

INTERVIEWER: Welcome back to the Student Hub Live. In this session, we focus on memory and exams. And the big question is what can psychology tell us that's going to be really helpful in the exams. So Heather Fields has come to talk to us about this today. Welcome, Heather.

And you're a psychology lecturer at the Open University. And you're a tutor here as well. So that's grand. You must know an awful lot about memory. So what are the key things that really matter here. And what can we tell students, in particular, non-psychology students about what we know about memory that might be helpful to them when they're feeling a little bit anxious right now?

HEATHER FIELDS: OK. Well, we know an awful lot about memory-- almost too much, actually. But there are a few key things that stand out for us psychologists. We found out, through experiments, that, basically, we've got two types of memory-- short- and long-term. Short doesn't last very long.

INTERVIEWER: I know.

HEATHER FIELDS: And there's not much room in it. So it seems like you can't keep a lot there.

And then we've got long-term memory, which is one that we're really interested in when it comes to exams. And that's got a huge capacity and, potentially, lasts for a very, very long time. So that's the one we're interested in today.

And one of the other things we know is that we can split memory another way, which is into declarative, which we often call knowing what, so knowing facts and things like that and procedural, which is about knowing how to do something, so like knowing how to ride a bike, learning how to swim. And declarative is something you have to think about. It's conscious and, again, what you often need for exams. Procedural is much more automatic, and you don't have to really think about it. You just do it. So once you've learned to ride a bike or swim, you carry on doing it without having to think too much about it.

INTERVIEWER: So our students going into exams are having to do a lot of things then. Because they've got things, either in short-term memory if they've just been cramming it in just before the exam or, perhaps, longer-term memory when, perhaps, they've learned it a little bit longer. And then they're also doing things like, maybe, writing an essay or critically evaluation or doing things

that they all have learned to do in the module. But they're also going to be using facts and information. So one of these things, are they, then, competing to some extent?

HEATHER

FIELDS:

Well, short-term memory and cramming at the last minute-- I think perhaps the Robs might have said something about that. That's not going to be terribly useful usually. They might be handy in a few ways. But on the whole, it's not the thing you really want to be doing. It's long-term memory that you're going to be relying on very much. And also, if you've practised quite a lot, hopefully, some of what you've got to do will be fairly automatic, so you're not going to have to really think about it so much. So that will be a bit like, hopefully, like riding a bike. But it will come a bit more automatically to you.

INTERVIEWER:

And you mentioned the time, Heather. And I'm hoping that you're going to say that there's still time to do the long-term memory thing when students have exams.

HEATHER

FIELDS:

Oh, yeah.

INTERVIEWER:

So that's good. Right. Let's say what everyone's worried about at home. Well, we've asked you lots of things in this session. We've asked you what you're worried about. "Exams are good because"-- that might take a little bit of time. But do fill in three words. If you can think of three, by the way, you can just put one or two in, but put a full stop in. Because unless there are three things in there, your results won't submit.

Right now, you're worried about knowing what to remember, worried about not remembering, confident you can recall, or hang on-- did someone mention chocolate? So memory strategies and routes to recall as well. Let us know what you think.

But right now, let's have a look at what people are worried about, which are things like failing is the key word here, not being able to remember, being concise, material, blanking, time management, putting in enough data, answering the question-- a good valid worry-- the right marking, stressing out, forgetting information, dates in a case, misreading the question, being overwhelmed, blanking, giving examples, noisy exam students-- yeah, for sure.

So there's lots and lots of anxieties and worries around things. A lot of these very, very valid areas for concern. So how might we work with some of those?

HEATHER

Well, one of the other important things we know is there's three stages to memory. There's an

FIELDS: encoding stage, which means putting stuff in there.

INTERVIEWER: Yes.

HEATHER
FIELDS: And then there's storage, where it stays there, you hope. And then there's retrieval, which means remembering, getting things out of memory. So obviously, they're all important now. And there are lots of things we can do to make the first stage, the encoding stage, much more efficient so that we'll have a better chance of retrieving later on. And I think--

INTERVIEWER: So our point is-- Peter was talking about how he was just reading the books. And that, we agreed, was not a great strategy. But it's that level, that's when the encoding happens as it's getting the information in, isn't it? And then, of course, it's the remembering it and getting it out again that matters. So what techniques might we then use for helping with that encoding? We've heard some of them earlier that students have been talking about-- mnemonics and mind maps and various symbols and signs and things. What does psychology now about how we might use those techniques?

