



University of  
**Nottingham**

UK | CHINA | MALAYSIA

# Post-16 Study Skills





## Session Aims:

- Introduce/revise practical strategies to help you study and revise
- Learn how to study using 6 key strategies, underpinned by scientific research
- Discuss effective revision resources and note-taking strategies
- Share study skills example





# The Learning Scientists

- **6 key strategies** developed by cognitive psychologists for effective learning
- All strategies are based on the science of learning
- Visit [www.learningscientists.org](http://www.learningscientists.org) for downloadable materials and videos





# 1. Spaced Practice

- Spread revision out – don't cram!
- Plan short study sessions into your calendar and specific topics you are doing
- Review class notes, one day after
- Plan to regularly revisit class notes from last week, last month etc to refresh – however, don't just re-read notes
- Cross over with other strategies to keep learning



## 2. Interleaving

- Switch between ideas/topics within one study session
- Look for similarities and differences
- Balancing act – don't switch too much!
- Change order that you work through topics
- Make links between different ideas as you switch between each one



## Weekly Study Planner

[illegible]



### 3. Elaboration

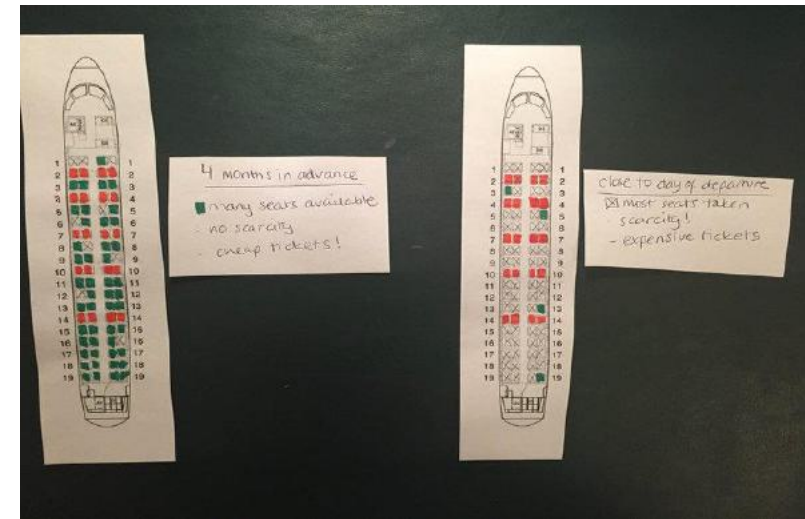
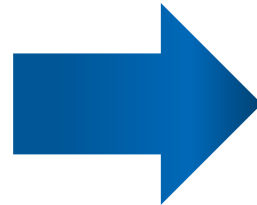
- Ask questions while you are studying and then find the answers in your notes and wider reading
- Make connections between different ideas – e.g. take two ideas and look for ways they are similar and different
- Relate what you are studying to your own experiences and memories



## 4. Concrete examples

- Human memory is designed to remember concrete information better than abstract ideas<sup>1</sup>.
- Turn abstract ideas into **concrete examples**
- Look in your text book, collect examples from your teacher.
- Come up with your own examples and share these with friends.

“Scarcity can be explained as follows: *the rarer something is, the higher its value will be.*”



<sup>1</sup>Paivio, A., Walsh, M., & Bons, T. (1994). Concreteness effects on memory: When and why? *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 20, 1196-1204.





