



COMMUNITIES OF PRACTICE

ACTIVE LEARNING AND ASSESSMENT

A teacher's guide to developing pre-class checkpoint questions.

The following are a set of principles that will assist you to design effective questions for pre-class/content checkpoints. These questions contribute to the formation of interactive activities/or checkpoints crucial to flipped classes for either out of class flips, in class flips and/or fully online flipped courses.

- Questions should test basic/foundational concepts that are linked to learning outcomes
- Questions should test a student's understanding of these foundational concepts and can be formative (a space to give students a try) or low stakes summative items (encourages students to complete)
- Questions and students' responses should be linked to the in-class time-for relevance and teacher accountability
- Pre-class questions can be an opportunity for fun and room for humour; increase student engagement
- Distractors such as those embedded in (MCQs) should (mainly) be plausible (except when making them humorous)
- Questions can be open ended to welcome opinions and debate through online discussion
- Include feedback on student responses. This can be achieved online during the pre-class activity or in-class. Ensure to include feedback even on the correct answer
- Keep it simple/concise/short
- Make it clear what you are asking for
- Peer review your questions for clarity
- Questions should only checkpoint the pre-class activities and related content
- Focus on devising questions related to the foundational concepts that are harder to understand to enable students to learn in a self-paced manner
- Questions where the answer is obvious ('duh' questions) are acceptable for pre-class checkpoints – helps to build students' confidence
- Use a mixture of question types (fit for purpose) e.g. MCQ, drag and drop, pairing, matching items, labelling diagrams etc.