

## Group Quizzes

Group or pair quizzes can be used to increase student collaboration and understanding. There are variety of ways to implement these shared efforts and yet still effectively assess the learning of individual students.

**Appropriate Student Level:** Any

**Suggested Class Size:** 3 – 60

**Ease of Use Rating:** Moderate

### Activity Description:

Students may find group quiz method different than traditional classroom testing, there is a great opportunity for student learning and increased discussion in and out of class.

- Take-home quizzes should be challenging and promote extensive discussion among group members. The quiz should be too complex for one person to easily or adequately complete and the answers should be complicated enough that students must discuss options and then agree on an answer, thus avoiding the divide and conquer approach. If the tasks are complex and ‘messy’ (ambiguous) enough, students will find the dialogue beneficial to all group members.
- The group quiz method may also be completed during class time. This method may allow for teacher facilitation and monitoring. If references are necessary, be sure students have access to them in the classroom.
- The take home quiz may be followed up with an individual in-class test or quiz.
- The in-class version should complement the take home quiz such that a student who was not adequately involved in the at-home version would be sufficiently unprepared for the in-class version.
- Use an alternative such as giving an in-class quiz followed by a take-home assignment or quiz. A student’s grade may be determined by averaging the two assignments. (referred to a ‘double quizzes’)

### References:

Hagen, James P. (2000) “Cooperative learning in Organic II. Increased retention on a computer campus”, *Journal of Chemical Education*, 77(11), p. 1441

### The Core Competencies are:

1. Writing, speaking and/or other forms of self-expression
2. Information gathering, such as the use of the library, computer/electronic resources, and experimentation or observation
3. Synthesis and analysis in problem solving and critical thinking, including, where appropriate, the application of reasoning and interpretive methods, and quantitative thinking
5. Activities that promote and advance intercultural and/or international understanding
6. Activities that promote the understanding of issues pertaining to social behavior, scholarly conduct, and community responsibility
7. A significant alternative competency for active learning designed for and appropriate to a specific course