

Rhan 1 Ttempld amserlen astudio / Study timetable template

Amser /Time	Llun	Mawrth	Mercher	Iau	Gwener	Sadwrn	Sul
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
00:00 - 00:59							
01:00 - 01:59							
02:00 - 02:59							
03:00 - 03:59							
04:00 - 04:59							
05:00 - 05:59							
06:00 - 06:59	Wake up / get ready	Wake up / get ready	Wake up / get ready	Wake up / get ready	Wake up / get ready		
07:00 - 07:59	Breakfast / travel to work	Breakfast / travel to work	Breakfast / travel to work	Breakfast / travel to work	Breakfast / travel to work	Wake up / easy morning	Wake up / slow morning
08:00 - 08:59	WORK	WORK	Work - rapid reading with kids	WORK	WORK	Relax / get ready	Rest / chill
09:00 - 09:59	WORK	WORK	Rapid reading / work	WORK	WORK	Walk	Rest / chill
10:00 - 10:59	Work / 10:30 break	Work / 10:30 break	Ymarfer corff / 10:30 break	Work / 10:30 break	Work / 10:30 break	Walk / get ready	Rest / bath
11:00 - 11:59	WORK	WORK	CPA / cover all day	WORK	WORK	Breakfast out	Breakfast / chill
12:00 - 12:59	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break	Breakfast / relax	Free time / rest
13:00 - 13:59	Devoirs / work	Devoirs / work	Devoirs / CPA / cover	Devoirs / work	Devoirs / work	See friends	Sort things for work
14:00 - 14:59	WORK	WORK	CPA / cover	WORK	WORK	See friends	Prepare work clothes / bag
15:00 - 15:59	Finish work	Finish work	Finish work	Finish work	Finish work	Free time	Cook dinner
16:00 - 16:59	Drop brother home / travel	Drop brother home	Drop brother home	Drop brother home	Drop brother home	Free time	Dinner
17:00 - 17:59	University 5-8	Home / Tesco if needed	Home / Tesco if needed	Home / Tesco if needed	Home / Tesco if needed	Get ready / relax	Relax
18:00 - 18:59	University 5-8	Bath / food / PJs	Bath / food / PJs	Bath / food / PJs	Bath / food / PJs	Date night	Watch a movie
19:00 - 19:59	University 5-8	Dinner / relax	Dinner / relax	Dinner / relax	Dinner / relax	Date night	Watch a movie
20:00 - 20:59	Travel home / dinner	Study - active recall	Light study / review	Study - spaced repetition	Light review / organise work	Date night	Watch a movie
21:00 - 21:59	Bath / PJs / relax	Film or series	Film or series	Film or series	Film or series	Date night	Get ready for Monday
22:00 - 22:59	Film or series	Wind down	Wind down	Wind down	Wind down	Chill / home	Early night
23:00 - 23:59	Asleep	Asleep	Asleep	Asleep	Asleep	Asleep	Asleep

Using AI to Explore Study Techniques and Improve My Study Skills

For this activity, I used AI to help me find study techniques that could improve my learning and help me make better use of my time. I wanted to find techniques that would be useful for me as a student and that could also fit around my other responsibilities. I started by asking some general questions before making my prompts more specific. The two study techniques I decided to focus on were **active recall** and **spaced repetition**.

Initial prompts used with ChatGPT

To begin my search, I used three initial prompts. I asked ChatGPT, “Can you suggest some study techniques that could help students make better use of their study time?” I then asked, “What study techniques could help a student remember information while also managing other responsibilities such as work?” Finally, I asked, “Can you explain some simple study techniques that could improve memory, concentration and time management?”

Initial ChatGPT Response

ChatGPT suggested a number of different ways to study, including active recall, spaced repetition and the Pomodoro Technique. It explained that active recall involves testing yourself instead of repeatedly reading notes. For example, a student could use flashcards, practice questions or close their notes and try to explain a topic from memory.

It also explained that spaced repetition means spreading study sessions across different days instead of trying to learn everything in one go. For example, a student could learn a topic on one day, review it a few days later and then return to it again the following week.

ChatGPT also suggested the Pomodoro Technique, which involves studying for a focused period and then taking a short break. It explained that this could help with managing time and staying focused, especially when a student has other responsibilities.

From the suggestions, I was most interested in active recall and spaced repetition because I thought they would be easier for me to use with my normal study routine.

Refined prompts

After looking at the first response, I made my prompts more specific. I asked ChatGPT, “Can you explain how active recall works and how a student could use it to improve their learning and memory?”

I then asked, “Can you explain how spaced repetition works and how it could help a student remember information over time?”

My final refined prompt was, “Compare active recall and spaced repetition for a student who has limited study time and explain which could be easier to use.”

These questions helped me understand both techniques better and think about how they could fit into my own life.

