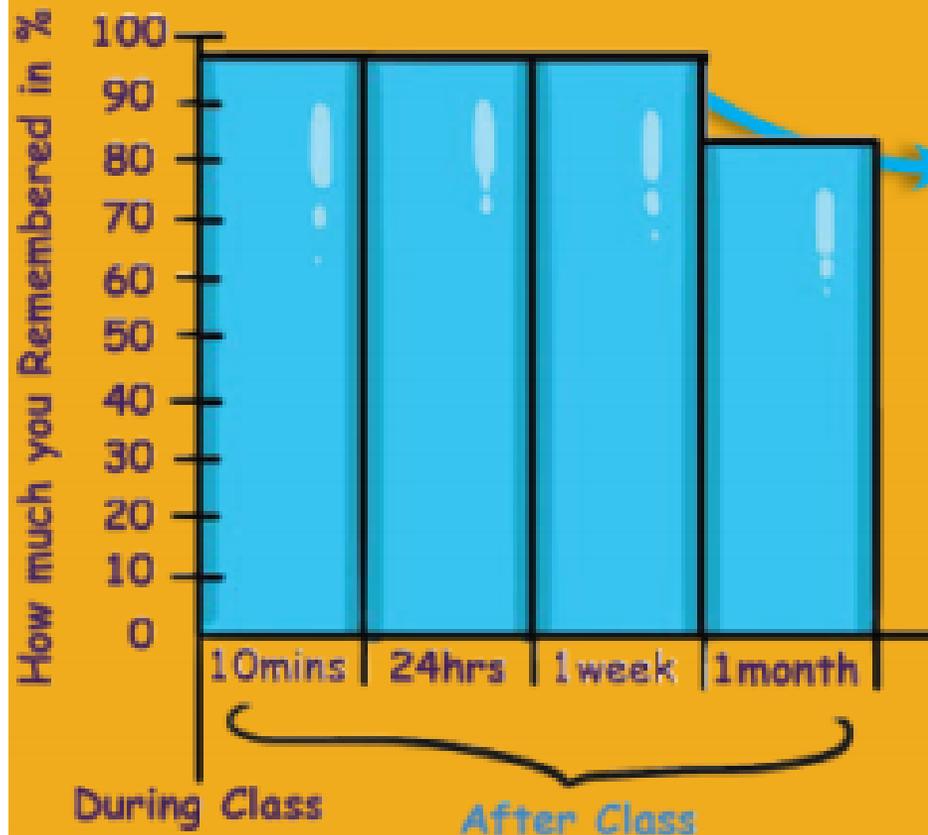
Revising a few times



You remember more if you revise a few times.

Revising a topic four times

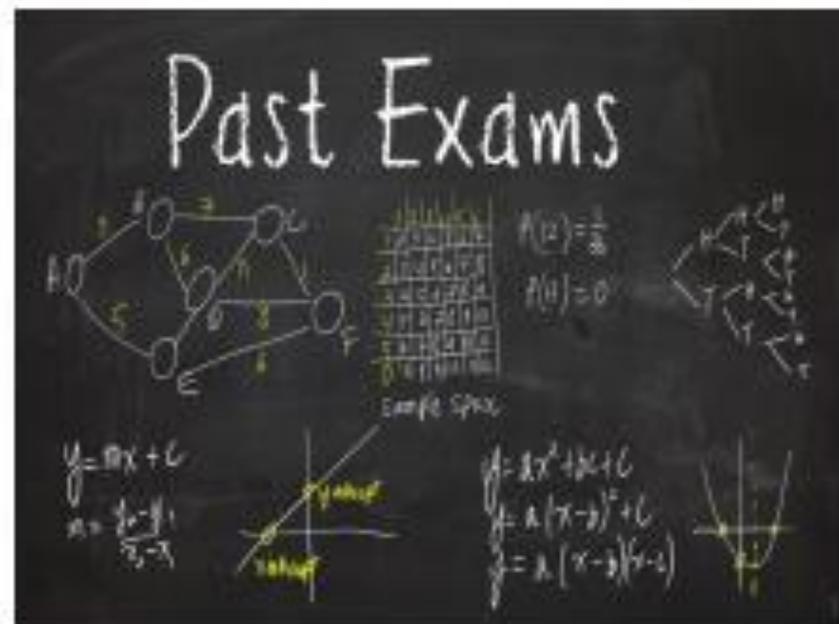
Revising at least times 4 times



You remember a lot if you revise many times!

Do...test yourself

LOOK
SAY
COVER
WRITE
CHECK



Revision technique:

Retrieval Practice

- "Students who can test themselves or try to retrieve material from their memory are going to learn that material better in the long run", says Prof Dunlosky.

Revision techniques: Read / cover / write / check. Repeat

Read your notes

Cover them up

Write down what you can remember

Check – did you leave anything out?

