

Southampton Business School Peer Learning: Exam Techniques

Date: \ \	Time: From- To-	Location:
Aims of the session	<ul style="list-style-type: none"> ● Make the most of the time available; ● Plan your answers to maximise marks; ● Keep your cool by being prepared. 	
Preparation before the session	<p>Register</p> <p>Handouts</p> <p>Whiteboard pens/ rubber/ flipchart/ post-it notes</p> <p>Set up room for small group work if possible</p> <p>Examples of past papers.</p> <p>Choose a selection of the following activities as there will not be enough time to do all of them.</p>	
Timing	Activities	
Introduction (5 mins)	<p>Pass around the register for the session.</p> <p>Welcome the students and introduce yourselves.</p> <p>Explain what peer learning is (i.e. a chance to learn from each other in a relaxed student-led environment) and what it isn't (i.e. you are not there to teach or provide answers).</p> <p>Explain what students will get from attending (e.g. chance to practice and make mistakes, learn skills that will help them to get better grades).</p>	
Icebreaker (5-10 min)	<p>Conduct a short icebreaker to get the group talking to each other and join in so that your group is relaxed and that they know your names. See Icebreakers ideas from session 1.</p> <p>(Ice breaker sessions are optional)</p>	
Finding past papers (5 minutes)	<p>Demonstration:</p> <p>Show the group how to find the Exam Papers Database. http://library.soton.ac.uk/exampapers</p> <p>Demonstrate searching for papers for the different modules that the students in your group are studying.</p>	

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<p>Planning your time 10-15 minutes</p>	<p>Group activity (if numbers are low students can do this individually and feedback their answers to the whole group).</p> <p>Get the students into groups (you might want to get them into groups of students who study the same modules).</p> <p>Give each group a sample copy of a past paper that is relevant to their programme. Give the group 5 minutes to read the exam instructions and write a plan of how they will use their time in the exam e.g. how long they will spend reading the questions. How long they will spend planning their answers, how long they will spend answering each question (advise the groups to consider carefully how many questions they need to answer and how many marks each question carries) and how long they will spend proofreading their answers.</p> <p>After 5 minutes ask each group/ student to feedback their plan explaining why they allocated the time the way they did.</p> <p>Start a discussion about strategies for planning time in exams. Questions you could ask:</p> <p>Is it better to spend more time on the questions you are confident on or the questions you are less confident on?</p> <p>When you are given options, what is your strategy for choosing which questions to answer?</p> <p>Why is it important to spend some time proofreading your answers?</p>
<p>Exam checklist (10-15 minutes)</p>	<p>Give each student a copy of the exam preparation checklist and give them a few minutes to work through ticking the statements they are happy they have covered.</p> <p>After each student has completed the sheet – take a survey of the most common statements that have not been ticked (you could do this by taking a show of hands for each statement and record the numbers for each point to find out which ones <i>most</i> of the group have not done).</p> <p>Allocate some of these to students in pairs (or individually if numbers are low). Ask them to write actions on a post-it that they can do to achieve these statements. For example: if their statement is “I am aware of the memory strategies I need to revise for the exam” the solution might be “Summarise key facts into a table in my revision notes”.</p> <p>Ask the pairs to feedback their solutions to the whole group.</p>

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Exam regulations – true or false (15 minutes)	<p>Give out the first page of the “Exam Regulations – True or False” quiz.</p> <p>Ask the students to work in pairs or groups to complete the quiz (give them about 5 minutes to discuss the answers and complete their quiz sheets).</p> <p>After 5 minutes, run through the answers. Ask the groups/ pairs to take turns to share their answers with the rest of the group. Use the answer sheets or the “Instructions to Candidates” to provide the correct answers.</p> <p>You can create additional questions if you think that there are important points to cover – BUT make sure you take the correct answers from the “Instructions to Candidates”.</p> <p>IMPORTANT: If students have additional questions about exam regulations redirect them to the “Instructions to Candidates” document rather than answering the question directly. You could ask the student to find the answer themselves using the instructions and then repeat the answer for the whole group.</p>
Ending the session (5 minutes)	<p>Thank the group for their participation.</p> <p>Ask them if they have any questions for the next session (the topic will be how to structure an essay).</p> <p>Let the group know how they can get in touch if they have any further questions.</p>
Back-up plan(s)	<p>There will not be time to run all of these activities. Choose which you would most like to cover (or create your own!). You could have the other activities in reserve as a backup.</p>