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Post-16 Study Skills



Session Aims:

- Introduce/revise practical strategies to help you study and revise
- Learn how to study using 6 key strategies, underpinned by scientific research
- Discuss effective revision resources and note-taking strategies
- Share study skills example



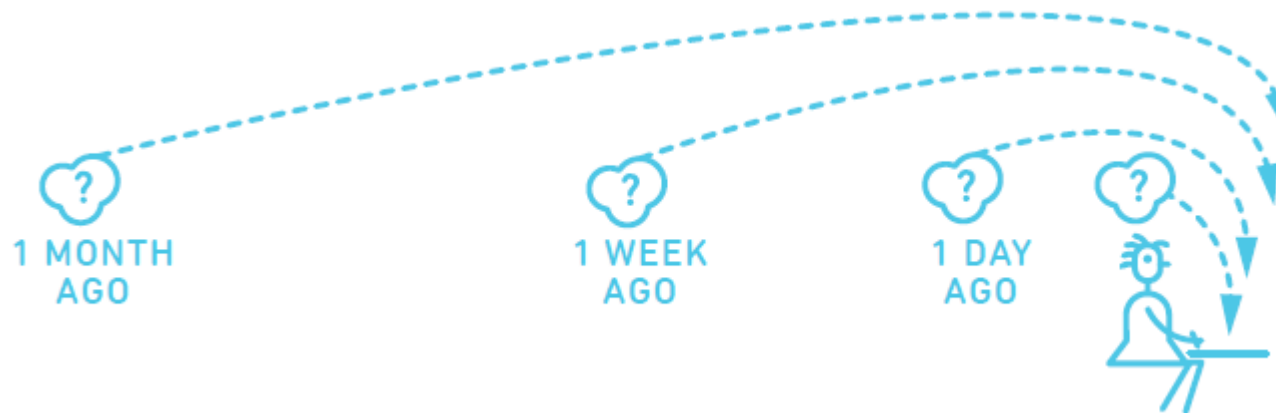


- **6 key strategies** developed by cognitive psychologists for effective learning
- All strategies are based on the science of learning
- Visit www.learningscientists.org for downloadable materials and videos



1. Spaced Practice

- Spread revision out – don't cram!
- Plan short study sessions into your calendar and specific topics you are doing
- Review class notes, one day after
- Plan to regularly revisit class notes from last week, last month etc to refresh – however, don't just re-read notes
- Cross over with other strategies to keep learning





2. Interleaving

- Switch between ideas/topics within one study session
- Look for similarities and differences
- Balancing act – don't switch too much!
- Change order that you work through topics
- Make links between different ideas as you switch between each one





3. Elaboration

- Ask questions while you are studying and then find the answers in your notes and wider reading
- Make connections between different ideas – e.g. take two ideas and look for ways they are similar and different
- Relate what you are studying to your own experiences and memories

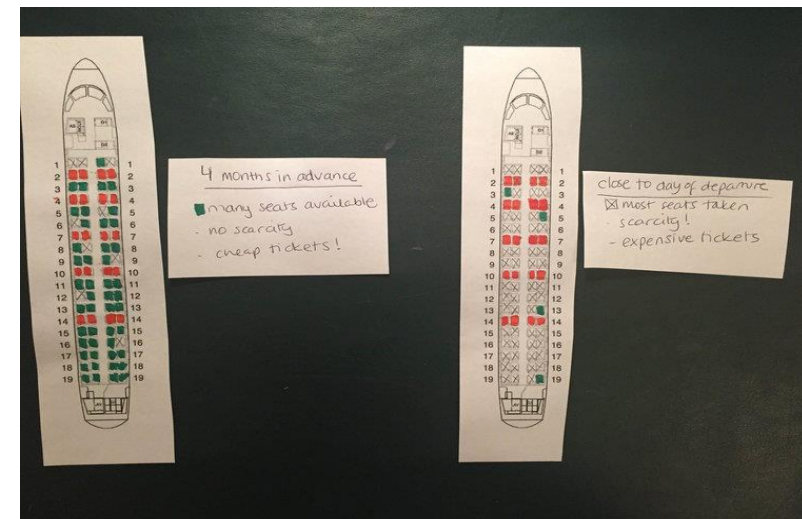
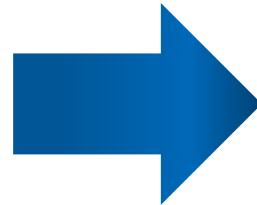




4. Concrete examples

- Human memory is designed to remember concrete information better than abstract ideas¹.
- Turn abstract ideas into **concrete examples**
- Look in your text book, collect examples from your teacher.
- Come up with your own examples and share these with friends.

