

Southampton Business School Peer Learning : Revision Techniques

Date: \ \	Time: From- To-	Location:
Aims of the session	<ul style="list-style-type: none"> ● Plan your revision timetable to make the most of your time. ● Find techniques to motivate yourself and avoid distractions! ● Gather resources and materials to work from. ● Explore different revision methods to decide who suits what. 	
Preparation before the session	<p>Register</p> <p>Handouts</p> <p>Whiteboard pens/ rubber/ flip chart/ post-it notes</p> <p>Arrive early if possible and set up the room for group work.</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	<p>Pass around the register for the session.</p> <p>Welcome the students and introduce yourselves.</p>	
Icebreaker (10 mins)	<p>Conduct a short icebreaker to get the group talking to each other and join in so that your group is relaxed.</p> <p>See Icebreaker ideas from session 1.</p> <p>(Icebreaker is optional)</p>	
How much time do you have? Weekly planner and overall planner (15 minutes)	<p>Give out the ‘Weekly Planner’ handout and the ‘start to finish revision planner’</p> <p>Give the students 5-10 minutes to write all of their regular commitments on the weekly planner sheets (don’t list revision time at this stage). They should include things like hobbies, lectures, travelling time, meals etc. After 5 to 10 minutes ask the students to count up how much time is left and each student shares how much available time they have for revision.</p> <p>Questions you could ask:</p> <ul style="list-style-type: none"> ● Start a discussion about how much time should be spent on revision? ● What commitments are flexible or could be postponed and which are non-negotiable? ● What time of day do you find best for revision? ● Does this clash with any commitments? <p>Handout the start to finish revision planner and show the example plan on the projector. Encourage students to think about how far in advance they will want to start revision and what types of revision they want to do when. Let the students gather some ideas from the example and then ask them to take their plan home to fill in as they wish. you may email the</p>	

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	<p>example to any students who would like to gather more guidance for this.</p>
<p>Revision methods activity (15 minutes)</p>	<p>This activity is designed to get students thinking about what types of revision suit them and about the strengths and limitations of each method.</p> <p>Have a copy of the ‘revision methods activity’ in front of you. one by one introduce the revision method on the document and ask students, in small groups, to write down their ideas on strengths and weaknesses on the revision method perhaps on whiteboards. You can facilitate discussion about their ideas, adding ones given on the document.</p> <p>An alternative game to play could be writing down the 7 revision techniques as headings on a big whiteboard. Beforehand, write down all the individual strengths and limitations of all methods on the document on post it notes (filter out some which are obvious benefits/limitations). Distribute these post it notes evenly amongst students and it is up to them to stick the correct post it note under which revision method they think it matches to.</p> <p>Eg. a post it note says: ‘Easy to take around and use in spare time’, a student should then hopefully stick this under the flashcard heading.</p>
<p>Avoiding distraction 15 minutes</p>	<p>Think, pair, share.</p> <p>Individually, each student spends a minute or two to identify their main distraction from revision (e.g. “I can’t stop checking my facebook when I’m revising”).</p> <p>In pairs, spend 5 minutes discussing each other’s distractions and coming up with solutions (e.g. “Turn your phone off for 20 minutes while revising and then have a 5 minute ‘technology break’ as a reward).</p> <p>Each pair feedback back their distractions and solutions and the leader gathers these on the board. Invite students to photograph the list of solutions.</p> <p>(NB: If you have a small group, brainstorm as many distractions and solutions as you can as a small group rather than going into pairs).</p>
<p>Top Tips for Effective Revision (15 minutes)</p>	<p>Think, Pair, Share activity</p> <p>Give each student a copy of the ‘Revision Tips’ handouts.</p> <p>Students have 5 minutes to rate each tip from 1-5 in terms of how to useful they think the tips are.</p> <p>Pairs then have 5 minutes to agree on their top 3 as a pair.</p>

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	<p>Draw a table with 21 rows on the whiteboard and keep a tally of each pair's top tips. Use the voting to start a discussion about effective revision by asking the students open questions about why they had selected their choices.</p>
<p>Gathering revision materials (15 minutes)</p>	<p>Group presentation.</p> <p>As a whole group brainstorm all of the resources available to help your revision. Getting these prepared and available from the start will help students to spend their time effectively. If the group are not able to provide any sources you could suggest some of the following:</p> <ul style="list-style-type: none"> ● Lecture notes; ● Past exam papers; ● Blackboard module/ lecture slides; ● Textbooks; ● Module handbooks ● Any others you can think of! <p>Split the group into smaller sections and give them 5 minutes to find out how to access that particular revision resource. After 5 minutes have each group present back to the main group a demonstration of how to access the resource.</p>
<p>Ending the session (5 minutes)</p>	<p>Thank the group for their participation. Ask them if they have any questions for the next session. Let the group know how they can get in touch if they have any further questions. Let the group know how they can book to attend the next session.</p>
<p>Back-up plan(s)</p>	<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>