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Collaborative exams in large university courses

As we use more and more group work in our classes, should we consider introducing it into our assessments? One model that has been used are so-called two-stage assessments, where students first complete and turn in the questions individually and then, working in small groups, answer the same questions again. This technique was first introduced in the UBC Faculty of Science in 2009 and is now being used in at least 20 science courses.

In this session, we will discuss a study of feasibility and effectiveness of two-stage quizzes as introduced into two mathematics courses at UBC with a total of 834 students. We examine both short and long term retention resulting from introducing group assessments, we analyze results of collaborative learning based on question type and group composition. Finally, we present student and instructor feedback as well as discuss future directions of implementation and research.