

STUDY SUPPORT:

How to make my
learning stick

Using flash cards
effectively

PRINCIPLES OF EFFECTIVE LEARNING

PRINCIPLES OF EFFECTIVE TEACHING & LEARNING OUR LESSON INGREDIENTS



RETRIEVAL



READING



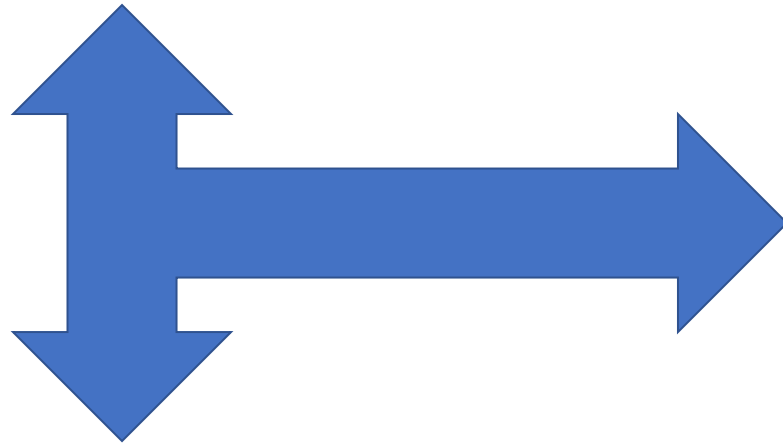
QUALITY EXPLANATION



CHECK
UNDERSTANDING



SCAFFOLD,
SUPPORT &
CHALLENGE



KNOWLEDGE FOLDER



Every knowledge
organiser
Every subject



Every student



Every day



Self-quizzing
Flashcards
Encoding

Homework is planned to support the process of teaching and learning in lessons and prepare students for retrieval and recall activities (please refer to the 'Homework' section of the Framwellgate School website for specific year group homework details)

We want our students to spend time conducting **effective** revision practice and two of the most effective techniques we recommend are practice testing and distributed practice.

| Technique | Effectiveness | Description of Technique |
|---------------------------|---------------|---|
| Practice Testing | High | Self-testing or using past-exam questions while learning. |
| Distributed practice | High | Developing a schedule of revisions / learning activities over time. |
| Elaborative Interrogation | Moderate | Thinking about 'why' you have answered a question or creating an explanation for a response. |
| Self-explanation | Moderate | Linking new information to known information or using applied questions (problem based learning). |
| Interleaved Practice | Moderate | Developing a schedule that mixes different techniques during a period of study. |
| Summarisation | Low | Writing summaries of concepts / area of study. |
| Highlighting | Low | The use of highlighters or underlining while read / rereading. |
| Keyword Mnemonic | Low | Use of key terms / acronyms / images to associate with concepts to be learned. |
| Imagery | Low | Attempting to form mental images of materials while reading. |
| Rereading | Low | Revisiting text that has already been read. |

Table 1: Learning techniques and their effectiveness adapted from Dunlosky et al (2013) pg 6.

Many of us will have revised this way but we now know this is not the most effective.

Practice Testing; Self-quizzing

- Students work hard to create many flash cards for their subject areas; the next step is to ensure that students are using their flash cards in the most effective way and this is by **practice testing**. Students can self-quiz, where they test themselves using their flash cards, or be quizzed by somebody else. One effective way you could support your child in their revision is to spend time quizzing them using flash cards and quiz questions from the knowledge organiser.
- If students use the quizzing technique frequently, they are less likely to forget the knowledge that they have been taught. It is also recommended that students collate / organise their flash cards for each subject area and frequently revisit the flash cards that they frequently forget.

Distributed Practice

- Ideally, over the course of the year students should aim to revisit each topic area in each subject several times.
- Evidence suggests that **distributing** their revision practice in this way is one of the most effective ways to learn the material and knowledge for the course.
- Students should continue to revisit the flash cards that they feel less confident with or aren't always sure of the answer
- Your child, particularly if they have external GCSE or A Level examinations may be already using a revision timetable to ensure they revisit each topic area several times

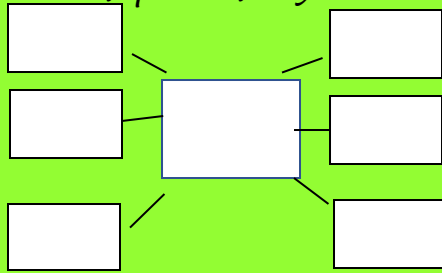
How to make my learning stick

We know that to move something into your long-term memory - so that you have REALLY learnt it, you need to practice and keep retrieving this knowledge. Here are 4 ways that you can do this.

Brain dump

Write the name of a topic at the top of the page and write down everything you can remember about this topic. This could include diagrams, pictures, formulae, quotes, key names.

Give yourself a time limit! (e.g. 4 mins)



When you have included as much as you can (from memory), then check your notes/knowledge organiser and add these on. Highlight those and focus on these next time.

