2-IN-1 REVIEW (SIMULTANEOUSLY FOR BEGINNER AND INTERMEDIATE STUDENTS)

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INTRODUCTORY ESSAY

This is a review game that can be described as a blend of Connect 4 and Trivial Pursuit. The game can utilize technology or be played in a traditional manner on a whiteboard. While it can be adapted to any subject, the activity has been used in film theory and video production courses, and thus most examples will be provided from those versions. It takes approximately two minutes to set up and, depending on the complexity of the review questions, takes ten to fifteen minutes to play.

To envision the task, imagine splitting your class in two or three groups of students, clustered together in teams around the room (see left graphic below). They are facing the whiteboard or projector on which a ‘Connect’ grid is laid out (see right graphic below). Each team takes turns choosing a field on the grid, with the objective to earn as many fields in a row as possible. Once a field is chosen, the team receives a review question. If answered correctly, the team earns the field. If answered incorrectly, the other team(s) get(s) a chance to steal the field by providing the correct answer. The game concludes when all fields have been played.

RATIONALE FOR THE BEGINNER STUDENT-VERSION

This activity is designed for use in an introductory course of any subject. The main objective is to test student understanding of materials they have recently been introduced to. For instance, in an introduction to video production class, students will have covered basic shooting and editing techniques, such as ‘pan,’
'shallow focus,' and ‘parallel editing.’ This activity is then used to quickly review the concepts in a different format to ensure students have comprehended appropriate terminology. The result of the task (whether students were able to identify techniques on the spot), permits the instructor to determine whether further repetition is needed or whether more advanced techniques can be introduced that build on the basics. If a success, the students will feel confident in their knowledge. (If unsuccessful, the review task can be repeated following further reinforcement of concepts, so students eventually gain the confidence of having learnt or comprehended). A round can be imagined as follows: Team 1 chooses field 5. The instructor plays the stimuli clip that illustrates a ‘pan.’ At the end of the clip, a question appears: ‘what camera movement did this clip exemplify?’ Team 1 has five seconds to answer correctly, only having one try. Team 1 answers the question correctly—their team logo is a circle—and thus the instructor adds a circle to the field. Now it is Team 2’s turn. They get to pick their field, and so on. Imagining that Team 2 incorrectly answers their question, Teams 1 and 3 can now ‘yell’ their suggested answer. Each only have one try. Whoever provides the correct answer first (if at all), wins the field and gets to place their team symbol onto the field. Whichever team has the most connected fields in the end, wins the game. (Instructors can adjust the time teams have to answer a question as they see fit).

While this assignment focuses on specific video production techniques, such short films can be created for various subject matters using people’s smartphones. It is easy to collect such short films and compile them on a DVD for future use by any instructor, regardless of field of study. For instance, psychology students could write and record short scenarios on various counseling methods in an introductory counseling course. Seeing a short scenario on the screen, the students would identify the respective technique.

If not wanting to involve video production, a second version of the assessment tool simply uses notecards to review concepts (see cards below). These sample cards were written for a film adaptation class, covering specific sections of the course’s required reading.

<table>
<thead>
<tr>
<th>Question:</th>
<th>Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to Seger, film builds details through…</td>
<td>Seger suggests that “in a novel, the narrator stands between us and the story.” In a film, however, we are positioned as…</td>
</tr>
<tr>
<td>a) characters</td>
<td>a) a character</td>
</tr>
<tr>
<td>b) images</td>
<td>b) as a father figure</td>
</tr>
<tr>
<td>c) story</td>
<td>c) an objective observer</td>
</tr>
<tr>
<td>d) script</td>
<td>d) as the author of the text</td>
</tr>
<tr>
<td>Answer: b</td>
<td>Answer: c</td>
</tr>
</tbody>
</table>

(Sample review cards of theoretical concepts)

Overall, this review tool is designed as a game, and can be described as a “learning inventory tool” of “moderate complexity” as defined by Van Amburgh et al.1 This task also assists in breaking up class time.

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into several sections, supporting the research that suggests that activities should be altered approximately every twenty minutes to maximize student engagement (qtd. in Middendorf and Kalish 1). Having used this activity for numerous years in various classes, the student response has been positive, as students usually do not expect such a ‘fun’ review task with a competitive environment, which many respond to positively, wanting to ‘win.’

**RATIONALE FOR THE INTERMEDIATE STUDENT-VERSION**

When creating this tool, I had to create all the stimuli materials. Eventually, I added a second layer, by having upper-level course students or students at the end of the beginner’s course create the stimuli. Thus, a new aim and objective for this game was shaped: the students who actually create the stimuli materials apply the concepts and leave the course feeling confident not only in their theoretical comprehension but also in their application abilities.

