



**Jordanhill School**



# How to Study



# Jordanhill School



## Remember

- If you are unsure about any aspect of an exam or test, message your class teacher as soon as possible
- If you are anxious/stressed by exams or tests, remember that this is normal – everyone else is too
- If you feel that you are struggling, then speak to your Head of House
- All your teachers want you to succeed, so always ask for help when needed.



# Jordanhill School



This is based on:

- What psychologists say about learning.
- What we now know about memory.
- What we know about long term retention.
- What we now know doesn't work.



# Jordanhill School



## Working Memory

- Working memory is 'where' you think
- It is quite small and can't be increased
- If it gets too full you don't remember much of what you have been told / read / heard [cognitive load]



# Jordanhill School



## Long Term Memory

- Long term memory is almost **unlimited** and can be used automatically without any effort
- The more things you have in long-term memory, the more working memory you have left over to think with
- Information only goes to long-term memory with **lots of repetition and practice**



# Jordanhill School



## Long Term Memory

You can already do lots of very complicated things **because you have practised them so often.**

You do them without thinking and they don't use up working memory (brain power).

These include: walking; talking; reading; eating; times tables; tying your laces; etc.



# Jordanhill School



Monday

Tuesday

Wednesday



Friday

Saturday

Sunday



# Jordanhill School



## Working & long-term memory

$$7 \times 7 =$$



# Jordanhill School



$$7 \times 8 =$$



# Jordanhill School



$$7 \times 7 =$$

$$17 \times 7 =$$

$$1771771 \times 7711 =$$



# Jordanhill School



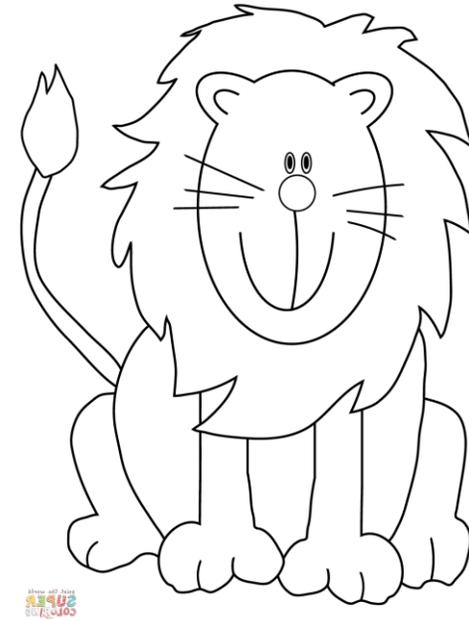
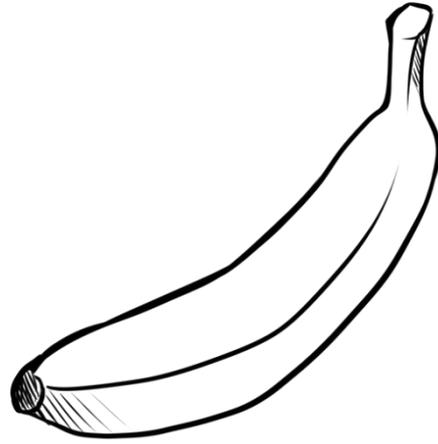
## Long Term Memory

This task will show you how automatic reading has become to you.

