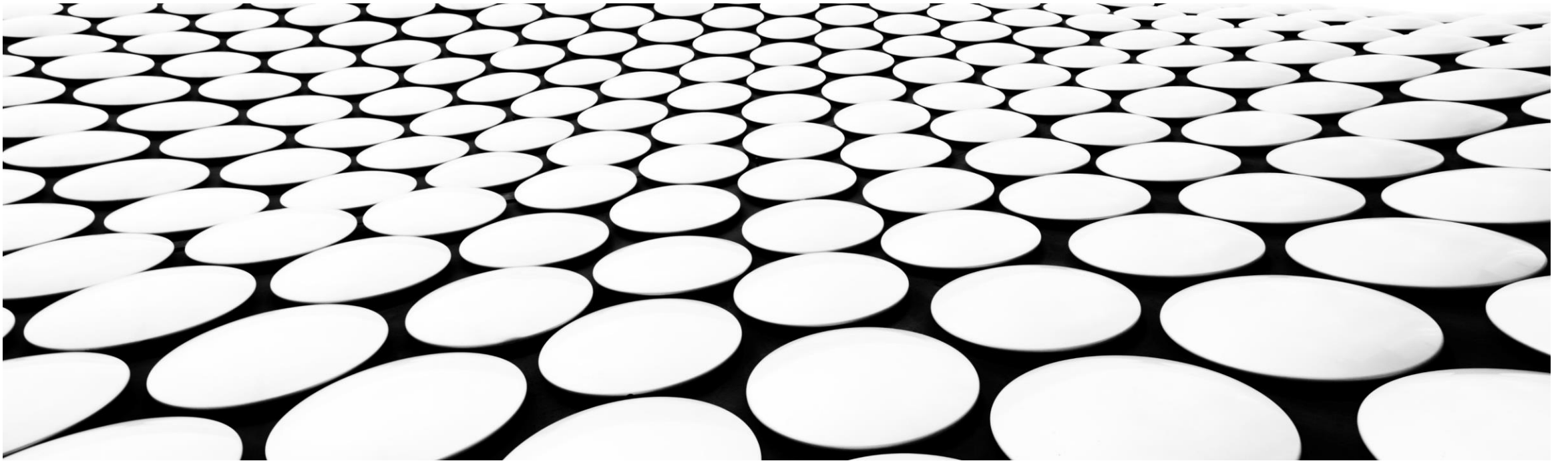
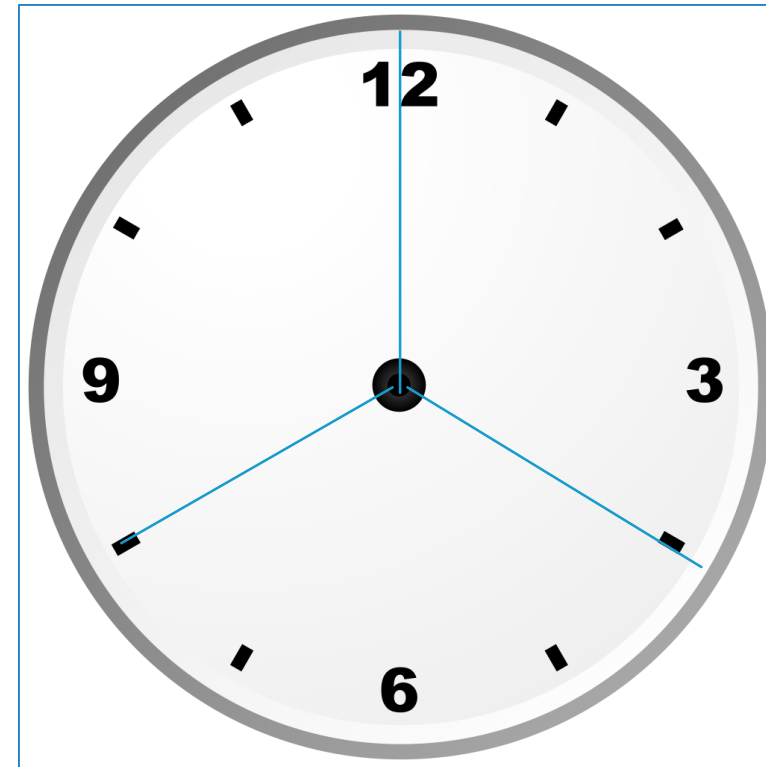

