

Revision Tutorial Series

What is revision and how can we revise effectively?

Quality not Quantity

- ~~• Copying out information~~
- ~~• Re-reading textbooks~~
- ~~• Highlighting key words/passages in notes~~
- Flash cards
- Teaching others (siblings/parents)
- Mind-mapping
- Quizzing

These are proven not to be effective!

But good news, these are proven to be great ways to revise!

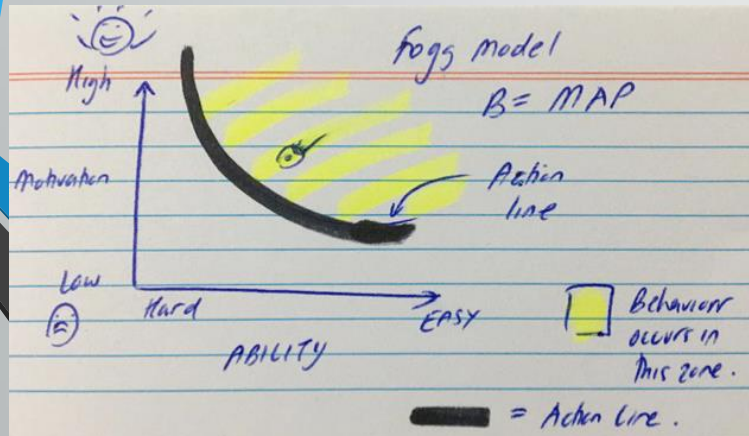
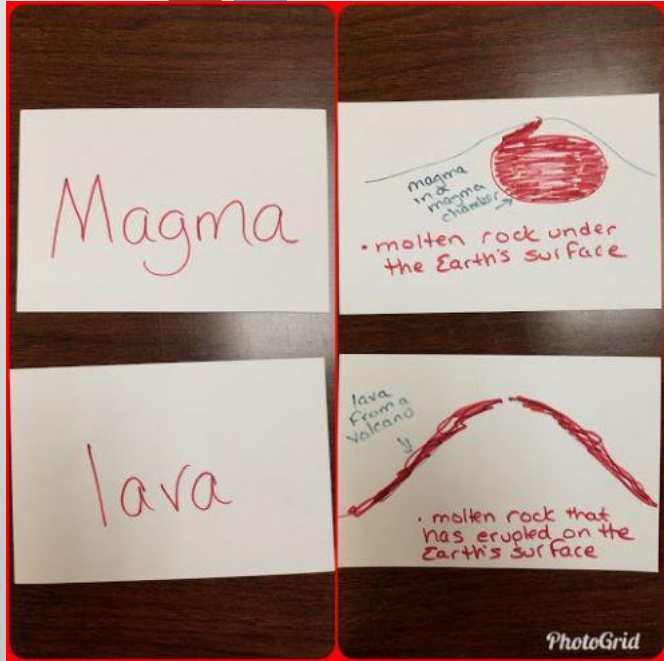


Flash Cards-Dual Coding

Very simply, dual coding is combining visuals and words.

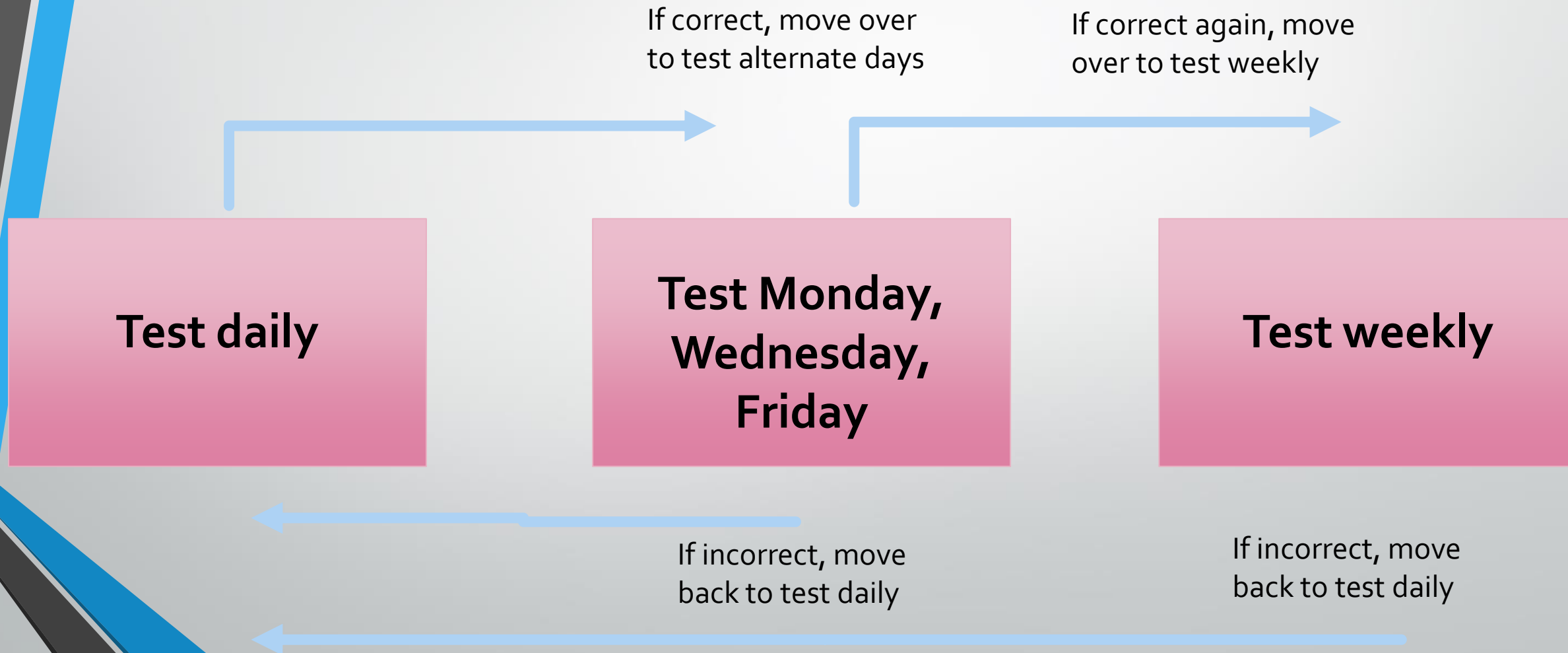
Our brain receives information through two channels: an auditory and a visual therefore the brain remembers the information better when they have two prompts: a visual and a verbal one.

