

Using Handouts to Enhance Students' Learning

Context and key questions	Links to effective learning, and further questions	Your notes and action points
Setting the scene		
<p>What are the intended learning outcomes? How much will students want to achieve these outcomes?</p>	<p>Can students see what they need to be able to achieve? Motivation – wanting to learn</p>	
<p>Is it clear which of the learning outcomes is the most important? Does the handout show how students' achievement of the learning outcomes could be measured in due course?</p>	<p>Can students see priorities to address in their learning? Motivation – needing to learn</p>	
<p>Does the handout make links between the present agenda, and topic already covered, and/or to be covered in the future?</p>	<p>Digesting – gaining a sense of the place of the particular session in the overall picture.</p>	
<p>Is the handout designed on a realistic scale, so that it can be fully used in the timescale available in the session?</p>	<p>If it's accompanying a one-hour lecture, can it all be covered in 45 minutes or so?</p>	
Learning by doing - interactivity		
<p>Are instructions for tasks clear and helpful? Does the handout include some past assessed tasks, for students to practice upon?</p>	<p>Can students see exactly what they are intended to be doing? Is it encouraging learning by practice?</p>	



Feedback to students		
Does the handout give opportunities for students to gain feedback about their own performance and learning?	(For example, where students have undertaken tasks around the content of the handout, are debriefings clear and useful?)	
Can the handout give opportunities for students to gain feedback on the tasks they attempted using the handout?	Does this allow useful peer-feedback to be exchanged?	
Depth, tone, style		
Is the handout fun? Is the handout a tool for learning, rather than just an information source?	Will the students want to learn from it?	
Is the depth of the content appropriate for the purpose of the session?	Helping students to distinguish between information and expected knowledge.	