Prompts used to identify and validate sources

I then wanted to check where the information from ChatGPT had come from. I asked, “What academic research supports active recall and retrieval practice? Please give me the full references.”

I also asked, “What academic research supports spaced repetition or distributed practice? Please give me the full references.”

Finally, I asked, “Can you check whether the sources you provided are peer-reviewed academic sources and explain how they support the claims?”

This was important because I did not want to use information from AI without checking whether it was supported by reliable evidence.

Discussion of the Two Study Techniques

The first technique I selected was **active recall**. Active recall means testing myself instead of just reading my notes again and again. For example, after studying a topic, I could close my notes and write down what I remember. I could also use flashcards, quizzes, practice questions or explain the topic in my own words. I think this could be useful because it would show me what I actually know and what I still need to revise.

Karpicke and Blunt (2011) found that retrieval practice can improve learning. Their research supports the main idea behind active recall because it shows that bringing information back from memory can be part of the learning process. Roediger and Karpicke (2006) also found that testing can improve long-term learning. This suggests that testing myself is not only useful for checking my knowledge but can also help me remember information.

The second technique I selected was **spaced repetition**. This means spreading revision over different days instead of trying to learn everything in one study session. For example, I could study a topic on Monday, review it on Wednesday, test myself on Friday and then look at it again the following week. I think this could be useful for me because I may not always have a lot of free time to study. Shorter sessions could be easier to fit around my other responsibilities.

Cepeda et al. (2006) looked at a large amount of research into distributed practice and found that the timing between study sessions can affect later memory. This supports the idea of spreading revision out rather than leaving everything until the last minute. Dunlosky et al. (2013) also looked at different study techniques and identified practice testing and distributed practice as useful approaches.

I think the two techniques could work well together. Active recall gives me a way to test what I remember, while spaced repetition helps me decide when to come back to the information. This could make my revision more organised and help me use my study time more effectively.

My Opinion and Which Technique Suits Me Best

After looking at the research, I think ChatGPT was mostly correct about both techniques. The academic evidence supports the main ideas that it gave me. However, the most useful part of the activity was thinking about which technique would actually suit me.

Out of the two, I think **active recall suits me best**. I like it because it is simple and I can use it without needing a long study session. I could make flashcards or questions after studying a topic and test myself whenever I have time. It would also help me find the areas that I get wrong so I know what I need to focus on.

I would still use spaced repetition with active recall. I think using both would be more useful for me because I can spread my revision over time and use active recall each time I return to a topic. This would also help me avoid leaving all my revision until the last minute.

Reflection on My Use of AI

Using AI during this activity helped me get ideas quickly and gave me a starting point for my research. ChatGPT was useful because it gave me different study techniques and explained how they could work. It also helped me narrow my search when I started asking more specific questions.

However, I realised that I should not automatically believe everything AI tells me. Some information can sound correct without having enough evidence behind it. This is why I asked ChatGPT for academic sources and then checked the sources myself. This helped me understand that AI can be useful for finding ideas, but it should not replace proper research.

The research I found helped me make a better judgement about the two techniques. Karpicke and Blunt (2011) supported the use of retrieval practice for learning, while Cepeda et al. (2006) provided evidence for spreading study sessions over time. I also used Dunlosky et al. (2013) as an additional academic source. These sources made me more confident that the main ideas suggested by ChatGPT were supported by research.

This activity also made me think about my own study habits. Before doing this work, I mainly studied by reading information and making notes. I now realise that spending more time reading does not always mean I am learning more. I think active recall would suit me because I can use flashcards, questions or short tests and quickly see what I remember. Spaced repetition could also help me because I do not always have a lot of free time. Shorter study sessions would be easier to fit around my other responsibilities.

I also learned that AI can be useful for starting research, but it should not replace my own judgement. I need to check information against reliable academic sources and put the information into my own words. This is especially important when completing academic work because the ideas need to be supported by evidence.

Overall, I found AI useful for giving me ideas and helping me start my research. However, checking the evidence was an important part of the activity. After completing this work, I would use active recall as my main study technique because I think it suits me best. I would also use spaced repetition to help me organise when I revise. The main thing I have learned is that I should use AI as a starting point, then check reliable academic sources before deciding whether the information is suitable for my work.

Reference List

Cepeda, N.J., Pashler, H., Vul, E., Wixted, J.T. and Rohrer, D. (2006) 'Distributed practice in verbal recall tasks: A review and quantitative synthesis', *Psychological Bulletin*, 132(3), pp. 354–380.

Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J. and Willingham, D.T. (2013) 'Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology', *Psychological Science in the Public Interest*, 14(1), pp. 4–58.

Karpicke, J.D. and Blunt, J.R. (2011) 'Retrieval practice produces more learning than elaborative studying with concept mapping', *Science*, 331(6018), pp. 772–775.

Roediger, H.L. III and Karpicke, J.D. (2006) 'Test-enhanced learning: Taking memory tests improves lon