

Study Techniques



or



How to make your studying more effective!

Understanding (Read-Write Learning)

When you are learning and studying you may like to try

- Note making / Summarising
- Answering questions
- Making Links

Note Making/Summarising

Take your notes and pick out the **key information**, you might want to make **bullet points** or a **list**. You could try to make a "**Tweet**" (140 characters maximum) for shorter sections.

Example - Data Representation - Computing

DATA REPRESENTATION.

- Adv using binary
 - 1 2-State system '1 0' - 'pr on pr off'
 - 2 Degraded signal still 1
 - 3 Few rules arith
- Rep + nums binary 8 bits
- Rep V large = dec Floating Point - Man = Exp.
Man is the num
Exp no of places point moved.
- Rep chars ASCII, 7 bits - Cont char 0-31 tab/backsp.
Char set keyboard
- Rep graphic bitmap B=1 W=0
Calc storage - no pix = no bits / 8 to bytes
/ 1024 to Kb
- Files, BS, MM cap - bit, byte, Kb, Mb, Gb, Tb

Answering Questions

A good way to check your understanding of a topic is to read the information and **answer questions** based on this.

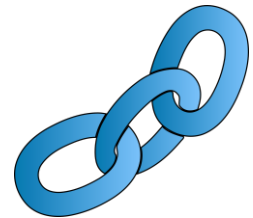
You can use resources from class (e.g. **worksheets**, **textbooks**), answer **homework** questions, practice **past paper** questions or look for revision **websites** with quizzes.



You could take this a step further and make up your own questions!

Making Links

For some topics, it is a good idea to **make links** between sections to find **similarities** and **differences**.



Example - RME

Discuss the strengths and weaknesses of Arti's view.



Strength - People may accept evil as a result of someone's own actions.

Weakness - Evil is the result of the misuse of human free will. It is nothing to do with God.

Strength - If God really existed he would do more to prevent the evil in the world.

Weakness - God does not cause evil, but people believe he helps them deal with the suffering that evil brings.

Using your notes (Kinaesthetic learning)

Colour coding or (Highlighting)

Take your notes and colour code or highlight the **important** information.

This is to help you find **key words** or **phrases** in a paragraph. It is **not** to end up with the whole page of notes coloured in!



Walking

Take your **notes** and **repeat** them to yourself out loud while walking. Or you could **record** yourself saying the information and **listen** to it as you walk.



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(If you're in a rush, walking faster or bouncing while you walk can sometimes help.)

Visualising

When trying to **memorise** information, try **closing** your **eyes** and **writing** the information in the air or on a surface with your finger.

Try to **picture** the words in your head as you are doing this.

Try to **hear** the words in your head, too.



Example:

Keywords for Photosynthesis

carbon dioxide, water, chlorophyll, chloroplasts, starch, oxygen

Mnemonics (Auditory learning)

These are memory techniques which include:

RHYMES & SONGS

ACRONYMS

ACROSTICS

Examples:

SONG - Maths

Matrix multiplication, a common mnemonic uses the song "Oh, My Darling Clementine"

Row by column, row by column

Multiply them line by line

Add the products, form a matrix

Now you're doing it just fine!



ACRONYM - Biology

Characteristics for life

M Movement
R Respiration
S Sensitivity

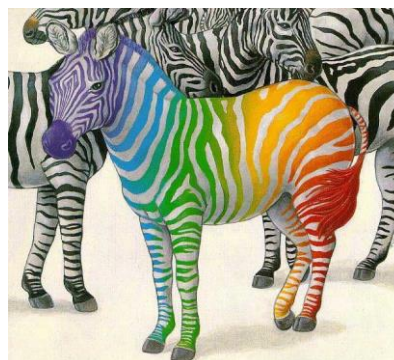
G Growth
R Reproduction
E Excretion
N Nutrition



ACROSTIC - Chemistry

Reactivity series of metals

Potassium	P	Please
Sodium	S	Say
Magnesium	M	My
Zinc	Z	Zebra
Iron	I	Is
Copper	C	Cool



Organising your notes (Visual learning)

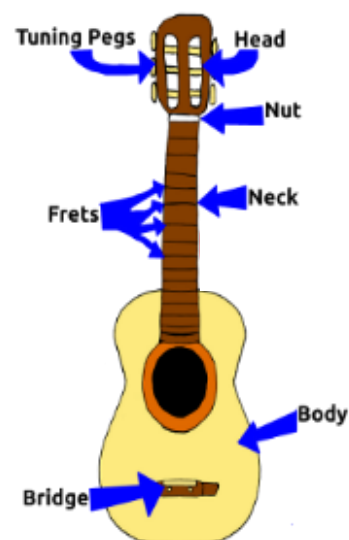
These are techniques to take your notes and organise them in a different way.

