

Hearing facts and listening to information can be a really helpful way to revise...

..and sometimes you can be doing other things at the same time!



A DAY IN THE REVISING LIFE OF A YEAR 11 STUDENT

LEARNING BY LISTENING

TIME	ACTIVITY	LEARNING BY LISTENING REVISION IDEA
8.00AM	Alarm goes off Get dressed and ready for day ahead	Play audiobook of English Literature set text (iTunes)
8.30AM	Breakfast	Set radio or TV to one which broadcasts in the Modern Foreign Language you are studying
9.00AM	Walk the dog	Tell your dog all about plant cells. Record it. Speak to your dog in Spanish/French. Record it.
11.00AM	Older brother/sister wakes up	Get them to read out revision notes or pages from a revision guide (while you make them breakfast?); secretly record them on your phone
12.00PM	Go for a run/go the gym/lie down	Select an iTunesU course on your iPod
1.00PM	Lunch	Listen to the recording of your brother/sister reading out your notes; use the pause button to test yourself
2.00PM	Invite friends over with their phones/iPads for a recording session	Record yourselves singing some key facts (use an app such as Smule or Strum). Post on Fbook so everyone else can revise them too!
4.00PM	Have a rest	Select an iTunesU course on your iPod
6.00PM	Tea	Play the "Key Facts" song you made with your friends.
7.00PM	Play the impression game and/or the accent game	Give out revision cards to family members to read out either in the voice of a famous person or in a strong accent. Record it.
8.00PM	Be a DJ	Make a mash up of the recordings you have made so far and listen to it.
10.00PM	Dance in another country	Listen to music by French/Spanish bands
11.00PM	Bed. Switch off <u>all</u> devices except...	...audiobook of English Literature set text

Turn your revision into something you can do with parents or friends...

FLASHCARDS



A flash card is simply a small piece of card which a fact, concept or idea can be written on. Many students find flash cards a particularly helpful way to revise & they were my top revision aid!

Different ways to use flashcards:

- 1) Have questions on one side of the card & the key points of the answer on the back. You can then either test yourself or get a friend or parent to do this. (Also useful as they are small enough to have with you at ALL times)
- 2) If you are a visual learner, have some visual prompts on the cards to help you remember key points on the cards.
- 3) Turn it into a game, award yourself points depending on the difficulty of the question on the card. Treat yourself to a reward when you reach a certain number of points.
- 4) Play Go Fish! Have key terms/concepts on some cards and the definition/explanation on a second flash card. Lay them on a table face down & try to match them up. Challenge yourself by timing yourself!

HISTORY IN A BAG...

A useful way to remember key terms for a topic or subject is to place all the key terms in a bag and pull them out. Test yourself and try to define the term and then discuss the key points surrounding it for a certain length of time without stopping.



DOMINOES

Create your own set of dominoes to use as part of your revision. They are a great way to begin to make links between key areas of a topic or a subject.

Different ways to use dominoes:

- 1) Simply place key terms of the dominoes and play a game with a friend. Divide the dominoes equally & take it in turns to put down a domino. Each player must ensure that the domino they are placing down links to the domino in play.
- 2) Have questions & answers on the dominoes & try to create your own domino rally by matching the correct answer to the question.

**Alternatively, these are
Strategies you
can try on your own!**

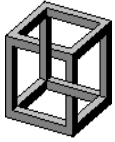
Visual Learner

FACT: Approximately 65% of the population are visual learners.

Visual learners learn best when information is presented in a written language format or in another visual format such as pictures or diagrams. If you are a visual learner, the suggestions that follow can help you to succeed in school to the best of your ability.

- Create graphic organizers such as diagrams and concept (mind) maps that use visual symbols to represent ideas and information.
- When trying to remember information, close your eyes and visualize the information.
- Include illustrations as you take notes in class.
- Use highlighter pens of contrasting colors to color code different aspects of the information in your textbooks.
- Sit in the front of the class so that you can clearly see the teacher. This will allow you to pick up facial expressions and body language that provide cues that what your teacher is saying is important to write in your notes.
- Study in a place that is free from visual distractions.
- When using flashcards, limit the amount of information on a card so that you can form a mental picture of the information.
- Watch videos about topics you are studying in class.
- When hearing a new word you want to remember, visualize its spelling.
- When reviewing information, rewrite or draw the information from memory.
- Type your written notes from class using different fonts, bold print, and underlining to make the most important concepts and facts visually apparent, i.e. in colour blocks
- When solving maths problems that involve a sequence of steps, draw a series of boxes, each containing the appropriate piece of information in sequence.