**Name these  
3 objects quickly**

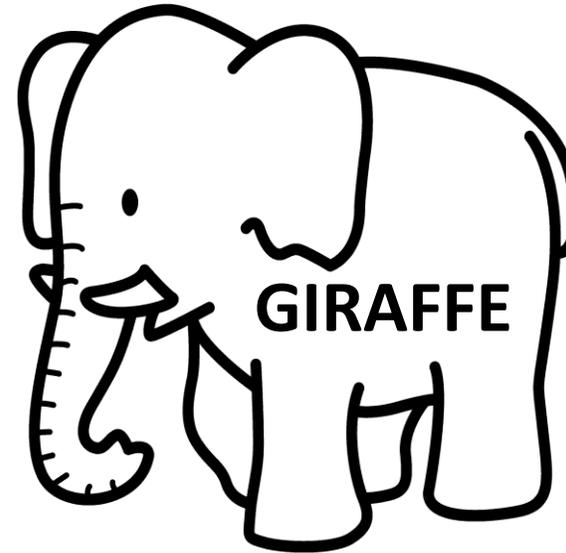
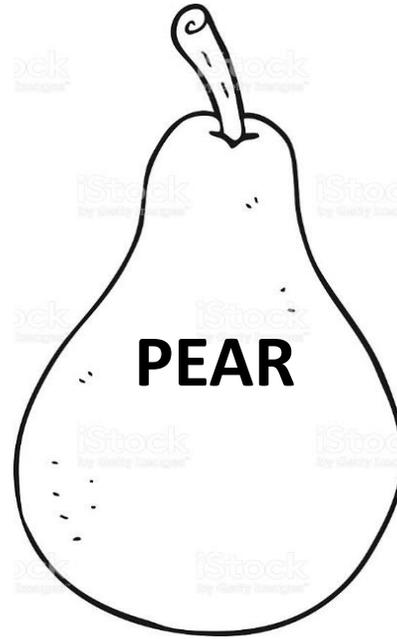


# Jordanhill School





# Jordanhill School





# Jordanhill School



## Six myths about how we learn

- Throughout humanity we have assumed many things to be true, which have in fact turned out to be false.
- In the following video, education writer and speaker David Didau debunks some common myths and misconceptions about learning... and you might be surprised by what you learn:

### **WATCH:**

- [Six myths about how we learn - BBC Bitesize](#)



# Jordanhill School



The key to learning more effectively

**WATCH:**

- <https://www.bbc.co.uk/bitesize/articles/zkpi96f>



## 5 key strategies for memory

1. Gather ideas in chunks [**Chunking**]
2. Make it hard to remember [**Retrieval**]
3. Change ideas/subjects [**Interleaving**]
4. Use words and images [**Dual coding**]
5. Give time to almost forget [**Spaced practice**]



# Jordanhill School



We have covered a lot already, but lets look at three of these strategies in more detail.



# Jordanhill School



## CHUNKING

- Gather ideas in chunks [**Chunking**]

