



What Helps Students Learn in the Revised Curriculum

The following information is specific to GW MS 1 students. The information was compiled from focus groups and surveys conducted between August and December, and reports from student year representatives at the various curriculum monthly meetings.

In Preparing for Class

- *Knowing what prep material is required to be learned ahead of the class session....and in what level of detail....A self-assessment quiz at the end of the material can help students identify what they may need to spend more time on.*
- Especially if the prep is a video, but even if it is reading, being able to stop and assess learning at periodic intervals. Intermittent self-administered questions can help students identify what they may need to spend more time on.

In Class

- Participating in the development of a summary of the main points of the prep work. This serves the purpose of "linking" to what the students need to access to maximize their learning from the forthcoming class session. There are numerous ways to involve students in this, including question and answer; a one minute paper; a think-pair-share exercise; defining features/memory matrices; concept maps; brain dumps and student-generated questions (see the Active Learning Technique listing for further details).
- Reading cases that are going to be used in class before the class session. Please note that if this is required, the time needs to be included in the "one hour prep per one hour class design parameter."
- Consistently started learning objectives. Students rely on these to gauge their learning. Learning objectives should be consistently stated on Blackboard and in the session materials (slides, if used).
- Slide lead-ins to frame the content to be delivered or session outlines. This provides students with structure and thinking frameworks.
- Slides with white space to write notes. Effective slides maximize white space (not colored backgrounds) so learners can take notes and in so doing, become more engaged with the material
- Periodic summaries of the main points. This can be part of or in addition to the break in lecture ever 15 minutes for active engagement. See the first bullet in this section for common techniques.
- Use of case studies to clarify material.
- A summary slide that relates to the session learning objectives. This brings the material into focus for the students.
- Posted answer to in-class questions. If time does not permit in-class review, students appreciate having answers posted soon after the session.
- Having the instructor's notes. Students have found these helpful in studying.

In Preparing for Exams

- Practice with test questions.
- A wrap up or review session. This helps students organize the material and prioritize what they need to focus on, and is particularly helpful if exams are cumulative.