HOW TO REVISE **MOST EFFICIENTLY**



MAKE A PLAN

Week 1	Week 2	Week 3	Week 4
Mon	Mon	Mon	Mon
Tue	Tue	Tue	Tue
Wed	Wed	Wed	Wed
Thurs	Thurs	Thurs	Thurs
Fri	Fri	Fri	Fri
Sat	Sat	Sat	Sat
Sun	Sun	Sun	Sun



SWITCH TOPICS/SUBJECTS

YOUR MEMORY WORKS BEST WHEN IT IS FORCED TO MIX UP DIFFERENT SUBJECTS AND TOPICS WITHIN SUBJECTS.

THIS WILL FEEL MORE DIFFICULT AND IT TAKES CAREFUL PLANNING BUT IT WILL BE MORE EFFECTIVE.



History

20 mins



Physics

20 mins



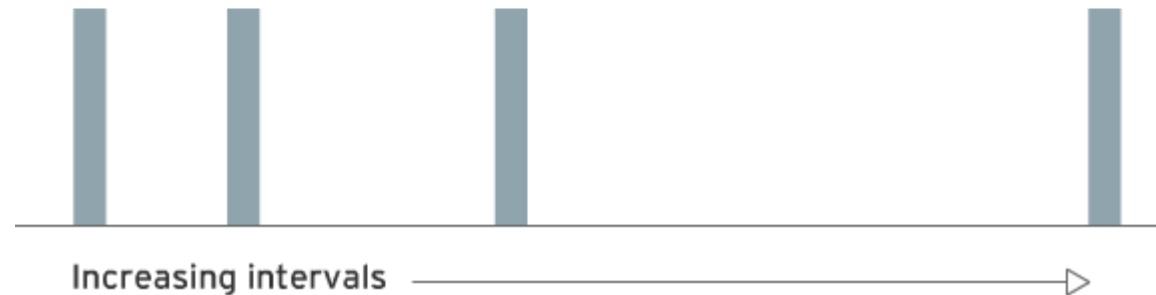
Maths

20 mins

KEEP TESTING

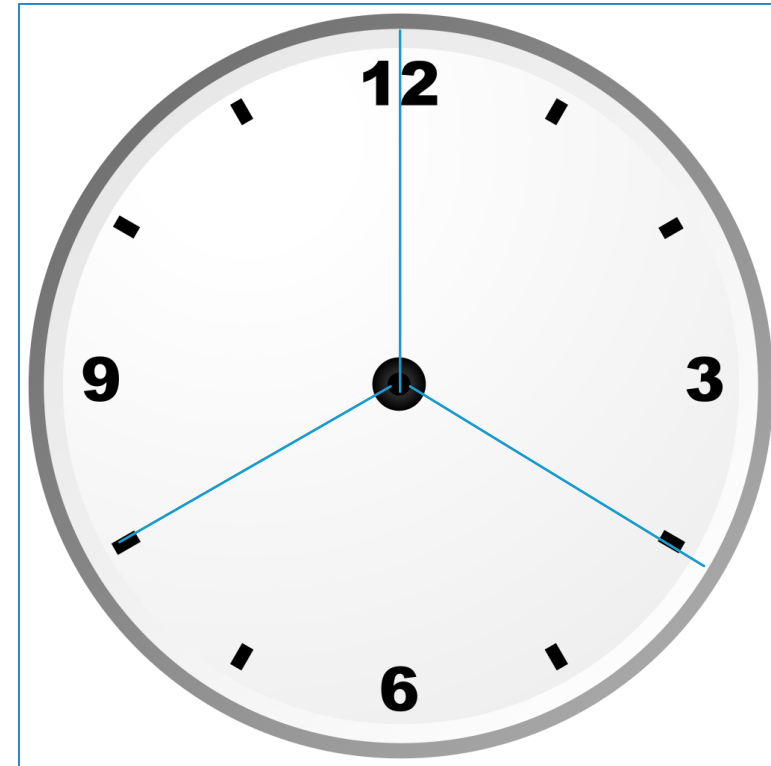
YOU WILL FORGET MATERIAL QUICKLY, SO KEEP COMING BACK TO IT AND TEST YOURSELF AGAIN. FORGETTING IS AN IMPORTANT PART OF LEARNING; USE IT TO YOUR ADVANTAGE!

