



COMMUNITIES OF PRACTICE

ACTIVE LEARNING AND ASSESSMENT

[A teacher's guide to developing in-class checkpoint questions/activities.](#)

The following are a set of principles that will assist you to design effective questions/activities for in-class learning checkpoints.

These checkpoints are used to evaluate students' abilities to apply and analyse the foundational concepts covered in the pre-class questions/activities. They can be designed for either out of class flips, in class flips and/or fully online flipped courses.

- Content of questions/activities should align closely to learning outcomes and assessment and build on the pre-class experience
- Questions/activities should relate to 'real life contexts'
- Questions/activities should require a mixture of application and analysis e.g., case studies, simulation, games etc.,
- Design of questions/activities should lend themselves to group based collaboration
- Individually answered questions can be used as a peer feedback tool e.g., Team Based Learning, peer review etc.,
- Feedback must be provided to student responses in order to prepare them for assessment
- Although checkpoints should remain formative, low stake summative items are also suitable