

# Leading Review Sessions



Andre Audette & Joseph Michalka



University of Notre Dame  
Notre Dame, IN 46556

# Goals



After this workshop you will be able to...

- Select important topics to cover in a review session
- Identify different strategies for reviewing course material
- Develop and lead a review session for your class

# Review Sessions



- What are review sessions traditionally like in your discipline?
- What is a strong memory you have of a good (or bad) review session?

# Review Sessions: Type I

Regularly scheduled

- Office hours/Tutorials
- Student directed
- Smaller turnout

Regular active review of material can improve student learning (frequent low-stakes quizzes)

# Review Sessions: Type II

Irregularly scheduled, e.g. exam review

- Potentially entire class
- Large amounts of material to cover
- Often occur during busiest portions of the semester

# Choosing Material



- Talk to the professor
- Syllabus and notes from class
- Previous exams (ask professor)
- Poll the students

Choose material based on both content and necessary skills

# Coverage of Material

## Surface Coverage

Pros:

- Covers more material
- Lends itself to a lecture style

Con:

- Illusion of mastery

## Deep Coverage

Pros:

- Target areas students identify
- Skill-building

Con:

- Ensure students are aware of additional topics

# Surface Coverage

- Make note of topics that you would encourage students to study further
- Focus on drawing connections between the topics, i.e. help them develop a framework (meta-cognition)
- Leave time for questions after you go through each topic



# Deep Coverage



- Poll students ahead of time for questions and preferences on topics to cover
- Make use of active learning/problem solving, i.e. encourage the students to use recall
- Remind students to cover the remaining material themselves

# Case Studies



- How could each TA create a more productive review session?

# Setup



- Reserve a room at least as large as the classroom (Registrar: [scheduling.nd.edu](http://scheduling.nd.edu))
- Schedule for earlier than the night before
- Discuss how you will conduct the review and what you will cover
- Overview of exam and what/how to study

# Sample Disclaimer

*This review is not meant to be exhaustive of everything we covered this semester, nor will it provide you with the test questions. This review is to remind you of what we've talked about in class over the first half of the semester, as well as provide examples of how it could be turned into test questions. You should be familiar with and be able to apply each of these concepts.*

# Review Strategies



- How to effectively communicate material
  - Approach it as if it were a class
    - Learning goals
- Explicit framework building
  - Build connections
- Active learning

# Lecture



- Use mini-modules
  - Cover key points
  - Ask questions
  - Incorporate active learning
- Sample questions

# Problem-Solving

- Often includes individual or group work
- Create questions (mini quiz)
- Practice skills
- Refresh fluency with common equations and technical terms

# Active Learning



- Concept map
- Notebook compare
- Clickers
- Think-pair-share
  
- Online review



# Plan Your Review Session

- Decide how to choose your material
- Deep vs. surface coverage
- Concepts and skills
- Strategies and techniques
  - Choose two active learning exercises

# Common Questions/Problems

- What will be on the test?
- Do I have to learn (all of) this?
- Asking something obscure/off-topic
- Review an entire section/class

# Wrap-up



- Selecting topics
- Identifying strategies
- Develop a review session

# Questions?



University of Notre Dame  
Notre Dame, IN 46556