5 ways to... Get the most out of your revision

A guide for students with Specific Learning Differences (SpLDs), such as Dyslexia

To do this, we will focus on each of following approaches and strategies in more detail in the next slides:

1. **Prioritise** - Find your starting point

2. **Plan** - Work towards your goals

3. **Memorise** - Remember important details

4. **Make links** - Develop your understanding

5. **Practise** - Bring it all together

1. Prioritise - Find your starting point

To begin, you could create a KWL chart. The KWL strategy helps you prioritise by mapping out what you already:

Know

Want to know

Learnt

How to use a KWL grid:

Know	**W**ant to know	**L**earnt
For each topic, make a list of all the things you already know	Make a list of all the topic content you need to re-visit	Each time you revise, add a summary of what you have learnt

Research suggests that structure can help students with Dyslexia organise the information they need to memorise.

Mortimore, T. (2008). *Dyslexia and Learning Style: A Practitioner's Handbook, Second Edition* Chichester, John Wiley & Sons.

Where do I start?

Have a look at the 'want to know' section of your KWL grid. You could try using the **'Matrix of Importance and Urgency'** (based upon the **'Eisenhower Matrix'**) to help you decipher which topic area to start revising.

How to use the 'Matrix of Importance and Urgency':

	Important	Not Important
Urgent →	1. Do now	2. Do soon
Not Urgent →	3. Do later	4. Don't do

https://www.eisenhower.me/eisenhower-matrix/
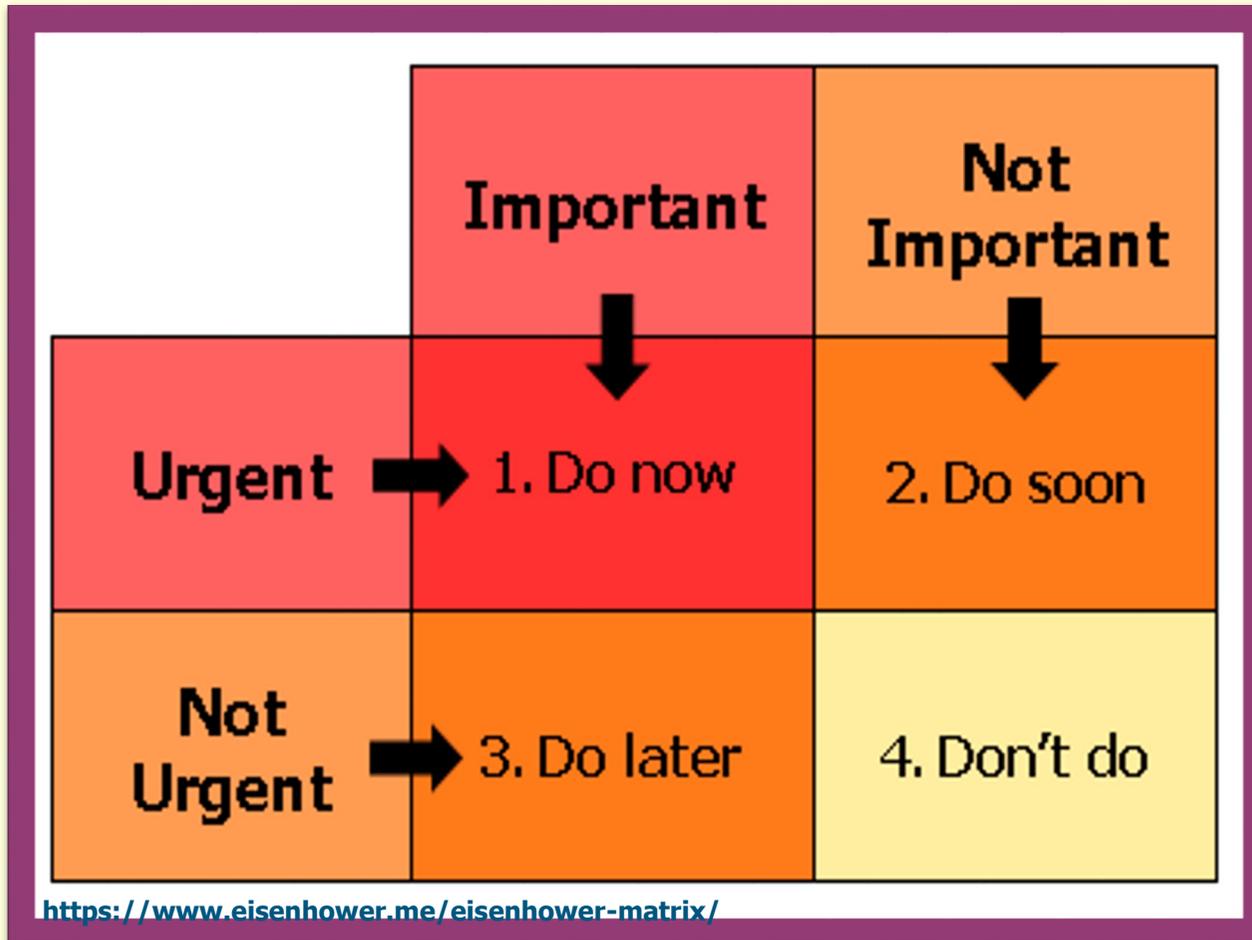
Important and urgent?

