

4-16-2002

Assessing the Impact of Peer-Led Exam Review Sessions

Jon Ford

Indiana University - Purdue University Fort Wayne

Carmeletta Mobley

Indiana University - Purdue University Fort Wayne

Follow this and additional works at: http://opus.ipfw.edu/stu_symp2002



Part of the [Psychology Commons](#)

Recommended Citation

Jon Ford and Carmeletta Mobley (2002). *Assessing the Impact of Peer-Led Exam Review Sessions*.
http://opus.ipfw.edu/stu_symp2002/39

This Presentation is brought to you for free and open access by the IPFW Student Research and Creative Endeavor Symposium at Opus: Research & Creativity at IPFW. It has been accepted for inclusion in 2002 IPFW Student Research and Creative Endeavor Symposium by an authorized administrator of Opus: Research & Creativity at IPFW. For more information, please contact admin@lib.ipfw.edu.

ASSESSING THE IMPACT OF PEER-LED EXAM REVIEW SESSIONS

Jon Ford & Carmeletta Mobley

Faculty Sponsor: Lesa Rae Vartanian

Department of Psychology

Indiana University-Purdue University Fort Wayne

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.