Repeat

Repeat this until you can be confident that you can remember all the material you need to know

Retrieval Practice

LOOK



SAY



COVER



WRITE



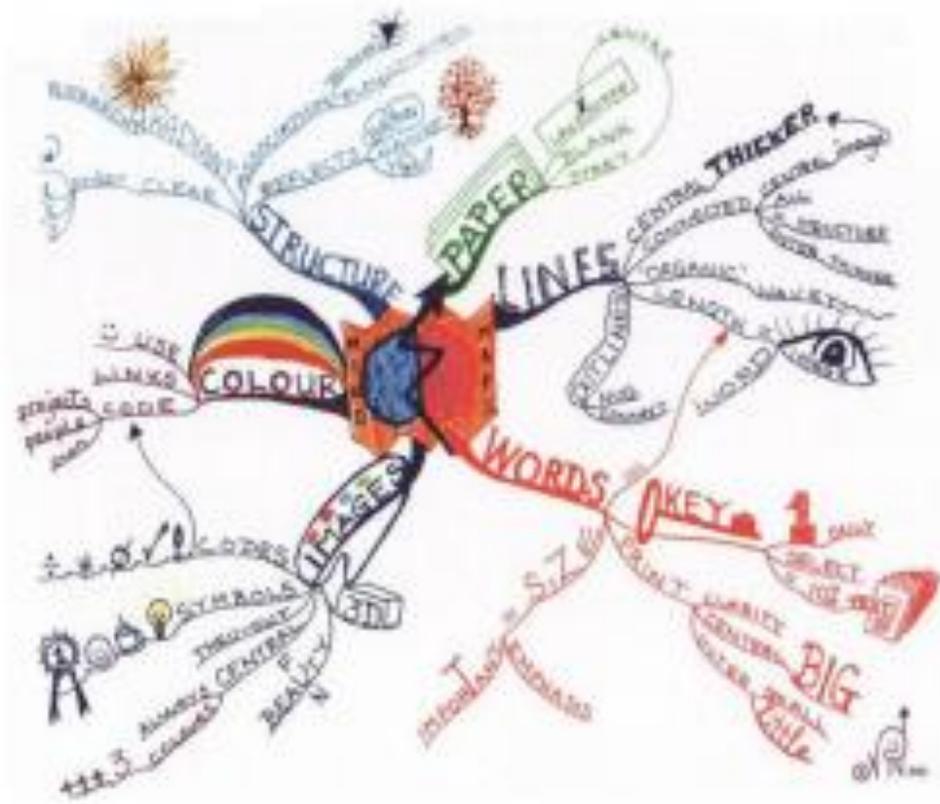
CHECK



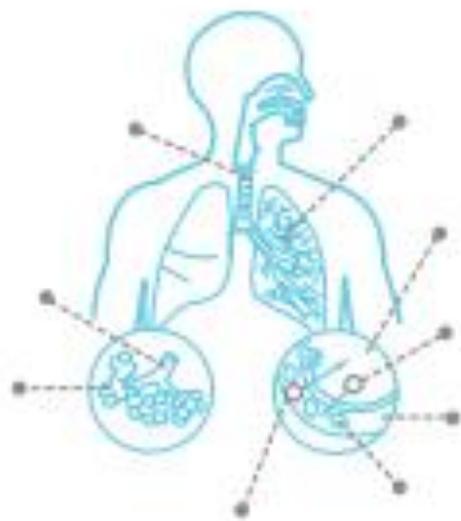
Do...use flashcards



Dual coding – combining words & visuals.



- ✓ Find visuals in your notes and explain them in your own words
- ✓ Draw images to go along with what you are trying to learn (remember)
- ✓ 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.



A PICTURE PAINTS A THOUSAND WORDS

- What do you connect or associate with each of these pictures?
- Write what you think each of these pictures symbolises or 'stands for'. *For example, the lion stands for courage and strength and is considered to be the king of the jungle beasts.*



Mind Mapping

- Put your main theme in the middle of your page
- Draw smaller branches leading from the main point. These are for connected, but less important, ideas. Use symbols, pictures, codes and shorthand in your Mind maps in order to make them very personal, and add colour and imagery to the picture.
- http://www.youtube.com/watch?v=tgqnu7o_UwE

History How To's



Folding Frenzy

Simon Beale
@SPBeale



What is Folding frenzy?

A Folding Frenzy is a multi layered revision technique that uses a range of strategies in one package to rigorously encode & synthesise knowledge for better retrieval during exams.

What Does the Research Say?

Chang & Ku (2014) Shows that note taking requires effort and encoding which stores the information more firmly in long term memory.

Mann (2014) states that graphic organisers, specifically, concept/event maps are a vital tool that aid in the comprehension of the complex material presented in any curriculum.

Agarwai, Roediger, McDaniel & McDermott (2013) States that The more difficult the retrieval practice, the better it is for long-term learning. For instance, recalling an answer to a History question improves learning to a greater extent than looking up the answer in a textbook.

Further Reading

Cornell University, The Cornell Note Taking System
Educational Endowment Foundation, Blog, Retrieval Practice
Oliver Caviglioli, Dual Coding With Teachers

Using Folding Frenzy



Notes

Students write a page of notes on a piece of blank paper on a specifically chosen topic. Focussing on;

1. key vocabulary
2. summarising content
3. using symbols

Fold



Graphic Organiser

Students then create a graphic organiser representing the core terminology of the notes.

