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
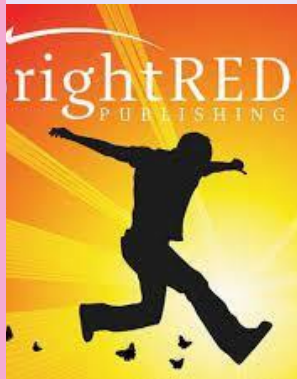
Overview

1. Study Skills – Mrs Bryson
2.
3.

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!

Where are you **<u>now</u>**?
Settling in task

- Around the booths and at the back 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 <mark>yellow</mark> 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)
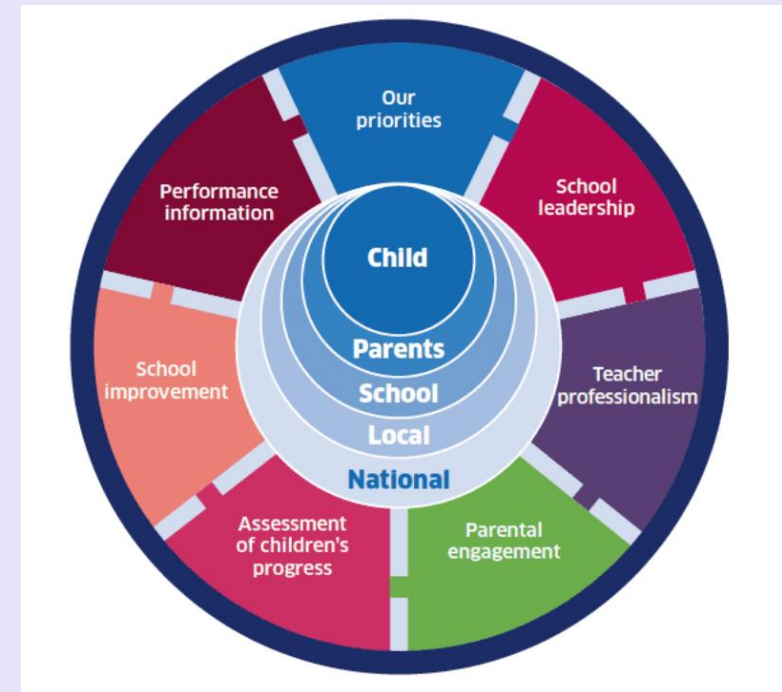
'Studenting'

- There is a 'distance' between teaching and *learning*

- For effective learning Students are instructed on their role- they are the *'primary source of knowledge and skill'*

- Teachers provide the opportunities and conditions to bring this about but it is a partnership **with** learners- they **must take on a responsibility share of their success and failures**
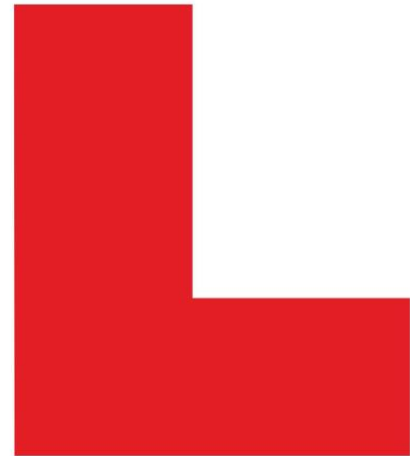
Why are we doing this **<u>NOW</u>**?

- **Winter Assessments start soon**
- **Final Exams 20th 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** of **REVISING** information to help it stick

