



S4 - 6 Study Support

Linlithgow Academy

Aims



To explain the importance of effective revision



To provide practical examples of effective revision techniques



To support the creation of effective study habits and environment

Overview

1. Study Skills – Mrs Bryson



Got a question?

Pop it on a post it note and hand to me/ any staff and we will attempt to answer it at the end!

5. Plenary and close



ENGLISH





Where are you now? Settling in task

- Around the booths are some pictures – have a brief walk round and pick a picture which **best represents** how you feel about your involvement in your learner's studies
- Now on a **yellow** post it write **WHY** you feel this way and stick it beneath the picture

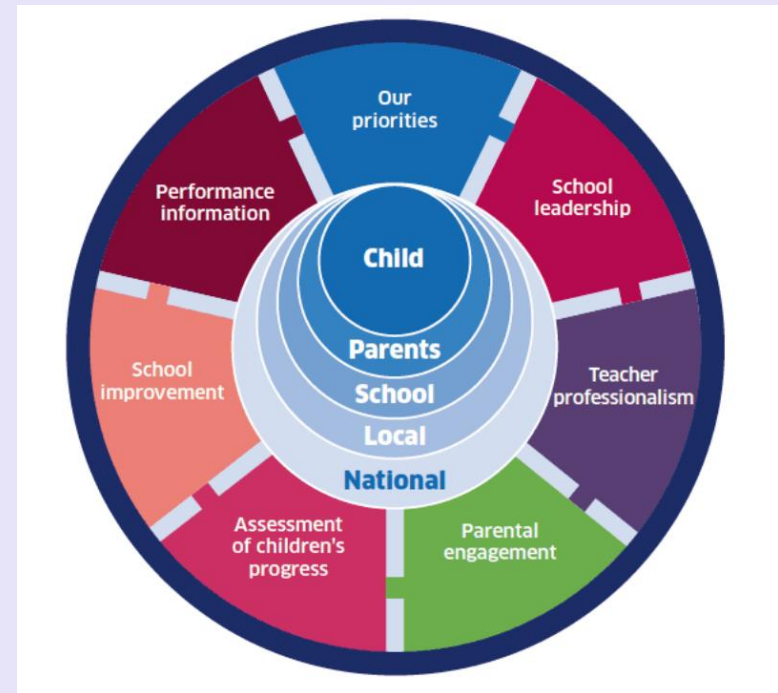
Why are we doing this?

'Learning-centred parental engagement: Freire reimagined' – Janet Goodall, 2017

1. School staff and parents participate in supporting the learning of **the child**
2. School staff and parents value the knowledge that each brings to the partnership.
3. School staff and parents engage in dialogue around and with the learning **of the child**
4. School staff and parents act in partnership to support the learning of **the child** and each other
5. School staff and parents respect the legitimate authority of each other's roles and contributions to supporting learning

This is a step away from the traditional teacher/learner/parent model

*Parental and family engagement is a key factor in helping all children and young people achieve the highest standards whilst reducing **inequity** and closing the **attainment gap**. (2019 NIF)*





Why are we doing this NOW?

- Prelims start soon
- Final Exams 22nd April
- Results
 - New revision techniques/ approaches can be beneficial
 - Sustainable improvement



Why Revise?