## 5. Retrieval practice

- Put away all your notes, then write or sketch everything you know about a topic
- Do as many practice tests as you can
- Make flashcards, but go beyond recalling definitions – try to identify links between ideas
- Reinforces what you have learnt and highlights what you don't already know



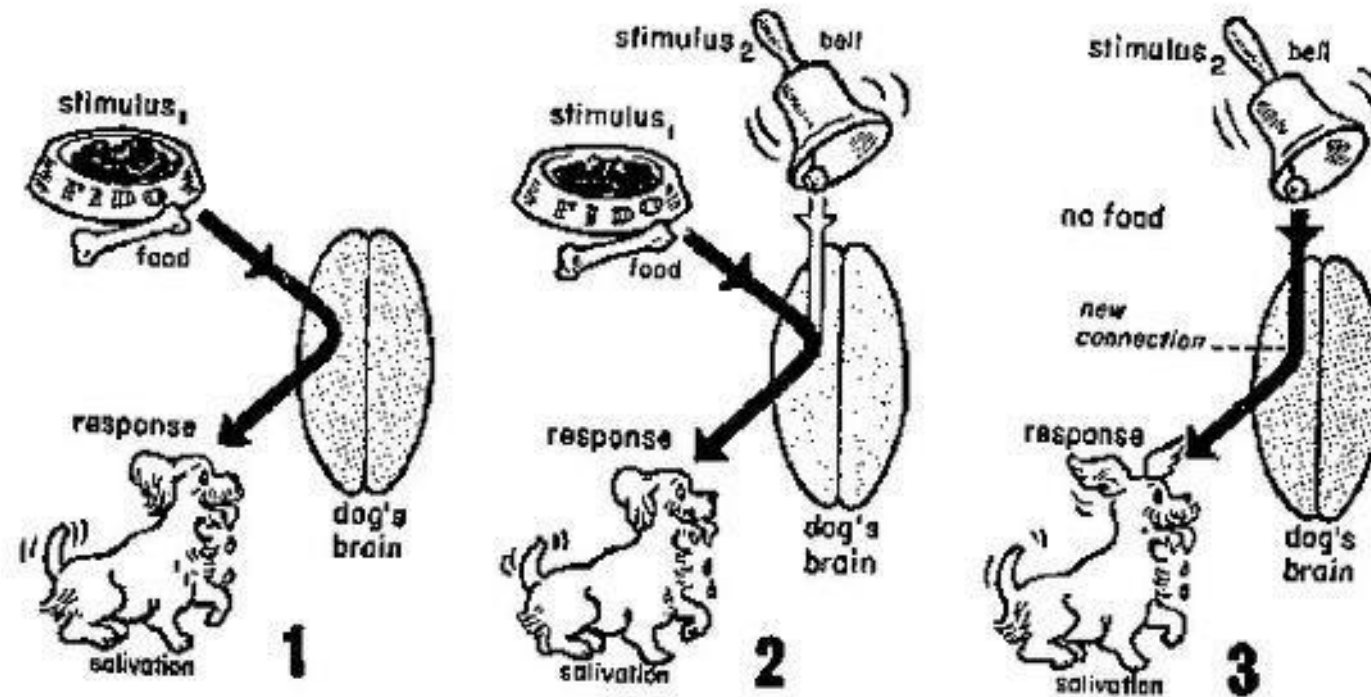


## 6. Dual coding

- Combine words with visuals
- Look at how the images are being described and vice versa
- Now explain the images in your own words
- Draw visuals to go with the information you are trying to learn
- Represent ideas visually e.g. cartoon strips, diagrams, infographics, timelines
- Test yourself by drawing what you know from memory



## 6. Dual coding (example)







# Activity: How many strategies can you remember?

- Using the template in your workbooks, write or sketch each strategy we have discussed
- Note/sketch down as much information as possible for all 6 strategies