“Scarcity can be explained as follows: *the rarer something is, the higher its value will be.*”



¹Paivio, A., Walsh, M., & Bons, T. (1994). Concreteness effects on memory: When and why? *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 20, 1196-1204.





5. Retrieval practice

- Put away all your notes, then write or sketch everything you know about a topic
- Do as many practice tests as you can
- Make flashcards, but go beyond recalling definitions – try to identify links between ideas
- Reinforces what you have learnt and highlights what you don't already know





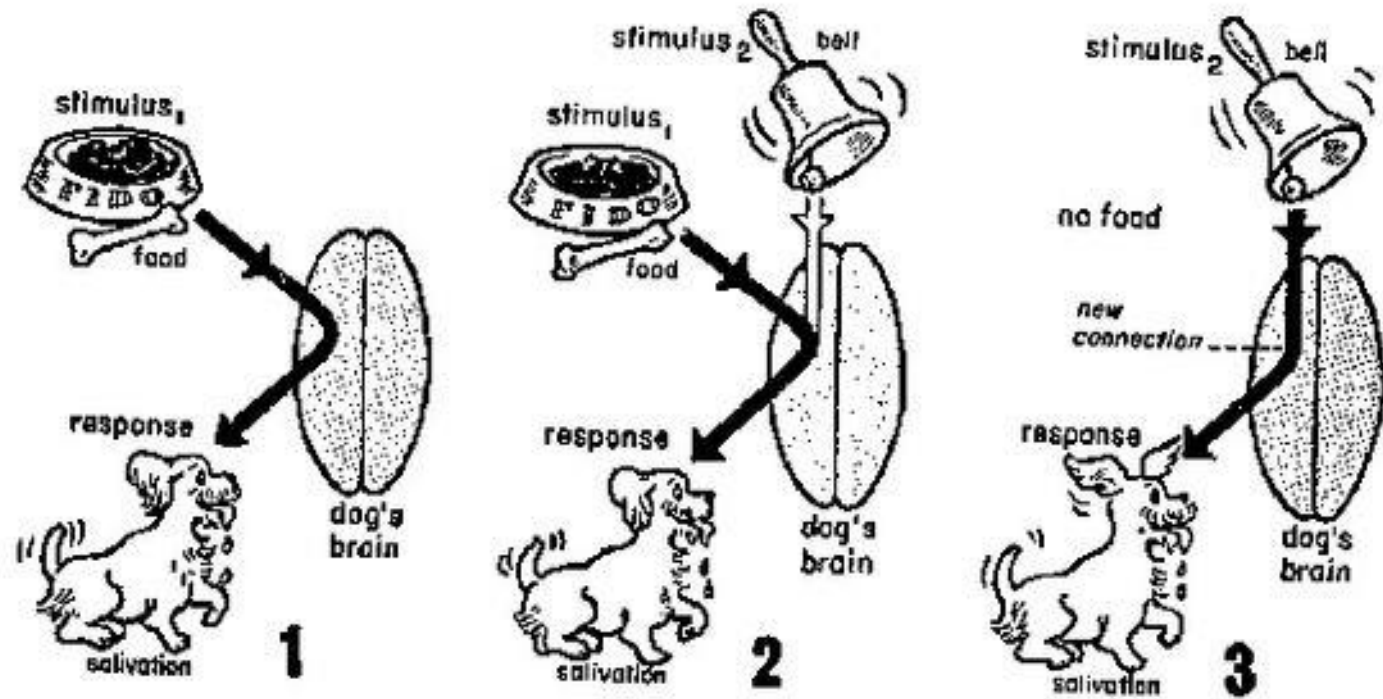
6. Dual coding

- Combine words with visuals
- Look at how the images are being described and vice versa
- Now explain the images in your own words
- Draw visuals to go with the information you are trying to learn
- Represent ideas visually e.g. cartoon strips, diagrams, infographics, timelines
- Test yourself by drawing what you know from memory





6. Dual coding (example)





Activity: How many strategies can you remember?

