



Student-Generated Test Questions

Type	Active Time	Grading Effort	Content Delivery	Discussion	Content Check	Summary	Feedback
Individual	15 mins	Low					Peer/Instructor

For time estimates, this is a suggested time and can be variable depending on your class.

What?

Students create likely exam questions on specific content topics along with "ideal" answers.

When?

- Quick content review
- Identifying core concepts from content

How?

Online	Face-to-face
<p>Student Instructions: Create five questions and an “answer key” on topic ‘X’ that you would expect to come in an exam. You are required to submit your questions on or before the due date so they may be uploaded into Blackboard Surveys for peers to take.</p> <p>Suggested Group Size: Individual to max group of 4</p> <p>Suggested Tech Tool: GetKahoot or Blackboard Discussion or Blackboard Surveys</p>	<p>Student Instructions: Create five questions and an “answer key” on topic ‘X’ that you would expect to come in an exam. Submit this assignment on or before the due date so they may be uploaded into GetKahoot. <i>*Instructions may vary based on chosen tool.</i></p> <p>Suggested Group Size: Individual to max group of 4</p> <p>Suggested Tech Tool: GetKahoot or Blackboard Discussion or Blackboard Wiki</p>

Tips

- Incentivize this activity by including a few questions in formal assessments; Encourages learners to think and negotiate difficulty of questions rather than complete as task.
- Ask students to prepare questions ahead of class and have students respond to each other’s questions during class time.
- Provide students examples of “good” and “bad” questions to demonstrate your expectations.
- Asking students to create an answer key reduces chances students create unsolvable or beyond expectations questions.

You may also be interested in:

- Twenty Questions



Why?

WSU Learning Goal	Meets?
Critical and Creative Thinking	
Quantitative Reasoning	
Scientific Literacy	
Information Literacy	
Diversity	
Communication	
Depth, Breadth, and Integration of Learning	

Go to <https://ucore.wsu.edu/students/learning-goals/> to learn more.

Learn More

Retrieval practice refers to “retrieving” or recalling previously learned information and processing it, typically with a slight delay between learning content and retrieving the content. By creating questions themselves, students will recall and process content as well as provide the instructor the opportunity to assess and correct student expectations of exam questions and responses. A meta-analysis (see below) summarized 218 experiments across decades to identify that retrieval practice, particularly in the format of formative quizzes or “practice tests” were more beneficial than restudying and all other comparison conditions across year of study, subject, practice test formats, feedback conditions, and study settings.

[Rethinking the Use of Tests: A Meta-Analysis of Practice Testing](#)