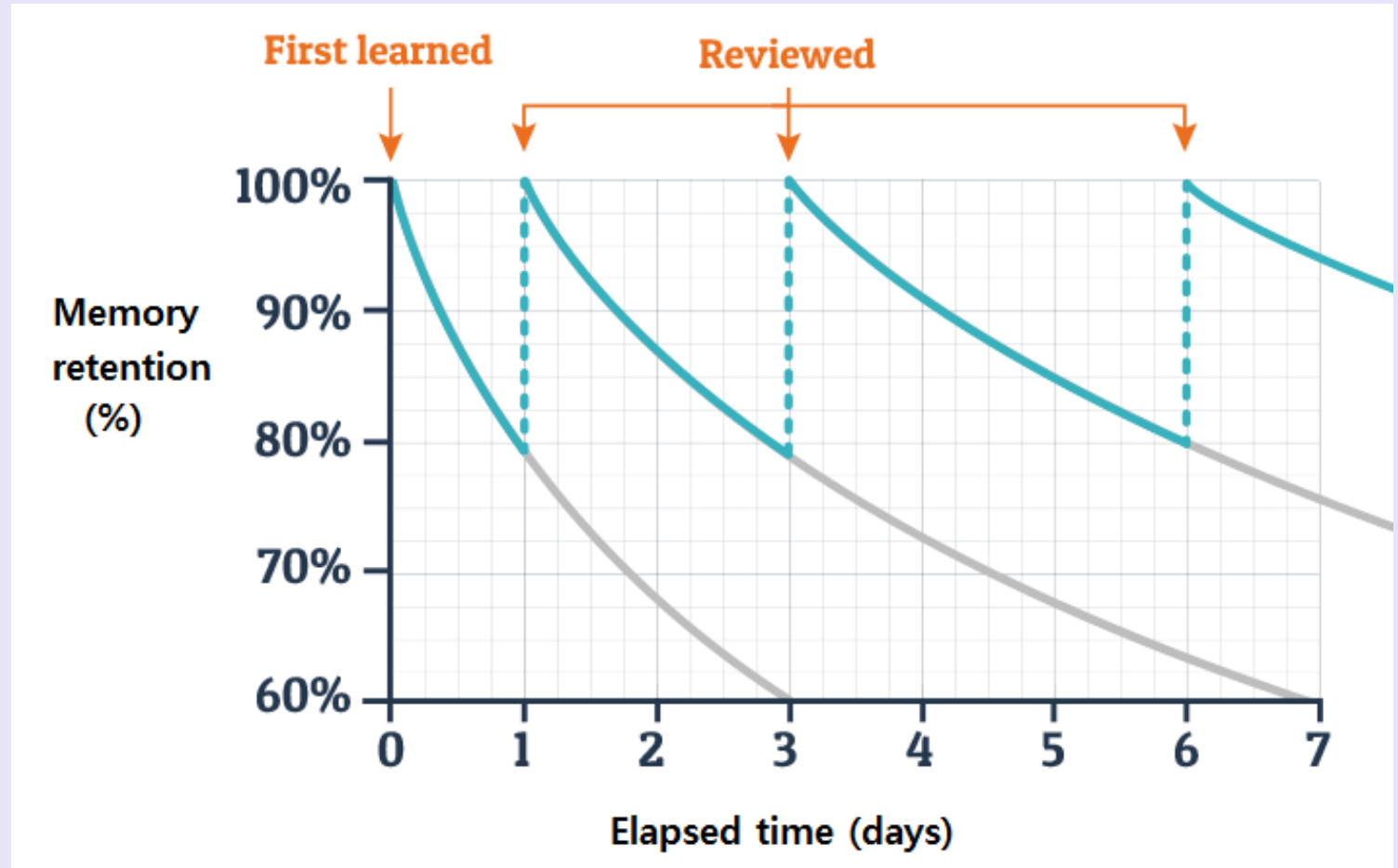
Why revise?

Ebbinghaus forgetting curve

We start losing the memory of learned knowledge over time, in a matter of days or weeks, unless the learned knowledge is consciously reviewed time and again.

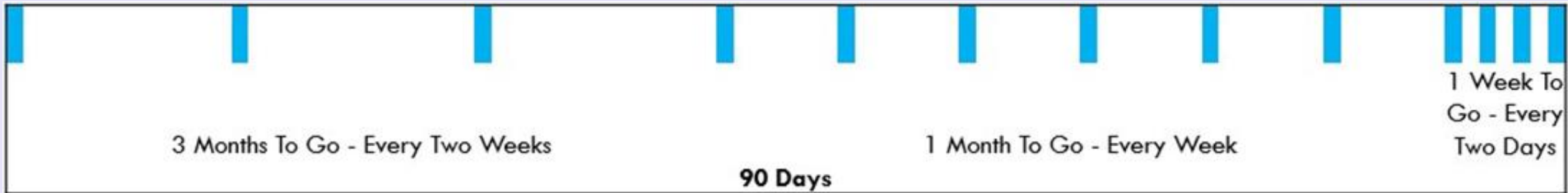
You cannot expect to just 'remember' stuff lesson to lesson or across the year. You have to engage your brain in **RETRIEVING** or **REVISING** information to help it stick

Doing this in manageable intervals is proven to work

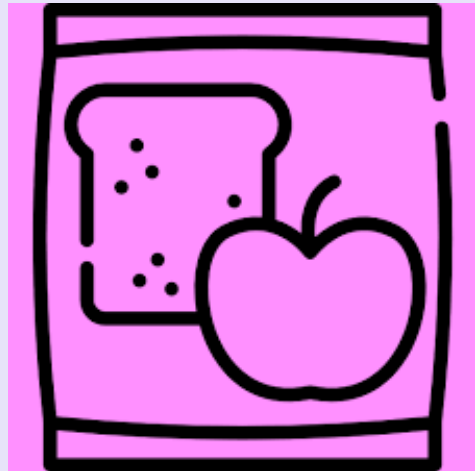
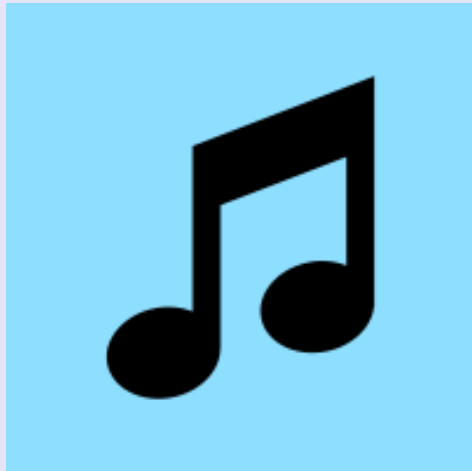


