Instructor Notes: Study Guide Video/Slide Show

Purpose

Students will demonstrate their understanding of key concepts by retrieving past learning, applying it to their own examples, and creating a concise study resource to share with their peers or a showcase for public display.

Materials

* List of key concepts from the course

Time: 1-2 Class Sessions (in class or online)

|  |  |  |
| --- | --- | --- |
| Time | Activity | Notes |
| DAY 1 |  |  |
| 10 minutes | Introduce **Purpose, Tasks, Grading Guidelines**, and **Topics** | **In-class or online**: If students are preparing for an exam, highlight the usefulness of a student-generated study guide. |
| 10-15 minutes | In teams, students select topics and brainstorm possible ideas | **In-class or online**: You may want to allow only one team per topic.**In-class:** You may want to introduce this assignment toward end of class so that students can mull ideas or perhaps bring simple props for filming.**Online**: Students can read the assignment and do preliminary individual and/or team brainstorming before class. |
| DAY 2 |  |  |
| 30-60 minutes | Student work time | **In-class**: If appropriate, allow students to spread out or leave the classroom to work. They may want to locate some simple props or film in a different venue. **Online**: Students can meet in person or online for shared creation. |
|  | Post to a shared or public repository (Box, Google, or an LMS such as Canvas, etc.) | **In-class:** You may want to share some outstanding student examples with the class.**Online**: You may want to require students to view 3 different submissions and then write a review in a class Discussion or Chat.**Option**: Award bonus points or an extra 24 hours on an upcoming assignment to the team that generates the most favorable reviews. |
| 10 min | Written or oral closure/reflection | What did you learn about the topics? What did you learn about teaching a concept to another person? Which study resources were most helpful to you—and why? |