

Abstract Submitted
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Group Exams: Helping students learn the material from the exam experience¹ RACHEL PEPPER, University of Puget Sound — In many classes, exams are necessary as a way of assessing student learning, but are often implemented as summative assessments only. Often, however, instructors may prefer that the exam is also a learning experience for their students. Here, I discuss the use of a group exam to achieve this goal in classes ranging from introductory algebra-based physics courses to advanced courses for physics majors. In my implementation, students take the exam individually and then repeat the same exam in groups of four. I discuss the details of my implementation, student response to the group portion of the exam, and learning outcomes.

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