Optimally Spaced Repetitions are based on the 'Spacing Effect'

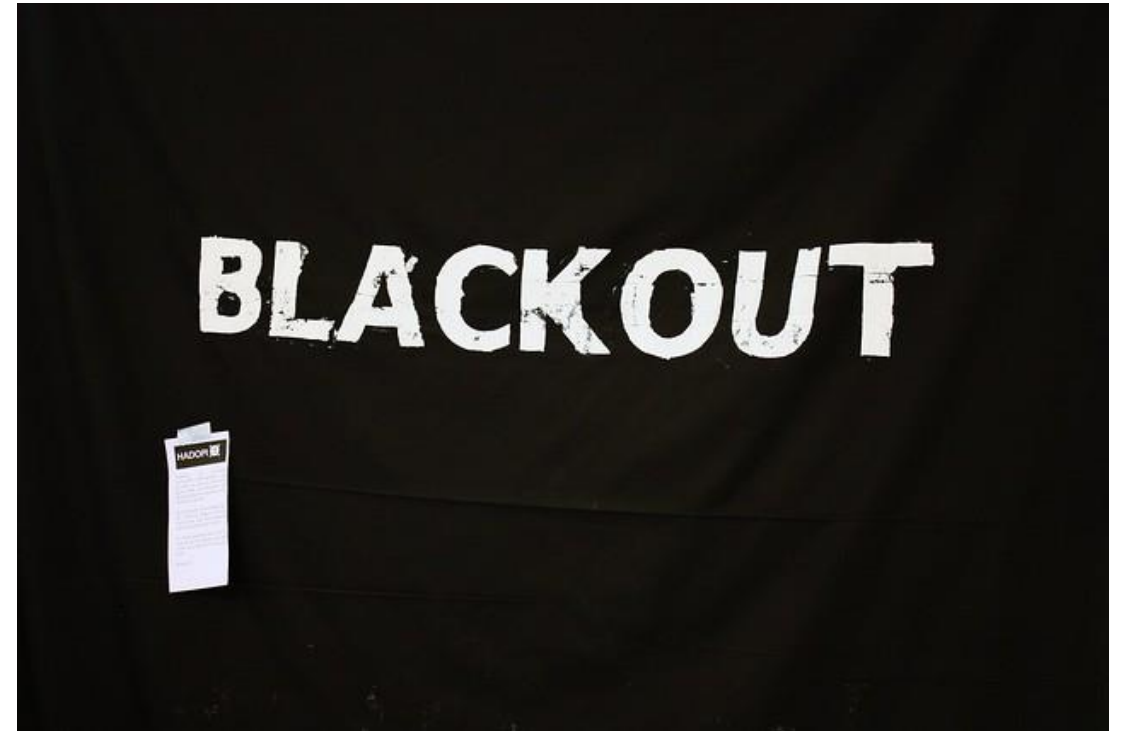


GO BACK TO THE SAME THINGS

Week 1	Week 2	Week 3	Week 4
Mon	Mon	Mon	Mon
Tue	Tue	Tue	Tue
Wed	Wed	Wed	Wed
Thurs	Thurs	Thurs	Thurs
Fri	Fri	Fri	Fri
Sat	Sat	Sat	Sat
Sun	Sun	Sun	Sun