Do it now.

Not important but urgent?

Do it soon.

Important but not urgent?

Do it later.

Not important and not urgent?

**Don't do it.**

2. Plan - work towards your goals

To help you complete all your revision before the date of your exam, you could use an online **Study Planner** to help you prioritise and organise your schedule.

Reid, G. (2011) *Dyslexia: A Complete Guide for Parents and Those Who Help Them* Chichester, West Sussex: Wiley-Blackwell.
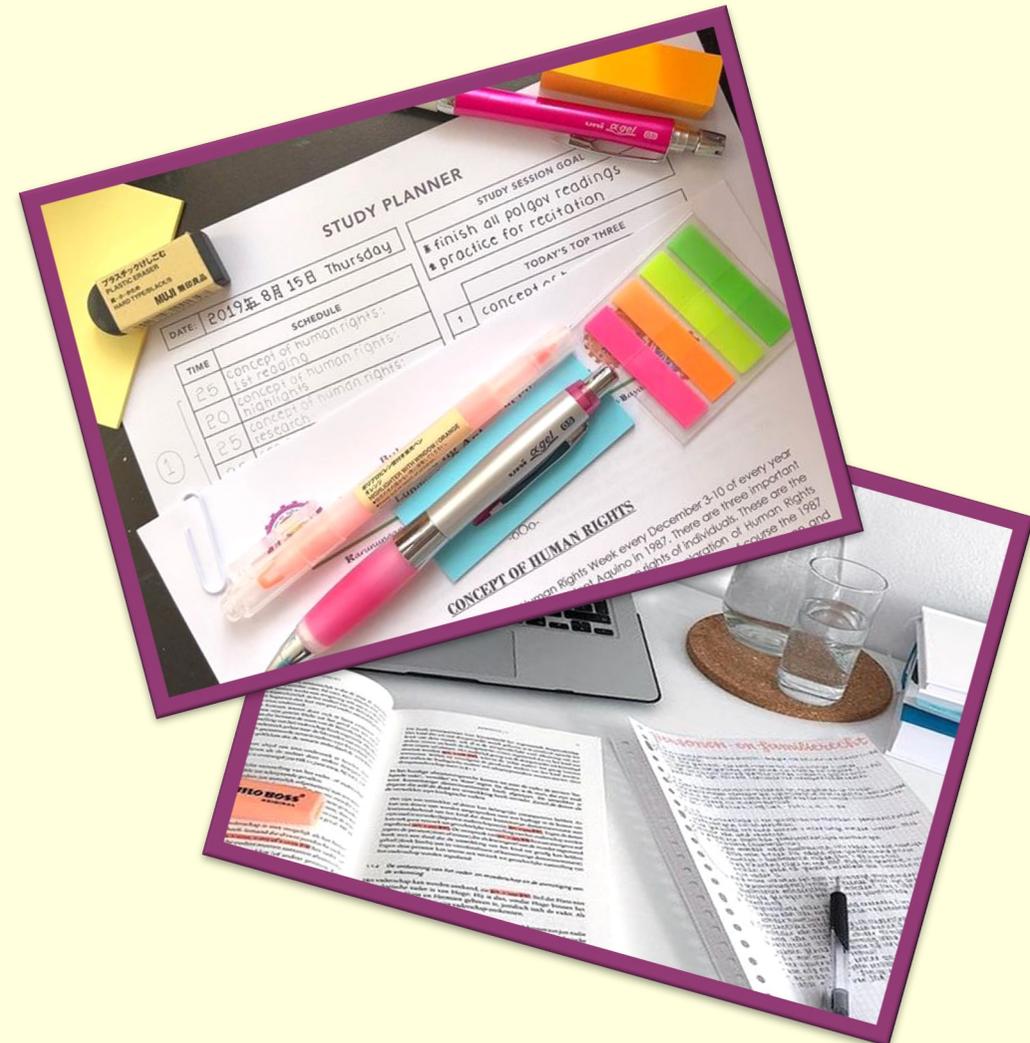
The 'Get Revising' Study Planner:

