Assessing the Impact of Peer-Led Exam Review Sessions

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Undergraduate teaching assistants for PSY 235 led review sessions for unit exams. In these review sessions a method of classroom assessment known as “visible quiz” was employed. Students attending the review sessions completed a brief survey measure at the beginning of the review session and then again after it ended. Questions asked about level of test anxiety, confidence in one’s knowledge of the material, and prediction of exam scores, as well as the effectiveness and usefulness of the review sessions and the undergraduate teaching assistants running them. Analyses indicated that these peer-led review sessions served valuable functions for students attending them.