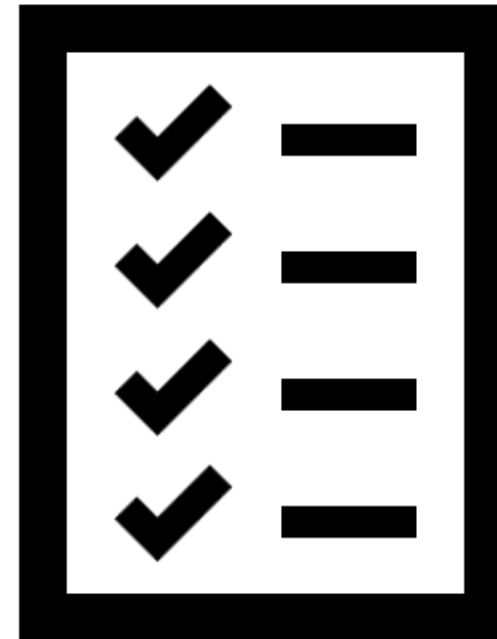
SET A TIMER AND GET RID OF DISTRACTIONS





Multimedia multitasking uses up oxygenated glucose, reduces gray matter, lowers our mood, prevents new information from going straight to the hippocampus, increases the production of stress hormones cortisol and adrenaline....

WORK OUT WHAT YOU NEED TO KNOW



TRANSFER KNOWLEDGE AND SKILLS TO **LONG TERM MEMORY**



- Self testing eg flash cards, Cornell notes
- Free recall
- Peer testing
- Past paper questions
- Text book questions



THE LEARNING SCIENTISTS

LEARN TO STUDY USING...
Dual Coding
COMBINE WORDS AND VISUALS

LEARNINGSIENTISTS.ORG

HOW TO DO IT

