ConcepTest

What it is:
Multiple-choice question that focuses on one key concept of the lesson.

Implementation:
• Present a short lecture (5-10’)
• Post a ConcepTest on board/screen
• Students consider question and answer (by hands, lettered cards, clickers…)
• Students discuss reasons for their answers with neighbors
• Students answer question again
• Instructor, or student spokesperson, explains the correct response

The question should:
• Focus on application of a single concept (not recognize a fact or define a term)
• Be of intermediate difficulty (expect 35-70% of student to initially answer correctly)

ConcepTests have been shown to:
• Increase student engagement
• Communicate high expectations
• Promote interaction
• Provide prompt feedback
• Increase student course satisfaction
• Improve student attendance
• Improve student learning

Examples

How many plates are present?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a. 3 (26%; 0%)</td>
<td>c. 5 (44%; 75%)</td>
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<tr>
<td>b. 4 (19%; 18%)</td>
<td>d. 6 (11%; 7%)</td>
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The following diagram illustrates the hydrologic cycle. Arrow 11 best represents what process?

- a. evaporation
- b. precipitation
- c. transpiration
- d. run-off

References

http://serc.carleton.edu/introgeo/conceptests/index.html