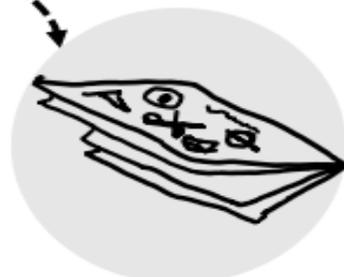
Fold



Flashcard

Students write down 5/6 keywords that summarise the topic.

Flip



Symbols

Students use the symbols from their original notes.

Do's and Don'ts

To really maximise your use of Folding Frenzy, follow this guidance on do's and don'ts



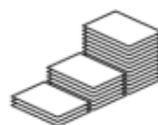
- Encourage use of symbols.
 - Scaffold the activity clearly.
 - Write the title on each new side.
 - Encourage pupils developing their own style
 - Use colour
 - Leave gaps between phases if necessary.
 - Use it often for retrieval practice
- Don't hand it out and expect students to get it.
 - Don't treat it as a standalone or one off activity.
 - Don't forget to emphasise the various skills that are being developed.
 - Don't allow it to be completed poorly or rushed.

In the History Classroom

Once the Folding Frenzy has been created, use these techniques .



Students test each others knowledge through retrieval practice questions based on their partners folding frenzy .



Students regulate their knowledge and understanding based on retrieval strength. They can then be kept in "stacks".

1. Picture side: exam ready.
2. Flashcard: Almost there.
3. Graphic Organiser: understanding but low recall.
4. Notes: starting out.



Students self test using the words or symbols sides and then checking answers by unfolding the paper

The Cornell Note-making Method:

Name
Date
Class
Period

Cornell Notes

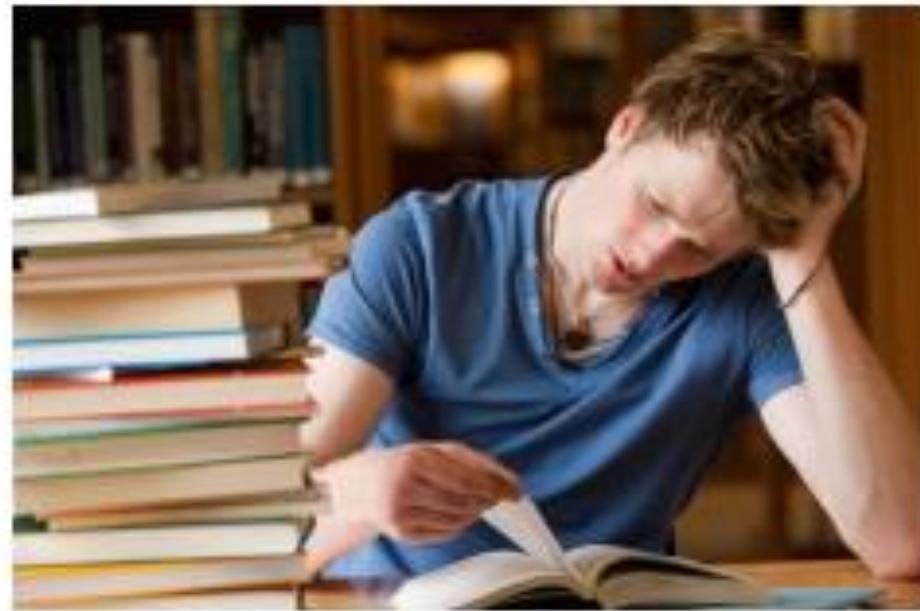
<ul style="list-style-type: none">• Main Idea• Key Question (after notes are completed)	<ul style="list-style-type: none">• Key words & ideas• Important dates/people/places• Repeated/Stressed Info• Ideas/brainstorming written on board / overhead projector• Info from textbook/stories• Diagrams & Pictures• Formulas
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Summary of your notes in your own words

<https://www.youtube.com/watch?v=WtW9IyE04OQ>

Revision techniques: Answer exam questions

Retrieval Practice



Practice exam questions under timed conditions. This will help improve your technique & show you which topics you know a lot about & which you still have to learn.

Memory Skills

- 1 Use **IMAGINATION** to make it **MEMORABLE**
- 2 **ASSOCIATE** it to something you already know
- 3 **PRACTICE RECALLING** it until you can't get it wrong



LOOK AT THESE OBJECTS. YOU HAVE 30 SECONDS TO MEMORISE THEM

memory challenge hyperlink

- **Chunking**- This involves breaking things down into smaller components and looking for patterns.
- **Association**- This means connecting the new information to something you have already learnt.
- **Mnemonics**- These can use humour or emotion to hook the new learning to long-term memory.



THOMAS KEBLE LEARNING PROCESS



Understand it...

...by paying full attention
and gathering any additional info.



Transform it...

...into different condensed forms
e.g. flash cards, Cornell notes, folding frenzy



Review it...

...through recall activities
e.g. testing, Seneca Learning



Apply it...

...in new situations
e.g. to exam-style questions or unfamiliar problems