

Revision Pig

“ The test was really easy when you had learnt something.”



Teaching your grandmother to suck eggs

- Dr Heather Evans & Dr Dianne McDonald



Revise!



Revision and Differentiation

- Engaging targeted students
- Helping students to use different forms of strategic learning
- Giving students a deeper understanding of the ways they learn
- Encouraging teachers to utilise a variety of strategies and resources, particularly when revising work.



Revision techniques ✓ How to revise ✓

Girls and coloured mind maps ✓

Google

Girls and coloured folders ✓

Girls and sticky notes ✓ Girls and coloured highlighters ✓

Girls talking ✓

What did the boys do?

NOT SURE IF TEST WAS EASY
OR GOT EVERYTHING WRONG

Waste Of Time

Boys and revision

Nelson Research revealed

- Lack of revision was the most important factor why they did not do as well as they expected.

Students who admitted insufficient study

Gender	Percentage (%)
boys	70
girls	55

Nelson: student's comments

- I tried to revise with my friends. It lasted about 5 minutes.
- I left the revision until the last minute
- During the revision time I was on my own. I found it hard to get on with it.
- Some teachers give you advice on how to go about revising and even do some at school.

Nelson: revision methods

- Preferred revision technique is something that varies from person to person but it is important that you ask questions of the material you are studying
- Reading through your notes is not a very effective way of revising.....
- Students need help to discover the best way to revise.



Other research.....

- Boys tend to put off revision until the last moment
- They are reluctant to engage in extensive coursework and prefer cramming themselves for the final one examination
- 'Do not expect boys' characteristics to change- they won't;use them to set boys up to win.'



Techniques should be....

- Upbeat, challenging, achievable and not take too much of their valuable leisure time!
- "economy of effort"
- "Work smart not hard"
- "return on investment"



Neall's approach for boys

- Set up a process
- Work in short regular bursts
- Provide immediate feedback on progress
- Create the right environment-
 - Enjoyable
 - He feels he can win
- Challenge them to combine exam preparation with ample leisure time



Abigail James.....boys and study

- Glance at a book
- Underline material (usually examples)
- Answer questions (under duress)
- Reading takes too long
- Inactive method of study
- Lacks organisation



- 'Boys think that ability not effort is what gets the best grades' [James]
- 'Boys believe in luck. They think that some kids get good grades because teachers like them. They don't connect practice with success. They believe that natural athletes become professional athletes: that smart kids naturally get the good grades' [Bryan].

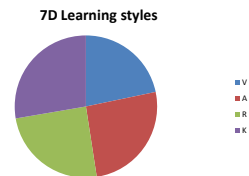


Revision Pig



Different learning styles

- VARK (visual, aural, read/write, kinesthetic)



- A lot of universities suggest that students take Learning Styles tests but there is no definite correlation between 'discovering what learning style you are' and then using that to help you learn.
- Choosing effective strategies for different tasks seems to be more important.
- And exposing students to a range of thinking styles is considered more important.



Find and disseminate information

- Web sites, our experience, other teachers
- In our classrooms:
 - 'revise' became 'use a mind map'
 - revision techniques were taught:
 - Mind maps
 - Cornell notes
 - Flash cards
- Modelled active learning



For Students ▶ Revision ▶ Revision Reading and Writing ▶ Read and Memorise

Read and Memorise

Read and Memorise.

- **Annotate your notes** as you go and develop a list of key terms and concepts
- **Summary notes** - short version of main notes.
- Make a **summary in your own words** at the end of each section
- List of **keywords** for each topic covered, which can act as "triggers" for other ideas.
- **Cover sections** of a list or formula and see if you can supply the missing information
- **Learn general rules and principles rather than masses of unrelated facts**
- **Connected Information.** Generally, it's better to know fewer topics in some depth than to try to remember isolated bits of information from across the subject. That is, it is easier to recall information that is connected and logically organized.
- **Different strategies are needed, however, to remember concepts and theories,** argumentative material and systems. Understanding the big picture, familiarizing yourself with any specialised vocabulary and explaining the ideas and processes to others will develop your understanding and recall of this type of material.
- **Draft some questions** to test knowledge of the material you have just studied
- Make a **'Question Fan'** i.e. Write Question, fold paper, write answer, fold paper. Open at random. Do you know the answer for the question or the question for the answer?



