**Incorporate frequent quizzes to promote student learning.**

**Provide “summary points” during a class to encourage students to recall and articulate key elements of the class.**

**Pretest to highlight important information and instructor expectations.**

**Tell students about the testing effect.**

Quizzes can be given online or face-to-face, and feedback for the response will increase learning of targeted as well as related material.

Lyle and Crawford (2011) looked at the effects of asking students to write the main points of the day’s class during the last few minutes of a class meeting and observed a significant effect on student recall at the end of the semester. Using the last few minutes of a class to ask students to recall, articulate, and organize their memory of the content of the day’s class can provide significant benefits to their later memory of these topics.

Giving a pretest to assess students’ knowledge of a subject may prime them for learning (Little and Bjork, 2011). Pretesting students before instruction will help students know the types of questions that they will have to answer and the concepts and facts they need to be aware of during instruction.

Discuss with students how frequent quizzing helps them to learning—and quizzes can be helpful tool in their learning toolkit (Stanger-Hall et al., 2011). If students are aware of the benefits of pretesting, it can empower them to take control of their own learning.



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