Doing this in manageable intervals is proven to work
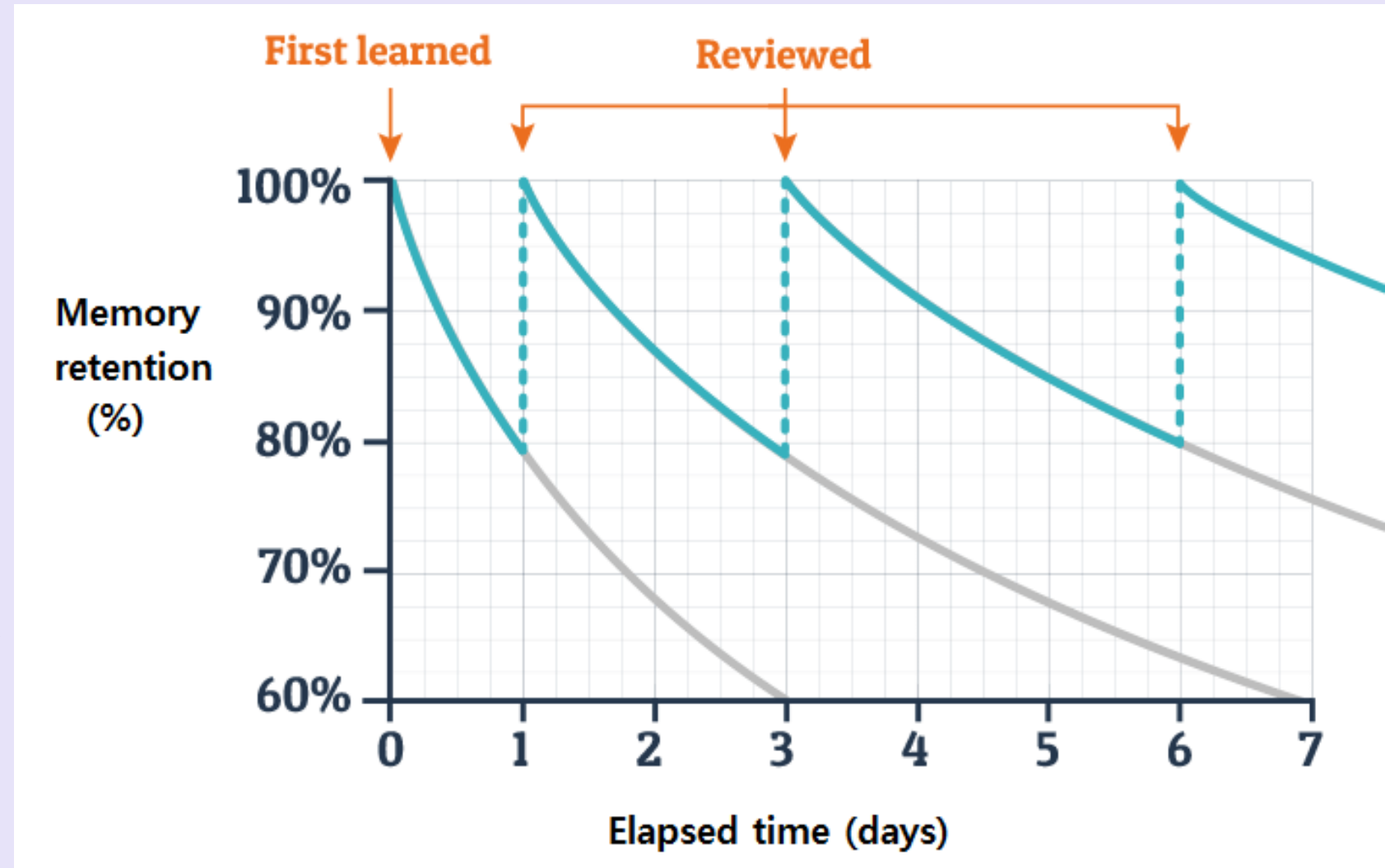
Education Endowment Foundation- Self Regulated Learning

Research emphasises the need for guided practice, in which the teacher provides support, prompts, and scaffolding, particularly during the initial stages of practice. The pupil can assume more and more **responsibility** as they become more proficient.

To revise effectively, pupils need revision approaches clearly **modelled** for them before they gain **independent expertise**.

