

CAT 5: Application Cards (Assesses Skill in Application & Performance)

Estimated levels of time/energy required to prepare is LOW; to respond (students) & to analyze is LOW to MEDIUM.

Description: After students have studied an important principle, generalization, theory, or procedure, the instructor asks them to apply what was learned to real-life situations or other specific areas.

Purpose: Students can see more clearly the possible relevance of what they are learning. This CAT prompts students to think about possible applications and, as a consequence, to connect newly learned concepts with prior knowledge.

Procedure:

- 1) Identify an important – and clearly applicable – principle, theory, generalization, or procedure that your students are studying or have just studied.
- 2) Decide how many applications you will ask for and how much time you will allow for the assessment. One is often enough, and Angelo & Cross suggest no more than three. Three to five minutes is usually enough time.
- 3) Prepare the question to be display-ready by writing it on the board, a transparency, or digitally projected. They could also be written on a half-sheet of paper and distributed to the students. It is important the prompts are presented in writing. Do not only read the question(s).
- 4) Hand out index cards or half-sheets of paper. It is best if students do not write their names, unless there is a very good reason to know who wrote which comments.
- 5) Remind students to come up with their own “fresh” applications rather than repeat applications they have heard in class or read in the text.
- 6) Tell students the time limit, appropriate format of answers, and when they will receive feedback.

Examples:

Course: Principles of Microeconomics

Gresham's law basically states “good money drives out bad.” Give at least one contemporary application of Gresham's law to something other than money.

Course: Educational Psychology

Psychologists have long noted the effect of “primacy” and “recency” on recall of information. These effects have some implications for classroom teaching and learning. Suggest one or two applications of these implications for teachers using the lecture method.

Adaptations/Extensions:

- 1) If applications are particularly difficult to generate, allow students to work in pairs or small groups.
- 2) Encourage students to keep an “applications journal” and suggest that they devote two minutes each week or class session to writing possible applications of what they are studying.

Suggestions: Responding to students' feedback may take longer than planning because questions lead to other questions. Set clear time limits. To temper expectations and disappointment, let students know you will not comment on everything. Follow-up is **critical** because students who come up with poor or incorrect applications are likely to remember and learn those bad examples unless they receive feedback and examples of good applications.

References and Resources:

Angelo, T.A, and Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.