Student-Generated Test Questions

Overview

Student-Generated Test Questions is a way of retrieving or recalling previously learned information and processing it. The activity asks students to create likely exam questions on specific content topics along with ideal answers. By having students create questions, students will recall and process content. The instructor will also be able to assess and correct student expectations of exam questions and responses. Ideally, there is a slight delay between when students learn the content and when they retrieve the content.

Student-Generated Test Questions are ideal for: quick content review and identifying core concepts from content.

Student-Generated Test Questions meets the following WSU Learning Goals: critical and creative thinking, quantitative reasoning, scientific literacy, information literacy, diversity, communication, depth, breadth, and integration of learning.

Group size: 1-4 | **Active Time**: 15 mins | **Prep. Time:** Low

Active time is an estimate and may vary depending on your class.

Implementation

Suggested Tech Tools: Blackboard Discussion Board, Google Forms, Google Docs., Kahoot, Padlet

Instructor:
Provide students with a focus topic. Once questions are submitted, you can review them and develop tests and quizzes based on student submissions.

Students:
1. Create five questions on topic 'X' that you would expect to be on the exam and an answer key.
2. Submit your questions on or before the due date so they may be compiled.

Variations & Tips:

➢ For **face-to-face** and **video conference (VC)** courses, students can work in small groups to create test questions. One member from each group submits the group's questions and answers.

➢ In **online** courses, students can use a Blackboard Discussion Board to present possible test questions and answers.

➢ To help focus and organize responses in **large-enrollment** courses**,** create categories or themes. Students can submit their questions on a Blackboard Discussion Board or Padlet.

➢ Ask students to prepare questions ahead of class. During class, students can respond, discuss, and provide feedback.

➢ Encourage students to think about and negotiate the difficulty of questions rather than complete as task.

➢ Model expectations by providing students with ideal and less than ideal questions.

➢ Requiring an answer key reduces the chances of students creating unsolvable questions or questions that are beyond expectations.

➢ Submissions can also be used to assess where students are at and whether it is appropriate to move forward.

You may also be interested in:

Twenty Questions

Resources

Rethinking the Use of Tests: A Meta-Analysis of Practice Testing

Let's explore the possibilities together!

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To find more activities, visit the LI website and select Teaching Tool Boxes.