

Curriculum Design Pattern

Global Learning by Design

Name of pattern

IF-AT - Immediate Feedback Assessment Technique

Quick look

The Immediate Feedback Assessment Technique (IF-AT) uses a 'scratchy card' multiple choice quiz to test students, both individually and in small groups, on course content to receive immediate feedback on the quiz and to prepare them for formal assessment (e.g. quiz or exam). IF-AT also includes group discussion and evaluation of choices to select appropriate quiz responses.

Rationale

IF-AT provides students with an opportunity for collaborative learning. The activity provides immediate feedback about the accuracy of knowledge and facilitates learning and improvement of retention of information prior to formal assessment.

Learners/Context

Suitable for large groups of students and can be used either as a one-off activity or at regular intervals during the semester to test knowledge before undertaking formal assessment tasks.

Related patterns

Not So Random Groups, Online Leaderboard.

Related category

Feedback, quiz, interactive lecture, group work, collaboration, critical thinking.

Alignment

Provides an opportunity for students to improve knowledge and understanding of key concepts and theory. Scaffolds student learning and reinforces course knowledge.

Instructions/Process

Prior to semester:

1. Obtain IF-AT forms (scratchy cards) for the multiple choice quiz from Epstein Educational Enterprises (<http://www.epsteineducation.com>).
Note: Scratchy cards are available for 10, 25 or 50 question multiple choice quizzes and for four-answer and five-answer questions. It is recommended if you are on a short timeline in class that you use the 10-question IF-AT card.
2. Create a number of multiple choice question quizzes for use at regular intervals throughout the semester (e.g. weekly, upon completion of a key component of the course, or prior to formal assessment task).
3. The multiple choice questions should be challenging, debatable questions that require discussion and evaluation by students both individually and in groups. The questions should directly relate to the course content that they will be ultimately be assessed on in the formal assessment task.
4. When developing the questions refer to the IF-AT forms and the answer keys for the form so you know where the stars are located for each question. The stars that indicate correct answers are located beneath different letters (e.g. A, B, C, D) according to the type and version number of the form.
Note: The version number is located at the bottom of the form. The answer key provides the star locations for all versions. (Refer to IF-AT TestMaker in the Resources/Technology section.)
5. Develop a marking guide for the quizzes, allocating marks for each attempt made by the students, for example:
 - a. Correct answer on first try - 4 points
 - b. Correct answer on second try - 3 points
 - c. Correct answer on third try - 2 points
 - d. Correct answer on fourth try - 1 point
 - e. Correct answer on fifth try (if using a 5 answer choice scratch card) - 0 points.

In class during the semester:

6. Display quiz questions on projector screen in class.
7. Have the students answer the questions individually and record their answers on a piece of paper. This provides students with an opportunity to test their own knowledge prior to joining the group.
Note: Do not use the IF-AT form at this stage.
8. Divide students into groups (4-6 in each group) and explain to students the value of working together to share their knowledge and achieve a mutually agreed outcome.
9. Explain the rules for the IF-AT group activity (see Resources/Technology).
10. Provide each group with one IF-AT form and conduct the same quiz as used in the individual quiz.
11. After groups have completed their IF-AT form, collect the completed forms to check accuracy of score and to record group scores.
12. Conduct a debrief - compare and analyse why particular groups got high/low scores.

Extension:

- **Friendly competition:** Advise students that a running tally of group scores will be kept on Blackboard throughout the semester to promote competition between the groups (refer to Online Leaderboard mini-pattern).
- **Individual activity:** The IF-AT activity can be conducted as a wholly individual activity for formative testing purposes on a one-off basis or at regular intervals throughout the semester to prepare students for formal assessment tasks. The story should be no longer than 1-3 minutes.

Conditions/Technology

Effectively linking IF-AT quiz questions to the course content on which students will be formally assessed to prepare them for the formal assessment.

Access to IF-AT forms with time allowed for ordering and delivery from vendor.

Resources

Timer/mobile device with stopwatch.

IF-AT quiz student rules: (<https://drive.google.com/drive/folders/0Bys4HizxMyOYTk5pQ25mdkxTbmM>)

Order IF-AT forms:

(<http://www.epsteineducation.com/home/about/>)

Guidelines for writing multiple choice questions:

- (<http://www.education.vic.gov.au/languagesonline/games/comprehension/docs/multiple%20choice%20questions.pdf>)
- (<https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/>)

IF-AT TestMaker: assists in preparing of tests/quizzes. You can get a secure individual account in which to create and score your quizzes. (<http://www.if-at.com/home/testmaker/default.aspx>)

IF-AT information and research:

(<http://if-at.com>); (<http://www.epsteineducation.com>)

Successful storytelling:

(<https://www.linkedin.com/pulse/20140405112844-40671440-5-steps-to-successful-storytelling>)

Yamini Naidu - storytelling:

(<http://yamininaidu.com.au/what-we-know/storytelling/>)