



Third Place, Super Idea, Super Ideas Contest Winner

Quiz Bowl Sparks Competitive Review

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Your three-hour night class starts at 6 p.m.; many of your students come from full-time jobs and are full-time parents. Your problem: How can you keep students interested, interactive, and awake while learning the concepts required for the course?

The answer: the Quiz Bowl.

The Quiz Bowl is an interactive, competitive learning game that meets classroom teaching and management goals by promoting:

- Incentives to read the textbook
- Class participation
- Development of an exam study guide
- Teamwork
- Fun with learning

Quiz Bowl can be used for any class, either as a one-time activity or a weekly project throughout the semester.

Activity Setup

For a semester-long project, start by dividing the class into five teams of three to six students, depending on the size of the class. These teams will stay the same

throughout the semester. Have each team create its own name to submit to you along with the team members' names. Each class period, have the teams sit in the same area of the room during Quiz Bowl.

Then, each week, write ten to twelve questions based on the chapter(s) of assigned textbook reading. To lighten up the session and add an extra helping of fun to the competition, throw in two or three trivia questions from outside the text but are related to the subject matter.

Session Procedures and Scoring

At the beginning of each class, write the team names across the top of the black/white board in the front of the room. Begin by asking a question and allowing students to write the question on a blank sheet of paper. All teams then have 30 seconds to deliberate quietly on an answer. When the time is up, turn to the first team for a response. If this team answers correctly, it receives one point on the board. If it answers incorrectly, the question moves to the next team clockwise, and so on.

If a team answers the question correctly, that team gets one point. Each team gets only one chance to answer a question and only the initial 30 seconds to deliberate. The trivia questions are also worth one point each, but students will not be responsible for these on an exam. Keep questions brief. Questions that

require specific one-word or one-term answers work best.

To avoid confusion, allow only one person from a team to be the spokesperson when answering a question. No matter which team gets a correct answer, each new question starts with the next team in the initial rotation. For example, the first week team 1 gets first crack at question 1, team 2 starts question 2, etc. In week two, team 2 gets to answer question 1 first and team 3 starts question 2, etc.

Add each week's scores to the previous weeks' until the end of the semester. Assigning extra credit points for the winning team—or all the teams—is best for motivating participation.

For One-time Use

For a one-time activity, Quiz Bowl can be used the week before an exam. Assign each student a chapter in the textbook. Have the students write one question from that chapter that they believe is important and hand it in with their name on it.

Divide the class into teams then follow the Quiz Bowl format. However, for this game announce whose question



When the time is up, turn to team 1 for a response. If this team answers correctly, it receives one point on the board. If it answers incorrectly, the question moves to the next team.

is being asked, so that student will sit out for that question.

In both the one-time and semester-long versions, each student will end up with a list of questions and answers to use as a study guide when exam time comes. They will also have had the chance to get to know each other and learn team-building skills.

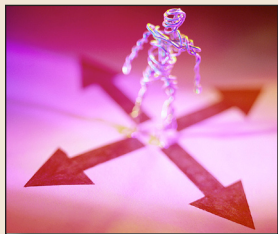
As questions are answered during Quiz Bowl, you can gauge student knowledge and understanding of concepts, and interject explanations before going on to the next question.

This tactic allows for brief discussion on topics that can be expanded upon later, if needed, in a more in-depth lecture format. Quiz Bowl is a teaching tool that can be a fun way to motivate students and make classes more engaging.

Customize the game to suit your needs, and it will benefit you and your students by making learning more active. ✨

Execution and Instructional Design

Jack H. Shrawder
Publisher,
Teaching For Success



Getting things done in the instructional design area of teaching and learning goes to the heart of achieving outcomes. But the question remains how to best accomplish something, and the right something in particular.

First, what gets done is controlled by something or someone. In the age of accountability, written goals or outcomes would appear at the top of most educators' lists of controlling factors. In fact, goal preparation is the first step of a six-step accelerated lesson model that is very helpful to constructing a meaningful and effective lesson.

TFS has adapted a model from work done on accelerated learning by Colin Rose to make it memorable and fit an instructor-led learning environment.

The *PIE R³* model moniker is a takeoff of the well known πr^2 formula for the area of circle. Thus, it becomes easier to remember the following six instructional steps:

- Preparation
- Input
- Explore
- Retain
- Reconfirm
- Reflect

Prepare for learning by setting goals, communicating them to students, and obtaining their buy-in.

Input refers to active and engaging new knowledge presentation.

Learners now need activities and time to *explore* this new knowledge. What are its implications? How does it attach to previous learning? How is it useful? What does it smell, look, feel, sound, or taste like?

Students *retain* more when they make associations, visualize image chains, make lists, practice, and apply the information.

Reconfirm means reviewing and, furthermore, proving that learning has taken place by passing a performance test.

Lastly, both instructor and learner need to *reflect* on the content that has been learned and process by which it was learned for keys to improving it for the next teaching cycle. These are the fundamental teaching and learning steps that will improve execution. ✨

TFS Book of the Month Recommendation

Success is reading in your field one hour every day.

The Accelerated Learning Handbook
David Meir

If you feel like there is too much content and not enough time to teach it all in the courses you teach, you may change your mind after reading this book. Accelerated Learning (AL) is not fluff or about dumbing down content. It is about collaborative, performance-focused, and option-rich learning environments. AL has a proven track record of success in business and education. ✨

Reader Feedback

I have been enjoying *TFS* for years and greatly appreciate the straightforward, well-written articles that help teachers teach. In every issue I have gotten at least one small nugget, sometimes even big ideas, that are practical and easy to implement. I appreciate the work your company does... ✨

—Dennis E. Pipper,
Information Technology and Office Systems Department,
Lansing Community College

Mary Gross Five-Star Interview

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How do you use technology to enhance your teaching and student learning?

Technology is so integral to students' lives that it can't be ignored. I see technology as a tool to enhance learning as long as it's used for a specific learning purpose.

My favorites? Email is a very effective way to send positive notes and quick class updates. I also use Web pages. For example, I take digital photos of students during the first class and gather student biographical information to create a web page designed to help students get to know each other quickly. Also, I have used Blackboard and Web CT's virtual classroom as a supplement to my on-ground class. I teach some applications, such as MS Word, in a computer lab where I teach students some of the more useful features such as setting up a header or footer or how to create a Works Cited page in MLA format.

Still, 25 percent of students may have no computer experience, so I have to teach some students how to double-click. This is an example of where differentiated instruction comes in. I tap into my more advanced users as peer tutors for helping those who have very limited abilities. Also, students need to learn the etiquette of Net communications, so I teach that, although sometimes instant messaging hurts with all the abbreviations common to this medium. Still, students need to learn how to send an effective email.

However, I use caution with all these technologies. They can become a total time waster unless I control them and use them as effective teaching and learning tools. You must know why you are using a technology and how to make it effective. Finally, constant evaluation for effectiveness is crucial with the use of all technologies. ✨

To be continued in the October issue

