

Jo Anne Bezdicek Harlow
Speech Communication Department
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Classroom Assessment Techniques

In the October Center meeting for Excellence in Teaching and Learning (CETL), we discussed classroom strategies for active learning assessment activities. Since this was an area where I needed improvement in the classroom, I became very excited about learning new strategies for active learning; such as the Immediate Feedback Assessment Technique (IF-AT) and think-pair share that I could utilize in the classroom.

IF-AT provides immediate feedback as it is a strategy where students would scratch off the thin covering to expose a star if they chose the correct answer. I used this strategy with good results for review for my final exam. I changed both questions and answers to correspond with the IF-AT scratch off answer key. First I had students answer questions alone on a sheet of paper, and then I had students break into groups of four or five and to answer on the IF-AT scratch off forms. Observing students as they discussed with each other before scratching off the IF-AT form is an excellent way to observe the group dynamics of the class.

The IF-AT scratch off forms worked great for reviewing for the final exam as the students didn't want to give up points. With the IF-AT scratch forms each group or team would receive four points if they got it right on the first scratch and three points if they needed two scratches and two points if three tries and only one point if it took all four tries to get the correct answer. Students indicated it worked great and students received immediate feedback. Their website <http://www.epsteineducation.com/ifat.php> will show the benefits of IF-AT, how IF-AT works, and how to order.

Think-pair share is an active learning strategy where first students have time to reflect and write about concepts discussed in class. Then students pair up with another student and then we discuss as a group what resulted from their conversations.

Utilizing the active learning strategies we discussed in our CETL meetings such as Immediate Feedback Assessment Technique (IF-AT) and think-pair share were extremely important to me as a first year instructor in order to engage students in the learning process.