**6**

Explicitly teach pupils how to organise and effectively manage their learning independently

|		
Table 1: Effectiveness of ten learning techniques, from Dunlosky et al (2013) [39]		
High utility	**Practice testing**	Self-testing or taking practice tests on material to be learned.
	Distributed ('spaced') practice	Implementing a schedule of practice that spreads out activities over time.
	Elaborative interrogation	Generating an explanation for why an explicitly stated fact or concept is true.
	Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving.
Moderate utility	**Interleaved practice**	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.
	Summarization	Writing summaries (of various lengths) of to-be-learned texts.
	Highlighting	Marking potentially important portions of to-be-learned materials while reading.
Low utility	**Keyword mnemonic**	Using keywords and mental imagery to associate verbal materials.
	Imagery use for text learning	Attempting to form mental images of text materials while reading or listening.
	Rereading	Restudying text material again after an initial reading.

# Creating the right atmosphere
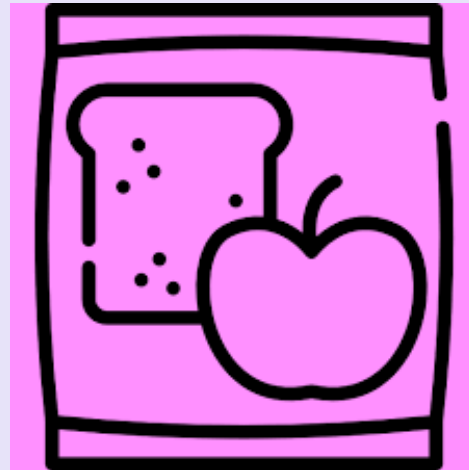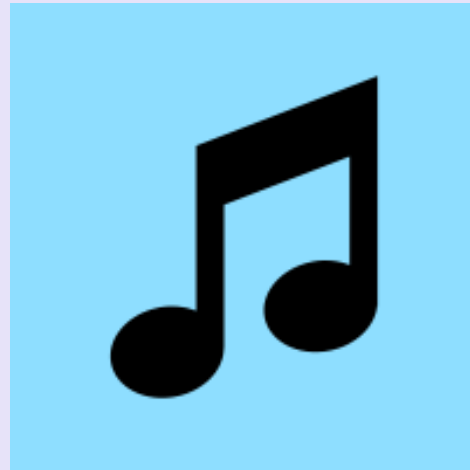
Timing revision