Just add your exam dates to the **Study Planner** and it will create a revision schedule for you. It can also send you reminders, to help keep you on track.

https://getrevising.co.uk/planner

Make time for breaks!

To help reduce 'overload', try to schedule in some breaks. To do this, you could try using the **<u>Pomodoro Technique</u>**.

Mortimore, T. (2008) *Dyslexia and learning style : a practitioner's handbook 2nd ed.* Chichester, West Sussex: Wiley & Sons Ltd.

https://francescocirillo.com/pages/pomodoro-technique

3. Memorise - Remember important details

Allocate time to practise recalling and using the information you will need in your exam.

This will help you commit information to your long-term memory and deepen your understanding of a topic.
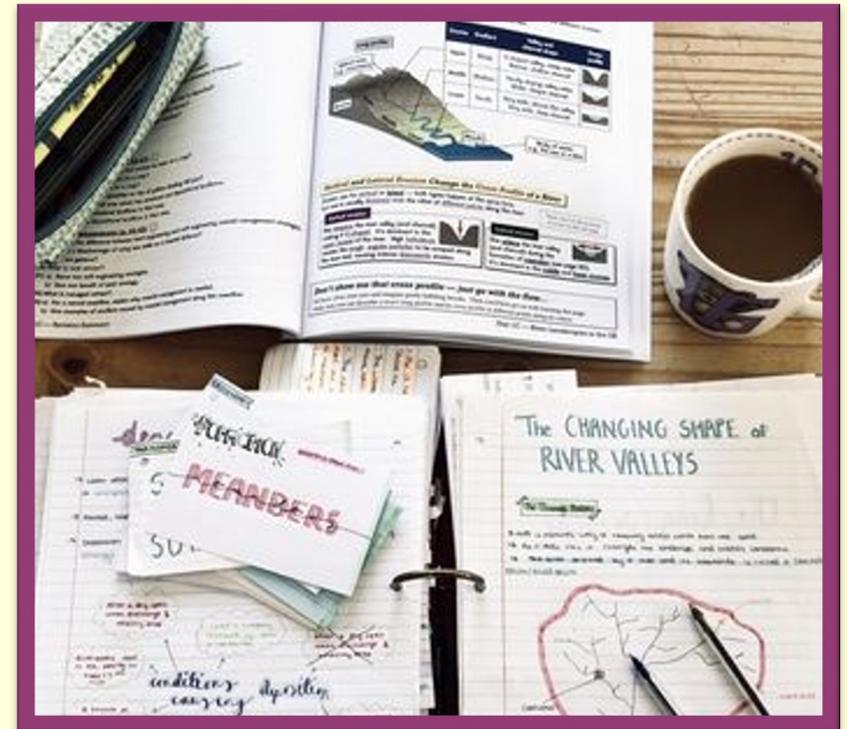
Mortimore, T. (2008) *Dyslexia and learning style : a practitioner's handbook 2nd ed.* Chichester, West Sussex: Wiley & Sons Ltd.

