

1. How do you incorporate multiple-choice assessments in your class, if at all? Why do you use them?

2. What struggles do you face in your courses that multiple-choice assessments might help you solve? For example, is there foundational or conceptual knowledge your students struggle to learn that may be promoted through these learning activities?
 - a. Practice writing a question that might help your students learn this material (see attached hand-out for tips):

3. Assume for the moment that you do wish to incorporate more multiple-choice assessments to address some of the problems you face. What might you use them to do?
For example, are you interested in:
 1. Testing students' prior knowledge and/or preconceptions about your course?
 2. Checking students' understanding and awareness of course objectives and expectations?
 3. Helping students learn the material that you will test them on in summative exams or quizzes?
 4. Using them to provoke discussion of controversial or open-ended questions?
 5. Providing students feedback by week 5 of class as required by the early alert program?
 6. Having students build questions so that they review and solidify their understanding of the material?
 7. Something completely different?

4. What other forms of learning activities or assessments might work well in conjunction with multiple-choice assessments? Consider what Sawa and Kevin use in their courses if you're looking for inspiration.

5. Look at the class-level assessment data we shared at your table. What sorts of questions would you ask of it? How would you respond to it and/or use it in your course?