

Reviewing Learning and How to Make Sure the Learning is ‘Sticking’

❖ Step 1

Folder / book / work check

Focus on one subject. Are your notes complete with clear headings, topics all together and are sheets in the correct order?

- If not as quickly as you can put them in the correct order. Make list of anything you have missing to go back to.

or

- If they are all in order move to step 2.



❖ Step 2

How to Make Sure the Learning is ‘Sticking’ with Retention and Recall

“Retrieval practice is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful tool for improving learning.” <https://www.retrievalpractice.org>



Ideas to help improve retention and recall:

1. Use your notes, books, folders, online files, textbooks to make a quick list of the important information & content that you need to know. (You might do this for one topic in one subject and then can repeat across different subjects).
2. Have a very quick skim read of your notes on the chosen topic. No more than 5 minutes
3. Then close your books and test yourself. You should try to recall the information. There are lots of ways to do this such as by sketching a rough mindmap, writing a quick list, starting to make flashcards, create quizzes, trying to talk about the topic out loud or explain it to someone else.
Make sure you don't use your notes at this stage!
4. Aim to retrieve as much information as you can then check your work. It's important to know what you know and what you don't know ... yet!
5. Use what you have been able to do to inform the next stage of your reviewing. You will have found some information had “stuck”, this is what you could recall. Most likely some other areas hadn't “stuck” yet and you couldn't recall these accurately. So focus on the areas that you struggled to recall from memory.
6. Review them again using your notes and other resources.
7. When you are ready repeat, trying to recall the areas that you had previously found harder to recall. If you do still do not understand any area, make a note of this and then take time to review or ask for help.
8. The more frequently we review our learning and make our brains work hard to recall the information, the more of it we retain or get to “stick” in our memory.