Multi-sensory revision methods:

Try out a variety of revision techniques, to find out which fits best with your unique learning style. Do you learn best from seeing, listening, doing or a bit of a mixture?

- Look at a picture next to key word
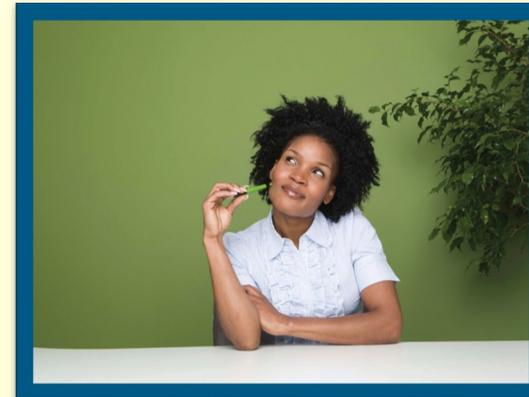
- Repeat key facts out loud to yourself

Godwin, J. (2012). *Studying with Dyslexia (Pocket Study Skills)* London, Macmillan Education.

Multi-sensory revision methods:

- Make revision cards / posters / diagrams

- Teach someone else what you know

- Watch a video about your revision topic
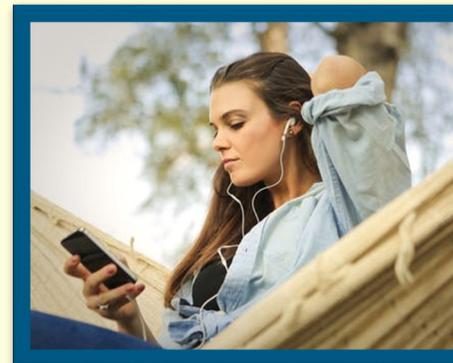
- Listen to a speaker telling you about it

Godwin, J. (2012). *Studying with Dyslexia (Pocket Study Skills)* London, Macmillan Education.

Quizlet:

Alternatively, you could use an online tool such as **Quizlet**.

On their website you can make flashcards, play games and complete quizzes to help you remember information.