Try these suggestions and learn which ones work best for you.





DISCOVER YOUR PREFERRED LEARNING STYLE

This questionnaire will help you discover what kind of learner you are.

Before you start, fold the right-hand column underneath so that it does not influence how you answer.


Read each row and check the ONE option that is most like you.

	I prefer lessons where we can discuss things.	I prefer lessons where there is something to look at (like a picture, chart, diagram or video) or something to draw.	I prefer lessons where we can do something practical – or at least move around.	A V K
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	I often fiddle with things in class (a pen, paper clip or rubber band.)	I often sing or hum to myself in class.	I often doodle in class.	K A V
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	When learning a new skill, I prefer to just get on with it.	When learning a new skill, I prefer someone to explain to me how to do it.	When learning a new skill, I prefer to watch someone else show me how to do it.	K A V
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	When the ads come on the TV – I like to watch them.	When the ads come on the TV – I get up and do something.	When the ads come on the TV – I like to sing along with them.	V K A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	I would prefer to listen to a story.	I would prefer to see a comic strip of a story.	I would prefer to act out a story.	A V K
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



DISCOVER YOUR PREFERRED LEARNING STYLE



I prefer teachers who use diagrams to show us things.

I prefer teachers who get us to do something.

I prefer teachers who explain things to us.



V K A



If I get in trouble in class, it's for talking.

If I get in trouble in class, it's for drawing on the desk or all over my books.

If I get in trouble in class it's for fidgeting.



A V K



On a long journey I like to look at the scenery or read a book.

On a long journey I can't wait until we stop so I can walk around.

On a long journey I like to listen to music or talk to the other travelers.



V K A



I use my hands a lot when I am talking.

When I am discussing something, I sometimes use words my friends don't know.

When I am discussing something, I like to doodle.



K A V



If I could be famous, I would be a sports-person (or dancer).

If I could be famous, I would be a film-star.

If I could be famous, I would be a singer.



K V A



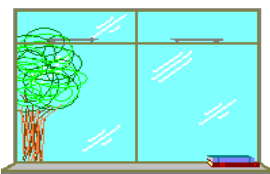
I would rather go outside and play.

I would rather watch my favorite TV program.

I would rather listen to my favorite music.



K V A






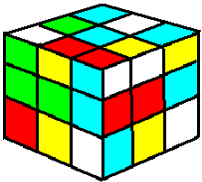
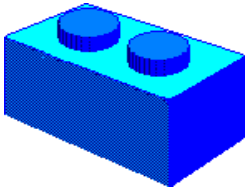
I get distracted in class if I can see something outside the window.

I get distracted in class if I can hear something happening outside.

I lose concentration if I have to sit still for a long time.



V A K

	I am good at drawing.	I am good at making things.	I am a good listener.	V K A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Out of these 3 jobs - I would prefer to be a radio DJ (or presenter).	Out of these 3 jobs - I would prefer to be a mechanic.	Out of these 3 jobs - I would prefer to be an artist (or designer).	A K V
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	In my spare time I would prefer to do something physical, such as sport or dancing.	In my spare time I would prefer to watch TV or a video.	In my spare time I would prefer to listen to music or chat with friends.	K V A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The type of puzzle I would prefer is "Spot the difference".	The type of puzzle I would prefer is "Name that tune".	The type of puzzle I would prefer is "Rubik's cube".	V A K
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	If I needed to build a Lego model, I would get someone to explain how or to read the instructions to me.	If I needed to build a Lego model, I would try to work out which bits fit together.	If I needed to build a Lego model, I would follow the diagram or the picture on the packet.	A K V
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

When you have checked one option in each row, unfold the right-hand column, circle the appropriate letter, then count up how many of each letter you scored.

TOTALS: V = _____ A = _____ K = _____

If you scored mainly V's, you are a VISUAL learner.

If you scored mainly A's, you are an AUDITORY learner.

If you scored mainly K's, you are a KINESTHETIC learner.

Help Me Use Learning Styles Strategies to Study Smarter

Practical Study Tips for Auditory, Visual, and Kinaesthetic Learners

Auditory Learners

Auditory learners process and remember information best when they hear it and repeat it. Use this knowledge to customize your high school study skills with teacher-tested auditory learning styles strategies.

Read aloud and repeat. Highlight key concepts as you read. Then read the highlighted material aloud. To memorize facts, repeat the information aloud several times.

