Introducing Two Fun Games to Replace Traditional Paper and Pencil Quizzes

ABSTRACT

In this session, we will present two creative and fun ways for students to take quizzes and exams in lieu of the traditional style. Our proposed testing method is designed to help undergraduate students learn business management concepts through two interactive, fun games. The games provide a fun class environment where students can actively be involved in the learning process while also boosting their recollection of key organizational concepts, solidifying the concepts in their mind, and enjoying their time in the classroom. Furthermore, because students will be in teams, engaging in these activities will help students communicate effectively and learn to make meaningful connections with their peers. Our proposal includes a description of the materials that we will use during each quiz or exam, how to access them, and discussion regarding the best context in which to offer this activity in the classroom.

Keywords: Active learning; interactive quiz; testing

Introduction

Testing is a way to measure students' gained knowledge of the materials and is a critical part of the educational process (Kerka & Wonacott, 2000). Moreover, teachers can evaluate the quality of their teaching through the testing method (Karaman, 2011). Therefore, development of new ways of taking quizzes and exam would help both teachers and students acquire more benefits out of the class.

This session is intended to introduce two fun ways for students to take quizzes. We advocate that student engagement and learning will improve as a result of approaching quiz taking through a more non-traditional means such that students are interacting and competing with their peers in the classroom. Additionally, not only will student learning improve, but students will also feel motivated to learn.

Using fun games to take quizzes instead of the traditional paper and pencil "sit-downs," which can also be very intimidating, will provide students with an opportunity to learn collaboratively, reduce their stress and anxiety, boost their creativity, enhance social interaction skills, and promote feelings of inclusion (Gokhale, 1995). Two practical instances introduced in this proposal are based on a "Jeopardy" style game and an application called "Kahoot." We will first briefly discuss the theoretical foundation and teaching implications for our proposal.

Theoretical Foundation and Teaching Implications

Students do not always receive enough feedback with which to evaluate themselves based upon the results of their effort on exams and quizzes (Roderick & Engel, 2001). Either they will not return to their study materials at all to see the correct answer for a missed quiz or test question or they will typically not find the correct answer when they do so. Some students

exhibit lower performance on quizzes and tests simply because they did not devote enough time and energy to prepare adequately (Bishop, 1990). Also, in our experience, even students who are well prepared can still do poorly due to testing anxiety on all or parts of the test. We argue that introducing quizzes and exams through a game method could vastly promote motivation for students not only to prepare for them, but to help them ascertain the correct answers to missed questions by providing them during the game. Games are intended to engage students such that they are actively involved in the learning process and to reduce or eliminate testing anxiety symptoms that can attenuate learning as well.

Learning Objectives

First, we aim to boost students' recollection of the material that they learned in the classroom through interactive games. Second, these games create a safe atmosphere for students to test their knowledge and to evaluate and recognize their strengths and weaknesses in real time. The familiar twinge of testing anxiety experienced by many students who must endure the traditional testing method will also be assuaged or eliminated altogether. Third, playing these games will create a fun environment for students to interact, to learn from each other, and to communicate effectively.

Exercise Overview

Two games will be introduced in this session.

- Jeopardy game: This game is based on an American television show created by Merv Griffin. It is more effective if administered with teams in mind. Students will be given $500 in fake money and will choose a category, which is a concept within the book chapter (e.g., transformational leadership). There will be 5-6 categories and each category

contains five options to bet on starting from 100$ to 500$. Once each option from each category is chosen, no one else can choose it. A definition, question or phrase will show up on the screen and the student must phrase his/her response in the form of questions. If they give the correct answer, they will receive the money that they bet on. But if they answer incorrectly, they will have to pay the amount of money that they lost to the teacher.

- Kahoot: This game uses an application to administer quizzes. It is a game based classroom response system played by the whole class in real time. Multiple-choice questions will be shown on the screen. Students should answer the questions with their smartphone, tablet, or computer. There is a one minute time limitation to answer each question and the student who answers the question faster will get the score for that question.

Session Description

Total Session Time: 60 Minutes

- Session Overview and Objectives: 5 minutes.
- Participants will be divided into teams (depending on space and the number of people). Instructions for Jeopardy game will be given: 5 minutes.
- Participants will take the quiz (play the game): 25 minutes.
- Brief discussion about the game: 5 minutes.
- Participants will play Kahoot: 10 minutes.
- Final Debrief and Summary: 5 minutes.
- Participants will give feedback to the presenters: 5 minutes.

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