Review Revision Techniques Tools for Undergraduate Business Students within the framework of Ethos, Pathos, and Logos

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Abstract

Exams, writing, business, and management studies are all included in a comprehensive description of the revision. Consequently, depending on the context in which it is used, the definition of "revision" shifts and adapts. But there is one thing that all of these definitions have in common: the act of reading something again after it has already been written, studied, or performed in order to either commit it to memory, modify it, or improve it.

The next teaching revision tools that are described below will primarily concentrate on revision in relation to studying and exam preparation, but they will also briefly touch upon the various definitions that revision may have depending on its intended application.

Revision is the process of looking over material that has already been studied or learned. It involves reading the material again, going over course materials again, and reviewing. Students could do this purely out of interest (for the love of learning), but more frequently, they revise to prepare for a test. For this reason, it's often referred to as exam revision.

Exam revision is a phrase that students might infer its meaning. Exam revision is the process of updating or revisiting students' course information so that they can succeed on their exams when they take them. Exam revision is a great method to bring together everything pupils have learned about a certain subject over the course of a given period if you approach it the appropriate way. Revision has several advantages, some of which are directly tied to the way the word "revision" is employed, while others cut across borders. For instance, the revision will enable students to see the boundaries of their knowledge and provide them with the means to transcend them.

Students can write more effectively and coherently by revising their work. Students can make sure that their thoughts are more logical and flow better. The revision will aid students in their studies by helping them recall crucial data, numbers, subjects, and approaches from prior coursework. Students will be better able to respond to test questions in exams thanks to the revision. The students feel ready. And the assurance and assurance that comes from knowing that pupils revised what they needed to would lessen test anxiety, which is a key

step to performing well on an exam. The author of this paper will offer many techniques to aid students in revising before exams

Keywords*: Ethos. Pathos, Logos, revision techniques and tools, business students.*

1. Introduction

A few recent research studies were conducted in response to the revision techniques for business undergraduate students in higher education and their effect on their learning route, however, no studies mentioned the revision techniques with their relevance to Ethos. Pathos and Logos.

Ethos (Credibility): sled credibility is pragmatically important for the student, especially because s/he would generate an adequate psychological, mental, and intellectual context. Ethos is required for the teacher, in the context of caring about her/his students. This is important regarding how their students her/him and how s/he perceive her/himself. The ethical and pragmatic importance of this self-perception, self-Ethos is important for both: teachers and students, and understanding "revision" and its benefits for active learning and self-esteem, is (in my opinion) very important.
Pathos: The above, certainly would support the generation of an adequate pathos, i.e to motivate students to review and to motivate the teacher to identify method(s) that may increase the frequency of "exam reviews". Teachers may also think about reviewing their methods or other reviewing methods. Any kind of writer should have an adequate pathos oriented to review again and again what s/he wrote. The more she/he reviews the more s/he may have questions and (interpreting Lonergan) the more he s/he may understand or enhance her/his understanding. This applies exactly the same to the students as to increasing the frequency of their revision.

Logos: The second part of the last paragraph is one very good and effective support for the students' logos in both: 1) generating passive and active logical thinking and 2) improving her/his communicational skills, at least in natural language, and

potential in other semiotic systems, for example, the semiotic ones, and 2) relating passive and active logical thinking, and increasing the frequency of reviewing may increase the probability of cybernetic relationships between passive and active logical thinking and, hence, increasing the probability of co-regulative loops (via positive feedback and feed-forward) and co-reinforcing loops, all of which.

This study will present five initiative techniques students should be apply during revision before assessment and exams, as mentioned by the independent (2016) it includes:

• Mind Mapping and memorizing
• Develop a routine
• Lecture note-taking/note-making
• Group work
• Drafting model answers to exam questions

The main objective of this study is to examine the revision techniques and their importance within the framework of Ethos. Pathos and Logos.

2. Literature Review

2.1. Revision techniques tools:

2.1.1 Mind Mapping and memorizing:

Mind maps, Spider diagrams, and Concept maps know the learning style while doing mind maps-maps. In case the student is a visual learner he will be advised as follow: rewrite your notes as mind-maps; use colour to highlight important facts; draw diagrams and sketches to help you remember points. If the student is an auditory learner, he will be advised as follow: read your notes aloud; record himself reading key points and be

Sources: www.belfasttelegraph.co.uk
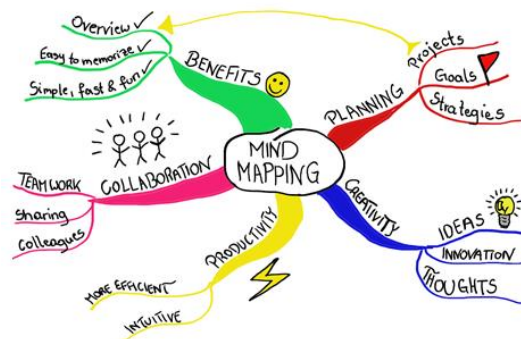
allowed to listen back to revise in groups; try singing the key points and associate them with a tune.