Timing revision

- Distributed learning tends to lead to more knowledge retention
- It is better to spend 10 minutes revising today and 10 minutes again tomorrow, then 20 minutes today.
- Remember to plan this for EACH SUBJECT!



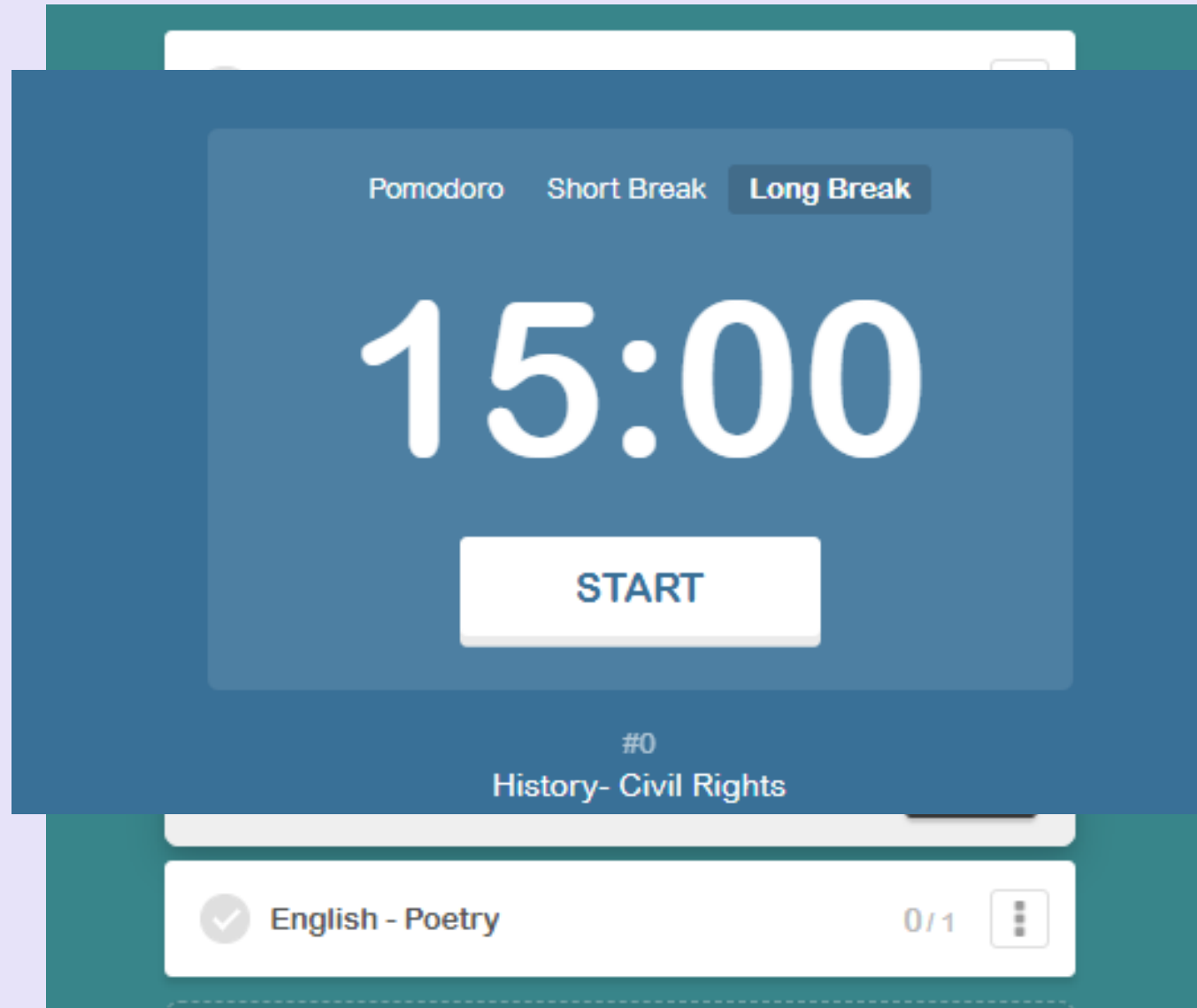
Creating the right atmosphere



Break it up - Pomofocus

You may wish to encourage the pomodoro method of approaching study – setting timers for e.g. 25 min work, followed by a 5min break. Learners don't have any distractions in work time e.g. phones, but can do what they like in 5 min break.

