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# Thinking Inside the Box: Using Student Generated Puzzles as a Form of Assessment

Schechtel, Shauna

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## Bloom's Taxonomy Evaluation of Puzzle Creation

***FOR ALL MULTIPLE CHOICE questions, when checking off boxes please feel free to select all that you feel apply.***

1. Which of the following were important elements of your puzzle

☐

A definition

☐

Labels provided

☐

Duplicated course content

☐

Distractors provided

1b. If you wish, please elaborate here:

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2. When you designed your puzzles did you

☐

have to recognize concepts students would use to solve the puzzles

☐

have to associate concepts to visuals presented in the puzzles

☐

require students to make inferences about concepts using visuals

2b. If you wish, please elaborate here:

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3. To create the elements of your puzzle you had to manipulate

☐

facts

☐

numbers

3b. If you wish, please elaborate here:

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## Bloom's Taxonomy Evaluation of Puzzle Creation

### 4. When troubleshooting your puzzle

- ☐ I had to question how students would use the elements of the puzzle
- ☐ I had to breakdown concepts to create tasks
- ☐ I had to simplify elements of my puzzle

4b. If you wish, please elaborate here:

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### 5. When having discussions about the puzzle

- ☐ I had to compare my reasoning for solving the puzzles.
- ☐ I had to justify my thoughts to my self when designing the puzzle
- ☐ I had to justify my thoughts to my table when designing the puzzle

5b. If you wish, please elaborate here:

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### 6. Considering the overall structure of your puzzles

- ☐ I had to revise my ideas of concepts
- ☐ I had to improve my knowledge of concepts
- ☐ I had to combine concepts

6b. If you wish, please elaborate here:

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