UCD Teaching and Learning

Assessment in Practice

Supplemental_1

Contributing Lecturers

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CATs
In class Quizes/Problem Sheets Develop quizzes/problem sheets for groups of students in class, where they can learn from other students and monitor their progress against others
One-minute test Stop class 5 minutes before the end (or at beginning) asking; what the most important think you have learned; what important questions unanswered. Use result to adapt next lecture, clarify questions next time. Some marks can be given for participation in this activity.
Muddiest Point Invite students to describe what they didn't understand and what they think might help.
Exam Evaluations Using a test you (have) use(d), invite students to evaluate how well it measures their knowledge or competencies
Use of clickers; show of hands/cards: Similar to the quiz, but a more individual activity, use clickers in class (or show of hands/cards) to answer questions. If you follow this with a quick discussion in pairs, students will get feedback and learn other students' rationale for their answers.
In-class discussions: Allow opportunity for quick in-class discussion in pairs on more complex material or to discuss the application of the material to their programme.
Application Article During last 15 minutes of class, invite students to write a short news article about how a major point applies to a real-world situation
Using student generated on-line material for in-class discussion If students contribute on-line prior to a class, use some of their material/question to refer to in the lectures, address common misconceptions, errors, etc.
Chain notes Pass around a large envelope with a question about the class content. Each student writes a short answer, puts it in the envelope, and passes it on.
In-class feedback on assignment/assessment: Give feedback to whole class on common errors in continuous assessment assignments (or previous years exams)
Problem Recognition tasks Invite students to identify a set of problems/issues that can be solved most effectively by on of a few methods you are teaching in that session/module

Student-generated test questions Divide the class into groups and assign each group a topic on which they are each to write a question and answer for the next test. Each student should be assured of getting at least one question right on the test!
Problem-solving activities Use established or create on-line problem solving activities. Students can attempt these multiple times to get correct answers and as such learn from the process. Grade can be given for participation.
On-line Formative MCQ's (set by staff) with feedback: Similar to in-class, use MCQ's as a learning resources, where students attempt these as often as possible and gain grades for participation. Design automated feedback into the resource
Participation in Discussion threads Provide *Rubrics* to aid construction and evaluation of knowledge.
Use of wikis To facilitate development of shared information
Use of Blogs / Journals To capture individual reflections / commentaries on procedural matters
Word Clouds Use clouds to create synthesis from plenary discussions
Concept Mapping Collaboratively design a map to explain, identify, evaluate a particular theme
Others…
Opinion Polls, Application Cards, Paraphrasing, News Reporting, Buzz Groups, Brainstorms, Syndicates, Fishbowls, Caption Gap, Reading rounds, Predictions, etc