Look at your class materials and find visuals. Look over the visuals and compare to the words.

Look at visuals, and explain in your own words what they mean.

Take information that you are trying to learn, and draw visuals to go along with it.

HOLD ON!

Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.

Work your way up to drawing what you know from memory.

RESEARCH

Read more about dual coding as a study strategy

Mayer, R. E., & Anderson, R. B. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology, 4*, 444-452.

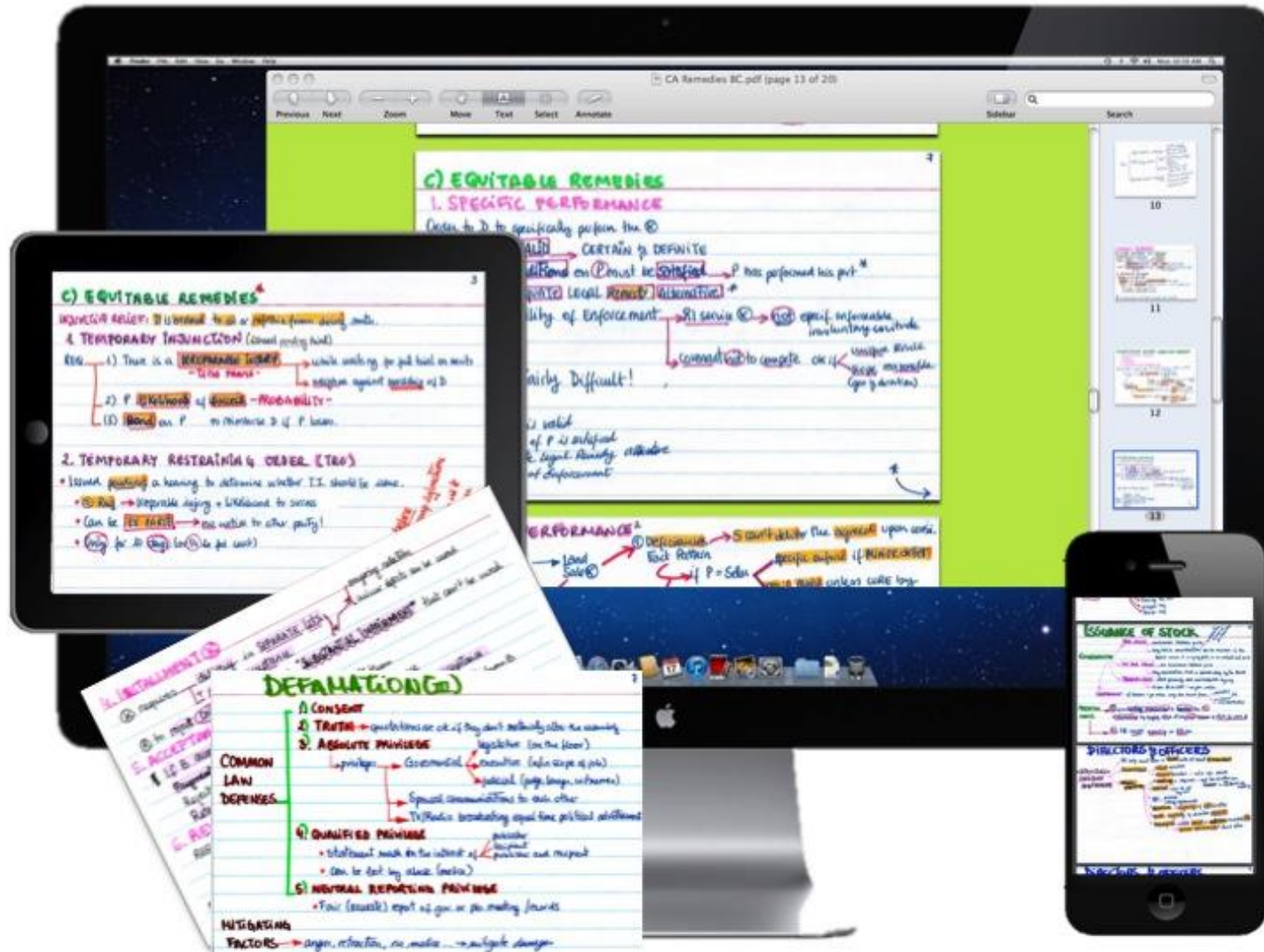
Content by Tera Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Cavignoli (Beeschnegow2s.com/ccgsc1)
Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