Look, Cover, Write, Check

Using your knowledge organiser:

- Look at a section for 3 mins and try to memorise the information.
- Cover over the knowledge organiser
- Write down what you can remember on a blank sheet of paper
- Check it against the knowledge organiser. What did you miss?
- Repeat this process regularly and build this up until you can reproduce the whole knowledge organiser without looking

Flash cards

Create your own flashcards. Question or key word on one side, answer/definition on the other.

Rules of creating effective flashcards:

- Keep the answer brief and focussed.
- Use visual images to help prompt the memory.
- When using them to test yourself, give thinking time before turning over the card.
- Keep revisiting the flashcards.



You need to use these flashcards regularly - revisiting the ones you get wrong more frequently. Get someone to test you.

Self-testing and quizzing





Use multiple-choice questions to 'test yourself'. You can also use your flashcards for this.



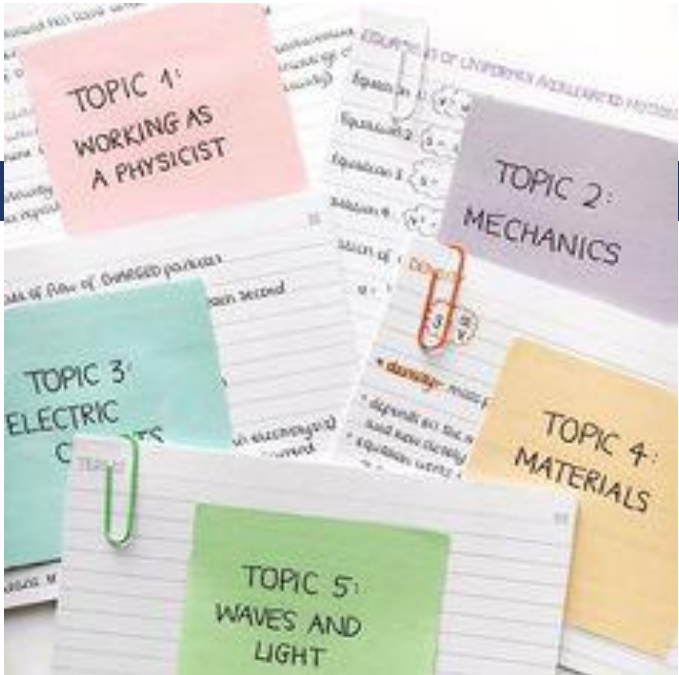
You will get it wrong sometimes - this is not failure, this is part of the learning process. Stick with these methods and it will

Creating flash cards

Creating flashcards step by step...

| | | |
|--|---|---|
| <p>1. Pick out an important piece of information you want to remember</p> | <p>2. Turn it into a question to answer and write this on one side of your flashcard</p> | <p>3. Turn over your flashcard and very neatly, write your answer in as few words as possible</p> |
| <p>Calcium is a mineral and is one of the most abundant in the body. It can be found in certain foods and is added to others. Having enough calcium is important for people of all ages. Babies and young children need calcium to develop strong teeth and bones while adults need calcium to maintain healthy teeth and a strong skeleton.</p> | <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Why do we need the mineral calcium in our diet?</p> </div> | <div style="border: 1px solid black; padding: 10px;"> <p>We need this for strong bones and teeth</p> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Why do we need the mineral calcium in our diet?</p> </div> |
| <p>4. Underline important words, and include all different colours to make different words stand out</p> | <p>5. Try to add to your flashcard clues and hints which will help you to recall the answer</p> | <p>6. Use cards both way round, testing yourself regularly, the trickiest ones the most often</p> |
| <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>We need this for strong bones and teeth</p> </div> <div style="border: 1px solid black; padding: 10px;"> <p>Why do we need the mineral calcium in our diet?</p> </div> | <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>We need this for strong bones and teeth</p>  </div> <div style="border: 1px solid black; padding: 10px;"> <p>Why do we need the mineral calcium in our diet?</p>  </div> | <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>We need this for strong bones and teeth</p>  </div> <div style="border: 1px solid black; padding: 10px;"> <p>Why do we need the mineral calcium in our diet?</p>  </div> |

Organising your flash cards



We highly recommended that students collate / organise their flash cards for each subject area.

Students may also label them / collate them together for different topic areas; this way they can revisit those topic areas they feel less confident with.





HOMWORK

Coursework (where applicable)

Flashcards

Look, Cover, Write, Check

Self-quizzing
Peer-quizzing

Challenge Grids

Challenge grid

| | | | |
|--|--|--|---|
| How much was Senator McCarthy voted to be censured against what? | What name one of the films made about Propaganda is communism? | What is meant by a senator? | What is meant by a senator? |
| How many times was Alger Hiss accused of being a communist and in what year? | What is meant by the Soviet Union? | What date (year) did the Public Enemy Square meetings? | Which country made the atomic bombs, what year? |
| What were the 4 countries that split up Berlin/Germany? | Was North Korea communist or no? | What was the Marshall Plan? | Why was it called 'The Red Scare'? |
| Which what was the actors name who supported Hollywood Ten? | Explain the cold war. | What is meant by McCarthyism? | What was the president's name in 1953? |

Four points Three points Two points One point

How many points can you score?

(Please refer to the 'Homework' section of the Framwellgate School website for specific year group homework details and information regarding how to support at home)