<https://pomofocus.io/>





Exam Stress

- Watch out for exam stress and be aware of the signs. Signs of stress can include:
 - Being irritable
 - Sleeping poorly
 - Lose of appetite
 - Worrying
 - Feeling negative
 - Headaches and stomach aches

Support available in school

Practical 1 – Cops and Robbers

- You have 1 minute **ON YOUR OWN** to write down/describe as many **EFFECTIVE study techniques** have heard of
 - note these in the ‘Cops’ section
- **NOW-** you have 1 additional minute to ‘Rob’ some ideas off another person at your table
- This is a great technique for supporting learning of sub-topics, short answers, quotes etc.
- You can support at home by co-creating an answer key



Collaborative Learning

Some ideas

- **If this is the answer what is the question?**
 - Get your child to create a list of key words/ people/ facts/ phrases. Shuffle the cards and then challenge them to make up a question that can only be answered by the word or phrase on the list. For example if the answer is 'Eight to ten weeks' the questions could be 'How long did the Middle Passage take on average?'
- **Teach one**
 - Ask your learner to prepare a 15 minute lesson on a topic they find particularly difficult. Ask your child to prepare a list of key facts they will need to cover beforehand and make sure you have a copy of it. Be prepared to ask your learner questions.



Collaborative learning techniques



- **Scribe**
 - Get your child to pick a past paper question to do. **But** instead of them writing it you can scribe for them. Articulating their answers in a clear way will help learners organise their thoughts. Use the past paper marking schemes to check knowledge when done
- **Play a game**
 - Encourage your learner to create an interactive game (snakes and ladders will do). Progression in the game depends on correct answers!

Scottish society and Church in the 1540s: landowners, burghs, clergy; power of the monarchy and nobility at the death of James V.	The Church's faith, organisation, failure of attempts at reform.	Relationship with England and France: the 'rough wooing'; Mary's move to France.	Her dynastic position on the accession of Elizabeth I.
Fact 1			
Fact 2			
Fact 3			
Fact 4			
Fact 5			
Fact 6			
Fact 7			
Fact 8			

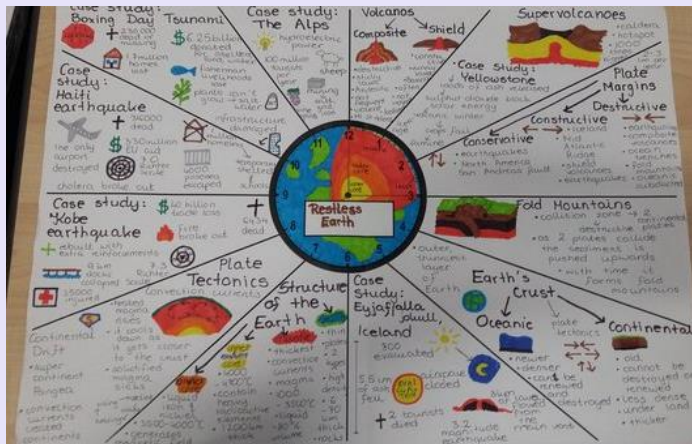
Clocks/ Fact catchers

Fact Catcher

- A useful tool for when you are revising questions that require several points of recall.

Revision Clock

- Instructions –
- Break down topics into 12 sub-topics.
 - In each segment you can make or illustrate diagrams and summarise key information.
 - Each segment has a 5 minute time limit, in order to break down learning into smaller pieces.



Practical 2 – If this is the answer...?

- Opposite are a list of words connected to what we have discussed so far
- You need to create a QUESTION for which the key word is the answer. (3 mins)
 - Example - *if the answer is 'Eight to ten weeks' the questions could be 'How long did the Middle Passage take on average?'*
- Once you have created your questions, ask them to your partner- can they give the correct key word answer from your questions?
- **Again, this is a fab collaborative technique for when your learner need to revise dates, names, formulas or other short KU answers. Ask your learner to make a list of key words then test them using this technique**

1. Resilience
2. Atmosphere
3. Forgetting curve
4. Fact Catcher
5. Clock
6. Robbers
7. Stress

Example – mind maps

NO!!!