**If you can gather information into chunks you can remember more**

**Compare carrying 10 small things with putting 10 things in a bag**



# Jordanhill School



X K D J S C P R L M G T

**12 things to remember**



# Jordanhill School



BBC CIA LOL ICT FBI

**15 things to remember [but  
really 5 because each is  
encoded in long-term memory]**



# Jordanhill School



J O R D A N H I L L

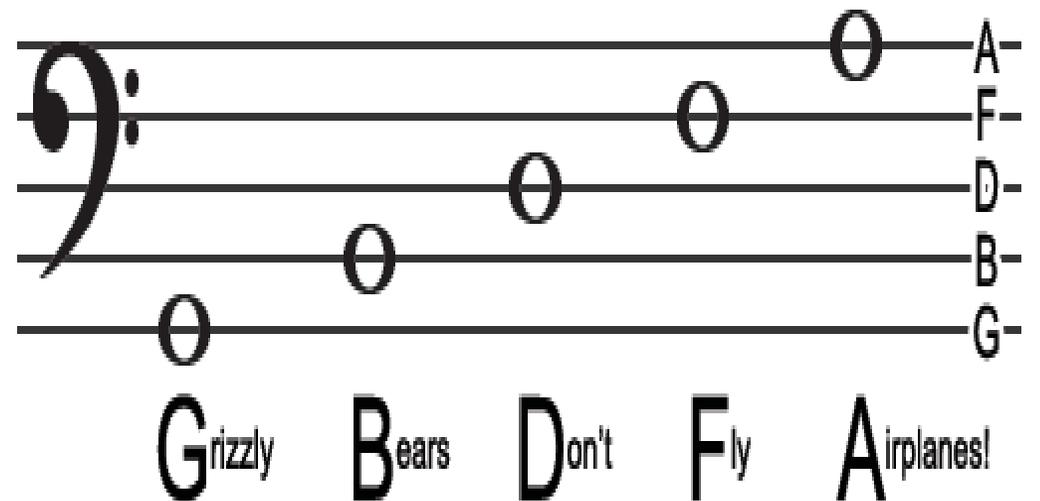
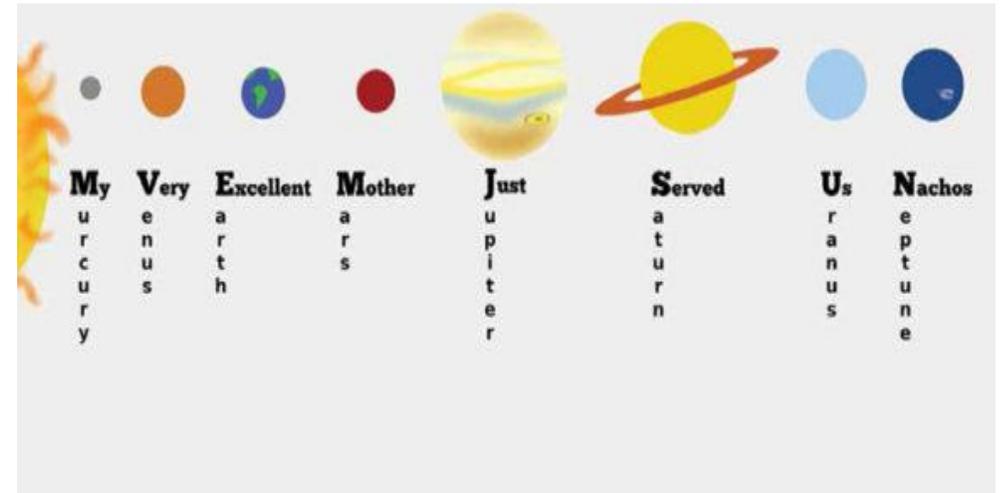
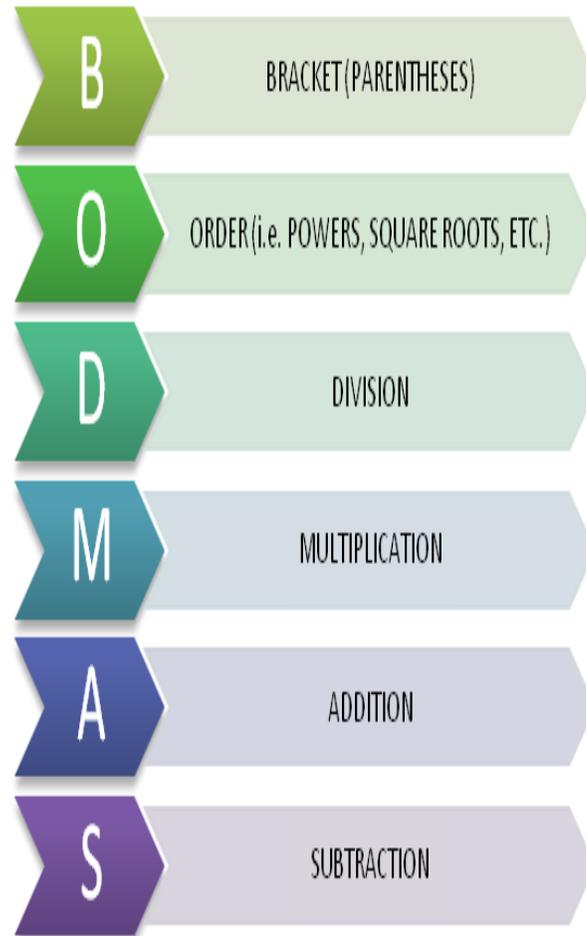
**10 things to remember [but really 1 as  
already encoded in long-term memory]**



# Jordanhill School



## CHUNKING - Mnemonics





# Jordanhill School



You have been using Mnemonics throughout your school career – because they work!

