## One-pager

A strategy where students present key information on one page using words, images, colour, acronyms/mnemonics and graphic organisers.

Allan Paivio’s research (1986) suggests that humans’ ability to recall or recognise is enhanced when they present information in both visual and written form (see [this site](https://www.instructionaldesign.org/theories/dual-coding/) for more information). When both forms of presentation are combined, learners process information in two different ways and it becomes more memorable. One-pagers facilitate this dual processing of information.

1. Teachers present learners with new information and guidance regarding the type of key points to be recorded.
2. Teachers present students with a one-pager template on which these key points can be recorded. Appropriate guidance should be provided depending on student needs regarding the amount and type of information to be included in the one-pager.
3. Students use critical thinking to select key points and record them using their one-pager template.
4. Students work creatively to present their key points using diagrams, colour, words, symbols and images to create meaning.

### Tips:

* [Templates](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) support learners who may be overwhelmed by a blank page.
* It may be useful to show students a sample or exemplar one-pager.
* This strategy can be used effectively as a formative assessment task, as a ‘getting to know you’ activity, analysing text deeply, or as a focus point while viewing multi-media.

### One-pagers adapted for students learning from home

One-pagers are a simple strategy for structured independent learning. They offer learners a new way to make meaning from information that is taught explicitly or accessed independently. The flexible nature of this task makes it ideal for students learning from home, and the following modifications will ensure its success:

1. Teachers can develop a one-pager template using [Microsoft Sway](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/123#.XpO0gEg5BiM.link) ([this tutorial](https://www.google.com/search?q=create+a+new+sway+template&rlz=1C1GCEA_enAU870AU871&oq=create+a+new+sway+template&aqs=chrome..69i57j0j69i60.4014j0j4&sourceid=chrome&%7bgoogle:instantExtendedEnabledParameter%7die=UTF-8#kpvalbx=_brGTXur9INGO4-EP7fCLuA838) may be useful for those new to this process).
2. Teachers share this template with learners. Learners make their own copy of the template and use it to create a digital one-pager. Learners can use all the design tools built into Microsoft Sway to make meaning, and include images or symbols sourced online.

**Alternative digital tools**

* Learners could use [Google Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.XpO0gEdE_bg.link) to create a less structured one-pager.
* Learners could use a [Google Slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70#.XpO0gIGzm3g.link) or [Microsoft PowerPoint Online](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/116#.Xo_vTEyMu6w.link) presentation to make a one-pager to be shared with peers. Each learner could be assigned a slide and record key points focused on a different aspect of the source information. This transforms the activity into a collaborative task very similar to a jigsaw activity.

**Non-digital alternative**

* Learners could create a hard copy one-pager at home. Teachers could share a template for students to copy.
* For a blended version of the activity, learners could use [Microsoft Office Lens](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/594#.XpO0gPxA7WM.link) to digitise their one-pager and share the digital copy with their teacher.