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Research was carried out with Leaving Certificate students

Revision techniques for Leaving Cert Students

Aim
To improve student revision techniques

Methodology
- Explain design of Mind Maps, Traffic Light System and Peer Teaching
- Select revision topics
- Students working in small groups make Mind Maps
- Change in plans!
- Some student groups working on revision notes
- Both categories of working groups using Traffic Light System and Peer Teaching

Evaluation
- Some students found Mind Maps very helpful
- Others found them confusing, preferring to make their own revision notes
- All found Traffic Light System helped them to organise their revision (self assessment)
- Most students enjoyed Peer Teaching and working in groups

Student Comments
“Mind maps are good for certain areas”
“Mind Maps are very useful when used with pictures”
“Revising in groups is easier because we taught each other”
“Mind Maps can be confusing and time consuming”
“I found it difficult to condense information into single words and preferred making my own revision notes. Working in groups was very helpful.”

Conclusion
- Students learn differently (Gardner’s Multiple Intelligences Theory)
- They need to find a method that suits them individually, greater improvement