Spaced Learning

Revising in **small sections of time regularly** instead of long sessions to promote retention of material that has been regularly retrieved.



Retrieval Practice

A form of studying and learning defined as the practice of **recalling information from memory** which research has shown increases long-term retention.

Four elements of Resilience Confidence Having feelings of competence, effectiveness in coping with stressful situations and strong self esteem are inherent to feeling resilient. The frequency with which individuals experience positive and negative emotions is also key. Social Support **Purposefulness** Having a clear sense of purpose, clear Building good relationships with others RESILIENCE values, drive and direction help individuals and seeking support can help individuals to persist and achieve in the face of overcome adverse situations, rather than setbacks. trying to cope on their own. Adaptability Flexibility and adapting to changing

> situations which are beyond our control are essential to maintaining resilience. Resilient individuals are able to cope well

with change and their recovery from its impact tends to be quicker. **Flashcards**: Only effective to improve learning if your work to retrieve the information instead of flipping the card over right away.

Quizzes: Brief quizzes of past material can help to retrieve information and link older material together.

Topic deposits: Write the name of a topic at the top of the page and then retrieve all that you can recall from memory *before* looking in your notes.

Sketching: Draw concepts of material using retrieved practice instead of writing them, the more colourful the better!

Concept mapping: Taking main ideas of one concept and linking them together to explain the relationship between the concepts and units of work.

Past Papers: Complete past papers several times, changing the order in which you answer questions to retrieve material in a different order.