Labelled Diagrams

Use a central **image/picture** and add information around it.

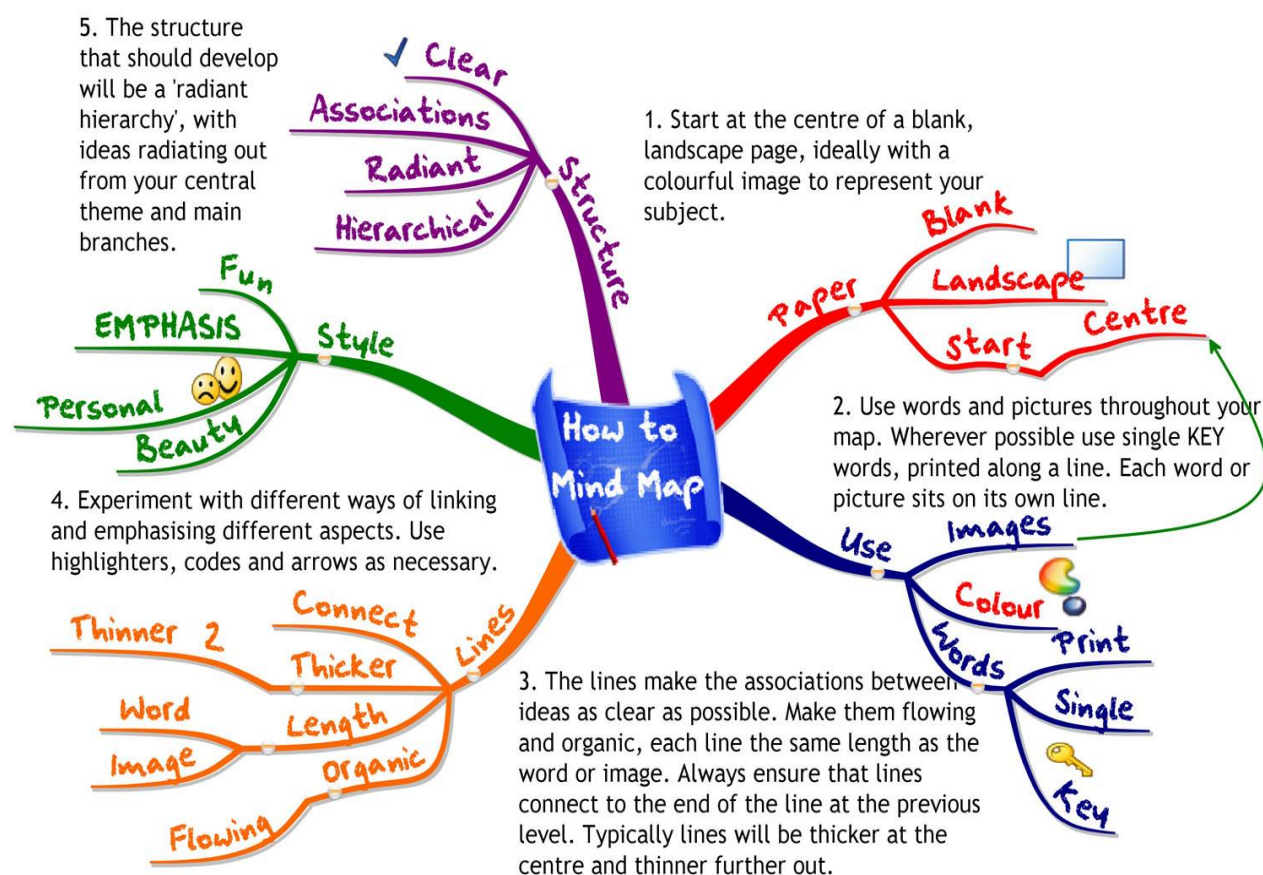
Example

Parts of a guitar - Music



Mindmaps/Spider Diagrams

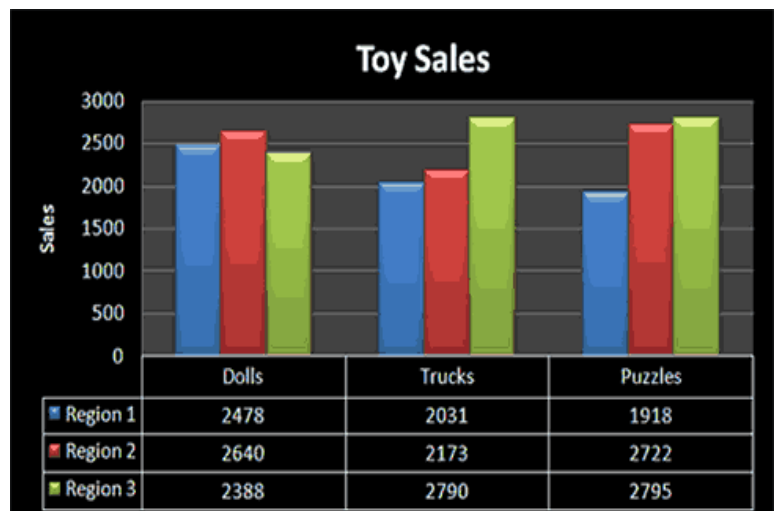
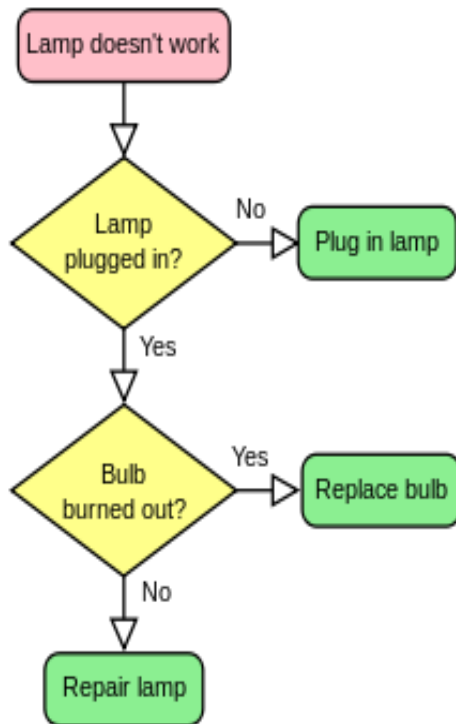
Start from the **centre** of the page and work outwards adding key points.



Flowcharts, Tables and Graphs

Some types of information are **easier to understand** when you make a flowchart or table or graph.

Examples:



Flashcards / Post-it Notes

These are good for **memorising** lots of facts, definitions and descriptions. They can also be used to make up your own **questions and answers** for a topic.



Revising with Others (Fun ideas)

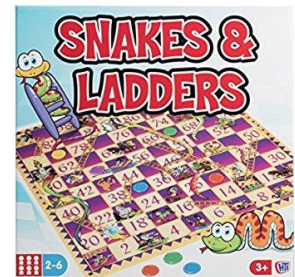
You can revise with other pupils who are studying the same subject as you. This is very good to check your own understanding and to bounce ideas between you.

To make it more interesting you can "play games" with the information you have produced using the previous study techniques. Sets of flashcards or questions and answers work particularly well.

Examples

Board Games

There are lots to choose from e.g. roll the dice for Snakes and Ladders as usual but you can only go up a ladder (or stop yourself going down a snake) if you answer a question correctly. Trivial Pursuit can be played if you have questions from 6 different topics.



Playing Cards

Each person makes 13 questions (one for each suit). Shuffle the cards and turn over. The first person to answer the question (e.g. 2 of Diamonds) gets to keep the card. Person with the most cards wins.

Just a Minute Game

Revise a topic then you must speak about that topic for 1 minute with hesitation, repetition or deviation. This is harder than it sounds!



Websites

Lots of revision websites have quizzes and games you can play. Just type your subject title, exam level and the word "revision" into a search engine e.g. N5 History Revision.