**Immediate Feedback Assessment Technique:
Team Tests?! Scratch-off Scantrons?! What?!**

**Introduction**

The Immediate Feedback Assessment Technique (IF-AT) has been used for many years. Essentially, it is a scratch off Scantron. It is used for quizzes and tests. Interest in the IF-AT waned between 2008-2016, but has recently increased with recent research and with the growth of millennials in the classroom searching for a more social learning experience. Given the rising popularity and the tremendous success I have experienced with the IF-AT in both undergraduate and graduate courses, I decided to prepare a presentation to encourage its use to my fellow teachers.

This exercise is intended for all traditional, non-traditional, cultures and classes, undergraduate and some graduate. MBA students provided mixed reviews. Masters in Management students rated it very favorably.

**Theoretical Foundation/Teaching Implications**

IF-AT forms were introduced by Epstein, Epstein, and Brosvic (2001). Essentially, the IF-AT form is a Scantron where each option is “greyed out” with a scratch-off material. A team of students take the test. Students are presented with five options, A-E. Students debate the five topics and decide which option is best. This debate requires a review of the material and the consideration of various options which, again requires a review of the information. Each review is another level of processing which increases odds of retaining the material. When a letter is chosen, the box be scratched. If the answer is correct, a star will appear below the grey scratch off. If the answer is incorrect, then the box will be blank. When students uncover a blank box they will debate the remaining options and choose the next answer. Again, this is another round of processing that is extremely educational. Students that disagree or are unsure about an answer will ask questions and debate amongst themselves until a consensus is obtained. The process will continue until the correct answer is chosen. Typically the scores are full points for a first answer, partial credit for the 2nd try, less for the 3rd, etc.

The central learning theory behind the IF-AT forms is depth of processing (Craik & Tulving, 1975). Depth of processing is the level an individual analyzes or processes a learning event. Individuals process information at various depths. Most day-to-day processing occurs on a ‘shallow’ level, meant for short-term memory and quick recall (Craik, 1977). This is where students that cram for tests store their information. The more opportunities a student has to review and evaluate the information, the ‘deeper’ the information is processed. For pedagogical purposes, this suggests that the more opportunities students have to process information at a deeper level, the greater the likelihood the information is committed to long-term memory (Bransford, Franks, Morris, & Stein, 2014; Lockhart, Craik, & Jacoby, 1976). Several studies have verified an increased retention in learning when IF-AT tests are used (Brosvic, Epstein, Dihoff, & Cook, 2006; Dihoff, Brosvic, & Epstein, 2003; Dihoff et al., 2004; Epstein et al., 2001; Epstein et al., 2002).

Qualitatively, I can also verify the results using the IF-AT tests. Not only do I see the results and have video of students discussing, debating and challenging each other, recalling past lectures, notes and slides, but students have also mentioned the usage of the IF-AT on my end of the year reviews. They love them.

**Learning Objectives**

* Become familiar with the IF-AT learning technique.
* Practice using the IF-AT learning technique
* Brainstorm other uses for the IF-AT

**Exercise Overview**

The IF-AT is difficult to explain. The best way to learn about the IF-AT is to try it out.

Students will engage in learning with the IF-AT by taking a test. We will discuss the experience then brainstorm suggestions for other ways to use the IF-AT.

**Session Description**

The session will follow a similar pattern to what I do in the classroom when I use the IF-AT.

Participants will be put into groups of 3-4. An IF-AT form will be handed to each group. Each member will write their name on the form.

The Test (15 minutes)

* Participants are to take the test together, discussing the answers and choosing the answer that fits the question best.
* A participant will scratch the rectangle related to the chosen answer.
* If the answer is correct, a star will appear. Participants will move to the next question.
* If the answer is incorrect, the rectangle will be blank. Students will then further debate what the next answer should be. They continue until the star is found.
* If students disagree with the professor, then they will be allowed to challenge the question. Challenges occur at the end of the test. Once a challenge is declared at the end of the test, the group challenging the question will be able to use their notes or textbooks to look up the answer. If the students are correct, then full points will be rewarded. If the answer is incorrect, then their grade will still stand.
* At the end of the test and after all challenges, students tally up their scores as follows:
	+ First try: 5 points
	+ Second: 3 points
	+ Third: 2 points
	+ Fourth: 1 point

Discussion (15 minutes)

* What did you like about it?
* What didn’t you like about it?
* What suggestions do you have?
* Share facts and figures regarding the usage of IF-AT.