HEATHER
FIELDS: OK. Well, thinking about the encoding stage, one thing we know is that, for short-term memory-- the one that doesn't last very long and hasn't got very much space in it-- it's a different kind of encoding. So some of the things we do to remember are not really going to make things stick very long in your memory. So for example, if I was to look at, say, a few slightly random items here-- I don't know if you can see those. OK.

INTERVIEWER: So you've got a duck, an orange, a toothbrush, comb, harmonica is it-- and cups and number. So let's see. OK.

HEATHER
FIELDS: OK. So say--

INTERVIEWER: You're not going to test me on this, Heather, are you? Because I'm a bit stressed about that.

HEATHER
FIELDS: Well, I might do. OK. So they're all going away.

INTERVIEWER: I need a T-shirt.

[LAUGHTER]

HEATHER And there was also a number. There was a number too.

FIELDS:

INTERVIEWER: OK.

HEATHER

FIELDS:

OK. They're gone. OK. So that was short-term memory. And they might all still be in your short-term memory. I don't know. You might be able to recall one or two of those things because short-term memory is encoded mainly by visual images and sound. So you might have named all of those things and kind of rehearsed the names and gone um, orange, comb- - and you might be able to keep that in your memory for a short while, but it won't be very long. So that's a bit kind of like just reading through something and not really thinking about it very much.

INTERVIEWER:

But yet, when you look at it, it feels very real. And I think this is one of the things with students, when they're reading the text is that, that makes sense. You know, it does-- and then close it and think, yes, I know that. But then, when you go back and think, oh, what was that about, it can sometimes not be as clear as we thought it was.

HEATHER

FIELDS:

Right. No. That's right. And that's because long-term memory is encoded by meaning. Meaning is really important. If you want to remember something for a long time, you need to try and give it some meaning. So you're not going to just remember the way something looks or the way something sounds or its name. So if we come back to these items here-- I don't know-- you could find that the first thing you need to do is you need to try and think of ways of giving them meaning by, perhaps, organising them or elaborating, which means trying to link them to things you already know.

So say this is something you want to learn. How could you start organising something like that in your memory? Well, you might think, well, actually, there are three items that are blue. So you're already kind of putting them in categories. Or you might say, OK, there's a toothbrush and there's a comb. And they're both things that you use for personal grooming.

So that might already help you because, later on, when you have to remember them, you might think-- hang on-- I think there were some blue things. And that's a kind of cue to help you. Or you might think there were things you use in the morning when you get ready. What would that be? Maybe toothbrush, comb, brush. OK. So these are ways of adding meaning to what you want to keep in your memory for a long time.

INTERVIEWER:

Brilliant. Now, I'd like to let you know what everyone at home has been talking about. So we

asked people about how they were feeling right now. And so we said, right now, how are you feeling? And most people said that they're worried about not remembering. So that was the thing that came up most key. We also asked about people's memory strategies.

And let's have a look at what they have to say about this. So their memory strategy is mainly, doing exams, and practicing questions, which is coming up key there at 41%. Writing lots of notes is in second place, drawing mind maps, and then symbols and mnemonics. Highlighting their book-- thank goodness we've all sort of, hopefully, said we're not going to be doing that like Pointless Pete was doing.

We also asked about route recall-- so how are people going to be starting to try and remember some of these things? And the key thing here was that people are saying that their route to recall was a little more complex because of facts and images. So it sounds like, before you started talking about this, Heather, people are already saying that.

The second option here that people voted for was that they were saying it's relational because things are context-bound and visual. And again, there's no right or wrong here. I mean highlighting is probably more wrong than right. But people need to sort of get these things in the right way. And here, what you're talking about, is how you find a meaning for yourself, isn't it?

HEATHER
FIELDS: Absolute. Yeah. Because meaning is personal to us. So we're not all going to be the same about this. But I'd say that even highlighted can sometimes be OK to an extent, if it's something to do with organising.

INTERVIEWER: Yeah.

HEATHER
FIELDS: So you're not highlighting everything, but you're highlighting categories of things. So just like remembered there are some blue things, or there are some things you use in the morning, you could just highlight a certain category in pink and your other category of knowledge in yellow. And it would help to begin to organise it and give it meaning in your long-term memory.