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

3 Months To Go - Every Two Weeks

1 Month To Go - Every Week

1 Week To Go - Every Two Days

90 Days
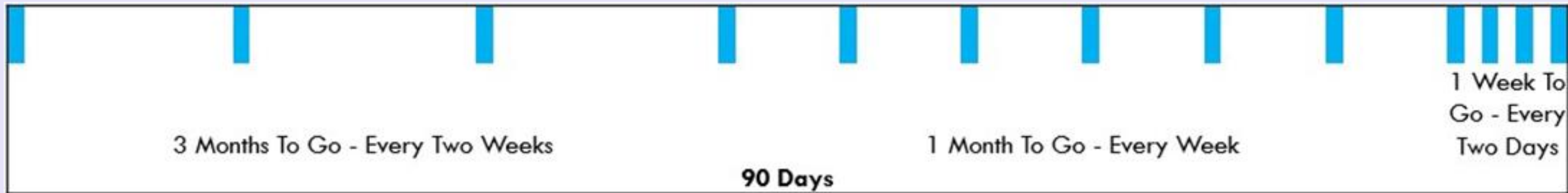
Break it up - Pomofocus

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/
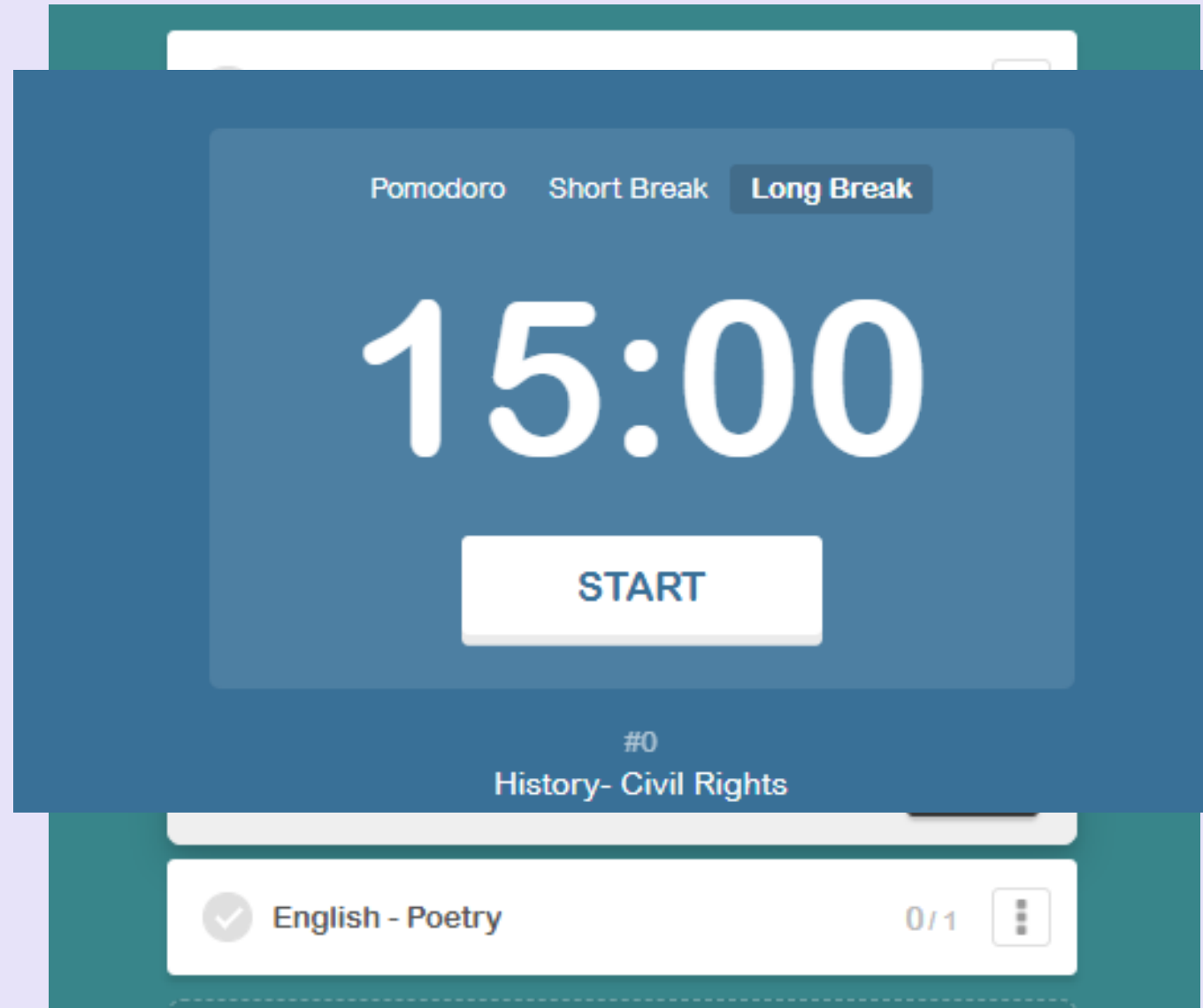
Exam Stress

