
Ways of supporting review

A range of tasks, devices and helpful artefacts, each of which can help pupils to review a particular experience (we're mainly thinking of a classroom experience here), without which it could be that the experience leads to no learning at all.

The use of these will not only contribute to a surer sense that pupils have learned something ("content"), but can also contribute to them being able to describe and review their experience of learning (process) so that they become more in charge of their part in it.

Photographs to re-visit an experience

The teacher might take photos of an activity in the morning, for example, and project them to support a review in the afternoon. (engagement can be very high).

Open prompts to help pupils re-call the experience in relation to the photos.

(Video is becoming more accessible, and offers more – especially when we remember the value of the pause button)



Invitations to re-tell an experience

Pupils are invited to create an account of what happened (in which different pupils would necessarily choose different elements to which they give importance).

Before attempting a spoken account, it can be helpful to create something written, perhaps in note form, or drawn in a storyboard form, etc. One example started with each pupil being given a photo of themselves to start off the drawing. When pupils are encouraged into a story form, they are more able to re-member an experience and start to see their part in it.

Exchange of re-memberings

In most contexts, the telling of one story leads to the telling of another, so the act of remembering can be supported by an exchange, for example in pairs. In this way a more rich picture is built up.

Collecting re-caps

Asking pupils to extract an important point from an experience will help a range of aspects to be highlighted. If the review really has a focus on learning, this diversity will be accepted, rather than generating competition.

Relating an experience to other experiences

If an understanding or a skill is to be used in another situation, learners need to recognise that some situations have a similarity with other ones.

So a review might contain some prompts such as:

What situation do you know already that is like this one?

In what other situations might you use what you have learned?