INTERVIEWER: Yeah. Now, long-term memory, it's not photographic, even though we might like to think it is. Very few people have a photographic memory. So to some extent, memory is constructed and actively done so, and this is why it's important to establish meaning. I wonder if you can talk us a little bit through how we might start doing some of this encoding. You've spoken about organisation and the sense of grouping things. But there are other techniques as well;

elaboration is one.

HEATHER
FIELDS: Yeah. So elaboration is about linking what you know to other things you know. So really, what you're trying to do is, in your long-term memory, make as many different links and pathways and groupings that you can. Because then, maybe if you don't remember one of them, another one will help you.

So say you want to think about the last time you went to a party, you don't retrieve a kind of photographic memory of that party. What you do is you know that parties tend to have certain things in them, and that helps you to search for what happened in your particular party. So the more of those kind of little links you've made in your memory to stuff you already know, the more chances you're going to have to fish out the things that you actually need to know on the day.

INTERVIEWER: Let's take a quick trip to Mychelle and Peter and see what everyone at home is saying.

MYCHELLE: Well, I am very excited because we have two T-shirts to give away.

INTERVIEWER: Excellent.

MYCHELLE: We've told them in the box that there are two winners, but not who they are.

INTERVIEWER: Oh, good. So--

MYCHELLE: And the first winner is Allison. So congratulations, Allison. She made three really good comments and have been contributing throughout. And most people have, but she said,-- and I really liked this one-- "Instead of thinking about the marks you're going to lose, think about the marks you are gaining." So it's reframing. And I really like that positive mental attitude.

She also talked about working out what questions you want to know and then using your module guidelines-- so your module books-- and then, as you're working through them, looking for the answers that you know that you need to know. And her final point was she practises under exam conditions. So she gets that feeling and puts that pressure on herself. So I thought that was three really good answers and a good job there on the T-shirt, Alison. And the other winner--

PETER: Second T-shirt goes to Dermot, who's joining us online. Dermot-- it has been 50 years since he took his last exam, and we think he deserves a T-shirt just for that reason alone.

[LAUGHTER]

MYCHELLE: And a medal too.

PETER: Maybe a medal, yeah. Brilliant stuff. And he's saying how he does find it difficult to retain information compared to, obviously, the last time he studied. And that's prompted a lot more discussion about how difficult it is to find time to revise with children and with other competing factors. We were also talking about what Heather was describing as elaboration was a lot like what we talked about in terms of associating knowledge with places or linking places and facts together in order to help retention.

INTERVIEWER: Brilliant. Well, thank you very much. You are indeed ready to succeed with Student Hub Live. And we hope you wear these T-shirts to the exam because we're convinced they're lucky. But if you don't have one, it's all about the studying at the end of the day anyway. Right. Heather, we've got some things that you've given me to talk about in advance and some really, really good techniques. I'd like to quickly whiz through these.

You were talking about practise and trying to get things in and out. And there are some ideas here that you've given us. So things like acronyms, how do they work?

**HEATHER
FIELDS:** OK. So acronyms are when you make of little word out of the things you're trying to remember. So it's kind of like little hook. So all you have to remember is the acronym, and then, hopefully, with that, will come all the extra information that you want to remember on the day. For example, today I thought of the main points I wanted to talk about. And they were Facts in memory, Encoding in memory, Storage, and Retrieval. And that was FESTR. So it festered in my memory. And that's how I remember that.

So that's an acronym. And I'm sure people will be familiar with lots of other or other acronyms you can make. So I think they're an example of-- they're very personal to you in a way. And they need to be a word that's going to mean something to you. But you can actually find existing ones online. And I think that's going to be a link to that that somebody has made up quite a lot of them and made a website with ones that are subject-specific. So people might find ones that work for them.

INTERVIEWER: My daughter has a lovely one for BECAUSE, which I never had. I always used to have Betty Eats Cakes And Uses Soft Eggs. And hers is Big Elephants Always Understand Small Elephants, which I think is a lovely way of remembering how to spell it. Because-- which,

incidentally, I always get wrong. What about acrostic techniques.

HEATHER

FIELDS:

OK. So acrostic are a bit like an acronym except they're a whole sentence. So for example, that would be-- I think there's Richard of York gives battle in vain or something for the colours of the rainbow-- red, orange, yellow, green, blue, indigo, violet. If you're learning music theory, I seem to remember Father Charles goes down and ends battle as a way of remembering all the sharps in the keys and so on. So that's another one.

INTERVIEWER:

OK. And what about a place memory or a loci?