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

Support available in school

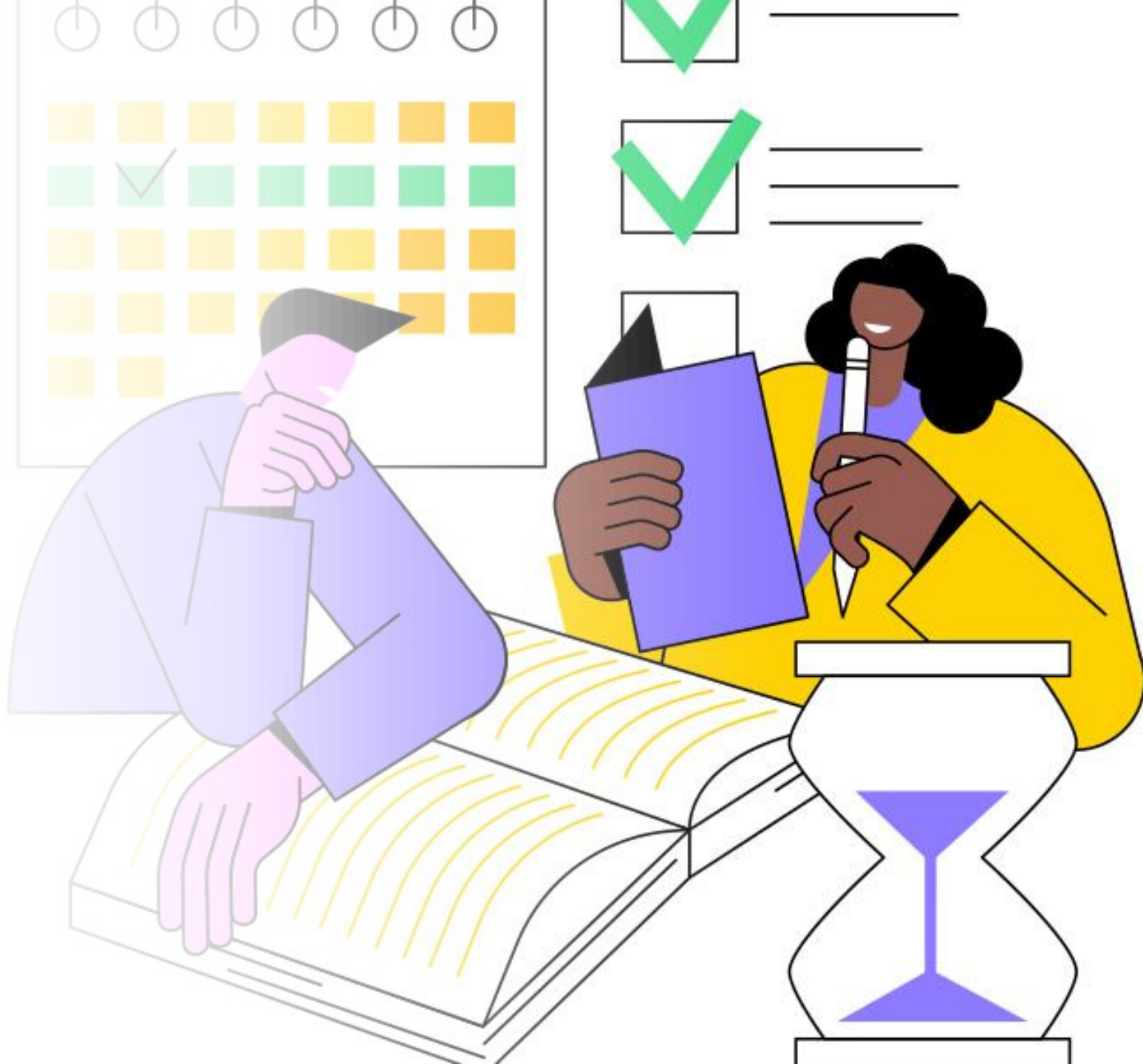With our School Health Nurse, Rachel and our Health and Wellbeing Champs!

Health and Wellbeing drop ins every Thursday lunchtime

Starting 9th October
In meeting room next to A23
1:15-1:55pm

- Health questions
- Games
- Relaxation
- First aid
- And much more!

What methods prove effective when studying?

