

Study Strategies

- Spaced practice – the opposite of cramming! Spreading the learning out over extended period of time. There is still time.
- Retrieval Practice – Learn something. Forget it for a while then go back to see how much of it you can remember.

You will need to be able to retrieve lots of information in the exam so it is extremely important to train your brain to do this.

Retrieval Practice Techniques

- Flashcards
- Brain Dump
- Quizzing
- Mind Maps
- A question a day
- Challenge Grids
- Elaboration
- Interleaving

Brain Dump – how to do one and use it effectively

- Grab a piece of paper
- Think of broad areas of topics you want to revise and put them into sections
- Set yourself a short time limit of 2 minutes
- Start the timer and dump all the information you have on the topic on the paper without looking at notes.
- After the brain dump, Look through the information you have ‘dumped’ and put a star next to the things you think will be useful to revise.
- If you are unsure of anything you have written, try to explain each term or concept to someone and if you can’t then you need to revise it.
- Use your notes to identify areas you have not included in your brain dump. These should be revised too.

Dual coding – the process of combining verbal materials with visual materials

- Draw graphs, images, diagrams or timelines to support your revision notes
- Compare and combine the visuals with words
- You do not need to be an artist, the focus is to deepen your understanding and learning
- Make sure the images/diagrams are relevant. Be careful when using photos as too many background images can detract from the main points.

<https://hecticteachersalevelsociologysite.files.wordpress.com/2018/03/example-brain-dump.png>

Hypothetico-Deductive Model.

Ethics
Sensitivity / Harm. / Consent

Cost — Practical Issues
Access ← Time ↓

Theoretical Issues — Representativeness
Validity ← Reliability ↓

Data types

Topic choice —> funding
vogue. —> Personal Interest

Primary ✓ Secondary

Interpretivism ✓ Positivism



First minute	Second Minute	Items missed identified by looking at notes



Elaboration

- Once you have your brain dump you should be able to elaborate on the content, being able to describe and explain things in detail.
- You should be able to make connections among the ideas.
- You should identify anything you cannot explain or have missed.
- You might want to make flashcards or mind maps to support you in your retrieval of the things you have difficulty explaining or did not add to your original brain dump.

You can make brain dumps on any type of paper or electronically.

- Plain or lined paper
- Word – allows you to list
- One note –you can write onto your tablet or phone and easily insert images from your phone .

Try it for yourself

- Select a topic from one of your courses
- Set a timer - Your teacher may set a timer for your group
- Do a brain dump – remember it does not need to be organised.
- Ask yourself how well you can explain the things on your brain dump.
- Use your course notes to list what you missed
- Think about what you are going to do next about the things you couldn't explain or missed.

Sources:

Effective revision habits & strategies: A study guide for pupils & parents.

CC. Kate Jones Lovetoteach87.com

author of Love to Teach/Retrieval Practice

<https://www.falingepark.com/wp-content/uploads/2020/02/effective-revision-habits-and-strategies.pdf>