

## 8 Revision Strategies

*"Embrace the fact that significant learning is often, or even usually, somewhat difficult. You will experience setbacks. These are signs of effort, not of failure. Setbacks come with striving, and striving builds expertise."* (Brown, 201)

8	Revision Strategies	What?	How?
Education 'speak'	IB language		
Strategy 1 Retrieval Quizzing/	Exam Questions Use questions to guide your learning+ memorisation	<ul style="list-style-type: none"> <li>Revision based learning using questions to test your understanding</li> <li>This is the number 1 strategy for memorizing and strengthening exam performance</li> </ul>	<ul style="list-style-type: none"> <li>Find questions (+answers) that identify what you know well and what content needs more time</li> <li>Use the syllabus and IB exam questions + answers to guide you.</li> </ul>
Strategy 2 Timed Practice	Build a Review Schedule  Timetable multiple sessions per subject to review notes and content already studied	<ul style="list-style-type: none"> <li>Timed Practice means timing your Question Retrieval at specific intervals</li> <li>Visit the content more than once but leaving considerable time between practice sessions i.e. spaced practice. Better to do 3 single hour sessions in a subject over a 2 day period than to spend 3 hours at one time focusing on only one subject</li> <li>The big habit to overcome using Timed Practice is the thinking that because your notes look familiar you understand everything. This is called "fluency illusion" (Carey, 82) whereby you think that you have memorized it because it is familiar. This is a mistake.</li> </ul>	<ul style="list-style-type: none"> <li>Make a time management plan to visit each subject/topic at a specific date/time</li> <li>Revisiting will strengthen your memory and shift the information from your short term memory to your long term memory</li> <li>We will give you a revisit model so you can learn to timetable when you need to revise each topic e.g. 2 days, 1 week, 1 month or 3 months after your initial learning. This schedule will vary depending on how far ahead your exam is scheduled. More advice will be given on this schedule in another webnote.</li> <li>Use technology to help you. Websites such as Cerego, Duolingo offer timely reminders to revisit what you have learned. We are looking for good resources here so let us know if you find any new websites for 'timed practice'</li> </ul>
Strategy 3 Interleave	Mix Topics for Review  Do a variety of different types of work in each subject	<ul style="list-style-type: none"> <li>In any given subject mix the topics that you study. Do not spend too much time on any one topic. Instead use the Timed Practice - strategy 2 above.</li> <li>Also consider revising several subjects/topics in close succession as this heightens your concentration and reduces the risk of concentration loss</li> </ul>	<ul style="list-style-type: none"> <li>Avoid falling in to single minded, repetitive practice of a particular topic or skill.</li> <li>Instead "change it up: mix in the practice of other subjects, other skills, constantly challenging your ability to recognize the problem type and select the right solution". (Brown, 206)</li> </ul>
Strategy 4 Elaboration	Link your Learning  Link to other	<ul style="list-style-type: none"> <li>Elaboration is the process of finding additional layers of meaning in new material.</li> </ul>	<ul style="list-style-type: none"> <li>Try and connect the topic you are studying with another topic in the course. Topics in the IB are often connectible with other areas of your syllabus</li> </ul>

	topics in the course		<ul style="list-style-type: none"> <li>Try explaining the topic (use a question here) to someone else who is studying the course and you might find a new idea or point that you missed!</li> </ul>
Strategy 5 Generation	Simulate Exam conditions	Generation means trying to put yourself in a situation of answering a question or solving a problem <b>BEFORE</b> being shown the answer or the solution.	<ul style="list-style-type: none"> <li>Quiz yourself before you start revising. Use a blank sheet and write down everything you know about the question.</li> <li>Then use your notes/sources to fill in the gaps</li> <li>This helps you to focus on those bits you could not remember.</li> <li>This is a simple but very effective exercise. Use it regularly and you will become quite good at it.</li> </ul>
Strategy 6 Reflection	Rethink your learning. Spot areas for improvement	<ul style="list-style-type: none"> <li>Reflection is a combination of retrieval practice + elaboration.</li> <li>Reflection is 'thinking over' what you have learned in a class or task that you did recently</li> </ul>	<ul style="list-style-type: none"> <li>List what went well?</li> <li>What could you improve?</li> <li>What do you need to do to improve?</li> <li>How does it relate to IB assessment? Find an IB question that connects with the class/task. This then gets you started on Revision Strategy 1: Quizzing!</li> </ul>
Strategy 7 Calibration	Check your 'answerability'	<ul style="list-style-type: none"> <li>Calibration is the process of finding out if what you think you know is actually what you know</li> </ul>	<ul style="list-style-type: none"> <li>Too often we look at a question on a practice test and say to ourselves "I know that" and move on to another question/topic.</li> <li>This revision strategy asks you to check that your "answerability" is what you think it is.</li> </ul>
Strategy 8 Mnemonic	Find shortcuts	<ul style="list-style-type: none"> <li>CELL = capital, enterprise, land and labour (factors of production to economics students)</li> <li>Use mnemonics to remember key words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>Make your own mnemonics. They can be very useful to recall key information for a particular exam</li> </ul>

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<sup>i</sup> [Make It Stick: The science of successful learning](#)

By Brown, Roediger and McDaniel

[How We Learn: The surprising truth about when, where and why it happens](#)

By Benedict Carey

Note: Copies of both books available in the LRC

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