WHY TEACHERS SHOULD FACILITATE REVIEW OF THE PAST LESSON?

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One of the steps in a teacher’s day-to-day lesson is to review the past lesson. This is done to check if there is mastery on the learners’ part or if the teacher herself was able to impart knowledge effectively. It is agreed that short term memory must be moved to long term memory so that there will be better learning.

In some cases, there are pupils who forget the past lesson easily. As generated from http://faculty.bucks.edu/specpop/memory.htm, after 1 day, 54% of the lesson was remembered by the pupils. After 7 days, 35% was remembered. Twenty-one percent after 14 days, and 18 percent after 21 days. We can therefore conclude that without review, most information will be lost from memory.

There are strategies to facilitate review of the past lesson. This can be done through asking questions, having games, giving quiz or test, or asking the pupils to summarize yesterday’s lesson. Certainly, a teacher should be creative enough to conduct review to make sure that there is learning after all.

There are suggested ways for teachers to help their pupils to remember. First, pay attention to their wants. What they want is an important part of learning. When people are interested and want to learn, they learn and remember more effectively. Helping pupils to visualize is also another way. A picture could be a great help most specially to slow learners or the kids in the last section.

A teacher should also relate ideas and information to other areas. By having this in the class, she creates a chain of memories which lead to one another. Repetition until
learning something is also a good help. By having pupils to say it in their own words, they may be able to digest information better.

Indeed, it is vital for every teacher to have her pupils recall the past lesson. This is done to improve classroom instruction and making sure that there is monitoring on how pupils understood what has been taught to them.

References:

http://faculty.bucks.edu/specpop/memory.htm