**B**ig **E**lephants **C**an **A**lways  
**U**nderstand **S**mall **E**lephants.



# Jordanhill School



## RETRIEVAL

- Make it hard to remember [**Retrieval**]

**When you revise, you must hide or cover the information.**

**The 'hard work' of trying to remember makes the memory stronger.**



# Jordanhill School



## RETRIEVAL

- Choose a piece of work that it would help to know off by heart
- The most important thing to remember is that you need to **retrieve** the information
- This means having it **out of sight** when you try to recall what it is that you want to remember



## RETRIEVAL

1. Read over the work you want to remember
2. Turn the sheet over so you can't see it
3. Write out as much as you can
4. Check back to see what you forgot
5. Pay special attention to the bits you forgot
6. Do this again and again until you know it

### FLASH CARDS

These are two sided, with a word on one side and a definition, description or explanation on the other.

If you create these, getting someone to test you is easier.



# Jordanhill School



## DUAL CODING

- Use words and images [**Dual coding**]

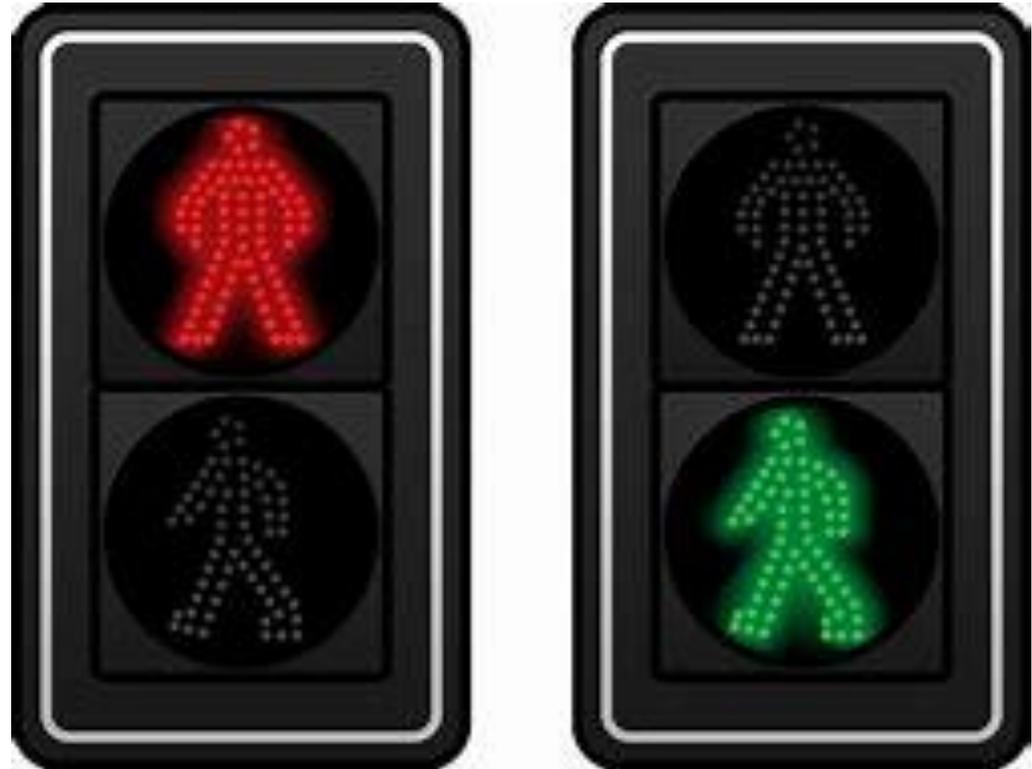
**When you make a 'chunk' try to link it to more than one type of prompt**

