

PARENT GUIDE TO EFFECTIVE REVISION



THE ILLUSION OF KNOWING

Studies show that students often think they know and can remember knowledge but then forget it in a test.

To avoid this, students should:

1. Test themselves after a delay.
2. Rate the likelihood they have answered correctly.

Testing after a delay:

Students might, for example, read a text on Macbeth then revise a different topic or subject area. They then write down the key information or a summary of the Macbeth text, without looking back at the text. They should then check their answers against the text and make a note of what they did not remember.

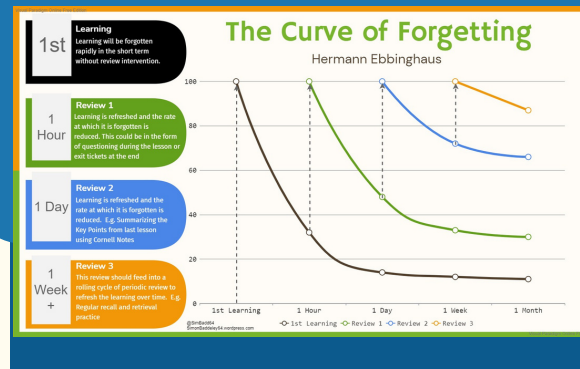
BRAIN DUMPS OR KNOWLEDGE SPLATS

A brain dump or knowledge splat is a very simple revision strategy involving 'dumping' or 'splating' everything your child knows about a topic onto a black piece of paper. This strategy makes use of **retrieval** and works as shown below:

Step one: students choose what they want to revise (e.g. the character of Lady Macbeth)

Step two: students write down everything they can remember on this topic.

Step three: students over lesson material to see how well they remembered the chosen topic and check any errors. This is the most important stage as it is where they evaluate their learning. They should use a different colour pen to fill in any gaps or make corrections which become their focus for the next revision session.



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REVISION: KEY PRINCIPLES

A lot of research has been done recently on the most effective study strategies. The main four are:

1. Retrieval Practice: this is retrieving knowledge from memory, without any cues.
2. Spacing: this is leaving a gap between learning information and revisiting it.
3. Elaboration: this is using 'how' and 'why' questions to explain our learning.
4. Dual-coding: this is using images to help remember our learning.

There is also research showing that **teaching** and **self-explaining** are very effective study strategies. Therefore, you can support your child by allowing them to 'teach' you key content!



SELF-QUIZZING

Students can use their notes and key materials from lessons to self-quiz. This strategy makes use of **retrieval**. The process works in four steps:

Step one: students read the key information (e.g. their notes on power in Macbeth)

Step two: students conceal the information.

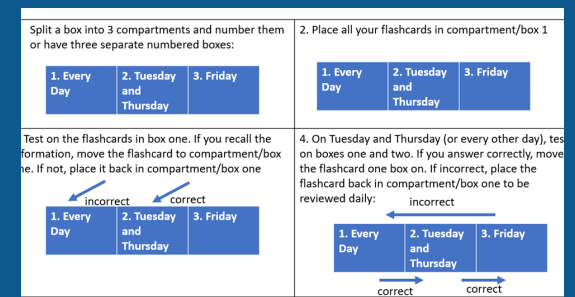
Step three: students write down everything they can remember (if using a page of Cornell notes, they can use the questions they have written as cues).

Step four: students look back over the key information to see how well they remembered it. This is the most important stage as it is where they evaluate their learning. They should use a different colour pen to fill in any gaps which become their focus for the next revision session.

This self-quizzing process can be done in pairs with students questioning each other or with you questioning them.

THE LEITNER METHOD: FLASHCARDS

The Leitner Method is a way of quizzing with flashcards where students move the cards to different compartments depending on whether or not they recalled the information correctly. This strategy makes use of retrieval and spacing.



You can use this method with key vocabulary, key characters, key themes, key quotes or any factual knowledge.