Practical examples

Cops and Robbers

- Split a page in 2 columns. One is COPS, the other 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 which can then be used in the 'Rob' phase**

Collaborative Learning
Some ideas

- **Teach one**
  - Ask your learner to prepare a 5- 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.
- Points can then be turned into a quiz

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.
 - Like above, this can form the basis of a quiz or flashcard creation
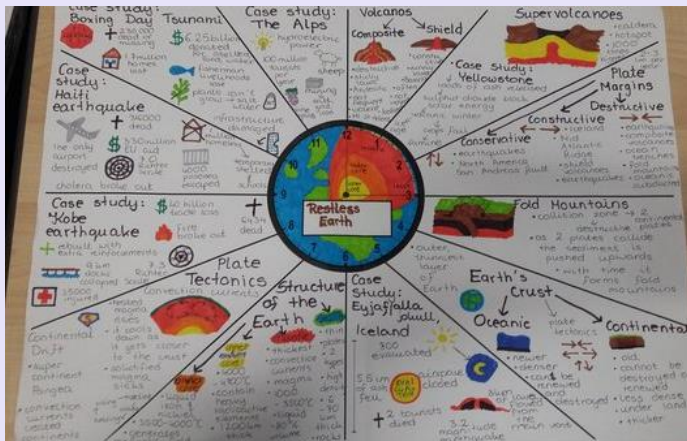
If this is the answer…?

- 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.
  - 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 an effective 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
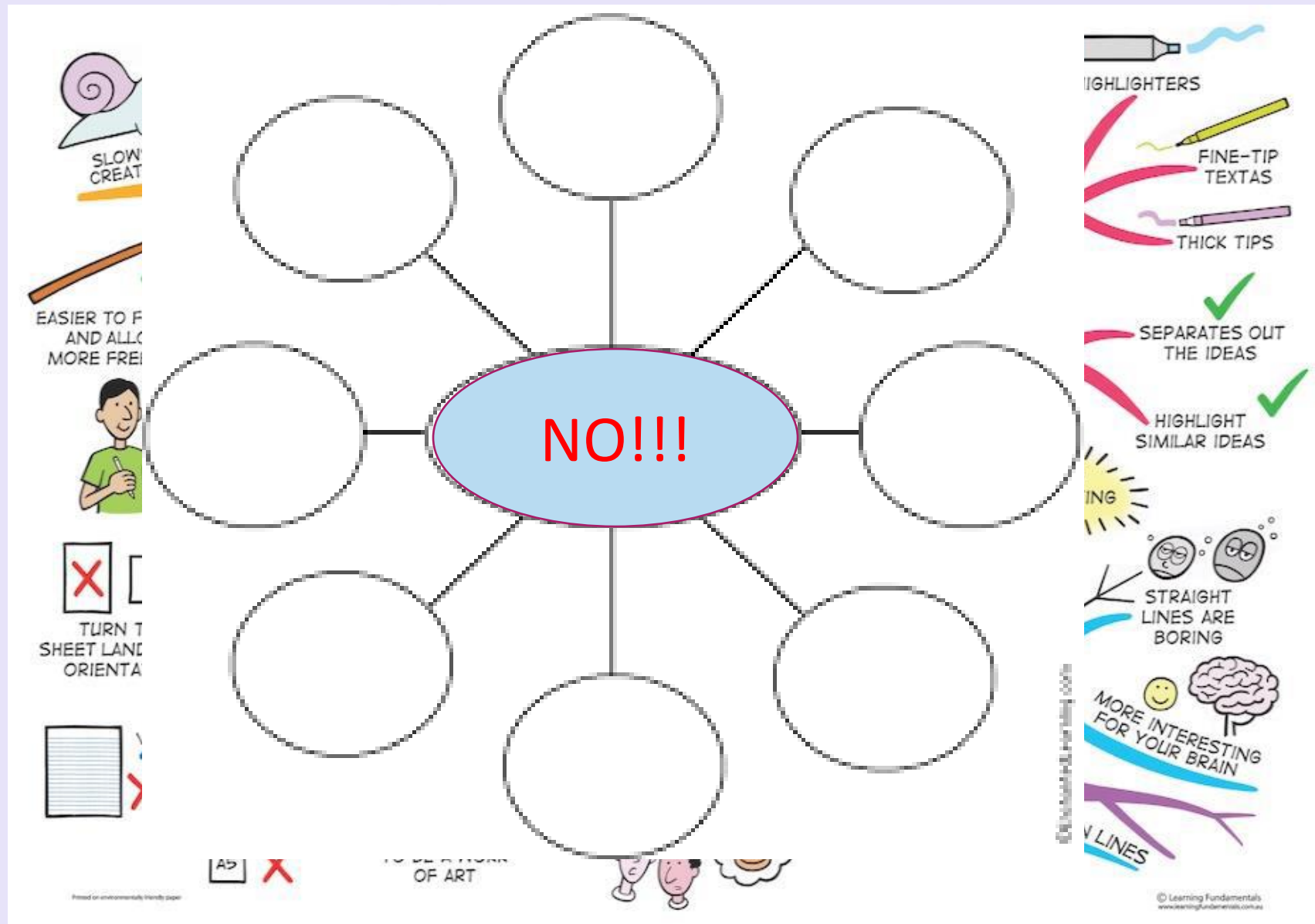
Flash cards

