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10 - Engaging reflective thinking during exam-like situations: Slowing students down on short-answer questions increases performance

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In a series of experiments designed to engage students in reflective thinking in exam-like situations, we test the effectiveness of two different interventions in improving student performance on specific short-answer questions. These interventions (1) ask students to explain their answer after answering a short-answer question, or (2) pair questions together for concepts that students frequently confuse for each other. For both interventions we demonstrate that we are able to increase student performance on those specific questions. These results have implications for the design of short-answer physics questions in learning and assessment situations.

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