University of  
Nottingham

UK | CHINA | MALAYSIA

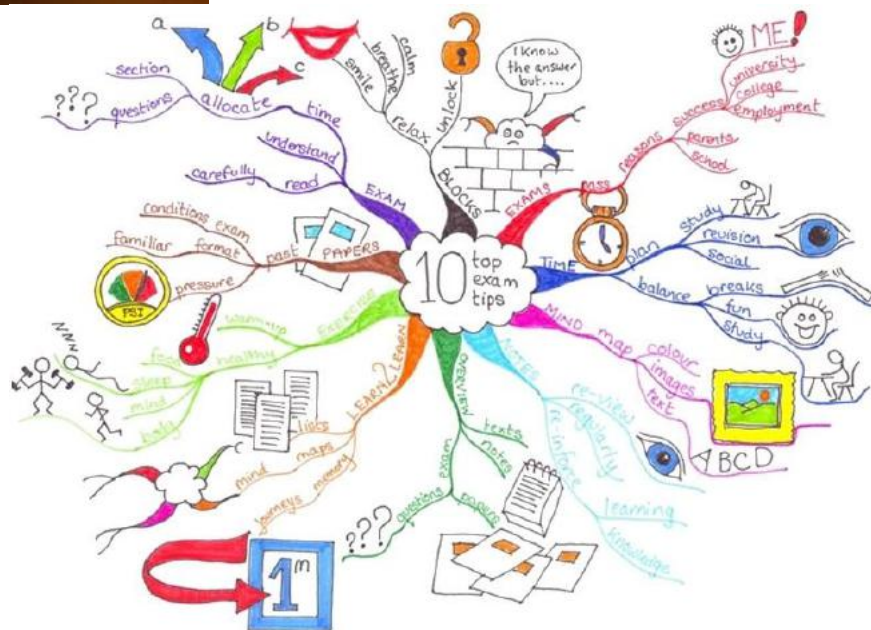
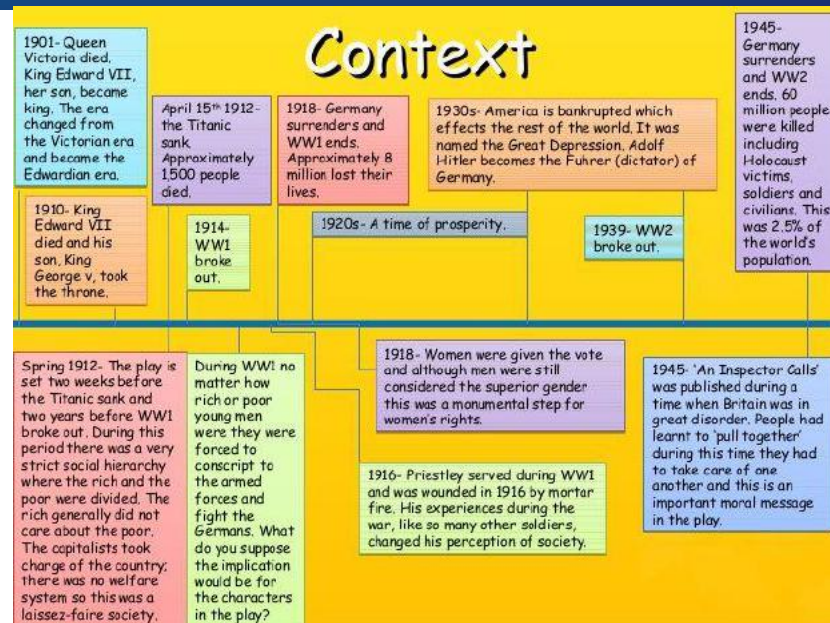
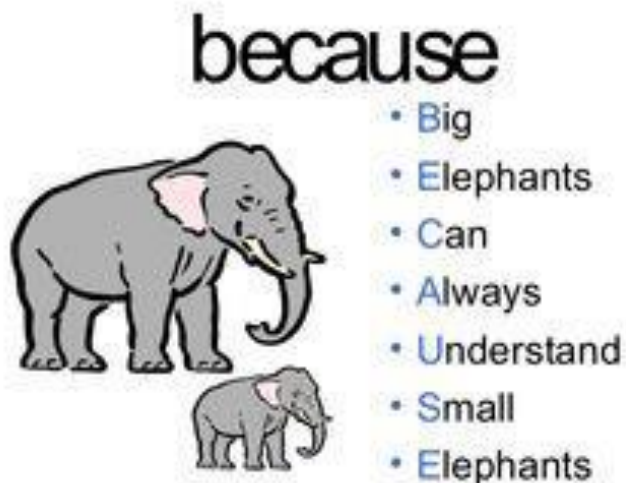
# Resources for studying

How do you currently revise?





