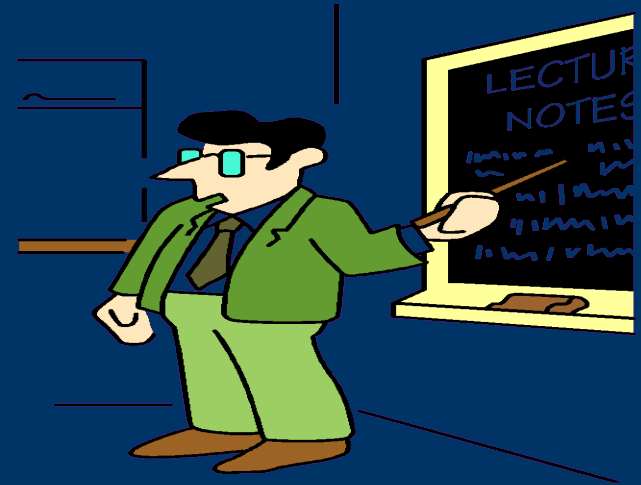
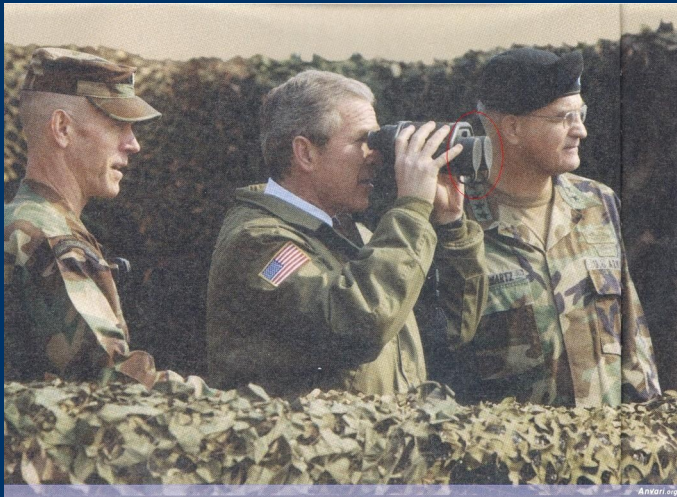


