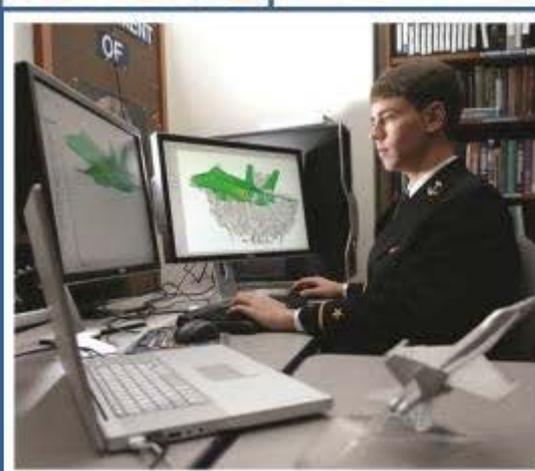


Quiz/Test Previews
Best Practices
LCDR David Farrell
NAOE Dept





My dilemma:

For the best preview session should I?

- Get students actively involved
- OR
- Passively recite/discuss the most important points like they “prefer”

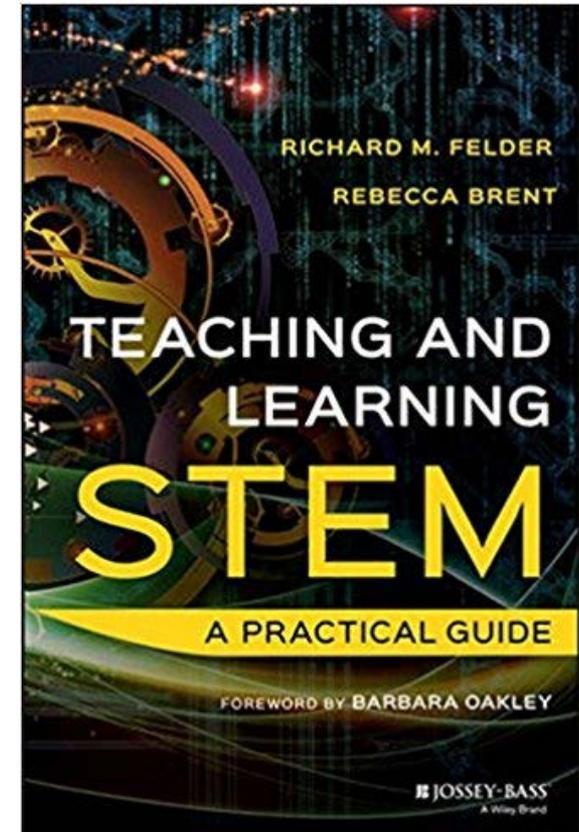




“Teaching and Learning STEM: A Practical Guide”

by Richard Felder and Rebecca Brent

- **Provide students a study guide**
 - well prior to test/quiz
 - that restates the course objectives in specific fashion
- *Benefits* (of such a study guide)
 - allays student fears of the test
 - avoid the dreaded question “what will be on the test?”
 - acts as a great resource when creating test questions
- [EN401 Quiz 1 Preview](#)





For my next preview session:

- Before class
 - I will create a study guide based upon lesson objectives.
- In class
 - Team up Mids & use active participation.
 - Team with most points at end of class earns x points towards their quiz (or gets to leave 5 minutes early).
- After class
 - Post application question solutions.