HEATHER

FIELDS:

Oh, the memory palace. I think Sherlock has helped us know about that. Yeah. So that's the idea. Quite often, what you need is throwing things in order or in some sort of structure, so it's not just remembering odd items. You want to be in order. And so things like the loci technique is the one where you associate some sort of image with different places that you travel through on a journey. So that could be a place that's familiar to you like your house. So you could have a journey you take through your house. And in each key place, they'll be some sort of image that is something you need to remember.

So I had my example of learning about the professors in of dark arts in *Harry Potter*, something that my children were both very interested in. I learned the professors of dark arts in *Harry Potter*, which my interest some people in order so I know which one was every year by using the loci technique, which is imagining my house and myself going through it in a particular order. So I made up a little story where I was at my front door.

There was a squirrel on the doormat. That's Professor Quirrell. And then it went on with me unlocking the door with a key that had a heart hanging on it. That was Professor Lockhart the following year. And then I went in, and dying to go to the loo, rushed in, and there's a pin in my trousers. Oh, no. That's Professor Lupin in the third year, and so on. And I can still remember it all the way through.

INTERVIEWER:

Julie has given us just a wonderful way of remembering NECESSARY-- Never Eat Cakes. Eat Sardine Sandwiches And Remain Young.

HEATHER

FIELDS:

Ooh.

INTERVIEWER:

I'm not sure if that's true, but anyway.

[LAUGHTER]

Don't do that on an exam. You're not allowed smelly food.

[LAUGHTER]

OK. So those are some of the examples. Were there any others you wanted to mention in terms of scaffolds that people could use to try and retain complex information and groups of things together?

**HEATHER
FIELDS:** Hmm. There are loads actually. I mean, mind maps are one, of course. And everybody is familiar with them. They're organising your knowledge and also categorising it and also making links. They're elaborating. So that's brilliant. That's using more than one technique. No. I think there are loads. And actually, people can often think up their own. My loci method that I just described is actually a mixture of two. It was a mixture of places and also story. So I made it up because that suited me, really, rather than just stick with one or the other.

INTERVIEWER: Brilliant. Well, Allison says she's going to be wearing her T-shirt to her exams. So Mychelle and Peter, everyone still OK at home? Are we feeling a bit better now?

PETER: I think so.

MYCHELLE: Yeah.

PETER: We're definitely seeing people really enjoying sharing tips and strategies together. And it's really quite reassuring. And we're getting into cakes and sardine sandwiches and things like that now aren't we.

MYCHELLE: There's a little bit of T-shirt envy going on too. Allison said she's definitely going to wear hers. And then Maureen said, "Oh, thanks for the T-shirt. Oops-- I didn't win one." So I said to her, hang on. There are two more coming. So keep watching, and you never know who's going to get one win.

INTERVIEWER: Excellent. I love the randomness. Probably it doesn't comply with competition law, but anyway-

MYCHELLE: And Allison's just come back and said, "So chuffed about the T-shirt. I hope that we all helped each other out. I, for one, have learned some new revision tips being here."

INTERVIEWER: Do know what? You do though. And I think, sometimes, with these things, when you're sharing things, and you say, actually, I do know some things as well. And other people can pick things up. There's no right or wrong. But people find their way through these things. And so I'm really glad that you're sharing ideas and tips. And I do hope it makes you feel better because you probably know a lot more than you think you do in terms of how you're going to get through this.

MYCHELLE: Gavin has just suggested to make a T-shirt design out of your module material and wear it to the exam-- don't think you can get away with that.

[LAUGHING]

PETER: I'm not sure about that.

MYCHELLE: But it would help if you wore it when you're walking around before the exam to help you remember.

INTERVIEWER: Yes. Very clever. OK. So we've spoken a lot about encoding. What's happening in the storage stage, then, of memory, Heather?

HEATHER Well, hopefully, it's just staying there.

FIELDS:

INTERVIEWER: And you're keeping it contained.

HEATHER Yes, yes. And for all we know, everything you learn stays there forever in long-term memory.

FIELDS: So you shouldn't have to worry too much about storage. And I think what it is that, when we think we've forgotten something, we've often not forgotten at all. It's just that we don't know how to get it out. It's in there, but we don't know how to get it out. So that's why the more things that you can do that just make little links, little organising and practicing, the more likely it is that you're going to get it out. It's probably in there. It's getting it out that matters.

INTERVIEWER: Is there something in there? I was watching a TED Talk, actually, by Lisa Genova the other day. And she was talking about how, in terms of memory, the more connections you make to something, the more hooks you've got to be able to get it out--

HEATHER Absolutely.

