



Teaching Academy
Consortium of West Region CVM

Title: Use of frequent, low-stakes assessments as a tool for promoting retention and understanding in fully-online and hybrid courses

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Abstract:

The COVID-19 pandemic resulted in numerous courses that are ordinarily taught in a face-to-face capacity instead being delivered either fully online, or in a hybrid format. In the 2020 – 2021 academic year, I employed several evidence-based teaching strategies, in the undergraduate and DVM curriculum, aimed at promoting student retention and understanding, including frequent, low-stakes assessments and interactive activities. These assessments and activity-based assignments were built on the premise of either the use of Immediate Feedback Assessment Technique (IF-AT) cards (Epstein Educational Enterprises) or utilization of web-based resources which students navigated as they worked through clinical, case-based content; and, the structure of the course lent itself naturally to opportunities for interleaved content. In this session, I will introduce participants to the IF-AT quiz cards, and an example of a case simulation; additionally, I will illustrate one way to integrate all of these approaches cohesively into the course framework.