If the student is a reader and a writer he will be advised as follow: copy out your notes again; read over old notes; rewrite key points using different phrases; try to write key points from memory, and test yourself

If the student is an active learner, he will be advised as follow: move around the room or carry out an activity as you revise; mentally test yourself while you are exercising to see what you can remember

2.1.2 Develop a routine

It is recommended to make revision a routine, and avoid simply re-reading notes as

follows: Study a section of your notes, and memories the essential points; Hide your notes, and try to write down everything you can remember; Check what you've written beside your notes; Take notes of what you got wrong, or forgot, and learn them, moreover summaries essential points - use flashcards, and make a different one for each topic - take these with you to revise on the go.

Sources: au.reachout.com

There is no way around this task - to do well in exams, you have to remember your material. Ultimately, you have to work out the way of doing this that works best for you. Some of these approaches may help to Look at your notes for a topic on three or four occasions. This will fix them in your mind better than a once and for all approach. Think of a picture of the topic.

2.1.3 Lecture note-taking/note-making

It is advised to brief or summaries each item in the outlines as follows:

"I rarely write things by hand, so I always handwrite my revision notes to get my hands used to writing for long periods of time ready for the exam." (The Open University, 2016). Throughout the academic year, you will have been taking lots of notes - from lectures, seminars, and readings that you've done. Now that it's revision time, the main objective is to work on your notes in various ways to make them more memorable:

Sources: www.lifehacker.com.au

Physically organize your notes so that they are clear, logically ordered, and easy to find your way around. Then read them through, under keywords, and highlight different themes. Devise your colour or coding system - it may seem childish, but associating differed colours or with different topics or themes will help you to memories and compartmentalize things in write-out more and more concise versions of your notes, whittling down the content to manageable and digestible proportions - aim to reduce each topic to an index card. You may find Spider diagrams, Mind maps, and Concept maps helpful ways of summarizing a lot of information onto a single page. (They are also visually memorable, too) When it comes to note-making for revision purposes, less is more!

2.1.4. Group work

It has been documented in Leicester university's guidance for revision and exam skills (2016) that, although revision is very much an individual process, it is surprising how much you can gain by working with others for some revision sessions, either in pairs or in larger

groups. Some of the work is best-done face to face, but some can be done using electronic communication (The University of Leicester , 2016). Ideas include:

- Revising different but closely related topics in advance, then each giving a short talk on their topic, with the others asking questions;
- Revising the same topic and coming together to talk about what you've learned and what you can't understand/remember;
- Creating practice exam questions as you revise and putting these into a collective pool of questions that you can all dip into;
- Swapping mnemonics, you've made up. When you ask someone else to explain something that you don't understand you will gain from their help. When someone else asks for your help, you gain by having to provide a comprehensive, clear, and informed explanation.

2.1.5. Drafting model answers of exam question example:

Working out model answers to anticipated questions should be central to the revision process. This technique will work on remembering the material, developing critical skills, apractisinging for the exam, many university guidance such as Open University, University of Leicester, and many other universities agreed on the following steps:

Analyze the question: Using past exam questions and module answers, think about the wording of the questions. What are the problem or keywords? What approach is being asked for? You could practice rephrasing the question in your own words to highlight the exact meaning.

Generate ideas: You will need at least five or six major points or arguments to answer most questions. Often these will be fairly obvious from your lecture/tutorial notes, and from your readings. If not, try to generate ideas based on who, what, why, where, and when.

Authors and controversies (different points of view*):* What are the main schools of thought on a given topic? Are there any major developments between them? If you can

summarise these briefly it will improve your essay, especially if you can work out a position for yourself.

Other angles or points of view: Some topics are dealt with from one particular perspective. You could improve your essay and catch the examiner's eye by introducing an alternative perspective, where relevant.

Check: Go over your outline answers looking for errors and irrelevant points and ways to improve the argument.

Write under exam conditions (put yourself in an exam environment)

Practice writing at speed under exam conditions. It is useful to get someone else's opinion on these fully written answers afterwards. Your lecturer or TAs may be prepared to do this, otherwise, ask a friend to look at them.

Revision all year round: Revision should not be a last-minute attempt to make up for poor study habits in the previous eight months. As one topic quickly succeeds another in each course, it's easy to forget previous work all too soon. There seems to be little time to revise. Nevertheless, throughout the academic year you should work with one eye on the revision process to come:

Make sure your notes are easy to follow and well organized. Keep things neatly filed together with clear labelling.

Try to read through your notes periodically. Use them to form an overview of the module so far. Make connections between what you have studied and what is to come with.