# Resources for studying and revising

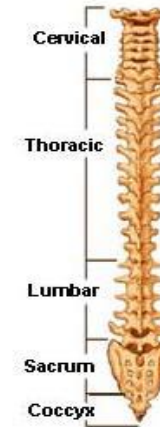




# Analogy, Metaphors and Mnemonics – retrieval practice, concrete examples



Clever Tom Likes Silly Cats



Cervical  
Thoracic  
Lumbar  
Sacrum  
Coccyx

## Flashcards – dual coding, retrieval practice, elaboration

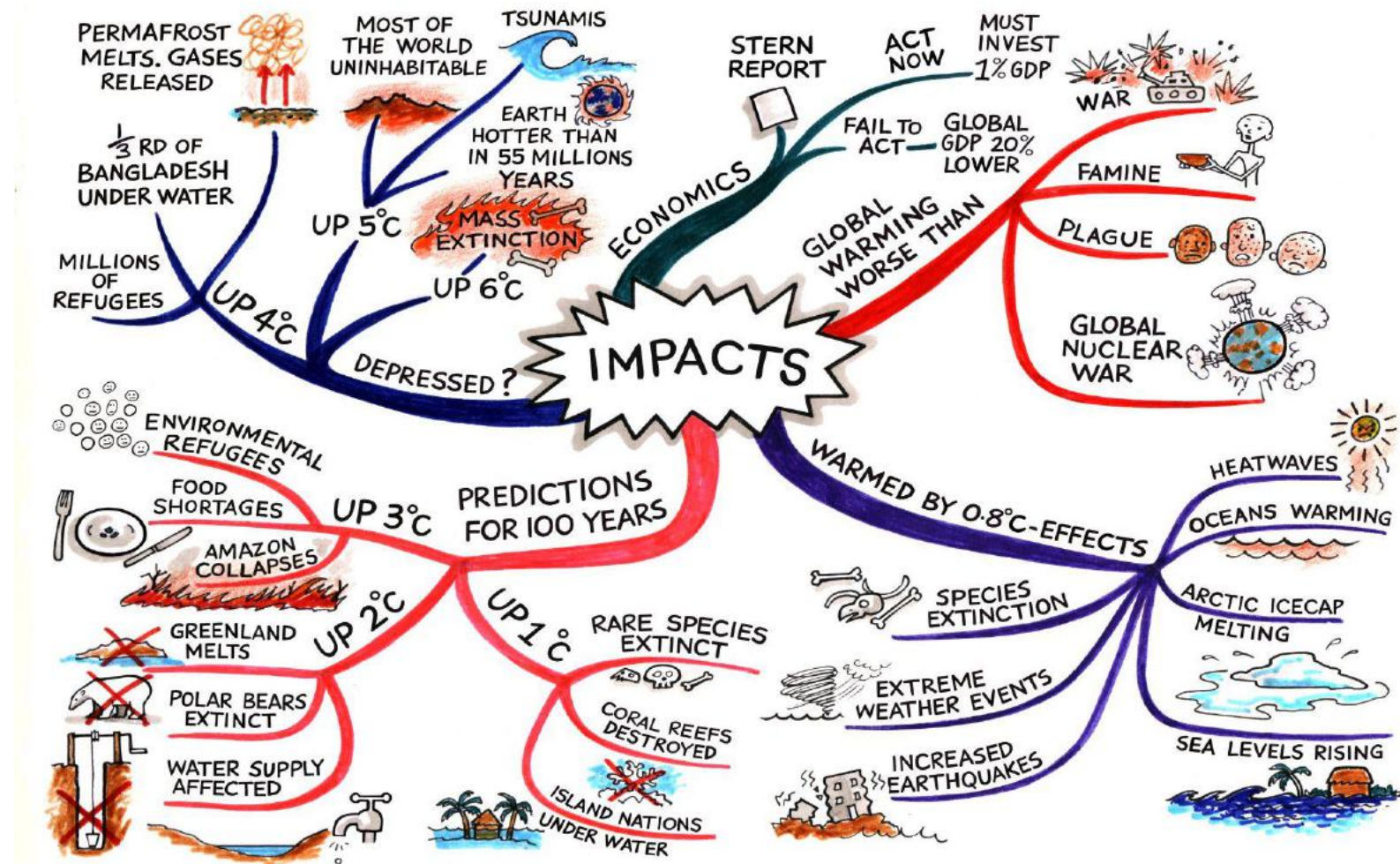
Side One	Side Two (hidden)
Escape Conditioning	Aversive stimulus is removed following a behavior, increasing the likelihood of such behavior in similar contexts.
Limited Hold (LH)	Finite amount of time after a reinforcer becomes available that a response will produce it.
Extinction	A behavior is no longer being reinforced, which causes it to decrease in frequency.

