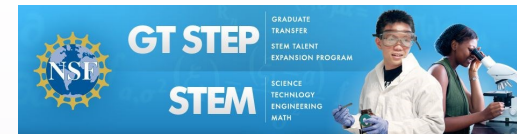




TEACHING TIPS OF THE MONTH FROM MC FACULTY



Brought to you by TIDES and PALS November 2016

The Faculty Program for Active Learning in STEM (GTSTEP/PALS) (www.montgomerycollege.edu/gtstep), the Teaching to Increase Diversity and Equity in STEM (TIDES - <http://cms.montgomerycollege.edu/TIDES/>) grant project, and ELITE (<http://cms.montgomerycollege.edu/elite/>) are happy to bring you the "Student Engagement Tips of the Month". Both PALS (with its focus on active learning in STEM) and TIDES (with its focus on active learning and culturally sensitive pedagogy) seek to incorporate highly engaging learning activities for diverse student populations into STEM courses. However, as you will see, many of these activities are not STEM-specific and can be applied to any course. We also welcome your general feedback about this publication, which you can send to tides@montgomerycollege.edu.

Test Preparation

Goals: Prepare for tests; reinforce concepts; have students think critically about, anticipate test ques-

Tip #1: Study Guides



Description: Study guides are often given at the end of the unit, just prior to the assessment. While guides often include topics and answers for students to review, an alternative is to create the study guide using questions for students to practice, rather than answers or information. In addition, give out the study guides at the start

of a unit, so that students can complete relevant sections as the course progresses, rather than just before an exam. These can be used as assignments as well, checking for completion regularly, to emphasize the concept of continuous learning, rather than cramming just before an exam.

Submitted by: [Mazen Zarrouk](#), PALS

Tip #2: Student-Generated Questions

Description: Have students generate their own test questions. This could be done as a group activity in-class, or as a homework assignment. Students must also provide solutions. One variant would have students gen-

erate a possible exam question, and have another student provide the solution. A second variant would see students work in groups of four: each student writes a test question and its answer on a 3x5 card, trade cards, ask and answer questions, then trade decks with other groups. To be most effective, parameters must be set to avoid superficial questions being posed. For example, specify that the exam question must incorporate two sections of a unit, or use relevant concepts within a scenario and the exam question asks about the scenario.



Strength: Students become actively engaged in thinking about the key points of the chapter. The professor can check the students' solutions to determine what additional preparation, if any, the students need in order to be ready for the test. As such, this activity essentially serves as another classroom assessment technique (CAT).

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