

Cooperative Quizzes

Mary Pat Byrn



WILLIAM MITCHELL
COLLEGE OF LAW

MITCHELL

Cooperative Quizzes

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

MITCHELL

Why I Use Cooperative Quizzes

Why I Use Cooperative Quizzes

- Summative - end of the unit

Why I Use Cooperative Quizzes

- Summative - end of the unit
- Formative - course

Why I Use Cooperative Quizzes

- Summative - end of the unit
- Formative – course
 - Assessment is an on-going, dynamic process

Why I Use Cooperative Quizzes

- Summative - end of the unit
- Formative – course
 - Assessment is an-going, dynamic process
 - Informs teaching and improves learning

Why I Use Cooperative Quizzes

- For Student
 - Opportunity to self-assess
 - Peer assessment
 - Immediate feedback and review

Why I Use Cooperative Quizzes

- **For Student**

- Opportunity to self-assess
- Peer assessment
- Immediate feedback and review

- **For Professor**

- Opportunity to assess learning
- Assess teaching
- Improve instruction

MITCHELL

What I Tell the Students

MITCHELL

What I Tell the Students

- **Syllabus**

- In-Class Assessments – (20%)

- There will be four assessments that will be completed in class and scheduled near or at the end of each unit (fundamental rights, equal protection, religion, and speech). 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.

MITCHELL

What I Tell the Students

- Syllabus
- Opportunity for Deeper Learning

MITCHELL

What I Tell the Students

- Syllabus
- Opportunity for Deeper Learning
- Immediate Feedback

MITCHELL

Writing the Quiz

MITCHELL

Writing the Quiz

- Length of quiz

MITCHELL

Writing the Quiz

- Length of quiz
- Difficulty of questions

MITCHELL

Writing the Quiz

- Length of quiz
- Difficulty of questions
- Questions that will generate disagreement and discussion

Administering the Quiz

Administering the Quiz

- **Part I – Take Quiz Individually**
 - Pass out quiz
 - I give students 20 minutes to take quiz
 - Collect quiz

Administering the Quiz

- **Part I – Take Quiz Individually**
 - Pass out quiz
 - I give students 20 minutes to take quiz
 - Collect quiz
- **Part II – Take Quiz with Group**
 - Put students into groups of 3 or 4
 - Give each group one copy of same quiz
 - Groups have 25 minutes to take quiz

MITCHELL

Grading the Quiz

Grading the Quiz

- Criterion based grading

MITCHELL

Grading the Quiz

- Criterion based grading
- 50% Individual / 50% Group

Using the Quiz to Improve Learning and Teaching

Using the Quiz to Improve Learning and Teaching

- Review in next class

Using the Quiz to Improve Learning and Teaching

- Review in next class
- Assess your teaching

MITCHELL

Cooperative Quizzes

- Verify learning is taking place
- Improve the effectiveness of instruction