**Use words and pictures and stories**



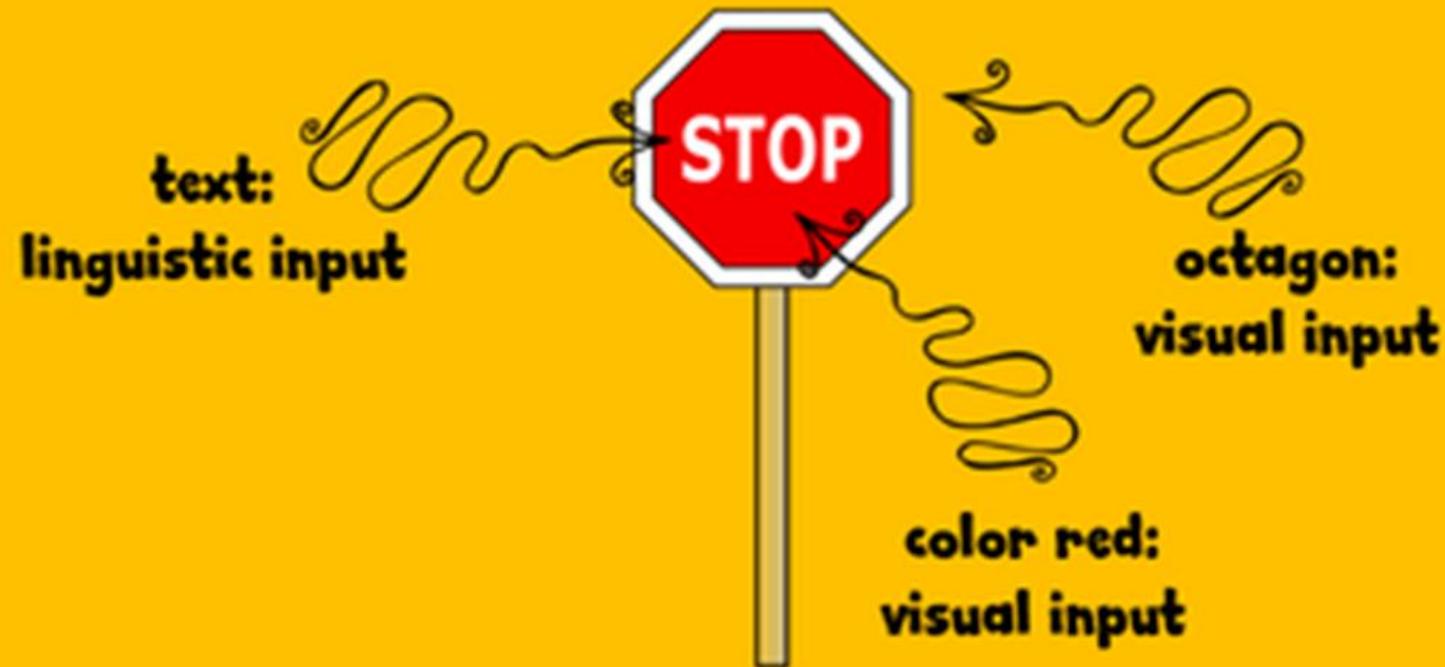
## Dual Coding

- You are able to respond to a whole host of visual signs every day.





## “Visual Triggers” BLEND visual & text input





## Preparing to study: Study timetable

1. You should have a study timetable (ask for help with this if you need it)
2. Remember, revision should be in short chunks – several topics per night not just one.
  1. 30 minutes every day is more effective than 1.5 hours every three days.



