

## Strategy: Exam Review Strategies

Students worry about exams because they either know or fear they've missed something. Helping students review for exams as a class lets them share their knowledge, see what their peers know, and hear your last-minute advice and suggestions regarding content before an exam.

## Origin

Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.

Davis, B. G. (1993). *Tools for teaching*. San Francisco, CA: Jossey-Bass.

Holmes, T. (2008). Exam review exercise. Retrieved from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/exams/exam-review-exercise>

University of Pittsburgh. (2010). Details on game construction for using the Sciences Jeopardy Game and for building your own game. Retrieved from <http://chemed.chem.pitt.edu/Jeopardy/instruct/starthere.htm>

## Application

### Idea Salad

Have students brainstorm important concepts, keywords, texts, ideas, theories, etc., that they may be tested on from the course. Have students submit a list of these ideas online or in class. Develop a container (jug, hat, etc.) of individual ideas (on slips of paper, etc.). Divide students into groups and have each group draw three ideas from the container. Instruct the groups to make and record connections between the ideas. After 3-5 minutes, have groups choose 3 other ideas. Continue this activity for 3-5 rounds. Follow-up with a group debrief regarding connections among the ideas and student ideas for further preparation for the exam (what did this help students understand that they need to know more about?).

### Jeopardy

Popular game shows like Jeopardy can be engaging ways to review content for an exam. Consider giving groups of students the categories and having them prepare the questions for that category. This ensures review of the material on the part of individual students.

### Send a Question

Each student or group of students is responsible for developing one or more questions that may be on the exam. Students pass these questions around on cards, paper, folders, etc. Students read the questions and propose an answer without looking at other answers. When the questions and answers return to their originators, they are evaluated to determine which answers are correct. You may want to consider using a small number of these questions on the exam as an incentive for students to participate.