If you are confused with one aspect of your course, set aside time to look at your notes, key texts, and past exams. Try to make sense of your course as a whole. Introductory lectures and seminars may help, as will talking to your personal tutor or TAs. Don't leave it too late.

Final lectures in courses may give useful summaries and tips.

2.2. Revision techniques Structures of Logos, Ethos, and Patho

This section addresses revision techniques for users' construction of logos, ethos, and Pathos as mentioned briefly in the introduction. It explains how each of these Aristotelian appeals could be taught when using revision techniques, to understand how they can be used rhetorically in teaching and learning and elsewhere. This will help instructors to better direct their students when using revision tools and techniques in a learning setting. Also, students will understand how these appeals can be utilized in a real-life setting. The learner's own credibility (logos) and fit with academic institutes and learning values (ethos), and the learner's emotions and trust and values (pathos) (Johnson, 2012) This article emphasizes that revision techniques can develop an understanding of the Aristotelian appeals in learning in academic institutes. connection connect, short definitions of the Aristotelian appeals are provided in Table 2 (Charland, Huang, Li, & Li, 2017)

Aristotelian Appeals	Definition
Logos (logic)	A discourse that presents logic, clarity, and integrity of the argument (Higgins and Walker, 2012).
Ethos (credibility)	A discourse that establishes credibility through expertise, respect, and trustworthiness (O'Quinn, 2009).
Pathos (emotions)	A discourse that apples to the passions and emotions of the audience (Demirdöğen, 2010).

Note. Adapted from "Ethos, pathos and logos—A typology for analyzing tweeting comments in scholarly articles" by Charland, Huang, Li, & Li, (2017).

The conventional definition of rhetoric, initially established by Aristotle and refined through the years, is the skill of observing potential techniques for persuading (Roskelly, 2008). Rhetoric involves conveying ideas and debating. Scientists employ rhetoric to interact among themselves and with non-scientists. So, science can't avoid rhetoric (Arp, 2014).

A number of studies have examined the Rhetoric of Science and the importance of persuasive writing in academic discourse as demonstrated below:

Mohamad demonstrated in his study that persuasive writing for academics may take many forms, such as controversial writings, advertising material, executive synopsis, and online posts. While written discourses can appeal to writers' logical, ethical, or emotional minds, as

per Aristotle and Kennedy. He also highlighted that research into the efficacy of all three types of persuasion has been conducted using a wide variety of assessment tools, for instance, Connors and Kinneavy developed assessment tools for each mode of logos, ethos, and pathos (Mohamad, 2022).

Ting used Aristotle's rhetorical arguments of ethos, logos, and pathos to investigate 165 Malaysian university students' techniques for convincing their instructor to approve their demands. They were instructed to draft what they'd say to stop class early. Some students employed multiple techniques, totaling 180. Investigation revealed that Pathos (sentimental plea) emerged as the most preferred persuasive approach, preceded by Logos (intellectual plea), while seldom employed Ethos (trustworthiness) (Ting, 2018).

Korableva & Gorelova provided in their study, insight on how to better teach rhetoric by helping universities' students developing their ability to critically examine and evaluate written material. They concluded that learned information and abilities affects the growth of traits like keen monitoring, logical reasoning, novelty of idea, and intellectual autonomy. They suggested that learning rhetoric through content analysis helps with both public speaking and extemporaneous skills (Korableva & Gorelova, 2020).

Hill employs in his study a rhetorical approach to evaluate marketing communications for university students aiming to investigate how logos, ethos, and pathos are employed, and vary by the type of educational institution. Resulting in a significant variation between the different types of educational institutions with 92 universities placing a greater emphasis on cost-effectiveness and sentimental approaches (pathos) to address potential students' concerns. While advertising their programs, Russell Group and professional universities depend mostly on logos (facts and statistics) and ethos (objectivity) than do other types of universities. The study identifies market segmentation via the distinct rhetorical strategies used (Oeppen Hill, 2020)

The rapport between academic practices and persuasion tactics has been examined by Naguib and Bekis, with a special emphasis on Academic Ethos, Academic Pathos, and Academic Logos as the pillars of persuasive science-based information (academic discourse), consequently further successful academic endeavours (Callaos & Callaos, 2014). The relationship between reasoning (logos), morals (ethos), and sentiments (pathos) was also examined by Zaretsky in his study. He suggested that aspiring educators learned the importance of applying reason to ethical and emotional dilemmas and were inspired to apply it in their future careers (Zaretsky, 2014).

On the other hand, Naguib and Bekis argued that Ethos, Pathos, and Logos can be adapted in all academic practices from teaching and learning to conducting research and advisory. All three of these school-based endeavors necessitate Persuasion because of the academic high standards of honesty. Convincing by focusing on other parties' feelings as well as one's own, and, finally through rationale, fact-based, and proper communication (Callaos & Callaos, 2014).