# Jordanhill School



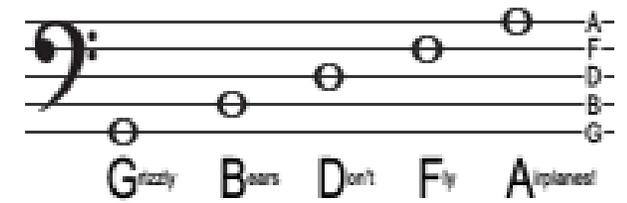
## Preparing to study: Sleep

- Are you getting enough sleep?
- When do you usually go to bed?
- What adjustments could you make to your lifestyle in order to improve your sleep patterns?

C

## Chunking

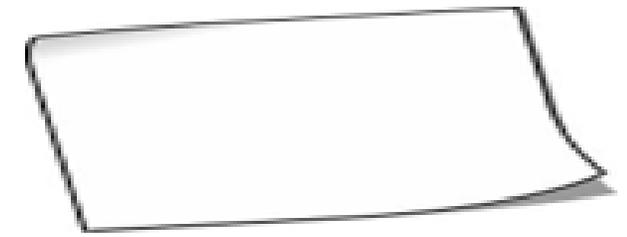
Chunking is a term referring to the process of taking individual pieces of information (chunks) and grouping them into larger units. By grouping each piece into a large whole, you can improve the amount of information you can remember.



R

## Retrieval

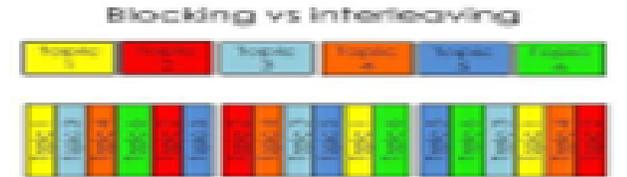
When you revise, you must hide or cover the information you are trying to remember. The 'hard work' of trying to remember makes the memory stronger. This means having it out of sight when you try to recall what it is that you want to remember



I

## Interleaving

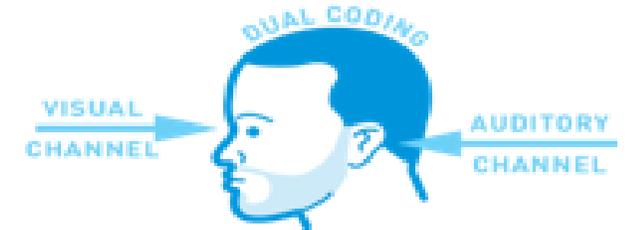
Interleaving forces you to move topics as soon as you know something and then go back to it later. This makes the memory stronger than if you 'block' your learning. Interleaving helps you space out your learning & 'almost forget' what you have learned.



D

## Dual Coding

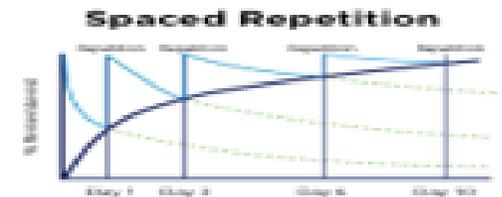
Dual coding is the process of combining verbal materials with visual materials. There are many ways to visually represent material, such as timelines, cartoon strips, and diagrams. When you have the same information in two formats, it gives you two ways of remembering the information later on.



S

## Spaced Practice

Spaced Practice involves starting your revision early so you can space out your remembering. This also save you time. Doing five sets of 10 minute practices spread out, works better than studying for an hour before the test or exam. You remember best when you have almost forgotten the material.





# Jordanhill School



## Useful guides/advice

More information on study techniques

- <https://www.learningscientists.org/blog/2020/1/9-1>
- <https://sway.office.com/q4I9voV3Uox8AG4s?ref=Link>

How to manage your time better

- <https://sway.office.com/mrGQlkjWqJGq0FSS?ref=Link>

Free Digital Revision Guides from Leckie and Leckie

- <https://collins.co.uk/collections/leckie-times-scotland>

Scholar

- [SCHOLAR \(hw.ac.uk\)](https://www.hw.ac.uk/scholar)

**NEXT:** Choose a study technique and revise.