What makes a good learner?

A good learner is ...

an active listener

willing to voice their opinions

questioning

open-minded

positive

enthusiastic

determined

adaptable

shows initiative

prepared to learn from their mistakes.

Compiled by Year 12 AS Ethics students 2004
How Can I Draw Up An Effective Revision Timetable?

Plan your revision carefully. The following top 10 tips should help:

1. Divide your time into subjects.

2. Consult your lesson notes and the syllabus for each course to make sure you cover all the necessary topics. Ask your teachers for advice if necessary.

3. Consult your exam timetable. You will have longer to revise for some exams than others so plan accordingly.

4. Be sure to include any revision sessions that you’d like to attend at school. Many departments are running revision classes during study leave and “booster” sessions immediately before the exams. Ask your teachers.

5. Reflect upon your strengths and weaknesses and allot time accordingly e.g. give more time to topics you find tricky.

6. Are you at your best in the mornings, afternoons or evenings? It may be best to put the most challenging topics at these times.

7. Vary your timetable. Don’t plan to spend all morning on one subject. An hour per subject is fine.

8. Plan in “blanks” which can be used when things don’t go according to plan.

9. Do allow yourself mini-breaks between sessions and quality relaxation time.

10. Be prepared to update your timetable as your revision progresses. So don’t spend hours colouring it in or making it look great on the computer!
Which Revision Strategies Will Work Best For Me?

1. The more you DO with the information you have to learn the more you will understand and remember it.
2. Focus on the methods listed under your preferred learning style.
3. However, remember that it is important to use a variety of approaches - VA and K.
4. Ask your teacher for help if necessary e.g. to recommend suitable websites, to explain something once more, for a missing worksheet.

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinaesthetic</th>
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<tbody>
<tr>
<td>Make spider-diagrams and mind-maps.</td>
<td>Record key points (try saying each one twice) and then listen to that recording many times. You could chant along with it!</td>
<td>Walk about while reading or listening.</td>
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<tr>
<td>Write key information on Post-It notes.</td>
<td>Read/Explain things to yourself out loud.</td>
<td>Make a set of revision cards - each one featuring a few bullet-points.</td>
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<td>Draw diagrams.</td>
<td>Work with a friend and read/explain things to each other.</td>
<td>Make models.</td>
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<td>Label appropriate pictures.</td>
<td>Debate the information with a friend.</td>
<td>Visit relevant places e.g. exhibitions, places of worship, noteworthy geographical features.</td>
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<tr>
<td>Display these revision aids around your house e.g. around the bathroom mirror, on the cereal box.</td>
<td>Fit key facts to a memorable tune (think how easy it is to remember some song lyrics).</td>
<td>Make and play games e.g. Pick A Pair and Snap (good for learning technical terms and their meanings).</td>
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<tr>
<td>Visualise your revision aids.</td>
<td>Audio interviews on the Internet may be helpful. Try <a href="http://www.bbc.co.uk/bbcfour/interviews/">http://www.bbc.co.uk/bbcfour/interviews/</a></td>
<td>Tutor a friend.</td>
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<tr>
<td>Watch a demonstration (you could work with a friend here).</td>
<td>Put the information into a PowerPoint presentation.</td>
<td>Use revision websites that have quizzes and other activities. Try <a href="http://www.bbc.co.uk/schools/revision/">http://www.bbc.co.uk/schools/revision/</a></td>
</tr>
<tr>
<td>Watch a relevant video.</td>
<td>Make models.</td>
<td></td>
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How Can I Memorise All That Information?

We all find it difficult remembering things sometimes but there are strategies that can help. We all have the potential to memorise lots of information.

Experiment with these memory techniques:

1. **Repetition**
   Writing key points out over and over again will help fix them in your memory. Key points spoken aloud can help with recall, particularly if the voices are strange! Try recording key points on to a tape and then chanting along with it.

2. **Chunking:**
   - **Magic 7**
     Break the info up into chunks – 7 is the perfect number. Ideally, if you have lots of info increase the amount of points in each chunk *not* the number of chunks.
   - **First letter technique** e.g. acronyms, quirky sentences

3. **Testing**
   You can test yourself by trying to write out or recite the information and then checking how much of it you have remembered. Ask a friend or family member to help you.

4. **Rhymes**
   Use a familiar tune and work in the info to be learned.

5. **Memory Journeys**
   This method involves associating information with landmarks on a journey that you know well e.g. to school, to your front door in the morning. Begin by writing down all the “landmarks” on your journey in order on a piece of paper. Now, link each of those landmarks with an item from the list that you need to remember. Finally, visualize your journey and your encounters with each of the items from your list.

6. **Multi-sensory memories**
   Try associating the things you have to remember with images, smells, sounds, tastes and “touches”. The more “sensory channels you learn in, the better you will learn. Start perhaps with a visual image then link it with sounds, feelings and if possible even tastes and smells.” (Colin Rose, *Accelerated Learning*)

7. **Mind maps**
   “These (are) not simply …a way of revising information when it has already been learnt but … a way of creating memory (i.e. learning) in the first place.” (Colin Rose, *Accelerated Learning*). Think very carefully when producing a mind map. Break it up into key questions, technical terms, snippets of information. Use different weights of line, different fonts and images.

8. **Index cards**
   Use a simple layout and keep it the same for all your cards e.g. give each card a title at the top, use numbered bullet-points, colour-code cards covering the same topic, only write a small amount of information on each one.

9. **Display**
   Stick your revision materials (mind maps, post-its, mobiles etc) around house e.g. bathroom mirror, cereal box …

10. **Get active!**
    Make recall distinctive by memorizing new info in an unusual location e.g. different chapters of a book could be learnt in different rooms. Put index cards on the floor in sequence and walk between each, memorizing as you go.
Would You Like To Try A Memory Journey?

