**Revision Strategies**

All your teachers tell you that you should be revising your work regularly, but what does that really mean, what should you be doing?

Good revision is about consolidating your learning and enriching your knowledge. It needs to go beyond remembering and into understanding and making links if you are to learn really well. This means doing a lot more than re-reading your notes (or watching Edrolo) just before an assessment. I have included a list of strategies that you can try:

|  |  |  |  |
| --- | --- | --- | --- |
| **What** | **When** | **How you do it** | **Why it works** |
| Flow charts | Useful for sequential information (e.g. remembering how a study was done) | Look at the steps in the sequence and map them out in a flow chart showing how each section is related | The visual images gives you memory additional triggers. It helps you clearly see each step in the process and how it relates to another step. |
| Concept maps | Useful for extending your understanding of a concept | Many of the larger concepts in Psychology can be broken down into a lot of other smaller concepts. These can then be mapped to show how each aspect relates to the other.  <http://www.inspiration.com/visual-learning/concept-mapping> | The visual images gives you memory additional triggers.  Breaking down larger ideas into the smaller concepts and looking at how they all relate increases your understanding of how all the separate pieces come together. |
| Mind maps | Useful from tracking your progress in a course | <http://www.mindmapping.com/> | The visual images gives you memory additional triggers. |
| Drawing Diagrams/Finding images |  | It does not matter what you draw as long as for you the meaning relates to what learning you are trying to consolidate. The more visual the better. | The visual images gives you memory additional triggers and creates more neural networks. |
| Comprehension questions | Instead of taking notes | Use the Learning Activities in your textbook or other year 11 Psychology textbooks. Best if you go beyond the textbook for responses. | Good practice for answering short answer questions in exams. Works best when detailed answers are explained in own words. |
| Definitions and examples | When you need to make sure you really understand a definition | See a new concept in Psych; come up with an example of where you have seen this in your world. Text to text, text to self, text to world works well here. | Requires you to think about and apply definitions to real life thus deepening your understanding. You are creating neural networks that link you experience to new information. |
| Difference and Similarities | If you are trying to really understand similar but different concepts or ideas | Use a Venn diagram | Requires you to think more deeply about a concept thus creating more in depth understanding. |
| Extended writing | Useful for trying to improve your confidence and knowledge. Also improves your ability to respond to written prompts | Just write on a topic for 10 minutes without stopping, include what you know and what you think. | The what you think part is the bit that will improve your learning. |
| Teaching | Any time, but especially when you want to develop your confidence | Pick an idea or concept and teach it to someone else. This can be done through talking or devising activities to help them understand. | We think in language so talking about a concept or idea deepens our understanding especially when we need to think about how to explain it to someone else. |
| Brainstorming questions | Useful for helping you develop your own angle on something to provide memory cues. | Think of a topic or idea and brainstorm every single question you can think of in relation to it. Undertake additional research (reading, clips etc) to answer those questions. | The additional research assist you in deepening you understanding and knowledge of the concept. |
| Freyer Models | Similar to examples and definitions but also allows you to categorise things that are similar but different. |  | See Examples |
| PMIs | You want to understand the pros and cons of something | Brainstorm the positive, negative and interesting factors in relation to a concept or idea. | Deepens your knowledge through having to make evaluations, requires you to think of examples, which links your new knowledge to old knowledge. |
| CAFs | You need to understand and know all the contributing factors | <https://studyskillsforuniquelearners.wikispaces.com/file/view/CAF.Consider%20All%20Factors.pdf/435524378/CAF.Consider%20All%20Factors.pdf> | Deepens your knowledge through thinking of all the aspects that can relate to an idea or a concept. Requires you to think of examples, which links your new knowledge to old knowledge. |
| Making links | When you need to strengthen your understanding | When thinking of new concepts and ideas try and link them as much as possible to old information you already know e.g Is this like??????? | See examples |
| Writing multiple choice questions | When preparing for an exam or instead of re writing notes | Think of a question and write four multiple choice responses. One should be correct, one should be a distractor and two should be similar to the correct response but fundamentally wrong in some way. | Assists you in understanding the common errors that people might make and requires you to think about similarities and differences. |
| Writing and answering short answer questions | When practising for an exam | Use practice papers available online, Edrolo, practice tests in textbook. | Improves test taking skills and familiarises yourself with the type os questions that could be asked. |
| Using Mnemonics | You have lists of things that you need to remember | Acronyms, songs, method of loci etc | Provides a range of additional memory cues. Works well for things you just need to remember |