



Coping with exams – Factsheet Phase 1: Before the exam

Content

- A. Checklist for general exam preparation
- B. Checklist for planning the content of the learning phase

A. Checklist for successful general exam preparation

- I know which courses will be examined at the end of the semester.
- I know the week in which the examinations will take place.
- I am aware of the content requirements of the examinations.
- I have the most important documents (script, lecture notes, books).
- I am aware of the form of the examination (duration, oral or written).
- I know my strengths and deficits in relation to the subject.
- I set priorities according to my deficits.
- I have a fixed workplace (at home or in the library)
- I know my personal daily rhythm.
- I have created time pockets for learning.
- I have scheduled regular breaks.
- I have divided the learning material into achievable intermediate goals.
- I am taking care of my personal fitness.



B. Checklist for successful content planning of the learning phase

- I know and am mindful of my deficits.

It may be that you still have to meet learning requirements for part of your examination material (e.g. complete lecture notes) or have subject-related deficits (e.g. have not yet read an important book). It is best to designate specific time slots in the first few weeks of the preparation phase to address your deficits. For example, always reserve the first study hour of the day for this purpose.

- I organise my learning rhythm with different exam topics.

The aim is to have approximately the same level of knowledge in all subjects shortly before the exam.

- I don't just read; I process the information.

Don't get stuck in reading and summarising your learning material! You will only be able to anchor your knowledge in your long-term memory if you actively work with the learning content. For example, create mind maps or tables, link the learning material to personal experiences or clarify questions in conversation with fellow students.

- I evaluate my learning process.

It is important to monitor your own learning process. Ask yourself on each learning day: What did I do yesterday? What do I want to do today? Give yourself realistic goals and check at the end of your learning day whether you have achieved them.

- Start revision as early as possible.

Make sure that each sub-subject becomes a learning topic about every other day. This is important from the point of view of memory psychology. Regular revision prevents you from quickly forgetting what you have learned. When revising, you can, for example, tell yourself what you have just read in a section or quickly create a mind map. In this way, you also create a basis for the final revision. It is also helpful to write down questions that come to your mind while reading.