Educators may employ rhetoric's ordinariness to assist students in learning and exercise its elements. Students' academic writing often demonstrates the type of rational consideration (logos) that guides the actions of speakers and the reactions of their audiences. In terms of Ethos, students exert efforts in studies and acknowledgements to show their professors that they are attentive, thorough, and industrious. Pathos is used when students share their own tales, to evoke readers' sympathy. Training students how to utilize what they recognize about persuasion to learn more may challenge and interest them (Roskelly, 2008).

Waller investigated in an early study the function of ethos in academic writing and manuals, demonstrating that it has emerged as a significant aspect of technical writing. He also questioned how the authors reflected their identities through their written sentences. Waller concluded that authors of manuals employ a variety of humorous asides, formal citations, and "friendly" language. While academic writers seek to persuade also coming off as

trustworthy and unbiased, therefore they use persuadable language, first-person pronouns, and organized proposals (Waller, 1988).

3. Methodology

3.1. **Mixed Methods Studies** is a term used to describe research based on combining or mixing two research strategies of quantitative and qualitative approaches to produce a way for testing and investigating the most comments techniques the students used in business school.

Phase one included a desk review of the different revision techniques documents, such as lecture outlines, students' feedback reports, and annual reports teaching and learning documents.

Phase two includes a ques focused group discussion with students at the end of each module to review what is the revision techniques they used before the unseen exams.

The sample was 400 students in prep years, 400 students in the second year 40 students in third years at the business school in the university (Table 1 shows the sample)

The evaluation of students' points of view is a clear opportunity for mixed methods studies to contribute to the revision techniques.

Table (1) students number participated in the focuses group discussion

	1st year	2nd year	3rd year
Students numbers	400	400	40

3.3. Qualitative Approach PLA (Participatory Learning & Action)

The second methodology and strategy in this study are PLA. The PLA is one of several action research methodologies. According to Robert Chambers, a PLA research route enables multiple stakeholders to collaborate in a way that enhances

member participation that is based on learning. PLA's mode of engagement helps in cooperation, reciprocity, dialogue, and mutual respect in research. This promotes encounters within and across respondents and stakeholders who participated in the research study (de Brún, et al., 2015). According to different studies has been conducted PLA techniques are user-friendly and democratic, inclusive, verbal and tangible data, generating and combining visual, and confirm the finding of any research (O'Reilly-de Brún & De Brún, 2010) & (Chambers, 2007). PLA researchers' performance as facilitators than directors or decision-makers allows for trusted strong relationships (Sussman & Rivera, 2008).

An active research process is prompted by the PLA tactic and style in order to support and encourage the respondents' substantial engagement. Focus groups and interviews are used in conjunction with a technique known as qualitative research using a variety of tools such as charting, mapping, ranking, and assessment practices. The idea of using the sample as stakeholder groups participate in PLA discussion to acknowledge the outcome democratically. To help the students understand the importance of their point of view and become more familiar with the research they contributed to, the results of the self-report questionnaire were presented to them. additionally, to verify the outcomes. Interviews and a focus group discussion with students who participated in the focus group discussion as well as those who did not were used in the PLA to corroborate the findings and to question students about their thoughts on the study's conclusions.

4. Conclusion and Discussion

The present study resulted in the empirical validation of the reversion techniques tools in the context of applying the tools for students in higher education to be prepared for the exams in higher education learners within the framework of Ethos. Pathos, and Logos. This study presents different tools and techniques for revision techniques based on interviewing business school students in higher education set a private university

in Egypt, using focus group discussion to investigate and report the students' perspectives regarding reversion techniques and the most comments tools.

The results of the study revealed that the tools presented in this paper were the most commented tools among business students for studying before exams and unseen assessments linked to Ethos. Pathos, and Logos.

Implications: This study's results have implications that the use of revision techniques is fundamental for students while studying for the exam, it is very important for them to organs their idea and knowledge and to be prepared for the exam. The majority who participated in this study are students. Those students have high ad good grades in their exams. It is important that students find the support and previous years of student experience available for them to support them. The research model should be extended in this module should present for more research, as the student's view one of the most important assets to build modules for revision techniques within the framework of Ethos, Pathos, and Logos in order to find external variables to investigate which factors have a significant influence on students' perceptions related to Ethos, Pathos, and Logos and impact on revision techniques.

Limitations: This study as an empirical study, has limitations that need to be identified and discussed. First, the sample is limited to students at the business department at the BUE where the first academic institute gives clear guidance to their students to be able to use in their revision before exams.

The results are limited to full-time undergraduate business students. The students that participated in this study are all from the same culture, and educational background, so the recommended tools build on their environment and educational culture.

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