2011- Flash cards

- Year 7 Science
 - Heading
 - Page number
 - Content

Boys need to be taught to effectively use a text book!



2011- practice exams

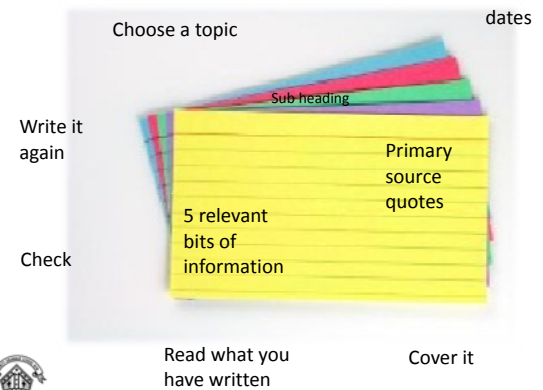
- Year 9 History paragraph question
 - 5 relevant points
 - Chunking
 - Eves shut
 - “Is that what you are meant to do?”



- [Year 7 science](#)
- [Year 9 french](#)



- [Flash card video](#)
- [History class](#)
- [Headmaster](#)

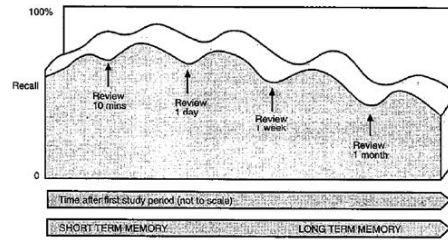


History flash cards

- From Revision Pig
- **How to make Revision / Flash Cards**
- - Make cards. Reduce your notes to the key points
- - Chunk into 'Bitesize' information
- - Bullet points 4-6
- - Then Highlight key words, 'Text Tagging'
- - Cover, check
- - Can you remember the whole point from just one or two key words?
- - Cover, check again
- - What's in my bullet points – History, dates, names and quotes. English – characters, who does what, who says what, quotes, separate cards for themes, characters, plot.



Forgetting curve



YOU MUST REVIEW

- 70% of what you learn is forgotten in 24 hours
- ~ 40% is forgotten immediately.



Fattening the Pig

The screenshot shows a Facebook page for 'Revision Pig'. The page has a profile picture of a pig and a cover photo of a pig. There are several posts on the page, including one titled 'The Revision Pig gives general advice about revision.' and another titled 'Manage your own learning.' There are also links to 'University of Leicester' and 'Inbetweeners Dodgy revision tips'.




For Students ▶ Revision Rig ▶ Different sorts of learners ▶ Active(Kinesthetic)

Active(Kinesthetic)

Active learners (kinesthetic)

- Move around the room as you read or say your notes
- Revise while you do king fu moves or shoot a basketball
- Mentally review what you've been learning while you run or swim
- **Act out** the topic as if you were doing it for your class mates
- **Location, Location, Location.** Learn key information in different rooms of the house. **VISUALISE** key facts brought to life as characters, and locate them in order in a place you are familiar with and comfortable in.
- **Do the Post-it patter** : attach post-it notes to walls, furniture, the toaster each containing a key point. Then go round the room and read each one aloud to yourself, removing the post-it as you go. Once all are removed, re-attach them in their original places. Physical movement attached to learning is invaluable. Note that this is also useful for annoying your parents/excusing biscuit scoffing whilst revising in the kitchen



For Students ▶ Revision Rig ▶ Revision: other ways to learn ▶ Learning by Rote


Learning by Rote

Learning by Rote - rhymes, melodies and mnemonics

Learning by rote is good for remembering lists, items in order, formulae and vocabulary.

- To learn by rote try repetition, **rhymes, melodies and peg words (words that lead to other associations)**. They can be mad or rude.
- **Mnemonics** are also useful and you can make up your own to suit the material. For example:
 - Every Good Boy Deserves Fruit (for the notes of the treble staff)
 - ROY G BIV (for the colours of the rainbow)
 - My Very Elderly Mother Just Saw Uncle Ned's Parrot (for the planets in order from the sun)

Tell a story



Note Taking

NOTE TAKING

Linear Notes

- Use Sub headings
- With points underneath it



The Princeton Method

- Use THREE Columns
- Heading and Main points
- Details
- Extra Stuff – What don't I understand? What other ideas do I have about this that are not in my notes?

Princeton Method



Heading and Main points	Details	Extra Stuff

The three column or outline system.
More helpful tips [here](#).

