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### **Creating a Dynamic Classroom Based on Student Feedback: Easy In-class Assessment Techniques**

Standard assessments used across university courses provide only general information at the end of a term. These assessments fail to provide information about factors specific to individual departments, courses, and teaching styles. To encourage pedagogical development and dynamic teaching environments responsive to student needs, instructors can administer frequent and individualized assessments. Speakers will present several specific examples for assessing student learning and instructor effectiveness that can be customized to accommodate any teaching style and course topic.

Students' expectations can have a tremendous impact on their behavior in and satisfaction with a course. While teaching Human Sexuality the instructor realized that students were surprised by the amount of reading necessary to perform well on daily quizzes. The speaker will discuss the minute paper, a classroom assessment technique used to decrease the disparity between student and instructor expectations and how student impressions of the course were improved.

Pre-/post-test comparison is a valuable tool for assessing student learning. In a Psychopharmacology class, pre-post tests are used to assess student learning about particular drugs. Before discussing a topic in class, students complete a brief quiz. Pre-tests are compared to evaluations administered after topics are covered in class. Attendees will learn how this tool provides information about new learning and about how preconceived notions and false beliefs are replaced with accurate information.

It is important for instructors to identify and to further explain topics that students do not understand fully. Beyond Question, an interactive clicker system, has been incorporated into a General Psychology course. Numerous multiple choice and true/false questions geared toward assessing student comprehension of course material can be embedded in PowerPoint lectures. The instructor can immediately graph the results of student responses and evaluate student understanding. Based on this feedback, the instructor can identify topics that need further explanation. Furthermore, students are provided with feedback about their performance relative to their classmates. Attendees will learn how this technology is being used and how it can be adapted for use in their classrooms.

These and other tools can be administered anytime within a term, thereby allowing instructors to adjust pedagogical activities as needed. Beyond Question will be used during the seminar as a hands-on example of a real-time assessment tool. Attendees will generate an individualized list of questions pertaining to student learning and instructor effectiveness that they can administer in their own classes using one or more of the presented classroom assessment techniques.