SEVEN SUGGESTED USES

Numerous studies have shown the effectiveness of using the IF-AT to teach while testing. However, the IF-AT has many more applications. Instructors might find this packet helpful in incorporating the IF-AT system into their classroom lesson plans. Included is a brief discussion about the IF-AT and some suggestions for its use. We encourage you to experiment with alternative ways in which the forms can be used to enhance the teaching/learning process for your students and for you! Share your ideas with each other and with us (see the contact information above).

NOTE ON TEST SECURITY

Prior to handing out forms to students for any use, it is very important that you separate the “code#” from the form, using the perforated line at the bottom of the form. Also, all forms should be collected from students at the end of an exercise.

I. CHAPTER TEST – UNIT TEST

Typically, 25- or 50-item IF AT forms are used. Note that no valuable class time is lost for review because students have already received feedback and corrected mistakes during the test. Students can score themselves.

II. INDIVIDUAL STUDY – PRACTICE AND REVIEW

(A T HOME OR IN CLASS)

Use of the IF-AT for individual study is especially useful because parents as well, as instructors can note students’ understanding/retention of a relatively small body of information such as one chapter or topic. In addition, the IF-AT gives students the chance for more awareness of what they “know and don’t know”. Students score themselves. Parents and/or instructors can “eyeball” results because students cannot “unscratch” a scratch – the number of exposed boxes indicates the student’s degree of understanding. This strategy generally calls for using the 10- or the 25-item IF-AT answer sheet.

III. QUICK QUIZ

Most instructors use a 10- or 25-item IF-AT answer sheet. Students can keep score themselves and turn in answer sheets for recording.

IV. PYRAMIDAL – SEQUENTIAL – PROCESS QUIZ

Test questions are arranged according to the steps of a thinking process that the instructor wants the student to “pin down.” Here, the correctly mastered first question is the basis of the next question, and so on, as in the case of algebraic equations, geometry theorems, chemical analysis, etc. The instructor and student can pin-point the stage in the thinking process that the student misses; the IF-AT informs and corrects, and the student progresses to the next step of the “pyramid.” Most often, the 10- or 25-item IF AT is used. The instructor can identify common areas of difficulty among students and review a step in the process.

V. END-OF-QUARTER TESTS; END-OF-SEMESTER TESTS; END-OF-COURSE TESTS

Typically, one or two 50-item IF-AT answer sheets are used. The great advantages of using IF-AT forms is that both students and instructors see that the learning from prior homework, review quizzes, and mid-marking period tests carries over to the final examination. Research has shown far greater retention of information, EVEN when test items have been reworded, if IF-AT test forms are used throughout the course. In addition, students also learn that the instructor is not merely interested in their test scores but expects students to learn, even during the final exam.

VI. TEAM-BASED LEARNING (TBL) – COOPERATIVE LEARNING

(Note: go to the IF-AT website (www.epsteineducation.com) to view an informative video on using the IF-AT for Team-Based Learning)

“TBL” has become one of the fastest growing teaching techniques in the classroom. Usually, groups of four to six students discuss complex issues for example, diagnoses of symptoms or causes and or consequences of events and phenomena. Normally, the instructor appoints a group Moderator, a group Scribe, a group Reader, and a group Tabulator.

Typically, 10-item or 25-item IF-AT test forms are used. The Reader reads the questions and options to the group. The Moderator focuses discussion and summarizes findings. The Scribe “uncovers” the group’s answers and reports results. The Tabulator keeps score. A great advantage of using IF-AT forms in group learning is that it quickly becomes apparent to participants that “loud and forceful” is not always “right”; each member is empowered by knowledge rather than personality.

VII. STUDY-BUDDY LEARNING

(COMBINED WITH DISCUSSION AND WRITING)

Study – Buddy learning usually uses the 10-item or 25-item IF-AT test form. Two students are paired, often, the instructor might match a stronger with a weaker student. Taking turns, students read questions and options for answers. If members of a pair disagree on an answer, they “argue” in support of their responses. Once the correct answer is uncovered, both students then discuss why the answer is correct. This method combines thinking, speaking, reading, writing, and cooperation about correct information with motivation and partial credit.