In 2012....

- [Cornell notes](#)
 - Explicitly teach it
 - with pictures
- Slogans in the classroom
- [OneNote tagging](#)
- Article in the school newsletter
- [History sample exam](#).

Study skills may not be enough...

Dweck argues that 'Study skills and learning skills are inert until they are powered by an active ingredient ... Students may know how to study but won't if they believe their efforts are futile' [Dweck in Krakovsky, 2007].



Someone with a Fixed mindset will:

- Want to look good / smart at all costs
- Avoids challenges
- Pursue only activities where they are sure to shine
- Believe that talent should come naturally
- Get defensive or give up easily
- Hide mistakes and conceal deficiencies
- See effort as fruitless or worse
- Ignore useful negative feedback
- Feel threatened by the success of others



Someone with a growth mindset will:

- Emphasize learning something new over everything else
- Embrace challenges
- Take risks and won't worry about failure
- Each mistake becomes a chance to learn
- Persist in the face of setbacks
- Believe the harder you work the better you become
- Learn from criticism
- Capitalize on mistakes and confront their own deficiencies
- Find lessons and inspiration in the success of others



Dweck does describe how fixed mindset college students study: 'They read the textbook and their class notes. If the material is hard they read it again. Or they try to memorise everything they can like a vacuum cleaner' [Dweck, 2008:61]. On the other hand growth mindset students 'took charge of their own learning and motivation ... they look for themes and underlying principles and go over mistakes until they understand them ... They were studying to learn, not just to ace the test' [Dweck, 2008:61].



Girls are seen as 'perfect' and get praised more in the classroom. So they take any criticism much more to heart, Boys are four times more likely to be criticized but it often takes the form of: 'Pay attention, Listen to instructions and you can do better.' In a way they are being exposed to a growth mindset. To some extent the criticism also rolls off boys' backs and they don't take it to heart so much [Dweck on *ParentMap*, 2012].



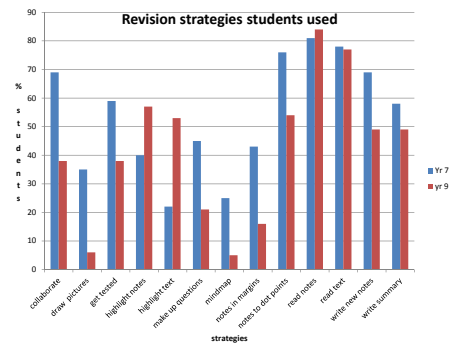
a year 9 boy

- 'Why do I have to learn anything? It's all on Google'.
- Is this a reflection of a fixed mindset?
- Is it simply a typical comment from a child of the digital age?

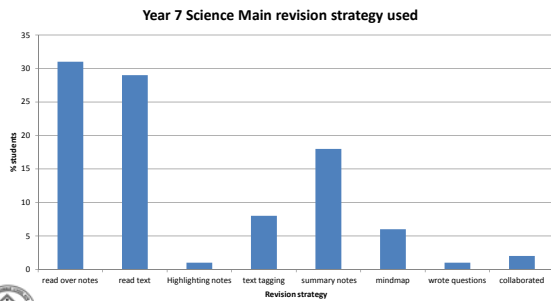


Survey: Revision techniques

	Yr 7		yr 9
read notes	81	read notes	84
read text	78	read text	77
notes to dot points	76	highlight notes	57
write new notes	69	notes to dot points	54
collaborate	69	highlight text	53
get tested	59	write summary	49
write summary	58	write new notes	49
make up questions	45	collaborate	38
notes in margins	43	get tested	38
highlight notes	40	make up questions	21
draw pictures	35	notes in margin	16
mindmap	25	draw pictures	6
highlight text	22	mindmap	5



Survey: Year 7 Science



In the classroom....

We remember:

- 20% of what we read
- 30% of what we hear
- 40% of what we see
- 50% of what we say
- 60% of what we do
- 90% of what we see, hear, say and do!



- Go teach a tree!
- Teach your dog!



Has it helped?

- Outside exams - Boys + flash cards
- The bookroom ran out of flash cards
- Boys actually did revision for the exams!
 - Pictures help me learn better
 - Can I print another copy and do it again?
 - Is there something on Revision Pig.....



- “The test was really easy if you had learned something.”
- We are still fattening the Pig.



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