

What should we keep doing?
What should we celebrate?
Where did we make progress?

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Where did we make progress?

Where did we have problems?
What was frustrating to us or others?
What held us back?

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[Topic of the retrospective]

Type your paragraph...

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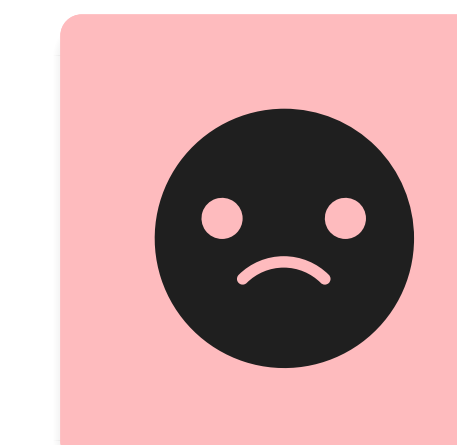
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Competitive memorizers claim that practicing visualization techniques and using memory blocks enable them to remember large chunks of information quickly. Research shows that students who use memory tricks perform better than those who do not. Memory tricks help you expand your working memory and access long-term memory. These techniques can also enable you to remember some concepts for years or even for the final memory tricks like these lead to understanding and higher order thinking. Keep reading for an introduction to effective memorization techniques that will help you in school.

Many college courses require you to memorize mass amounts of information. Memorizing for one class can be difficult, but it can be even more frustrating when you have multiple classes. Many students feel like they simply do not have strong memory skills. Fortunately, though, memorizing is not just for an elite group of people born with the right skills—anyone can train and develop their memorizing abilities.

Self-test. Give yourself every so often by actively recalling the information you are trying to study. Make sure to actively call up yourself, not just simply re-read notes or a textbook. Also, students think they won't need material just because it is familiar to them where they learned it. Instead, ask yourself questions and have yourself to remember it without looking at the answer or material. This will enable you to identify areas that you are struggling with; you can then go back to review those areas to make sure you understand them. Also, avoid quizzing yourself immediately after trying to memorize something. Wait a few hours, or even a day or two, to see if it has really stuck in your memory.



You're in luck! The teacher team at Teach Starter has some great advice for setting them up, not to mention years of tested experience to help you decide if centers are right for your classroom. Read on to learn how to group your students, what supplies you'll need for successful centers, how long students should spend at each station and even a few ideas from our expert teachers on fun center activities that will engage your class.

If this term isn't on your teaching radar, have no fear. Learning centers are essentially stations or designated classroom areas to promote independent practice in the skills or subjects you've taught in class. As you know, children thrive on exploration and active engagement, which learning centers can help with all year long.

Typically used for all elementary grades, you may also hear or read other teachers refer to their learning centers as skill centers, interest centers, enrichment centers, exploratory centers, learning stations or simply just centers.

In their book, *Teaching for Experiential Learning*, Bluminger and Carlson (2002) found that most college faculty teach by lecturing because few of them learned to teach otherwise. Although good lecturing should be part of an educator's teaching repertoire, faculty should also actively involve their students in the learning process through discussion, group work, hands-on participation, and applying information outside the classroom³ (p. 1). This process defines experiential learning where students are involved in learning content in which they have a personal interest, need, or want.

"Experiential (learning) is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (Association for Experiential Education, para. 2).

through experience is not a new concept for the College community. Notable educational psychologists such as Piaget (1955-1963), Van Manen (1990, 1995), and Dewey (1916) provided the groundwork of learning that was based on learning through experience or "learning by doing."

What ideas do you have for future work together?
Where do you see opportunities to improve?
What has untapped potential?

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What do you believe we should do next?
What specific things should we change?
What should extend beyond this meeting?

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 [See an example](#)