- **BONUS BENEFIT** - The act of creating these (deciding what visual is most appropriate) is an effective revision strategy in itself.



Leitner Method

a spaced repetition tool



Cornell Notes

Effective way to make notes in class



Abbreviation/Symbol	Meaning
	result of/consequence
	Therefore
=	equal to/the same as
:	Causes
	increase/decrease
Cont'd	Continued
Dev'p	Develop/development
Sim/diff	Similar/different
W	Writer
R	Reader
Bc	Because
e.g.	For example
Ch	Chapter
i.e.	In other words
Gov't	Government
Max/min	Maximum/minimum
P	Page
Re:	Regarding
Vs	Versus
w/	With
*	Important

Note-Taking Symbols

You can use shorthand to make notes quickly during an explanation in class or video/documentary.

Abbreviation/ Symbol	Meaning
()	Less important/extra information
#	Number
@	At
£	Money/financial



Cornell Notes Template

Title:	
Cues (questions)	Notes
Summary:	

Copy this template down now

You make notes and write a summary of the information.

Then write questions or key words as cues so that you can self-quiz on the notes that you have made.



Example of Cornell Notes

Now we are going to have a go together on the theme of 'The Leitner System'

Aristotelian Tragedy

Cue	Notes
Who is Aristotle?	* Greek philosopher - continues to influence academic study.
What are Aristotle's principles of tragedy?	* A change of fortune good → bad (peripeteia) linked to error in judg. * Creates pathos → catharsis * Hero's sudden realisation (anagnorisis)
What are Aristotle's principles of a tragic hero?	* morally good * excessive pride (hubris) * fatal flaw (hamartia) * tragic death - irreversible mistake - accept death with honour.
How does M fit this model?	* Hamartia = ambition & hubris * Peripeteia = regicide * Macduff - killing Macbeth = catharsis? Pathos = killing of his family
What are Bloom's arguments?	* We all have 'dark desires' ∴ can identify with Macbeth. * Visionary Tragedy = preoccupied with future * Macbeth as least free = controlled & never content.

Summary

Shakespeare both conforms & subverts principles of Aristotelian drama through offering clear peripeteia(s) but arguably no cathartic moment though anagnorisis occurs both in the nihilistic speech & the interaction with Macduff when M realises the witches' equivocation & trickery.

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Cornell Notes Template

Title: The Leitner Method	
Cues (questions)	Notes Flashcard = card w/ small amount of info. Qus one side, answers other. Sts test themselves & reorder cards. ↑ spacing each time info = correct Builds factual recall → automaticity ∴ sts can access higher-order thinking & ideas. Start small then interleave flashcards & make it more difficult over time.
Summary:	

Example (using shorthand) based upon the Leitner method we have looked at.



Cornell Notes Template

Here we are
writing cues
for self-
testing later.

Title: **The Leitner Method**

Cues (questions)

What is a flashcard
and how should we
use them?

How does The
Leitner Method use
spacing?

Why are flashcards
effective?

How should we
start using
flashcards and how
should we increase
challenge?

Notes

Flashcard = card w/ small amount of info. Qus one side,
answers other. Sts test themselves & reorder cards.

↑ spacing each time info = correct

Builds factual recall → automaticity ∴ sts can access
higher-order thinking & ideas.

Start small then interleave flashcards & make it more difficult
over time.

Summary:

The Leitner Method uses flashcards as a learning aid, helping knowledge enter long-term memory through repetition and spacing.



Turning Notes into Full Sentences

Becomes...

A flashcard, a card containing a small amount of information, has questions or cues on one side and an answer on the other. Students use flashcards to test themselves, reordering the cards and retesting.

Title: **The Leitner Method**

Cues (questions)

What is a flashcard and how should we use them?

How does The Leitner Method use spacing?

Why are flashcards effective?

How should we start using flashcards and how should we increase challenge?

Notes

Flashcard = card w/ small amount of info. Qus one side, answers other. Sts test themselves & reorder cards.

↑ spacing each time info = correct

Builds factual recall → automaticity ∴ sts can access higher-order thinking & ideas.

Start small then interleave flashcards & make it more difficult over time.

Summary:

The Leitner Method uses flashcards as a learning aid, helping knowledge enter long-term memory through repetition and spacing.



Now quiz
each other
using the
cues and
concealing
your notes!

Title: **The Leitner Method**

Cues (questions)

What is a flashcard
and how should we
use them?

How does The
Leitner Method use
spacing?

Why are flashcards
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How should we
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Learning Reflection

Reflect on your Cornell-notes quizzing:

- What could you remember easily?
- What was more difficult to remember? Which questions did you struggle with? Why do you think that was?
- Do you think you could remember this information as well in a week, month or year? The limits of our working memory mean we need to space and repeat our quizzing!



Task: Create a set of Cornell Notes on a recent topic you have covered in class.

Title:	
Cues (questions)	Notes
Summary:	