- 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/mzCEJ VtED0U

Different types of flash card

Why is it a good idea to use past papers?

- Timing
- Language
- Marks
- Reflection

How can past papers be used effectively?

- Complete under timed conditions – set a timer and complete the question/s in exam conditions

- When answering the questions **RAG** rate as you complete them (or before!)

- After the paper, mark your questions

  - Questions should help learner identify areas to focus revision on

Nightmare before the exam...

- Use available past papers to create a 'nightmare' paper and tailor revision towards this
- **Why?**
  - o **It's easy to study the stuff that is known, it's better to study the stuff that is hard**

- Staff across the school are very willing to mark **individual** questions

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   1 x Author
2 x Omission   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 had / 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)

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)

Multimedia Content

Audio Commentary

Text

Video Clips

Annotation using Digital Ink

Graphics & Diagrams

Surveys & Formative Assessments

☆ 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

Audio Recording

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?

What are Vector and Raster Graphics?

Share

vector   raster

Watch on ▶ YouTube   FLIKLI
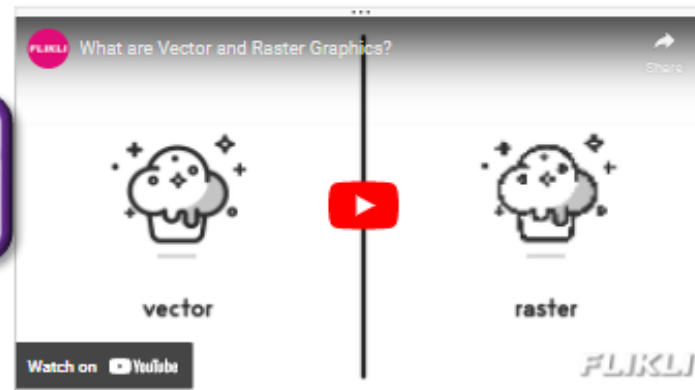
Vector vs Raster Graphics | Buddy Media

Rectangle   Polygon

Ellips

Polygon

vector

Other Digital Tools – <u>Supporting ALL learners</u>

Microsoft Lens (formerly Office Lens) **trims, enhances, and makes pictures of whiteboards and documents readable**. You can use Microsoft Lens to convert images to PDF, Word, PowerPoint, and Excel files, digitize printed or handwritten text, and save to OneNote, OneDrive, or your local device.

ACHIEVE

SCHOLAR

- Many subjects and levels represented on both- worth checking in
- Helpful for -
- Basic content
- Past papers/ responses
- Quizzing
- Self assessment

Homework helps!

S4 – S6 pupils can expect 2 bits of homework a fortnight per subject

All homework is designed to consolidate and explore learning in class. Completion of these tasks can often double as study time!

All homework is issued via Teams

Can AI help revision?

Getting AI to do the work for you, won't help you learn the information. Use it to revise the information YOU ALREADY HAVE

Do	Don't
Use AI to generate memory hacks and summarise ideas.	Get AI to do your homework. It won't help you learn the information.
Use it to test your knowledge. You could generate quiz questions to practise with.	Use it to write an essay, exam, or coursework for you.
Have fun exploring different prompts you could use to help you revise.	Believe every response you get from AI. Fact check everything!

