

Cooperative Quizzes

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This I Believe:

- Students learn better from each other than from professors
- Assessment is instruction
- Students and professors need feedback

Cooperative Quizzes

- Define cooperative quizzes
- Why I use cooperative quizzes
- What I tell the students
- Writing the quizzes
- Administering the quizzes
- Grading the quizzes
- Using the quizzes to improve learning and teaching

Define Cooperative Quizzes

- Cooperative (or group) quizzes are typically the second part of a two-part assessment.
 - Part I – students take the quiz individually
 - Part II – students re-take the quiz (or portion of the quiz) in groups. Each group is given a single answer sheet and every member of the group will get the same score for this portion of the quiz.

Why I Use Cooperative Quizzes

- Foster Positive Learning Community
- Teach the Details
- Create a Feedback Loop

Why I Use Cooperative Quizzes

- Foster Positive Learning Community
 - Turn to your neighbor
 - Change assigned seats once a month
 - Book groups
 - Cooperative quizzes
 - Take-home exam in which they are allowed to talk to each other

Why I Use Cooperative Quizzes

- Foster Positive Learning Community
- Teach the Details
 - Cooperative quizzes free me from having to cover the details of the cases. I expect the students to know that information before they come to class and the quizzes assess that.

Why I Use Cooperative Quizzes

- Foster Positive Learning Community
- Teach the Details
- Create a feedback loop
 - Students gets immediate feedback
 - Teacher gets feedback too

What I Tell the Students

- **WHAT - Syllabus**

- There will be four assessments that will be completed in class and scheduled near or at the end of each unit. Each of these assessments will be worth 5% of your grade for a total of 20%. These assessments will be criterion-based, meaning they will not be graded on a curve.

- **WHY - First Class – I tell them that:**

- Their grade will be a combination of the individual assessment and the group assessment.
- This format offers an opportunity for deeper learning because you have to explain your answers to someone else.
- Learning is social and you don't know if you know something until you can explain it to someone else.
- Talking to each other provides immediate feedback and lets you know how you are doing and if you are learning.

Writing the Quiz

- Length of quiz
 - Need to be able to take it twice in one class period
- Difficulty of questions
 - Want it to be difficult enough that they have to study
- Questions that will generate disagreement and discussion
 - T/F and Multiple Choice questions generate the most conversation
 - I include some short answer – some things need to be memorized
 - Suggest: 7-10 T/F; 2-4 MC; 2-3 short answer

Administering the Quiz

- Part I – Take Quiz Individually
 - I give students 20 minutes to take quiz
 - Collect quiz
- Part II – Take Quiz with Group
 - Place students into groups of 3 or 4 (usually based on where they are sitting) – be deliberate and it will go quickly
 - Give each group one copy of same quiz
 - Groups have 25 minutes to take quiz
- Encourage students not to just take a vote, but to explain the rationale for their answer

Grading the Quiz

- Criterion based grading (not on a curve)
 - Keeps students from worrying about who is in their group or if other groups can hear what they are saying
 - Allows students to view quiz as a learning tool and not a competition
- 50% Individual / 50% Group
 - Individual = encourages students to study (avoid “free rider” problem) and allows me to assess individual students
 - Group = allows students to assess own learning immediately

Using the Quiz to Improve Learning and Teaching

- Review quiz in next class
 - I often see a pattern of errors in the quizzes
 - In the next class I revisit whatever concepts caused confusion on the quiz
- Assess your teaching
 - Use the results to make decisions about what you can do to promote further learning

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