

Instant Feedback (Scratch-off) Quiz – Team Development

Learning Outcome: Students will receive instant quantification of their learning of a specific topic.

Summary: Students independently learn about a specific topic, and then take a group quiz on the topic. The quiz is taken on a “scratch off” form which indicates upon scratching whether the answer is correct or incorrect. Team development and communication are enforced with this technique.

Procedure:

1. Each member of the class first independently takes the quiz. Each student marks his/her answers on a piece of paper or on the quiz itself.
2. The class is divided into small groups (3-4 people).
3. Students then discuss each quiz question in their small group. For each question, the group members arrive at a consensus answer and scratch the answer on the scratch-off form.
4. If a “star” is revealed, the answer was correct. If the answer space is blank, the answer was incorrect. In this case, students choose a second answer, and if necessary, a third, fourth and fifth, until the correct answer is revealed. (See example on next page.)
5. Since the quiz answers are pre-determined by the scratch-off form, care must be taken to place the correct answer in the pre-determined answer slot. The answer key is available with the scratch-off form forms.
6. The quiz can be recorded for credit if desired.
7. Quizzes can be announced ahead of time and give on a topic covered previously, or can be given on the same day as a topic is introduced, to reinforce and summarize at the end of the class period.

Example Application: This technique was used multiple times in a Freshman Seminar ‘Biology of Food’ course. Students were given two points for each star revealed on a first try, one point for a star revealed on a second try, and no credit for remaining reveals.

Outcome and Impressions: This technique allows students to determine immediately which topics they know and which topics need further review. It also allows the professor to quantitate learning, just as with a “typical” quiz. Students gave mixed reviews on this technique. As the quizzes were recorded for credit, they were seen as typical assessments, which are not usually enjoyed. Students found the instant feedback part helpful but also stressful during the scratching!

Additional Positive experience: This exercise was applied during the Freshman Seminar “Strangers among us: the microbiota” Fall 2014 semester. After covering a section of content, the instructor provided a written quiz to each student and one scratch-off card per group. The students were instructed to attempt answering the questions on their paper quiz individually, then discuss with the members of the group and reach a consensus for each answer. One member of the group then scratches a provided card that corresponds to the answers to the questions in the quiz. If the scratched box represents a correct answer, the card reveals a star and the team earns 5 points. If the scratched box does not, the box is blank. The team loses 1 point every time they unsuccessfully scratch a box. This exercise is very effective, it strengthens the bonds among the members of the group, and students enjoy playing the game, since it has an element of risk.

References:

CTLE Freshman Seminar Training Session, 2014

Example of scratch-off form:

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name _____ Test # _____

Subject _____ Total _____

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	E	Score	
1.	☐	☒	☐	☐	☐	_____	_____
2.	☐	☐	☒	☐	☐	_____	_____
3.	☐	☐	☒	☐	☐	_____	_____
4.	☐	☒	☐	☐	☐	_____	_____
5.	☐	☐	☐	☐	☐	_____	_____
6.	☐	☐	☐	☐	☐	_____	_____
7.	☐	☐	☐	☐	☐	_____	_____
8.	☐	☐	☐	☐	☐	_____	_____
9.	☐	☐	☐	☐	☐	_____	_____
10.	☐	☐	☐	☐	☐	_____	_____