

## January Exams Reflection

Using the Gibbs model of reflection (Oxford Brooks University, 2016), I am reflecting on my January exams where I had 4 exams over 3 modules. These included 2 anatomy exams, 1 biomechanics and 1 animal management exam.

I was really stressed and anxious preparing for the exams as these were the first set of exams I'd had in nearly 4 years, since my AS levels, and I didn't know what to expect. I also had to adapt my revision techniques for university as there was too much information to write out note cards like I had done at school. The negative thing about this experience is that I had to revise over Christmas and I worked a lot, therefore this gave me less time to revise. I also ended up cramming, even though using flash cards over longer periods has proven to be a benefit (Wissman, Rawson, and Pyc, 2012), and this was my preferred technique. The positive however, is that my result were better than I expected. Although, because I crammed rather than learnt the information over a long period, I would not be able to recall a lot of the information I learnt for the exams.

I could have prepared my notes further in advance so that I wasn't behind and therefore I found it more difficult to revise. However, I did end up revising with friends a lot which really helped me learn information. For my next exams, I am going to make sure I am up to date with my notes, start revising well before revision week and organise to revise with friends a lot more.

Oxford Brookes University (2016) Reflective writing: About Gibbs reflective cycle [online] Available at: <https://www.brookes.ac.uk/students/upgrade/study-skills/reflective-writinggibbs/> [Accessed on: 23<sup>rd</sup> February 2017]

Wissman, K.T., Rawson, K.A. and Pyc, M.A. (2012) 'How and when do students use flashcards?', *Memory*, 20(6), pp. 568–579. doi: 10.1080/09658211.2012.687052.