Left-side annotations:

- SLOW! CREAT
- EASIER TO F AND ALLC MORE FREI
- TURN T SHEET LAND ORIENTA
- OF ART

Right-side annotations:

- HIGHLIGHTERS
- FINE-TIP TEXTAS
- THICK TIPS
- SEPARATES OUT THE IDEAS
- HIGHLIGHT SIMILAR IDEAS
- ING
- STRAIGHT LINES ARE BORING
- MORE INTERESTING FOR YOUR BRAIN
- V LINES

Bottom annotations:

- OF ART
-

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Flash cards

- These are a great tool to use with your learner
- Using flashcards to self-test helps learn information, and helps to identify any weak spots your learner may have with the material.
- Preparation is key!
- VIDEO- effective Flashcards
 - <https://youtu.be/mzCEJVtEDOU>

The image displays various educational resources:

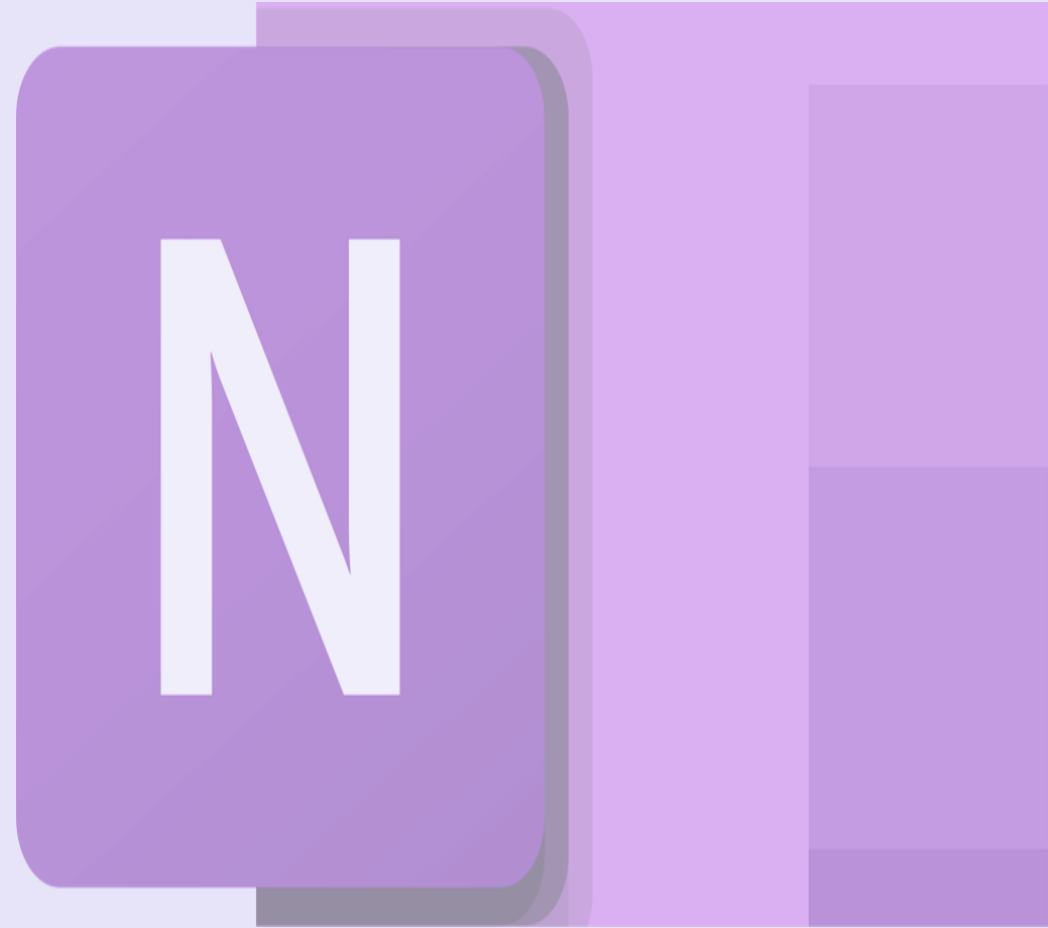
- Corkboard:** A corkboard with several sticky notes. One green note says "South of the Slot". A blue note says "Daisy Miller". A yellow note says "A Good Man Hard to Find". To the right, there are two columns of notes under the headings "AUTHOR" and "TIME PERIOD/MOVEMENT". The "AUTHOR" column lists "Jack London" and "NATURALISM" with sub-points: "Scientific, industrial society", "animal/instinct, human nature", and "shows tension between working/upper class capitalist/laborers". The "TIME PERIOD/MOVEMENT" column lists "Henry James" and "REALIST" with sub-points: "Daisy Miller/Winterbourne", "outside narrator - factual observer", "ex-patriot community, New American Woman", and "Winterbourne focuses on Daisy, not himself".
- Diagram:** A central diagram titled "Different types of flash card" showing six categories with examples:
 - gapped sentences:** "She was in _____ of floods" and "tears."
 - synonyms:** "very loud" and "deafening".
 - antonyms:** "eager to do something (opposite)" and "reluctant".
 - definitions:** "a place where you do science experiments" and "laboratory".
 - translations:** "tranquilo" and "calm".
 - pictures:** A drawing of a snowman and the word "snowman".
- Physics Card:** A white card with the word "Weight" written in large letters. Below it, the definition reads: "the gravitational force (F_g) which acts on an object on/near the surface of a planet/moon." It includes a star icon and the word "Example".