# *Review of a Review*



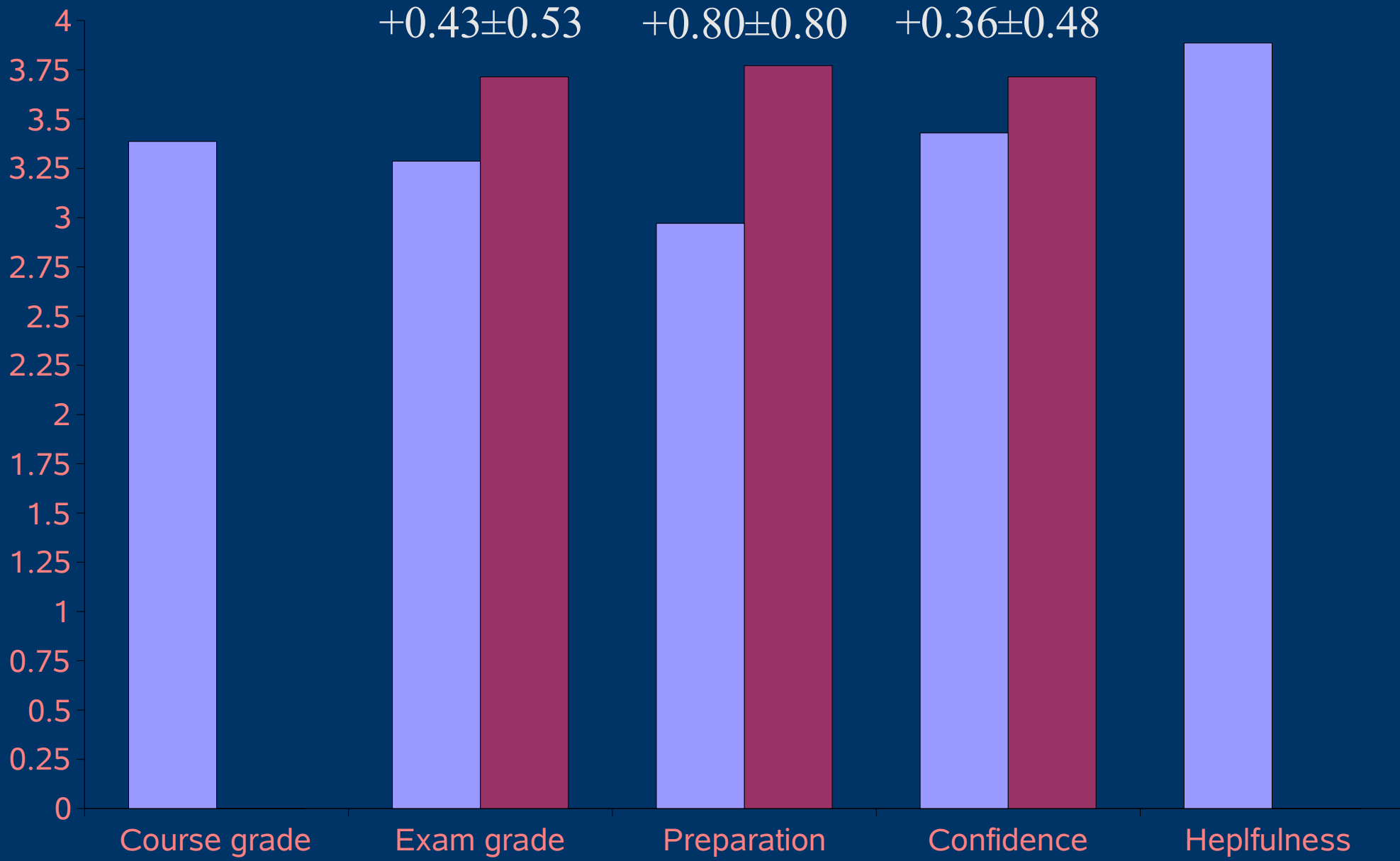
# *Outline of a Review of a Review*

- Review session and impressions
  - Students' evaluation of the review
  - A few questions for the students...
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# *Review Structure*

- Review sheet
- Lecture-esque
- Passive audience
- Lights off





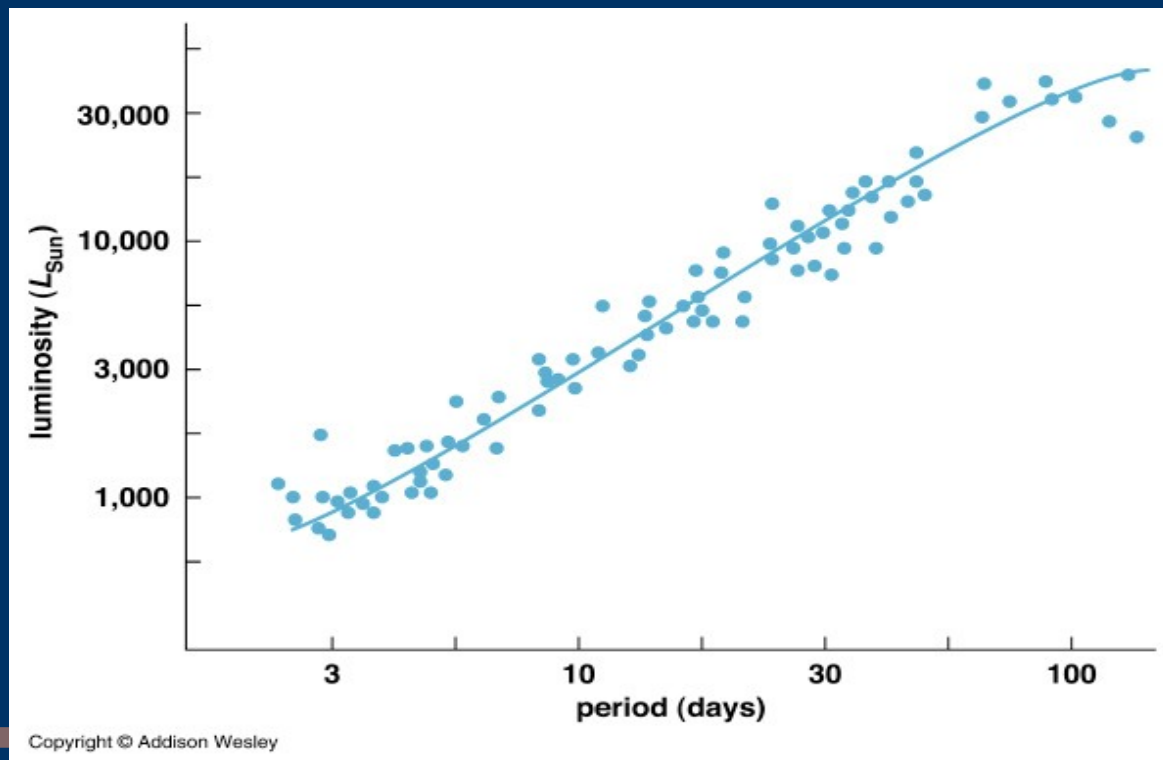
# *What gave them confidence?*

- Their questioning habits?
- Review Style?
- Answers to questions:
  - What is the 21 cm line? Why is it useful and what does it tell us about the galaxy?
  - What is the period/luminosity relation of Cepheid variable stars?



# Cepheids

- Students' prior knowledge:  $2.2 \pm 1.0$
- Helpfulness of the answer:  $3.80 \pm 0.40$
- Accuracy of their answers:  $2.93 \pm 1.93$



# 21 cm

- Students' prior knowledge:  $2.88 \pm 0.43$
- Helpfulness of the answer:  $3.36 \pm 0.67$
- Accuracy of their answers:  $3.47 \pm 2.06$

*“The hydrogen spin flip line; it's the transition between these energy levels... Clear?”*



# *Improvements*

- Retention
  - Number of students and classes
  - Style of surveying
- 
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