

LEARNING OUTCOMES TO EXAM PREP

SUPER STUDY ACTIVITY #1



Where to find expected learning outcomes for my course: - My course outline - Summary pages for each week's content

What should I be able to do?	Ways I might be tested on this in an exam:



RETRIEVAL BRAIN DUMP

SUPER STUDY ACTIVITY #2



Concept/topic I'm revising:

Round 1: Write as much as you can remember about the topic without referring to your notes

Round 2: Check your notes to see what you missed, then put your notes away and fill in what you missed

Round 3: Check your notes one more time and add any last missing information



WEEKLY STUDY PLANNER

SUPER STUDY ACTIVITY #3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
DATE:							
8:00							
9:00							
10:00							
11:00							
12:00							
13:00							
14:00							
15:00							
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							
22:00							

Short break rewards:

TEACH BACK

SUPER STUDY ACTIVITY #5

MATERIALS:

- A friend or family member
- Flash cards/Index cards
- Pen and paper

STEP 1:

Write at least 5 key concepts from one of your courses on the flash cards, if you're not sure, here are some suggestions:

- The weekly topics from Moodle
- The main concept from the first FEW questions on a practice exam
- The major concept from your last assessment task

Place the cards face-down in a pile.

STEP 2:

If you are playing with a group of classmates, decide who will Teach Back first. Start with the youngest person playing, then second youngest, and so on.

STEP 3:

Someone draws a card from the Flash Card pile, the player whose turn it is must then give as much info about the topic as possible within 30 seconds.

If you're not sure what to talk about for that topic, try the following:

- **T**ell – What is the topic?
- **E**xpand – What does it do/who does it affect? In what way?
- **A**nalyse – What are the different parts of the topic? How are these parts different?
- **C**haracterise – What makes this topic different from a similar topic?
- **H**ow sure – How confident do you feel in your answer? What parts might you want to revisit?

STEP 4:

The turn passes to the next youngest player and Step 3 is repeated. Once you reach the eldest player, start again at the youngest player.

EXTRAS!

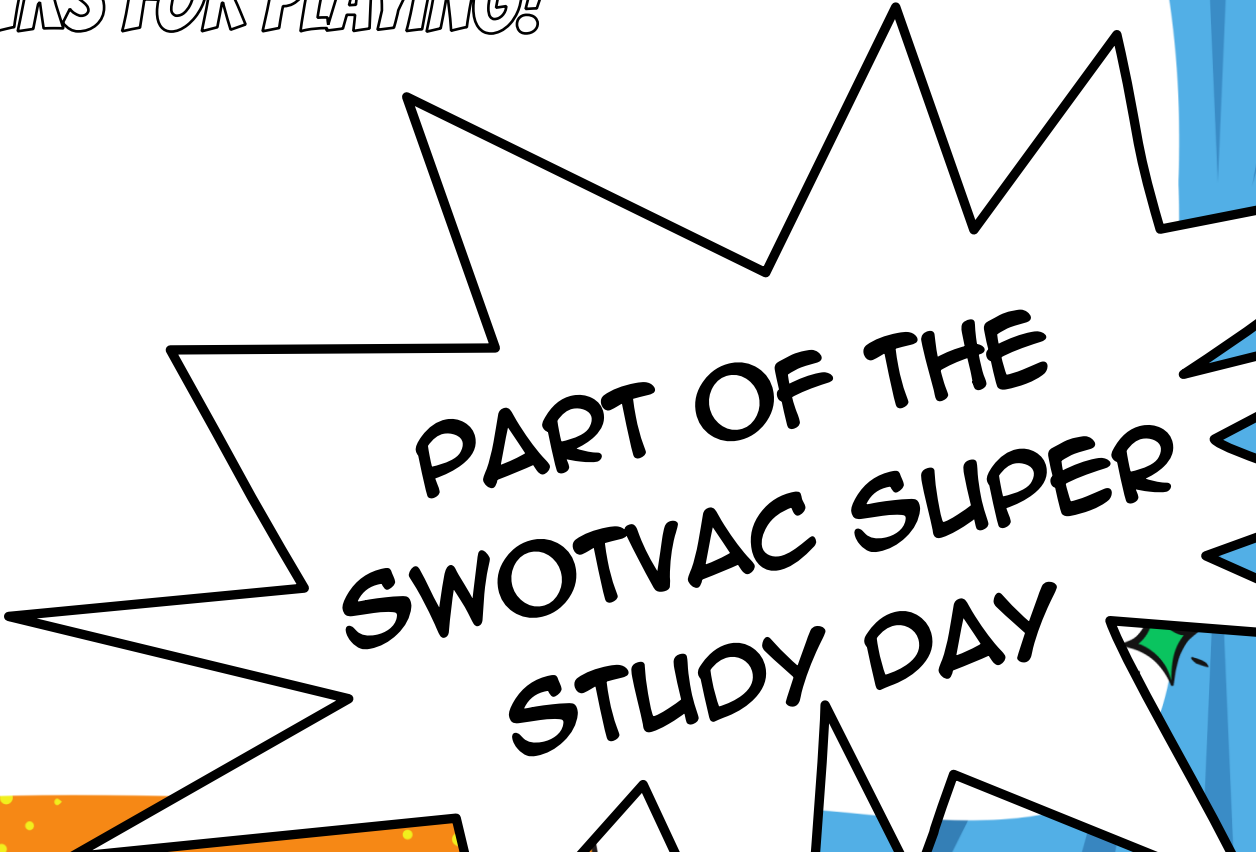
- If you are playing with friends from multiple classes, write up a set of cards for each discipline (one for Nursing, one for IT, and so on) so everyone can play. Draw only from your deck.
- Try varying the length of time you get to make the game easier or harder. More time might make it less challenging, Less time might make it harder.
- If you've covered all topics, try writing up a deck for another course and play again.

FURTHER HELP!

If you need more help next semester, check out the following support services by googling these phrases:

- FEDReady
- Fed Uni Study Skills
- Fed UNI ASK Desk
- Fed Uni Learning Skills Advisers
- Fed Uni Maths Space
- Fed Uni Writing Space

THANKS FOR PLAYING!



**PART OF THE
SWOTVAC SUPER
STUDY DAY**

SUPER STUDY ACTIVITY #6

Main ideas:

Assessment type:

Expected word count:

Due Date:

Introduction:

Section 1:

Section 2:

Section 3:

Have you:

Conclusion:

APPLYING RULES TO NEW CONTEXTS

SUPER STUDY ACTIVITY #7

A: List key theories/concepts/rules/ideas you have learned	B: List other contexts where your theory/concept etc could be applied
Example: IT “processes” are any of the workflows, approvals, and activities managed by an IT team.	An everyday example of a “process” is getting out of bed and getting ready to go to work in the morning.