FIELDS:

INTERVIEWER: So how might students do something, in particular, if it's something like a date or a formula or something very specific that they're wanting to remember that maybe they can't attach a meaning to. What sort of techniques might they use from some of the ones you've mentioned to be able to try and get those different links to it so that they know it's stored. But again, it's finding the hooks about being able to retrieve it.

**HEATHER
FIELDS:** Well, for example I think I had a number here as--

INTERVIEWER: 86.

**HEATHER
FIELDS:** 86. And I would have tried to, perhaps, remember that by making up a story for this. I mean dates are a bit difficult. It doesn't always matter if you haven't got-- people shouldn't get into a great worry about dates and--

INTERVIEWER: Unless you're doing history. Then, yeah--

**HEATHER
FIELDS:** Well, yeah, actually, history--

INTERVIEWER: They may get a bit funny about that.

**HEATHER
FIELDS:** So I think it can often be a story idea. So with these items I've got here, for example, I could make them into-- let's think-- something like the orange ate a candle and was sick-- 86. So I could use a little story like that to help me remember a date. Just that kind of thing, really-- as many different things you can do with a date as possible.

INTERVIEWER: 8 ate a 64, I ate and 8 till I was sick on the floor.

**HEATHER
FIELDS:** Oh, that's a nice one. That's brilliant. Was that spontaneous?

INTERVIEWER: No.

[LAUGHTER]

Brilliant. Yeah. Maureen is worried about a T-shirt. Don't worry Maureen. Everything is going to be fine. OK. So we've talked about storage, and now the trick is there retrieval, OK? So

aside from sticking Post-It notes on your dog, which I did like the idea of, how my students go about retrieving some of the stuff that they're trying to remember?

**HEATHER
FIELDS:**

Well, for years, I marked exams in cognitive psychology. And I did notice that a lot of people who did write down their little mnemonic, or they wrote down right away, I think, when they came in, often, their letters-- well, after they've read the question, of course, their letters or their sentence. And often, they don't remember the whole thing. It doesn't really matter. Often, they just remember a bit of it. They've got their letters, and they've only remembered a couple of the things they wanted to.

But those couple of things are quite likely going to trigger the other things eventually because you've grouped-- say, my story is all grouped together. And I might not remember my whole story. I might remember the squirrel on the doorstep and then not remember what happened next. But if you just get down what you can remember, the other things are going to be working away in there, hopefully. And the links and the connections are there. And they're going to be bringing the other stuff back, maybe not immediately, but after a while. Yeah?

INTERVIEWER:

Yeah. At our Student Hub Live session on Adobe Connect the other night, we we're talking about how you might want to go in to an exam and really try and plan each question and maybe write one you were quite confident with. Because of course, the thing with retrieval is that it doesn't all happen instantly at once, on demand. And often, you start writing, and then, all of a sudden, things pop in when you're not thinking about them. And you can, then, go and add them to the other plans that maybe you'd written that you're going to join up later.

**HEATHER
FIELDS:**

Yeah. People definitely do that. And I've often seen people just write the initial letter of somebody's name-- a famous psychologist, P-- and then later on, they've come in and written it. Or maybe they haven't remembered. But it's not the end of the world if they didn't. But it's a little cue that they put down. And then maybe, when it recurs to them later, they come back and they fill it in. And that's fine.

INTERVIEWER:

Brilliant. So how might students, then, start thinking about fishing out cues. Have you got any examples that we might start to end on?

**HEATHER
FIELDS:**

Fishing out cues?

INTERVIEWER:

Yeah about with retrieval?

HEATHER
FIELDS: Well, I think it would normally be just sort of thinking about how you've categorised it. Think back to what it looked like, perhaps, your page of notes, how it was highlighted, the bullet points you might have used, maybe the little story you've made up. Work through those different things. Jot down what you can remember. Those are cues that are going to help retrieve all the other bits. And then, I think it will be fine, really.

INTERVIEWER: Brilliant. And I guess the other thing as well is that exams are so different from the MAs-- aren't they?-- or prepared work, in the sense that you can often only cover five or six things in an exam question because your time-limited. So it's really about focusing on those right things and making those apply to the question instead of having to feel like you've got to remember and regurgitate, maybe, like a whole TMA.

