

Making the Most of Exams

Teaching Moments, 2015

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Purpose of Activities



Evaluation

Learning

Role of Exams

- To rank student performance
 - To identify class learning needs
 - To identify individual learning needs
 - To motivate future effort
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- Can an exam experience place students in a situation to integrate material in a new way? Is that a fair role?
 - Can an exam experience lead to a re-interpretation of already-”mastered” material?
 - How can YOU make that happen?

How to make the most of exams

Shape student preparation for learning, not performance

Scope material broadly (create reviews, for example, that are broad in nature)

Provide practice material, such as EOC discussion questions, mini-cases, etc.

Capture best practices and provide those – make it about *process*, “*Here is how you master this*”

Use the exam to signal the level of learning desired
Bloom’s Taxonomy, etc.

You gave it – They didn't conquer it

Now what?

1. Always schedule a post-exam review after the first exam
 1. Change it from “How do I get points back?” to “What should I know?”
2. The Random Re-Take
 1. Student's Choice or Professor's Choice
 2. The very next class period – must be present to participate; skip class, lose out
3. The Group Solution
 1. If exam uses mini-cases, hand out Case B and have groups prepare solutions, integrating exam material
 2. Consider adding forward-looking challenges to Case B

Thanks!

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