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The experience of revising for essay type examinations : differences between first and fourth year university students

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Abstract

A small scale study using qualitative methodology is presented. The paper identifies differences in revising for exams between Greek first and fourth year psychology students. In-depth interviews, were conducted with eight first year and seven fourth year students. Students' studying activities in revising for exams were explored. The interviews were transcribed and analysed to identify categories of description. The findings indicate differences between first and fourth year students in the aim of studying, studying activities and perceptions of tutor's demands. First year students appeared mainly rote learners while their fourth year counterparts were mainly strategic. A 'deep-strategic approach', the repetitive reading in revising, the role of episodic memory in understanding and in the development of knowledge objects are discussed. The study suggests the mediating role of the Greek examination system in revising strategies. (HRK / Abstract übernommen), Karagiannopoulou, E., E-Mail: ekaragia@cc.uoi.gr