Breakout – 15/20 mins

- Tea and Coffee Available
- Stalls
 - Bright Red publishing- revision books
 - Skills Development Scotland- Support for exams and next steps
 - S Dyer- support/SQA arrangements
 - Many S6 pupils happy to share their expertise and show practical examples across many subjects
 - Science
 - Technology
 - PE
 - Humanities



Digital Tools



OneNote Overview



Digital notebook



Pages are stored
in sections



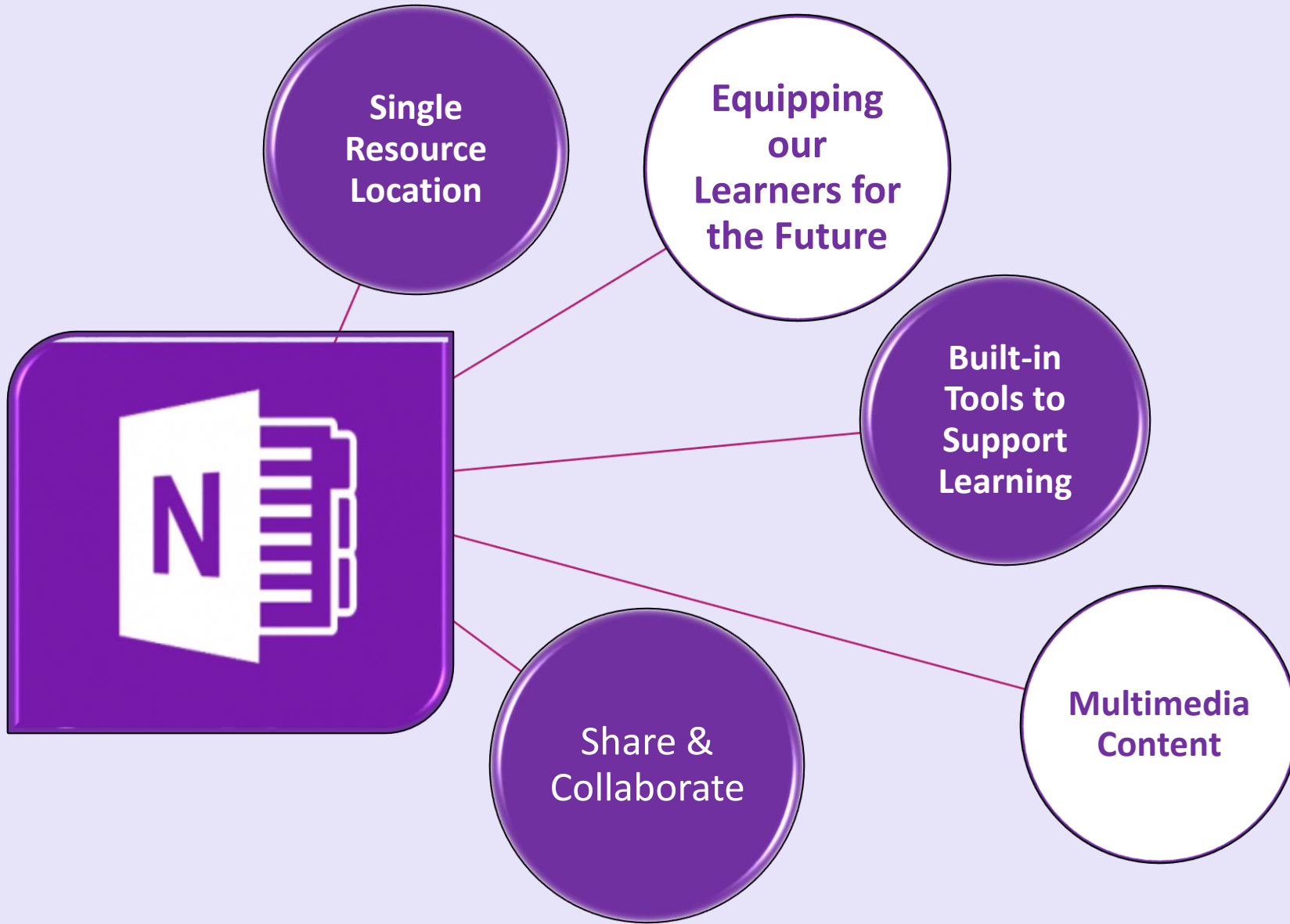
Now widely used
in education and
industry



Teachers can
share learning
resources in the
Content Library



Accessible on a variety of
enabled devices – Anywhere,
Anytime Learning (AAL)



Why OneNote?