- Go to this [link](#) to learn more about the six most effective cognitive strategies for learning.

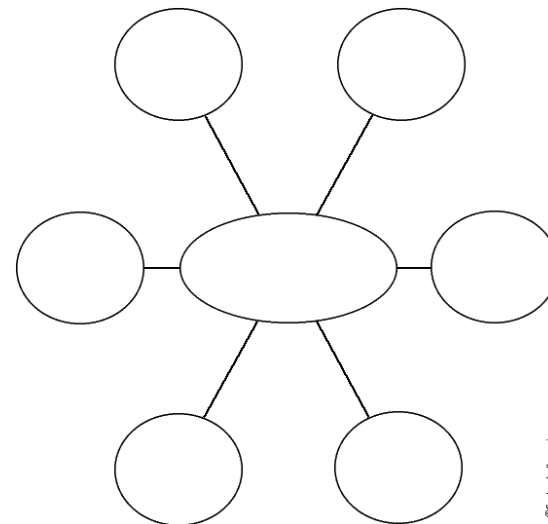
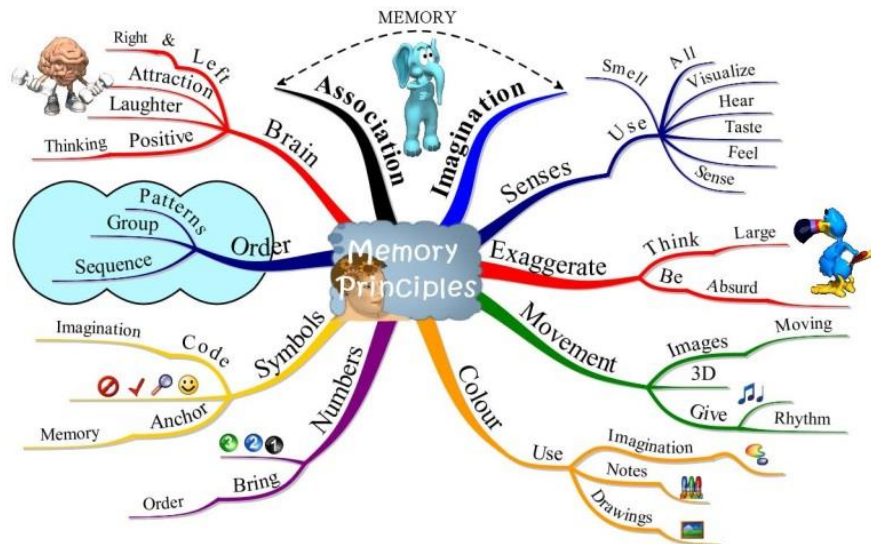
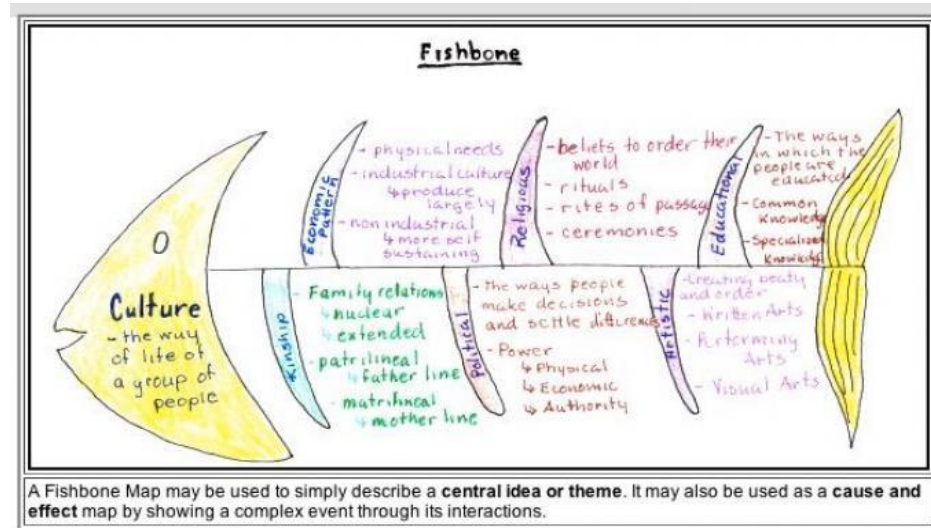
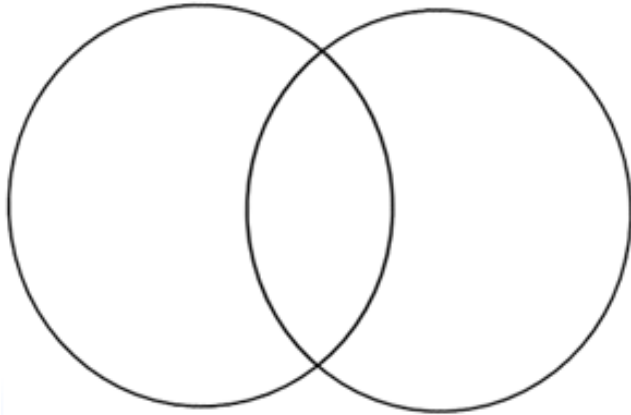
DON'T...JUST HIGHLIGHT EVERYTHING!



DO...USE FLASHCARDS



DO...USE GRAPHIC ORGANISERS



DO...TEST YOURSELF



Past Exams

A collection of handwritten mathematical notes on a chalkboard background. It includes a graph with nodes A, B, C, D, E, F and edges labeled with numbers 3, 5, 6, 7, 8, 11. A 6x6 grid labeled 'sample space' with numbers 1-12 in both rows and columns. Probability calculations: $P(12) = \frac{1}{36}$ and $P(13) = 0$. A probability tree diagram for two events. Linear equations: $y = mx + c$ and $m = \frac{y_2 - y_1}{x_2 - x_1}$. A coordinate plane with a line labeled 'y intercept' and 'x intercept'. Quadratic equations: $y = ax^2 + bc + c$, $y = a(x-b)^2 + c$, and $y = a(x-b)(x-c)$. A graph of a parabola with its vertex and x-intercepts marked.