I couldn't remember what my last assignment included, because I was so close to it at the time. And so it's difficult to take a step back. And they are very different conditions. I'm sure you found that when you were marking them. They were a very different experience reading compared to reading your students' TMAs.

HEATHER
FIELDS: Yes. They are. But I think the other good thing about learning and encoding by organising and by elaborating is that you are encoding that meaning there. And that means that, when you come to retrieve it, you're not just retrieving lots of surface information that doesn't really matter. Hopefully, you're retrieving gist and the important things, and that's what to focus on. So the way you organise and elaborate to encode is going to help you to be able to recall it in a kind of meaningful structured way rather than just loads and loads and loads of information.

INTERVIEWER: Absolutely. Right. Mychelle and Peter, how is everything at home?

MYCHELLE: We've heard from Jane saying Read Essential, Valid, Informative Sentences Exactly, which sounds like good advice. And it spells REVISE.

INTERVIEWER: Ah, very good.

MYCHELLE: So that's a really good one. And Peter actually gave some good advice and examples about telling stories. And so I'd like to tell a story about Maureen if she doesn't mind. I've written this little story that Maureen attended a Student Hub Live event, met other students, got excellent exam techniques, and is better prepared for her exam than ever. The end.

INTERVIEWER: Ah. Maureen's story was not so good.

MYCHELLE: No.

INTERVIEWER: Once upon a time, Maureen had an exam. She forgot everything. The end. Oh, Maureen, come on now.

MYCHELLE: But it's all about reframing. It's come down to Allison's point about thinking about the points you are gaining not the points you are losing.

INTERVIEWER: Yeah. Rewrite your story, Maureen. I think Mychelle's is much better and probably more accurate. So have faith in yourself. And we'll see later, in the session with Duncan, about how, actually, doubting yourself and those sort of responses with stress can actually be quite negative as well.

Right. Let's and, then, have with this PQRST technique, which doesn't spell anything sensible. How did you remember what that is, and what is it?

HEATHER Well, I'm not sure I will remember now.

FIELDS:

INTERVIEWER: Don't worry, I've got it written down.

HEATHER OK. It's a mnemonic even though it's not actually a word. It's easy to remember because it's
FIELDS: kind of a sequence we're all familiar with. And it's really a way of apply these same principles of organisation, elaboration, and practise when you're approaching all the work that you've got to revise and take in.

INTERVIEWER: OK. So we've got two minutes to go through this really quickly. The first one is Preview.

HEATHER Yeah. Preview-- so the idea and looking at all the great load of stuff you've got to do, but
FIELDS: already seeing how it's structured-- noticing headings and summaries rather than ploughing through it. So it's beginning to have a structure and a meaningful organisation already.

INTERVIEWER: OK. Then there's Question.

HEATHER Question yourself. Instead of just reading it in a passive way, say so what's the definition of
FIELDS: this, or what does this mean, or what does this belong with? So that's elaborating and organising it again.

INTERVIEWER: OK. Then we've got the R, Read in the middle.

HEATHER Read. When you're reading, obviously, read, but read in a meaningful sort of way, thinking
FIELDS: about what you're reading, not just reading it and thinking about something else altogether at the same time.

INTERVIEWER: OK. Say it to yourself.

HEATHER OK. So that's a kind of rehearsal in a way. And it's telling it to yourself, a kind of practise,
FIELDS: really, as you go through. So you can often just cover up a little bit and just say those three points to yourself and go, oh, yeah. Well, that's right-- got them right-- that sort of thing.

INTERVIEWER: And then finally Test yourself. That's sort of like recall, isn't it?

HEATHER Yeah. So this is-- saying it to yourself is a little bit of a kind of test thing. But testing is having
FIELDS: big areas of it and thinking, right, what do I know about this whole section. I think people know to do this. But it's all actively engaging with what you're learning. And it's all about making meaning and organising it in your head so you can have lots of little links later on.

INTERVIEWER: Brilliant. Heather, we've covered everything about memory. But I do have to ask you, as a psychologist, is Maureen better off having faith in herself? Will she perform better if she's got a positive outlook on this exam?

HEATHER I think we all know the answer to that.

FIELDS:

[LAUGHTER]

INTERVIEWER: OK. Heather, thank you so much for joining us today. And I hope you found that session interesting. We are going to have a quick video break. And we're going to look at video about revising for exams, very appropriately. And then Duncan Banks is here to talk to us about stress responses. So join us for that next session, and I'll see you in about five minutes.

[MUSIC PLAYING]