Multimedia Content

Audio Commentary

Text

Video Clips

☆ **Vector Graphics**

- A Vector graphic is an image that is stored in a file as **a collection of objects** such as **rectangle, ellipse, line and polygon**.
- The **attributes** of each object are stored such as:
 - **x- and y-coordinates**
 - **fill colour**
 - **line colour**

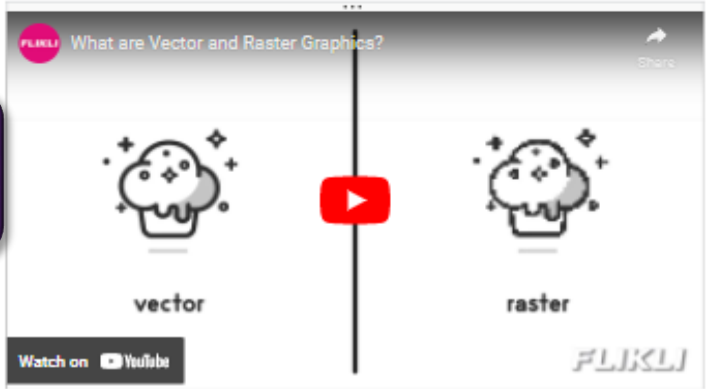
The **more objects** that are added, the **more data that must be stored**, therefore the **file size will increase**.


A vector graphic is **resolution independent**, this means it **can be resized without losing its clarity** (it does not pixelate).

- Objects can be **layered one on top of the other to create an image**.
- Created using drawing applications such as:
 - Inventor
 - Google Sketchup
 - Serif Draw.

Often used to create logos, cartoons, diagrams etc.

[What are Vector and Raster Graphics?](#)



Watch on  YouTube

FLIKLI

Vector vs Raster Graphics | Buddy Media



Annotation using Digital Ink

Graphics & Diagrams

Surveys & Formative Assessments

Other Digital Tools – Supporting ALL learners

 Office 365


OneDrive



Don't type. Talk.



Immersive
Reader



Microsoft Lens



Aims for this evening

- Locate **Achieve** and **Scholar** using Glow tiles
- Show how learners can set up **classes** to access **materials (Achieve only)**
- Share how to navigate tools and resources that can be utilised when using **Achieve** and **Scholar**
- Demonstrate how teachers might be using Achieve in class



- This will be a **live** demonstration of how the resources work.
- You will be seeing information about some pupils in my higher chemistry class, I have checked and pupils are **happy** for info to be shared.



