

TIP SHEET: TWO-STAGE TESTING

ONLINE RESOURCE:

The University of British Columbia has a lot of materials recorded/published regarding two-stage testing. Check out the following...

To check out some studies and materials on two stage testing at UBC:

<http://blogs.ubc.ca/eoassei/two-stage-exams/>

To check out a video on how a two-stage exam is run:

<http://blogs.ubc.ca/wpvc/two-stage-exams/>

TIPS FROM THE CLASSROOM

1. Use Two-Stage Testing for quizzes and/or shorter tests
Giving students ample time to complete the group quiz allows for greater time for discussion. If not enough time is given for the group component, students will feel rushed and groups will just end up having their smartest student do the questions without discussion.
2. Use a weighted average to calculate the overall test mark
If most of their mark is based on the individual component, students are ultimately still responsible for the bulk of their overall test mark.
3. Add a few more challenging questions to the group test
Providing students with the same test to write for both individual and group tests will lead to students asking, "what did you get for this (question)?" However, provide some extra challenging questions to the group test, and students are more likely to ask "how do we do this (question)?" In other words, new questions not only give students more to discuss but also leads to a deeper discussion.
4. Limit group sizes to no more than 3 students.
Smaller groups tend to have more discussion while larger ones tend to have one or two members not participate. With larger groups, it's easier for students to sit back and let other students to do the work.