- Using the template in your workbooks, write or sketch each strategy we have discussed
- Note/sketch down as much information as possible for all 6 strategies





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Resources for studying

How do you currently revise?

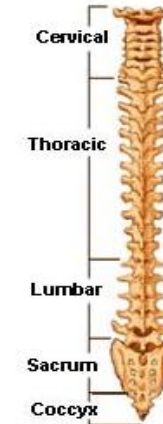
Analogy, Metaphors and Mnemonics – retrieval practice, concrete examples

My **MERCURY** Very **VENUS**
Excellent **EARTH** Mother **MARS**
Just **JUPITER** Sent **SATURN**
Us **URANUS** Nachos **NEPTUNE**

wikiHow



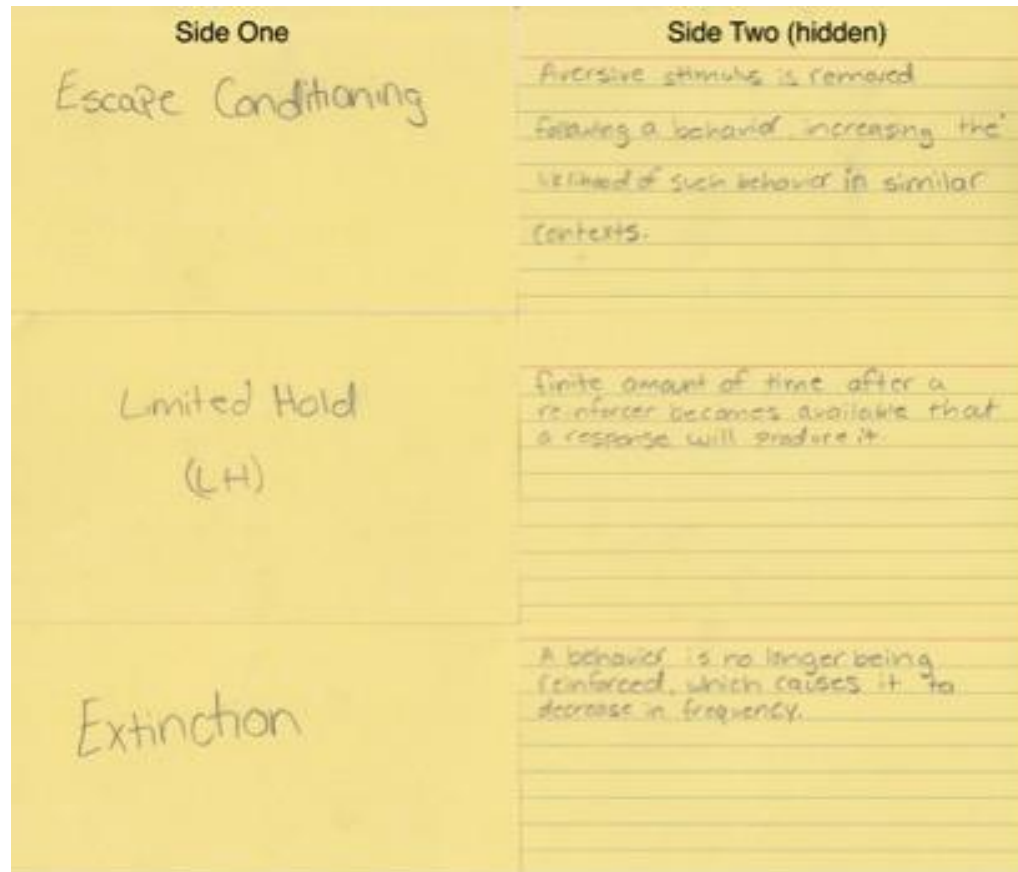
Clever Tom Likes Silly Cats



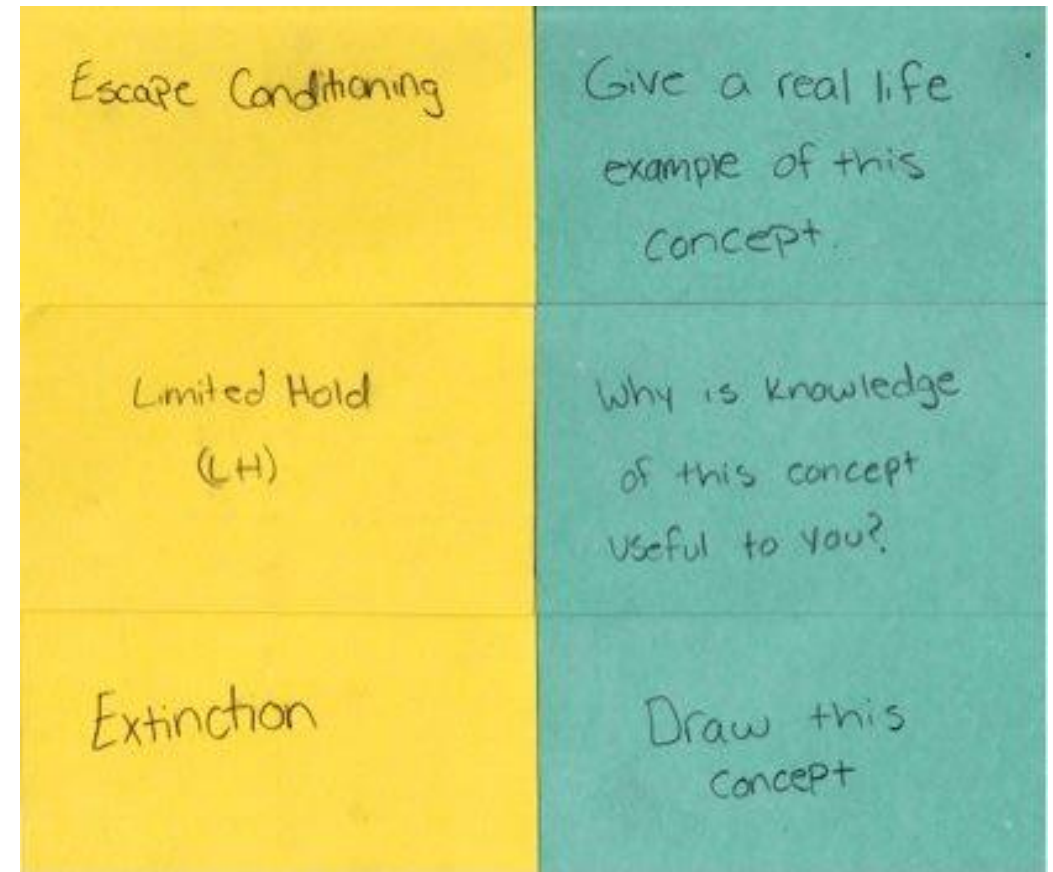
Cervical
Thoracic
Lumbar
Sacrum
Coccyx



Flashcards – dual coding, retrieval practice, elaboration

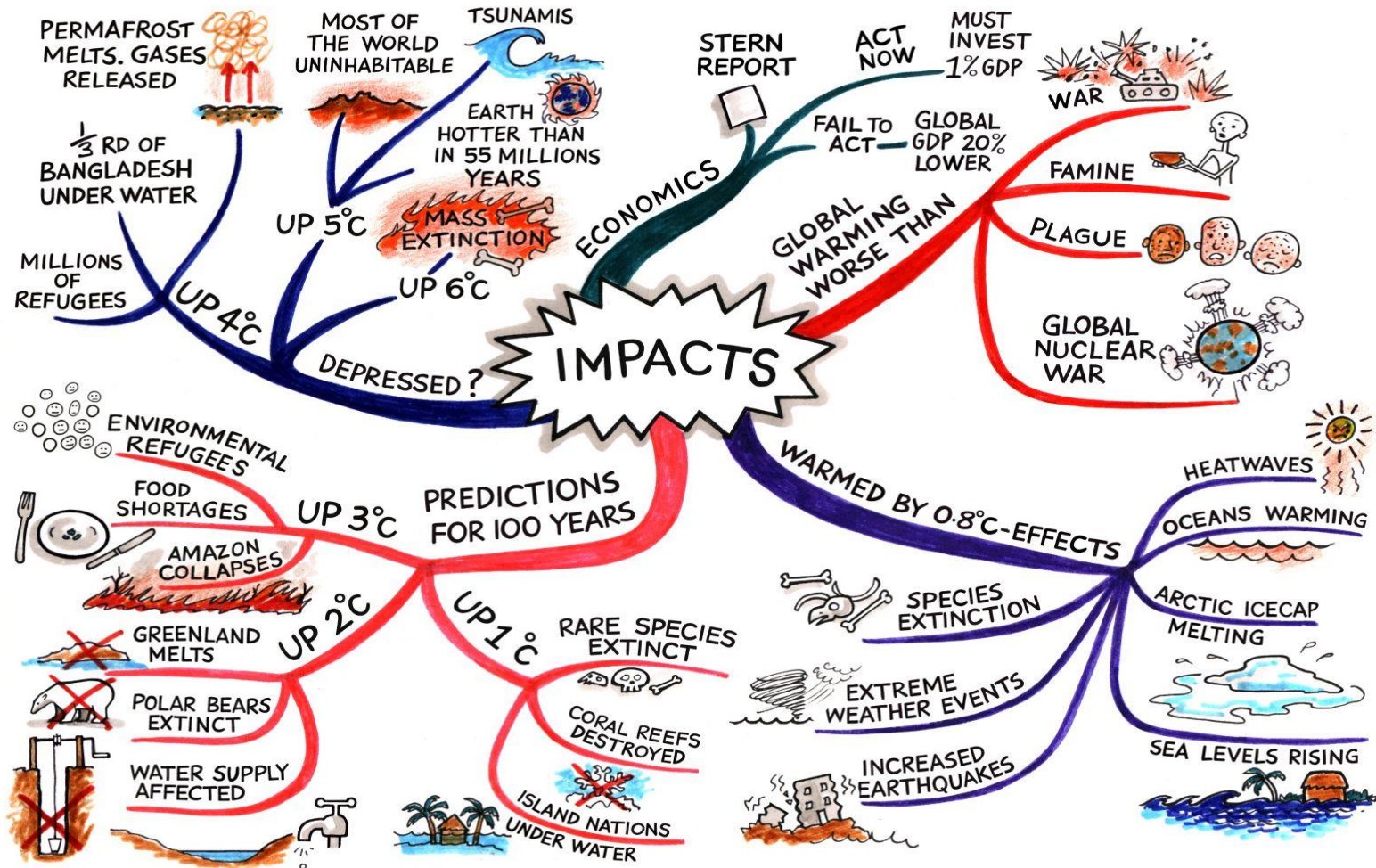


Two sided flashcards with key points on the reverse



Concept flashcards and instruction flashcards

Mind Maps – retrieval practice, elaboration, dual coding





Cornell Notes

2.5" **CORNELL NOTE TAKING**

CUE COLUMN