Record and review. To boost retention, record lectures (get permission first). Then review the material at home. If you take written notes, read them into a recorder and play them back. You can also read, record, and listen to textbook chapters.

Discuss. Explain new concepts to a family member or study partner. When you have required reading, retell the main points of the selection in your own words.

Practise word association. Use rhymes and acronyms to help recall facts. Here are two examples: In 1492, Columbus sailed the ocean blue; Roy G. Biv (the colours of the rainbow: red, orange, yellow, green, blue, indigo, and violet).

Use CDs. Ask your librarian if a required book is available on CD. To increase comprehension of a book on CD, follow along the text as you listen.

Ask for help. Ask friends and family members to quiz you orally as you prepare for tests.

Visual Learners

To study most efficiently, focus on the strengths of a visual learning style.

Use colour. Buy a rainbow of pens and highlighters. When you take notes, use different colours for different concepts. Write key concepts three times in three different colours. Highlight important passages and points in standout shades.

Look at the pictures first. Before you read a passage from a textbook, first look at the illustrations to get an idea of the topic. When you read the chapter, review the graphics to help you remember key concepts.

Picture what you read. As you read, get a clear idea of what's going on by picturing the action in your mind.

Use flashcards. Use flashcards to help you memorize facts. For example, for a history class, write a date on one side of a card and key events that took place on that date on the reverse.

Get it in writing. Remember to take notes on everything your teacher writes on the board or displays using presentation software. Ask the teacher to supply written assignments whenever possible.

Kinaesthetic Learners

Kinaesthetic learners process information and solve problems most efficiently when they turn learning into a hands-on activity. Try some of these kinaesthetic learning strategies.

Get a grip on it. If you can, choose projects that let you use your hands. If you are studying the solar system, for instance, build a model of it.

Get more from reading. When you read, follow along with your fingers or a bookmark to boost comprehension. Use bright colours to underline, circle, and highlight concepts. Rewrite relevant facts or key concepts in your own words. Act out a passage from a book you are assigned or put on a skit to demonstrate what you are studying.

Take a break. To focus better and avoid boredom, study for a short time (no longer than thirty minutes), and then take a physical activity break.

Explore. Take field trips. Look for exhibits or programs that relate to topics you are learning about in class. For instance, if you are studying ancient Egypt, go to a museum that has ancient Egyptian artefacts.

Revision Techniques – Mnemonics

Simple Revision

The simplest form of revision is writing up your notes from lessons: write them out again and try to summarise or bullet-point key facts, figures and concepts.

Just by doing this you are reminding yourself of what you have learnt and reconnecting with that knowledge. Eventually, you should be able to cover your notes and write out entire pages from memory. If your exam is going to be hand-written, it makes sense to carry out this process in hand-writing.

"I rarely write things by hand, so I always handwrite my revision notes to get my hands used to writing for long periods of time ready for the exam."

Reviewing what you know

You've studied the material during the module so it's in your memory. Here are some ways you can learn to retrieve what you already know.

- Try to recall what you know, don't just re-read your study material. Spend time recalling what you can. Have a go at answering a question. Go through your materials again to fill in any gaps, then try again.
- When you go back through your materials, don't read everything. Flick through introductions, summaries of sections, the headings on contents pages, learning outcomes, main headings. Try to recall things first, but if you find you don't remember or understand something, read in a little more depth.
- Write brief notes on topics, using examples from your study materials. Then test yourself on them.
- Test with others in a group - write questions for each other and share them.

Work your memory hard by reminding yourself regularly what you've learned. You retain more at the beginning and end of a revision session, so try using these times to review what you learned last study session or what you've just learned.

Use mnemonics

Mnemonics can help you remember factual material, as you'll see from these examples. Develop one or two for your own subject.

Acronyms

Useful for sequences or lists: here's an example for remembering the system of classification in biology:

- **K**ingdom, **P**hylum, **C**lass, **O**rders, **F**amily, **G**enus, **S**pecies
- **K**ids **P**refer **C**heese **O**ver **F**ried **G**reen **S**pinach.

Spelling acronyms

RHYTHM: **R**hythm **H**elps **Y**our **T**wo **H**ips **M**ove

Rhymes

30 days hath September, April, June and November

Spelling associations

stationary (not moving) - **a** as in **a**utomobile

stationery (papers) - **e** as in **e**nvelope

More information:

<http://www.open.ac.uk/skillsforstudy/revision-techniques.php>