



Adam Smith
Business School

Name: Two-stage exam

Description

Students are answer a question individually, then discuss the same question in groups and produce one group answer.

Learning Benefits

- Students practice to critically evaluate work
- Students are able to observe alternative approaches to the question
- Research has found that the group answers tend to be better than the individual answers
- Students build group working skills

At a glance

Class size:	Any
Level	prehonours, honours, PGT
Environment	Assessment
Suitable for:	F2F
Technology Used:	None
IT Competency:	None

Step-by-step guide

1. Think about a question that students can attempt alone and in groups and think about how much time each of these stages should reasonably be expected to take.

Also think about whether the whole exam should be done in this format or whether you want, for example, one individual question and one two-stage question.

2. Inform students about how the two-stage approach works and about its benefits.
3. It may also be worthwhile to familiarise students with the process by using it in class, for example you can ask students to prepare an answer to some question before class and to discuss the question at the beginning of the class in small groups. You can then ask some of them to present their group answer.
4. On the exam day instruct students to get into groups after they have written their individual answer to the two-stage question. Provide a paper for students to jointly write down the group answer.

Examples

Two-stage exam case study (Geethanjali Selvaretnam/Kirsten W. Kininmonth)

Relationship of project to assessment and feedback principles

Principle 5: Give students practice in 'discussing work, its processes of production and its evaluation with others'



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