Useful AI tools

Quizlet – Create digital flashcards with games and tests (some features require a paid subscription).

Knowt – free alternative to Quizlet that converts lessons into notes, summaries and quizzes.

Gizmo – free AI-powered flashcard and quiz generator that creates multiple test formats.

Anki – A well-known flashcard generator that uses spaced repetition for long-term memory retention.

MONDAY

5pm	Maths	N5
	Health & Food Technology	N5/Higher
	Biology	Adv Higher
6pm	Maths	N4
	Physics	Higher
	Physics	Adv Higher
	Human Biology	Higher
	Business Management	N5
	Applications of Maths	N5
	RMPS	N5/Higher
	Practical Cookery	N5
	Politics	H
7pm	Applications of Maths	Higher
	Biology	Higher
	Computing Science	Higher

TUESDAY

5pm	Music	N5
	Maths	Higher
6pm	Modern Studies	Higher
	Spanish	Higher
	Maths	Adv Higher
	Business Management	Higher
	Music	Higher
7pm	English	Higher
	Chemistry	Adv Higher
	English (1)	N5

THURSDAY

5pm	Admin & IT (Theory only) *	Higher
	German	N5
	Latin	N5
	Art & Design	N5
	English	N4
6pm	Physics	N5
	Chemistry	Higher
	Design & Manufacture	N5/Higher
	Biology	N5
	Art & Design #	Higher
	German	Higher
7PM	Graphic Communication	N5
	PE	Higher
	Computing Science	N5

*starting 4th December

starting 20th November

WEDNESDAY

5pm	ESOL	N5
	French	N5
	Engineering Science	N5
	Geography	Higher
	History	Adv Higher
	Graphic Communication	Higher
6pm	Geography	N5
	Engineering Science	Higher
	French	Higher
	English (2)	N5
	History	N5
7pm	Chemistry	N5
	Gaelic	N5/Higher
	English	Adv Higher
	History	Higher

e-sgoil

STUDY SUPPORT 2025-26

www.e-sgoil.com

National e-Learning Offer

Education Scotland · A·D·E·S · Smarter Scotland

Useful SQA links

- Access past papers and marking schemes directly from SQA website

- https://www.understandingstandards.org.uk/ (not just for teachers!)

- SQA Course specifications - this is your revision checklist!

Resources

- **Study skills booklet** (On school website, see QR code)
- 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
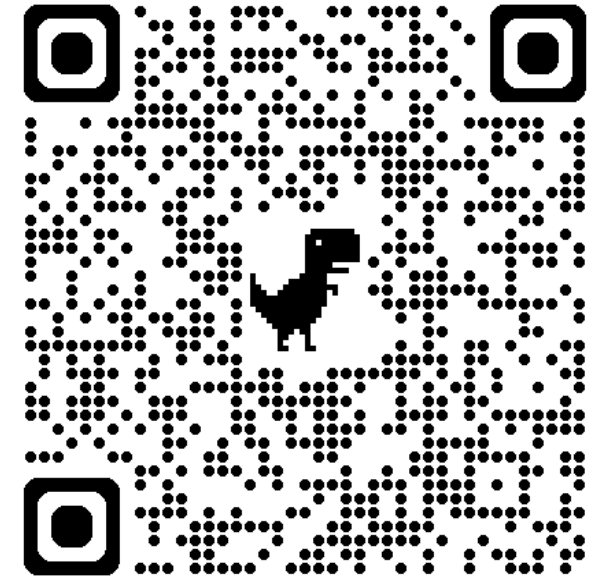
Where are you now?
Exit task

- 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 (THEN PLEASE COME BACK TO TABLES!)

Arrangements for Subject Workshops

- All workshops are in Maths corridor except Computing: Computing room
- 30 minutes per workshop

3. Please indicate which 3 workshops you would be interested in attending.

Subject	Count
English	56
Maths	62
Computing	5
Science subjects	56
Design Manufacture/ Graphic Communication	5
Social Subjects	24
PE	3
Art	4
Music	4