https://quizlet.com/latest
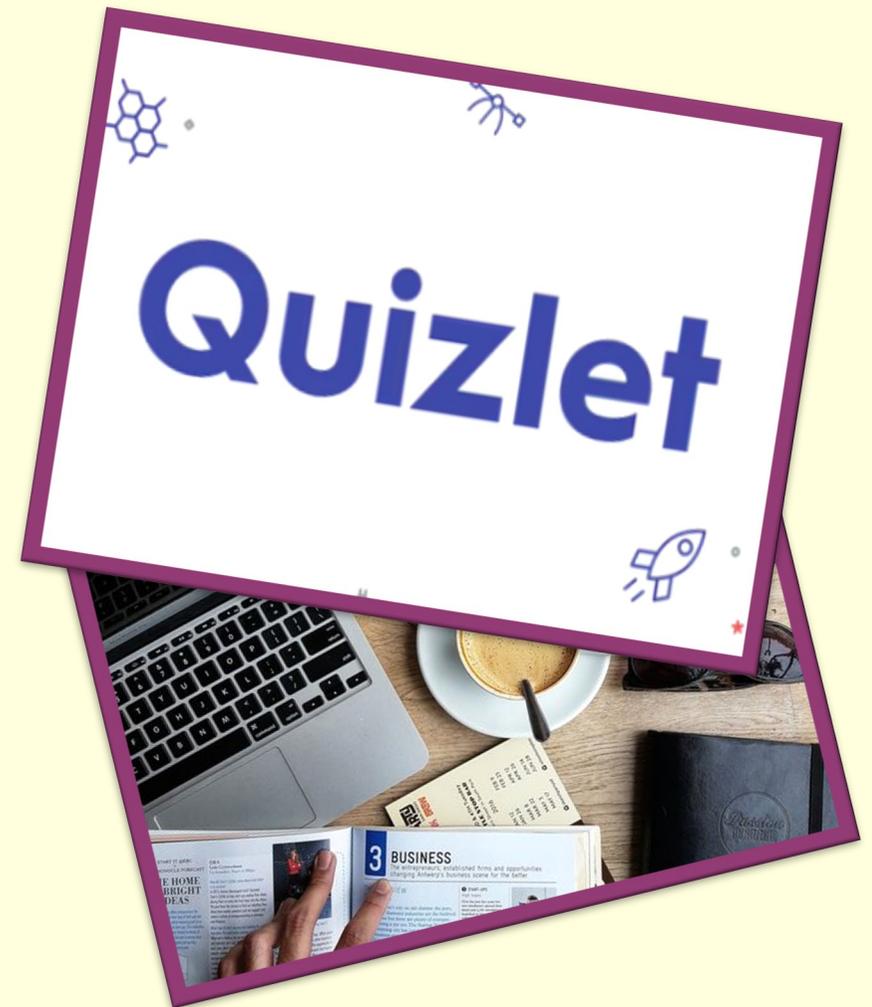
4. Make links - Develop your understanding

To develop your understanding of a topic, you could create a concept map (often called a mind map).

Mind maps can help us to recall information, as well as connect new and existing knowledge.
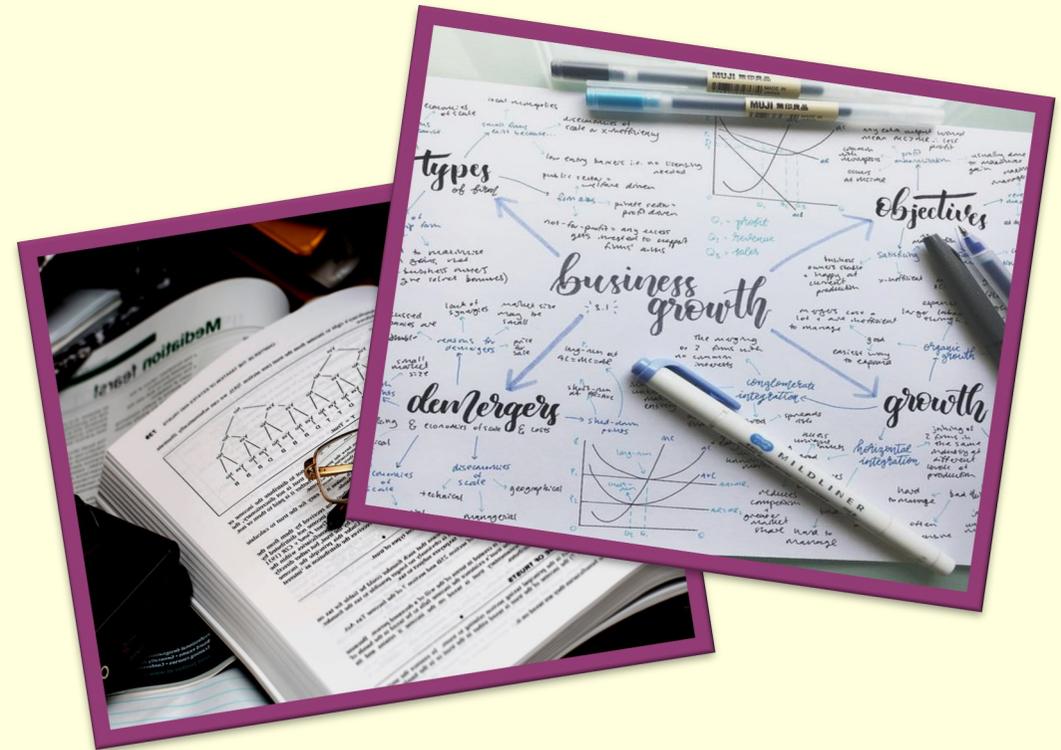
Mortimore, T. (2008). *Dyslexia and Learning Style: A Practitioner's Handbook, Second Edition* Chichester, John Wiley & Sons.

