

## Lesson Plan

<b>Title Exam support session</b>		
<b>Date of session:</b> 29.04.22	<b>Programme/Module code:</b> NN14- Stage 2	
<b>Duration:</b> 1 hour	<b>Teacher(s)/Trainer(s):</b> Liv Jonassen	<b>Location(s):</b> , NUBS 3.06
<b>Number of students expected:</b>	<b>Number of students attended:</b>	
<b>Context</b> An exam support session for students in stage 2 of an Accounting and Finance (flying start programme with Price Waterhouse Coopers) There is some concern around exams and taking in- person exams, especially after disappointing results in pre-Christmas exams. Exams for these students are high stakes as they need a particular grade to be able to continue in the programme, the students have also recently completed a full-time placement so need to readjust to studying full time again.		
<b>Aim(s)</b> <i>(What is the purpose of the session?):</i> To provide students with an overview of the purpose of exams, higher level thinking skills related to exam question formation and revision techniques that can be applied to their context and stage of study. Further to explore concerns around taking in person exams and share strategies for these.		
<b>Learning outcomes</b> <i>(what participants will be able to do by the end of the session?)</i> To identify the purpose of exams <ul style="list-style-type: none"><li>• To identify key words in exam questions and their relation to higher level skills required for context and stage of study</li><li>• To discuss appropriate revision techniques and apply these to context and stage of study</li><li>• To identify and discuss issues with in- person exams</li><li>• To discuss techniques to manage stress during an in-person exam</li></ul>		
<b>Resources and Preparation:</b>		
<b>Reflections</b> <i>(how did the session go? Change anything for next time?):</i>		

Timings	Content/topic	Teacher Activity	Student Activity	Resources used
2 mins	Introduction and Outcomes	Introduction and share aims of the session	Listening	Slides 1-4
2 mins	Thinking about the purpose of exams	Presenting	Listening / Reflecting	Slides 5-6
5 mins	Introduction to higher order critical thinking skills via Blooms Taxonomy to get students to think about why they might be asked questions in a certain way and what thinking skills will be required – this is to help them think about how they can learn this material when they are revising. Will highlight that all skills are important, but at higher levels of HE, apply, analyse and evaluate are important. Will also talk about more numerical based exams and importance of understanding the task given	Presenting	Listening / Reflecting	Slides 7-10
5 mins	Exam preparation  Provide an overview of revision techniques and get students to rate these	Presenting, promoting discussion and eliciting questions	Listening / Reflecting	Slide 11

5 mins	Highlight what research found to be effective techniques	Presenting, promoting discussion and eliciting questions	Listening / Reflecting	Slides 13-14
5 mins	Considering revision techniques in terms of students' individual contexts- students think about what works for them and note them down	Presenting, promoting discussion and eliciting questions	Listening / Reflecting/ Discussing	Slide 15
5 mins	Overview of the two most effective revision techniques and how these work and how they can be applied	Presenting, promoting discussion and eliciting questions	Listening / Reflecting/ Discussing	Slides 16-21
5 mins	Students apply information about effective revision techniques, consider their stage and context and think about how they can implement these in their revision and the types of material that could be used to do so.	Presenting, promoting discussion and eliciting questions	Listening / Reflecting/ Discussing	Slide 22
5 mins	Tackling the exam  Explore common feelings around exams and consider misconceptions	Presenting, promoting discussion and eliciting questions	Listening / Reflecting/ Discussing	Slides 23-27
7 mins	Coping with an exam – highlight some useful strategies including the academics perspective and common pitfalls -	Presenting, promoting discussion and eliciting questions	Listening / Reflecting/ Discussing	Slides 28-30
3 mins	Share support on offer and invite questions	Presenting, promoting discussion and eliciting questions	Listening / Reflecting/ Discussing	Slides 31-34