

IN-LECTURE QUIZZES

Required Material

Approx. duration: 30-45 min
Groups of: 4-6
Competencies involved: S, L, W
Level: All

· Notebook or piece of paper and pen
· Whiteboard and marker (optional)
· Cue cards (optional)
· Laptop (optional)

Activity Description

Including quiz questions during a lecture or a lesson can make it more engaging. As a bonus, “students perform significantly better on exam content linked to classes with quiz-based engagement activities.” [1] In-lecture quizzes are short quiz breaks, efficiently spaced out in a lesson, during which students review what was just taught. Quiz breaks can be done every 5-10 minutes.

When the timing is appropriate, the teacher pauses their lesson so the students can quiz each other. Teams of 4-6 students work together to create content-related questions for another team (1-3 questions, depending on the level). They can use a cue card, a whiteboard or a shared electronic document to create the questions.

When the questions are ready, a team representative from each team must visit another team representative so they can ask each other their questions. Team representatives should change every time there is a quiz break. Other team members are now allowed to help their peer answer the question. The team that answers must write down their answers, ideally on their whiteboard.

When the questions are answered, the teacher can conduct a short recap and correct any incorrect answers before they resume their lesson. Once the lesson is over, the teacher can ask the students to design open questions that cover the full lesson in order to review the whole content. For this recap quiz, teams are allowed to discuss the answers before sharing them with the class.

Preparation

TEACHER

- Lesson/lecture planning
- Team formation
- Assignment explanation including an example

STUDENTS

- Preliminary research/work (if applicable)

TEACHER

1. Gives the activity instructions.
2. Manages the time and announces task switches. Walks around the classroom to verify the students' progress.
3. Provides feedback after every quiz round.
4. Proceeds with a collective recap (optional).



STUDENTS

1. Create 1-3 questions as a team and write them down.
2. Designate a representative each round.
3. Visit (taking turns) another team to ask their questions.
4. Answer other teams' questions (taking turns).
5. Prepare and answer lesson recap questions (optional).

Workflow

Evaluation options

TEACHER

- Formative or summative assessment of the questions that the students have created

STUDENTS

- Formative assessment of other teams' questions

Tips

- When students are working on answering questions, the teacher shouldn't immediately correct them. The asking team decides whether they think that the question was answered correctly or not. [2]

- Using cue cards can add an active component to the activity: Students can write their questions on one side and the answer on the reverse side. [1]

[1] Nevid, J. S., & Armata, C. E. (2023). Paying Attention in Class: Using In-Class Quizzes to Incentivize Student Attention. *Teaching of Psychology*, 51(4), 447-452. <https://doi.org/10.1177/00986283231185136> (Original work published 2024)

[2] Innovation en moyens pédagogiques d'apprentissage actif pour le génie. (s. d.). Vignettes de pédagogie active : Questions à foison. Polytechnique Montréal. <https://www.polymtl.ca/vignettes/questions-foison>