

# Group Testing to Enhance Collaborative Learning

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## Expanded Abstract

Several introductory science courses at Boston University use an easy to implement two-stage collaborative exam format to 1) Use the exam as a learning experience, 2) incentivize and reward small group work, and 3) mitigate post-exam anxiety that trails students as they fret over correct answers. Modeled on the Immediate Feedback Assessment Technique (IF-AT; Rieger and Heiner, 2014), students first answer questions individually, then answer the same questions in small groups. Because students are highly motivated during exams, permission to discuss the material yields intense focus and engagement that helps to solidify understanding and encourage teamwork. This model may be adapted to classes of any size, level, or format. Participants will learn how these collaborative tests are used and see video clips of the process. Participants will then complete a group assessment and we will end with a brainstorming session on how this technique can be applied to various learning situations.

## Literature Cited

Rieger, G. W. and Heiner, C. E. (2014) Examinations that support collaborative learning: The students' perspective. *Journal of College Science Teaching*, 43: 41-47.

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