



Lens on Learning Theory

Reviewing refers to “an activity that is used to encourage individuals to reflect, describe, analyze, and communicate what they recently experienced.”

L. K. Quinsland and A. Van Ginkel (1984), How to Process Experience, The Journal of Experiential Education, 7 (2), p.8-13

“Active” reviewing addresses four requirements for learning – knowledge, active participation, dialogue, and assessment, and is supported by the constructivist beliefs that:

- ❖ Learning is an active process in which the learner uses sensory input and constructs meaning out of it. Participants need to be as 'switched on' in the review as they are in the learning.
- ❖ Learning is a social activity.
- ❖ Learning is contextual: we learn in relation to what we know, believe, and value.
- ❖ Learning takes time: we need to revisit, ponder, and use ideas.
- ❖ Learning is essentially connected to motivation.

<http://www.artsined.com/teachingarts/Pedag/Dewey.html>



Reflection on Practice

1. What areas of my course could most benefit from active reviews?
2. How can I structure my review to engage the learners?
3. How can we support learners' own reviewing abilities - to incorporate reviewing as part of their own learning processes?

Expanding Your Teaching Toolkit with Active Reviews

Factors to Consider

- ❖ **Timing** – When should the review take place? See http://reviewing.co.uk/archives/art/1_5.htm for tips on timing. See http://reviewing.co.uk/archives/art/4_1.htm for 'Quick Reviews'.
- ❖ **Participation** - How will you encourage more equal participation in reviews? See http://reviewing.co.uk/archives/art/3_2.htm for ideas.
- ❖ **Varying review methods** – Which kind of review would address the content and the needs of the students? See <http://reviewing.co.uk/ezone/art001.htm> for active reviewing tips.
- ❖ **Stages of a review** – Facts, feelings, findings, forecasts, futures. More description of stages at http://www.reviewing.co.uk/archives/art/2_5.htm#2
- ❖ **Preparation by learners** – Giving learners some responsibility in the review.

Review Strategies

1. Spokes of the Wheel:

Hand out a wheel with spokes where each spoke is labeled with one of the learning concepts from the material being reviewed. For each concept, students mark a point on the spoke that indicates their 'mastery' of the content – close to the centre indicating 'not mastered', close to the rim indicating 'mastered'. Connect the dots. Students can reflect on areas where they need more learning, teachers can quickly get some feedback on what has been 'mastered' or not.

2. Four Corners:

Name a concept that was taught and ask students to move to one of the corners of the room depending on their 'mastery' of the concept (ie. corner 1 - 'not mastered' to corner 4, '- mastered'). Depending on the corner, discuss what is not clear and what could have helped with the learning. Ask students what helped with learning and what they can share with others from what they learned. Corners could also be labeled as Strongly Agree, Agree, Disagree, Strongly Disagree and students move according their position (i.e. based on your experience with decision-making, reaching a consensus means that everyone must agree on the final decision. Choose your corner and discuss.)

3. Why, Why, Why?:

Ask each person to write down a statement about the learning material being reviewed. One person reads out their statement to a listener who asks 'why?'. The person who gave the statement provides an answer. This is immediately followed by another 'why?' until it can't proceed any further. As a *warm-up*, have one student start with a personal statement (e.g. what they had for breakfast, why they came to Georgian) to which a listener asks 'why?' until it can't proceed any further. Switch roles and restart.

4. Cards of Learning:

Record chunked pieces of related information on note cards and distribute them to groups of students. The information can cover any subject being reviewed, such as dates of an historical event, steps in a mathematical or scientific process, or even parts of an essay. Each group then must work together to organize the note cards according to a particular framework.

5. Learning Moments:

Hand out a sheet where students record the following during the class:

- a **'light bulb moment'** (an observation that created a new idea or connection to be made);
- a **'mirror moment'** (an observation that raised questions - something that caused you to reflect on what you currently do);
- a **'speaker moment'** (a time when you notice how something someone said changed the energy in the group for better or worse OR when a comment changed your perception of something);
- a **'linking moment'** (a time when you related something in the course to something else and either thought of something new to do or gained insight into the dynamic of your current situation).

6. One Minute Paper:

Ask students to write the answer(s) to one or two specific questions. The question may be general (What was the most important point of the class? What was the muddiest point from today? What is one area you would like to know more about?) or specific (Summarize two conflicting points of view about global warming.) Questions can also inform your teaching (How well do class discussions integrate with the readings? What should we Start, Stop and Continue in this class?). Either collect them and respond next class or discuss them in small groups. (Angelo and Cross)

7. Ready, Set, Recall:

Ask students to independently list everything they can remember about a concept you want to review. Team up to combine their lists (with a time limit). Groups then round robin, each group contributing one item at a time. The team is in until they run out and have to pass. If they think of anything new, they can get back in. Variation – from the master list have individuals pick out two items to teach.

8. Ticket Out the Door:

To review material at the end of class, have students answer a question or questions on a sheet of paper as their 'ticket out the door'.

More Information on Active Reviews

Angelo, T.A., & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd edition). San Francisco: Jossey-Bass.

Teaching Today, Glencoe On-line (n.d.). *Creative Ideas for Reviewing Content*. Retrieved January 15, 2004, from <http://www.glencoe.com/sec/teachingtoday/weeklytips.phtml/165>

Workshops by Thiagi Inc: Play for Performance (2001). *Debriefing Strategies*. Retrieved January 15, 2004, from <http://www.thiagi.com/pfp/Generic/july2001.html#ToolKit>

All genuine learning is active, not passive. It involves the use of the mind, not just memory. It is the process of discovery, in which the student is the main agent, not the teacher. ~Mortimer Adler~