



Facilitator Guide: Exam Wrappers

Process	Description	Your Plan
Transparency	This activity is designed to help students reflect on the strategies that they are employing for learning in your class, and the effectiveness of these strategies. Students benefit from making explicit the strategies they are using and from critically examining their efficacy. As the instructor, you also benefit from learning how students are approaching learning in your class, and whether you could support them in developing more successful study strategies.	
Connection	You might highlight for students that as emerging scientists, they can apply the scientific method of developing a hypothesis, making observations, and reflecting on those observations to their own learning. In asking them to reflect on their studying methods using this approach, you are helping them to become better scientists as well as better learners.	
Modeling	Before asking students to complete this activity you may choose to model a strategy or particular set of strategies that you find most helpful to your own learning. When do you use that strategy, and why? Alternatively, if you have used exam wrappers in other courses, and if you have gathered consent from students for this purpose, you could share how previous students have responded to these prompts, and give a tangible example of how using this approach helped a previous student achieve better learning	

	outcomes.	
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Exam Wrappers Action Steps:

- In the time between returning an exam or major assessment and the next class, or during the next class session after returning the assessment to students, provide students with a handout that asks them to reflect on the following:
 - What are the specific strategies that you used to study the content in this unit of the course, and what (approximate) percentage of studying time did you allocate to each of those strategies?
 - What was surprising to you about this exam? What was challenging for you on this exam, and what was less challenging for you?
 - Looking at the strategies you employed, and your time allocations, what specific strategies will you continue to use and what additional or alternative strategies might you incorporate into your preparation for the next exam?
- We encourage you to read through these responses and share common themes that emerged with your students. We also encourage you to return these documents to your students, and prompt them to engage with them as they plan their approach to the next exam or assessment opportunity.

References:

- Lovett, Marsha C. (2013). Make exams worth more than grades: Using exam wrappers to promote metacognition. In *Using reflection and metacognition to improve student learning*. Stylus Publishing, LLC.
- McGuire, S. Y., & McGuire, S. (2015). *Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation*. Stylus Publishing, LLC.