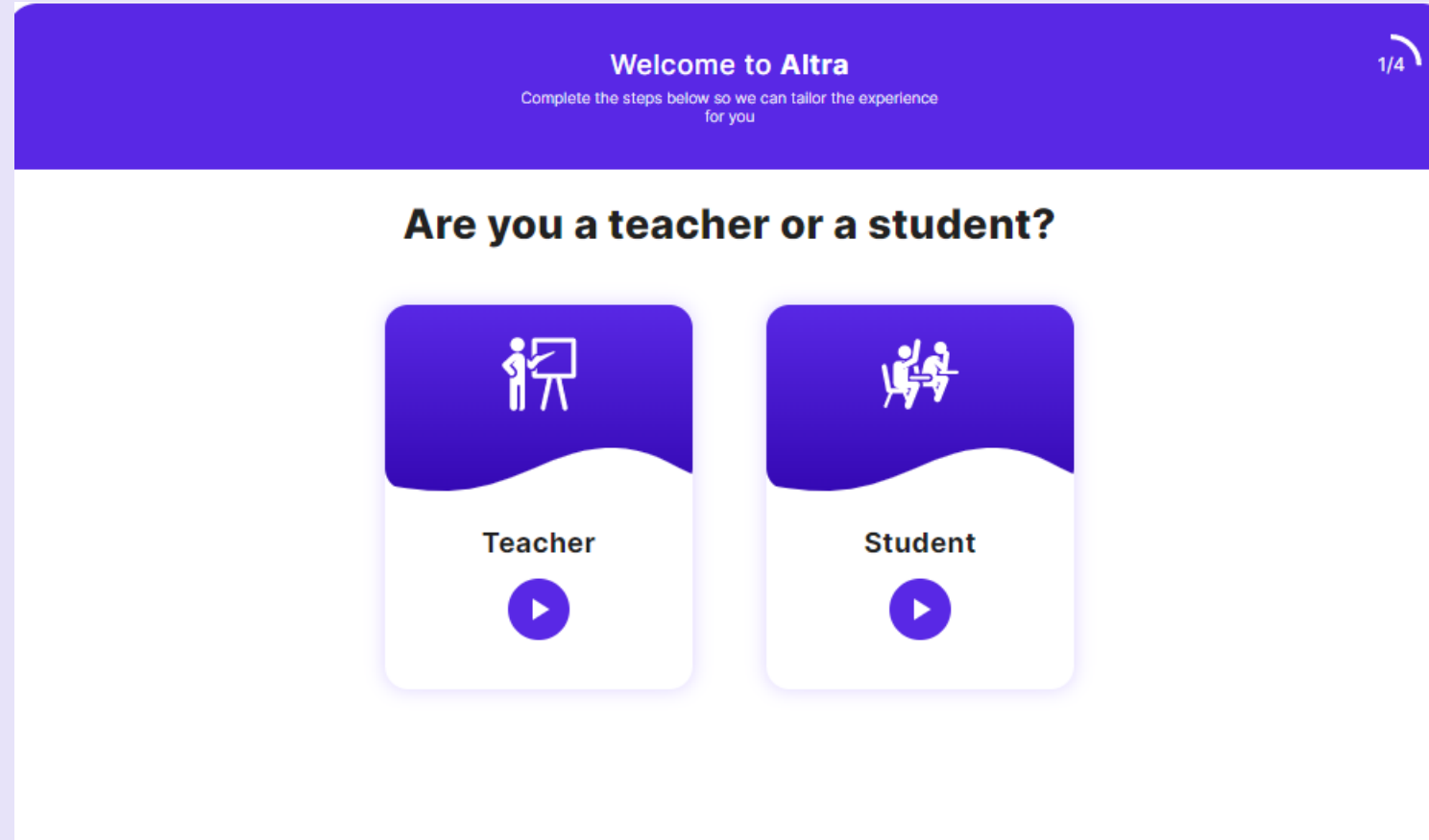
Humanities

Altra

Past Papers

Altra Curriculum Explorer

- <https://curriculumexplorer.altra.space/>
- History (others being added)





Altra Curriculum Explorer

- Online resource that allows learners to search SQA past paper questions by:
- ***Stage***
- ***Question type***
- ***Paper type***
- Links with corresponding marking schemes
- Ability to create own bespoke past paper focussing on learner's areas for improvement

Useful SQA links

- Access past papers and marking schemes directly from SQA website
- <https://www.understandingstandards.org.uk/>
- SQA Course specifications
- [N5 History](#)
- [N5 Modern Studies](#)
- [N5 Geography](#)
- [N5 RMPS](#)



Using past papers – why it's good

- Timing
- Language
- Marks
- Reflection



SQA past papers- be effective

- Complete under timed conditions – set a timer and complete the question/s in exam conditions
- 1.5 mins per mark (n5)
- When answering the questions **RAG** rate, the questions with a colour as you complete them
- After the paper, mark your questions
- Questions should help learner identify areas to focus revision on



Model answers

- Use past papers **WISELY**
- Use the marking schemes to create **MODEL** answers question types or topics you find hard.
- Once you have them **MARK** them – highlight out what would get a mark and where- your teacher can help
- Once you have done this, **attempt the question for real** and then check your answers.

2 x Source
2 x Omission

1 x Author
1 x Date.

Source A is partly useful as evidence of conditions during the Middle Passage.

Source A tells us that the smell of the hold was so terrible that it was dangerous for people to stay there too long. This makes the source useful as it is accurate. (S)

Source A also tells us that people were chained up and this made conditions worse. This makes the source useful as it is accurate. (S)

Source A fails to mention that slaves were whipped and forced to dance for exercise. This omission makes the source less useful. (om)

The source also fails to mention that female slaves were often subject to sexual abuse by the crew. This omission makes the source less useful. (om)

Author

The source was written by former slave Olaudah Equiano. This is useful as he experienced the conditions of the middle passage first hand / he was an eye-witness to conditions on the middle passage. (A)

Date

The source was written in 1789. This makes it useful as it is a Primary source from a time when many enslaved Africans were being transported across the Middle Passage. (Tim)

Resources

- **Study skills booklet** (On website and paper copies available at front of hall)
- <https://education.gov.scot/improvement/learning-resources/why-get-parents-involved/>
- <https://education.gov.scot/parentzone/learning-at-home/supporting-study/>
- SQA Support for parents - <https://www.sqa.org.uk/sqa/41292.html>
- BBC Bitesize
- SQA – Past Papers



Where are you now? Exit task

- Around the room are some pictures – have a brief walk round and pick a picture which **best represents** how you feel about your involvement in your learner's studies **after today's session**
- Now on a **PINK** post it write **WHY** you feel this way and stick it beneath the picture