This section is to be completed after the lesson. It includes key words or phrases as well as vocabulary, research you may need to research, I guess you could say this column is for the

WHAT'S WHO'S WHEN'S and WHERE'S

6" **NOTE TAKING COLUMN**

This section of your page is dedicated to lesson time and in class note taking. You might want to include:

- Main points and lesson objectives
- Diagrams, graph sketches, drawings or charts
- Bullet points/numbered processes
- Concise sentences
- Shorthand symbols/paraphrases/abbreviations

Also, try to leave lines between points so you can go back in and add to them if you have missed. This extra space will also give you a sense of clarity.

You don't have to use a pen and paper - try one with a blank mind in your head. Experiment with mindmaps, tables or whatever takes your fancy - make it personal to you.

You might say this column is for the **WHY'S** and **HOW'S** with some of these guys thrown in.

ALSO
If you really run out of space, add a post-it, but do try to summarise on just one page!

2" **SUMMARY SECTION**

This section should be written last, after class. It should also only be a basic, condensed summary of your notes from the main notes. It is used to quickly find & digest info later.

- Elaboration
- Concrete examples

- Retrieval practice
- Dual coding

- Interleaving



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Self-guided study

Applying the 6 strategies to your
own revision



Activity: Revising your own subjects

- In your workbooks, there are three activities to choose from
- Using one of your own subjects, **choose one** of the activities to start using the 6 strategies as part of your self-guided study and revision
- If you have time you can do more than one!





- Use the 6 strategies to plan your study and revision – they are effective strategies that are proven to support learning
- Use a variety of methods – don't get stuck in a rut, just using one type of resource
- Make sure you have time to relax and spread study and revision – 7 hours a day is not effective





Any questions?

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@UoNoutreach



The University of Nottingham



www.youtube.com/user/NottmUniversity