Mind map software

(Available on all university computers)

Mindjet MindManager

Create interactive maps, charts and diagrams.

Read our online guide to find out how to access this software.

# Mind map software

(Online option)

MindMeister

A mind mapping software that lets you 'share maps with an unlimited number of people and collaborate with them in real-time'. It is also available as an app.
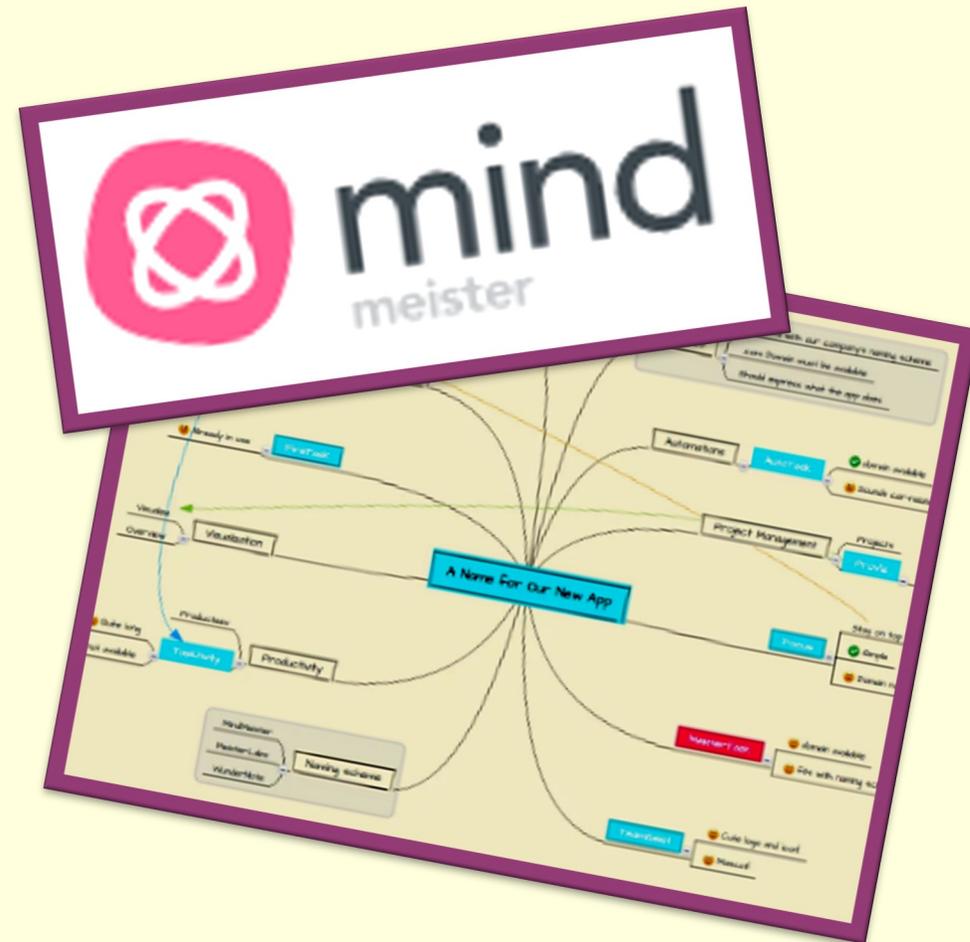
5. Practise - Bring it all together