You use the Memory Journey technique by associating information with landmarks on a journey that you know well. This could, for example, be your journey to school in the morning or the route you use to get to the front door when you get up.

To use this technique most effectively, it is often best to prepare the journey beforehand. In this way the landmarks are clear in your mind before you try to commit information to them. One of the ways of doing this is to write down all the landmarks that you can recall in order on a piece of paper. This allows you to fix these landmarks as the significant ones to be used in your memory aid.

To remember a list of items, whether these are people, experiments, events or objects, all you need do is associate these things with the landmarks or stops on your journey.

This is an extremely effective method of remembering long lists of information. With a sufficiently long journey you could, for example, remember elements on the periodic table or lists of kings and queens.

The system is extremely flexible: all you need do to remember many items is to remember a longer journey with more landmarks. To remember a short list, only use part of the route!

One advantage of this technique is that you can use it to work both backwards and forwards, and start anywhere within the route to retrieve information.

Example:

Taken from http://www.mindtools.com/pages/article/newTIM_05.htm

Suppose you need to remember something ordinary like this shopping list:

coffee, salad, vegetables, bread, kitchen roll, fish, chicken wings, pork chops, soup, fruit, bathtub cleaner.

You could associate this list with a journey to a supermarket.

The memorable images could be:

1. Front door - spilt coffee grains on the doormat
2. Rose bush in front garden - growing lettuce leaves and tomatoes around the roses
3. Car - with potatoes, onions and cauliflower on the driver’s seat
4. End of the road - an arch of French bread over the road
5. Past garage - with its sign wrapped in kitchen roll
6. Under railway bridge - from which haddock and cod are dangling by their tails
7. Traffic lights - chickens squawking and flapping on top of lights
8. Past church - in front of which a pig is doing karate, breaking boards
9. Under office block - with a soup slick underneath, my car tires send up jets of tomato soup as I drive through it
10. Past car park - with apples and oranges tumbling from the top level
11. Supermarket car park - a filthy bathtub is parked in the space next to my car!
What should I do when I don’t know what to do?

“I am not discouraged, because every wrong attempt discarded is another step forward.” Thomas A. Edison

“In the middle of difficulty lies opportunity.” Albert Einstein

1. Smile!

2. Highlight the key points of the question, text, or task

3. Take a guess

4. Research the topic further - using recommended books, websites etc

5. Play around with your ideas - keep trying!

6. Take a break - have something to eat or drink, take some exercise

7. Ask for help - from a friend, family member or teacher.

Points 2-7 compiled by Year 12 AS Ethics students 2004
How Can I Cope With All These Exams?!!

The University of Cambridge has excellent advice on everything from preparing for the exams to what to do if you start to panic in an exam.

Check it out at – www.counselling.cam.ac.uk/exams.html

Here are 12 top tips from the site:

1. **Start** a revision programme in good time before the exams. **Doing** the work takes less effort than **thinking** about doing the work!

2. Create a **revision space** that contains everything you need for your work: books, pens, index cards, post-its, water etc. If possible, separate it up from your relaxation space.

3. Draw up a **revision timetable** that is **realistic** (gives you enough time to cover all the necessary topics, is something that you will be able to stick to) and **flexible** (includes plenty of blank space to allow for the unexpected e.g. things taking longer than you’d planned).

4. **Plan reward and relaxation time.** This is not wasting time as it helps you work more effectively.

5. Take **regular short breaks** when you are working e.g. 10 minutes out of every hour you work. This is likely to help you concentrate for longer.

6. Revise in an **active** way (see the VAK chart and memory techniques provided in this pack).

7. **Practice** exam questions under timed conditions.

8. Unwind before going to bed.

9. On the day of the exam, have a good **breakfast.** If you want to do some revision do not try to learn anything new, just look over some **key points.**

10. **Read the exam paper slowly,** making sure you understand the instructions and the questions. In some exams it will be helpful to underline key words or phrases in the question.

11. If you start to panic in the exam, **pause for a few moments:** put your pen down and sit back; slow your breathing down a little. No matter how bad the anxiety feels, do not leave the exam as the anxiety level will fall within a short space of time. When you are able, get back to work – remember that it is better to put **something** down rather than nothing.

12. If you still feel very anxious about the exams **speak to someone** – friends, family, teachers or the school counsellor.
How Can I Teach Myself To Relax?

Many hours hunched over a desk can leave your body as stressed as your mind. So here are some tips to ensure you're physically (as well as mentally) fit for your exams.

It’s common for tension to manifest itself in the body. When you’re stressed your muscles tighten, particularly those around the shoulders, so here’s a way to release the tension that can gather.

Find a quiet room where you won’t be disturbed, lie on the floor and close your eyes. Breathe deeply in slowly through your nose to really fill your lungs. Hold your breath for a count of three then let the air out slowly through your mouth. Repeat this three times. When you breathe out imagine all the tension in your body flowing out with the air.

Next, work through the body and tighten the muscle groups one by one. Start at the feet and screw up your toes as hard as you can. Hold for a count of three and relax. Flex your ankles, hold for three and relax then clench the muscles in your calf and so on. Work on each group of muscles in turn all the way up to your shoulders.

By Dr Catherine Hood. Taken from the Study Skills section of the BBC’s Onion Street
http://www.bbc.co.uk/schools/communities/onionstreet/

It has lots of good advice presented in a very accessible manner.
“They can because they think they can.”

Virgil

"Success is not final, failure is not fatal: it is the courage to continue that counts."

Winston Churchill

GOODLUCK!