Regarding the video clip version, the advanced students planned the material, shot the ‘pan,’ edited it, added a text graphic with the question, and exported it. On a simple level, they even engaged in synthesis, by creating the stimuli material. These students experience the progress they have made throughout the production class(es) and can feel confident about their skills. Similarly, the notecards shown above are actually student-produced questions. In this case, the questions were written by students at the end of the semester when they were enrolled in the beginner’s course (as part of their own review for the final exam) and used when teaching the course the following semester for review following the respective course content throughout the semester.

The techniques embedded in the creation and application of the tools can be summarized as “student-generated questions,” “application activity,” and “peer teaching.” Students create the materials, whether questions or video stimuli, as part of an assignment (or for extra credit) with the specific guideline to assist beginners and test their knowledge. If creating the materials in the same beginner’s class, the students will have experienced the review session earlier on in the semester. When using this activity over time across classes (such as in video production), many students will have experienced the task as beginners themselves already (if the task is shared among faculty teaching the same introductory course), thus also knowing how their materials will eventually be used. Doing so, as upper classmen, the students will create the stimuli materials with the experience of their beginner’s class in mind and take the task seriously. The faculty member can select the twenty most suitable stimuli and finalize the material for the next time the course is taught.

Having additional stimuli is also effective, especially when having to repeat the task due to low student performance when used for the first time. This way, the second attempt is not a straightforward repeat; students still will not know what concepts are being tested.

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3 Terminology used in this section references the meaning of said words as defined in Bloom’s Taxonomy. The specific terms used are “comprehension,” “application” and simple “synthesis.”

While the beginner and intermediate students never meet, they are teaching each other via the use of the stimuli; the upper classmen check in on the lower classmen to determine whether essential skills and course materials have been understood. (Of course, while the upper classmen cannot respond if the beginners should not have comprehended the materials, the faculty would step in for the upper classmen.)

**INSTRUCTIONS**

**OBJECTIVE**

In teams, players try to connect as many fields as possible in one line (vertically, horizontally or diagonally).

**EQUIPMENT**

*For the video production version:* the equipment consists of a projected game board and a DVD. *For the theoretical version:* the equipment consists of the same projected game board and 20 Trivia Cards. Bring your own marker(s) for the board. Templates for the game board and the questions cards can be found online at Suffolk University to assist colleagues in creating their own versions.5

![](Projected_game_board_with_3_teams_playing.png)  
![](Sample_trivia_card_for_the_theory_version.png)

If you do not have access to a projected game board, the twenty-field board can easily be drawn onto a whiteboard in a short amount of time.

**PREPARATION**

Project the game board onto the classroom board, or draw it onto the whiteboard. Load the DVD so it is ready to play or have the cards ready. Create teams (depending on class size, create two or three teams);

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5 The URL to the sample template and an overview of the entire review tool is: [http://www.suffolk.edu/academics/28976.php](http://www.suffolk.edu/academics/28976.php). Click on the ‘Examples of Successful TEALIGs’-link.
each team has to select a symbol that will represent ‘their’ fields on the board (as seen in center image above).

THE PLAY

Each team in turn chooses a # field.

For video clips:
The faculty member plays the corresponding video clip or chooses a previously selected trivia card. Two types of video clips exist:
1) Team play: a video is shown followed by a question about the video. The team has up to five seconds to answer the question correctly. Once time is up, another team (whichever responds first) can answer the question to ‘steal’ the field. Whichever team answers correctly (if any) gets their symbol marked in the field. If no one answers correctly, the field is blacked out, not belonging to any team.
2) ALL play: a video is shown that begins with a text graphic, instructing ALL teams that this question is open for anybody to answer. (Five such videos exist among the twenty.) As the clip continues to play, whichever team answers first and correctly wins the field. Each team, however, only gets one guess. If no team guesses correctly within the allotted time, the field is blacked out, not belonging to any team.

For question cards:
The team that chose the field gets the first opportunity to answer the question. Upon completion of reading the question to the respective team, the faculty member provides the team with five seconds during which to answer the question correctly. Should the team be unable to answer correctly, another team gets the chance (whichever team answers first and correctly when the faculty member provides the signal to the other teams that they are permitted to answer). If no one answers correctly, the field is blacked out, not belonging to any team.

An additional comment for the card version:
As the concepts being tested may be complex and require very specific answers, time may be extended according to faculty member discretion. Students who are new to a text may also benefit from an open-notes review with the added element of a competitive quiz environment. In that case, after the faculty member reads the question, a team gets thirty seconds to find the answer in their textbooks (as they most likely only know in which chapter the information is located but have not memorized it yet). Simultaneously, the other teams also peruse their chapter notes in case they get the opportunity to ‘steal’ the field. This permits all students to be involved in reviewing previously covered concepts and also fosters a teamwork environment as successful teams usually split up the allocated chapters amongst them to find a correct answer in the allotted time.

END OF GAME

Game ends when all fields have been played. The team with the longest row of connecting fields wins the game. If two teams have the same amount of connecting fields, the overall number of fields they have won is taken into consideration. If both also share the same number for most amounts of fields earned, they are both winners.