To gauge your progress and identify any areas for development, you could try answering questions from some past exam papers.
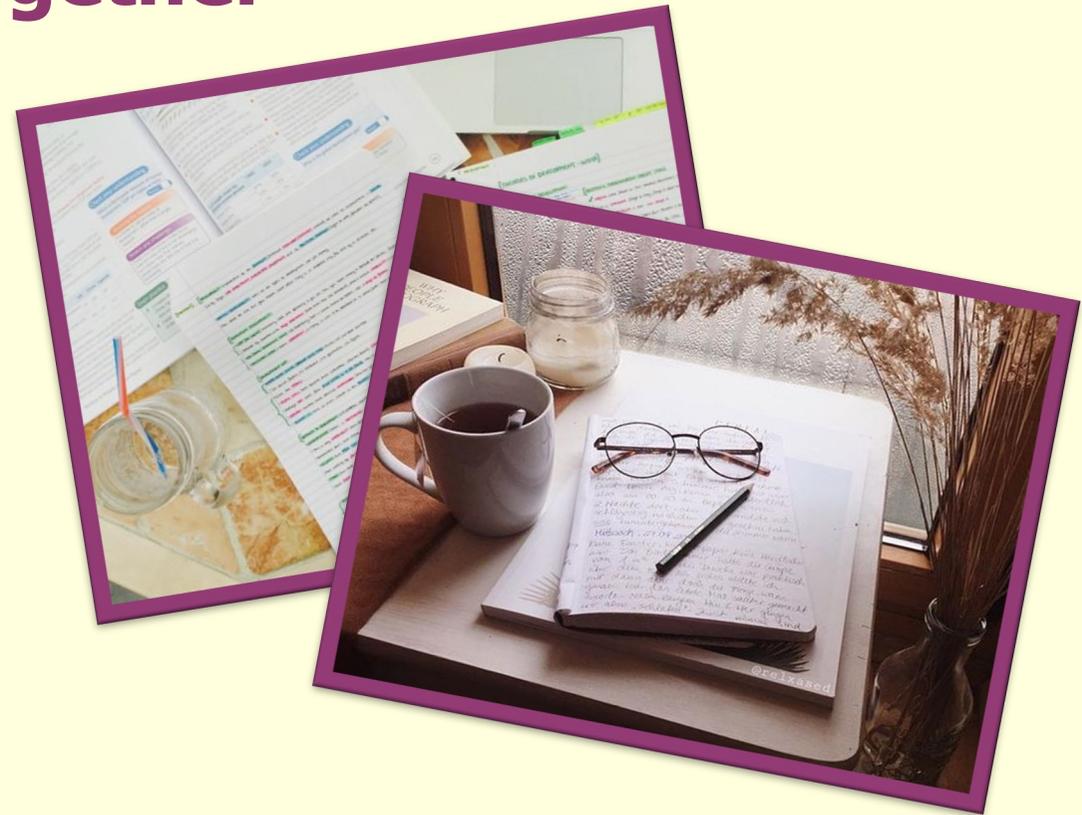

Cottrell, S. (2012) *The Exam Skills Handbook: Achieving Peak Performance* Basingstoke, Hampshire: Palgrave MacMillan

Past papers

Answering questions from past papers may help to familiarise yourself with the structure and content of your exams.