Two sided flashcards with key  
points on the reverse

Escape Conditioning	Give a real life example of this concept.
Limited Hold (LH)	Why is knowledge of this concept useful to you?
Extinction	Draw this concept

Concept flashcards and  
instruction flashcards

## Mind Maps – retrieval practice, elaboration, dual coding







# Cornell Notes

**CORNELL NOTE TAKING**

**CUE COLUMN**

This section is to be completed after the lesson. It includes key words or phrases as well as vocabulary, research, and studies you may need to research. I guess you could say this column is for the

**WHAT'S WHO'S WHEN'S and WHERE'S**

**NOTE TAKING COLUMN**

Name, Date, Subject, Topic... 6"

This section of your page is dedicated to lesson time and in class note taking. You might want to include:

- Main points and lesson objectives
- Diagrams, graph sketches, drawings or charts
- Bullet points/numbered processes
- Concise sentences
- Shorthand symbols/paraphrases/abbreviations

Also, try to leave lines between points so you can go back in and add what you have missed. This extra space will also give you a sense of clarity.

You don't have to stick to this template - try one with a blank page or even experiment with mindmaps, tables or whatever takes your fancy - make it personal to you.

You might say this column is for the **WHY'S** and **HOW'S** with some of these guys thrown in.

**SUMMARY SECTION**

This section should be written last, after class. It should also only be a basic, condensed summary of your notes from the main notes. It is used to quickly find & digest info later.

**ALSO**

If you really run out of space, add a post-it, but do try to summarise on just one page!

- Elaboration
- Concrete examples

- Retrieval practice
- Dual coding

- Interleaving



University of  
Nottingham

UK | CHINA | MALAYSIA

# Self-guided study

Applying the 6 strategies to your  
own revision





# Activity: Revising your own subjects

- In your workbooks, there are three activities to choose from
- Using one of your own subjects, **choose one** of the activities to start using the 6 strategies as part of your self-guided study and revision
- If you have time you can do more than one!







# Summary

- Use the 6 strategies to plan your study and revision – they are effective strategies that are proven to support learning
- Use a variety of methods – don't get stuck in a rut, just using one type of resource
- Make sure you have time to relax and spread study and revision – 7 hours a day is not effective





University of  
Nottingham  
UK | CHINA | MALAYSIA

# Any questions?

**Email my team:** [wpadmin@nottingham.ac.uk](mailto:wpadmin@nottingham.ac.uk)



@UoNoutreach



The University of Nottingham



[www.youtube.com/user/NottmUniversity](http://www.youtube.com/user/NottmUniversity)