Cottrell, S. (2012) *The Exam Skills Handbook: Achieving Peak Performance* Basingstoke, Hampshire: Palgrave MacMillan
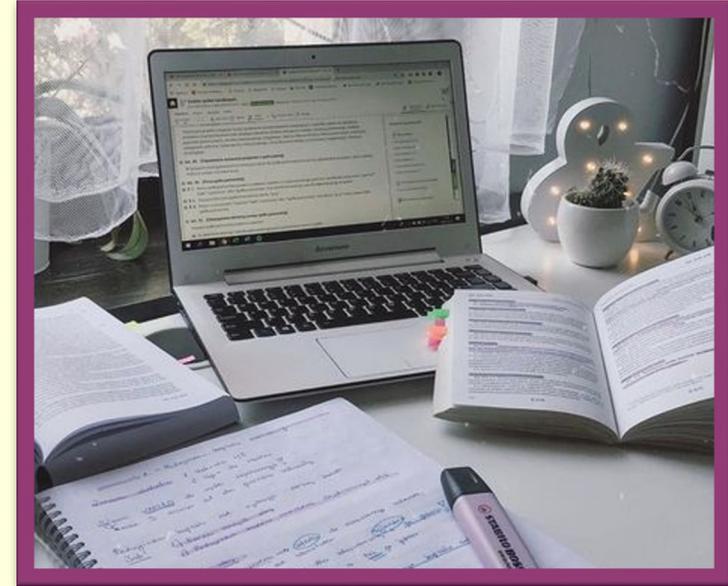
You can access the University's past exam papers on the Library online database.

For further advice on how to manage your studies, visit the

Library Academic Skills Hub

website for more helpful ideas and study tools.
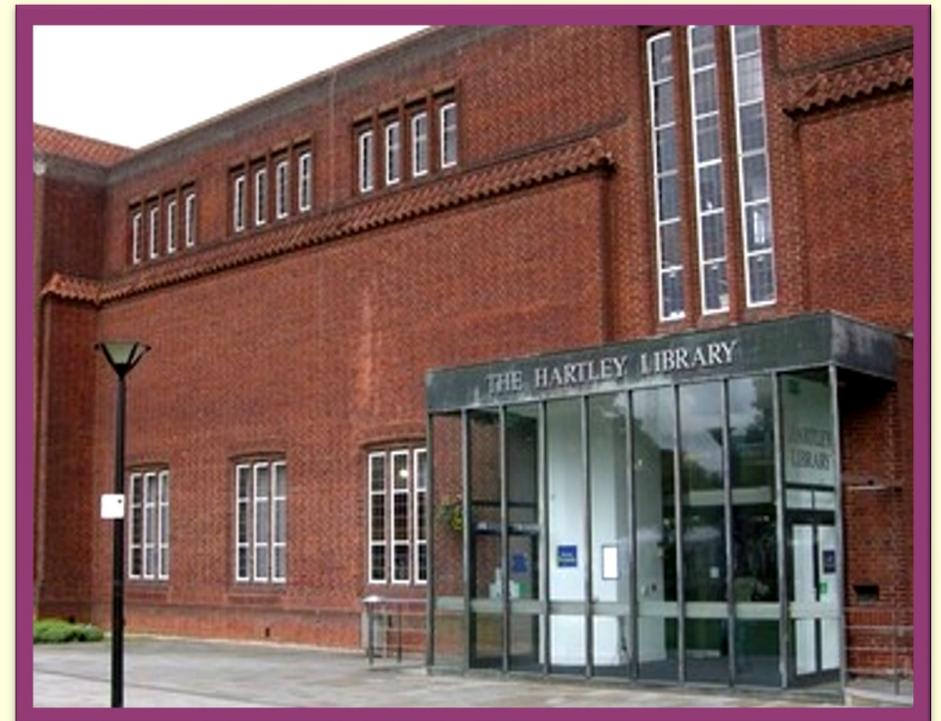
If you have a specific learning difference such as Dyslexia, contact **Student Disability & Inclusion** to book an appointment with one of our Specialist Practitioners.