1. **Action Research** is a strategy in which a team of participants conduct field research to examine a question. Specially suited for participants who don't know what they don't know, data collected during the research may alter the original question. The team may learn unanticipated principles and procedures because of the volatile nature of open-minded enquiry and objective reflection. Report may include data summary and analysis, sharing of group process, recommendations, and reflection statement (Thiagi, n.d.).

2. **Assessment-Based Learning Activities (ABLA)** require participants to complete a test, a rating scale, or a questionnaire and receive a score (and other specific, qualitative feedback) about their personal competencies, attitudes, or personality traits. In some ABLAs, participants' responses are combined to identify the perceptions, opinions, or characteristics of a team, a workgroup, or an organization. Whenever appropriate, ABLAs encourage interaction and discussion among participants to analyze their responses and to apply the results to future action (Thiagi, n.d.).

3. **Audiovisual presentations** can demonstrate student knowledge, creativity, and communication skills. This type of assessment can include not only instructor-graded options, but also peer-assessment and self-assessment.

4. **Authentic Assessment** contextualizes a problem to evaluate students' complex skills. There is no single right answer, but since students know public standards in advance, the evaluation focuses on individual pacing and growth (Hsu, 1999).

5. **Concept Maps** can illustrate a students understanding of interrelationships of concepts. They can be used as an assessment instrument and are most useful when accompanying by a reflection statement which includes the rationale for placement of items within the graphic.

6. **Consensus Decision-making** involves a list of items (about 10) to be arranged in order of priority. Participants complete the task individually and then reach consensus in teams. They then compare their priority ran kings with "expert" rankings. In the process, they learn more about factors that contribute to the importance of items and also factors that influence making decisions and reaching consensus. In addition to the listing, assessment could include a summary of the process, rationale for the placement of each item, and self-reflection as to their part in the decision (Thiagi, n.d.).

7. **Disaster Simulations** require participants to cope with simulations of natural or organizational disasters such as an earthquake or downsizing. In dealing with such disasters, participants learn to make fast collaborative decisions in complex and rapidly changing situations. Final assessment includes a debriefing report including the listing of facts, potential responses, choice of final recommendation with rationale, and personal reflection about one's contribution to the resolution (Thiagi, n.d.).

References: www.Thiagi.com
Weissinger (2003)
Hsu (1999)

8. **Dramatic presentations** can demonstrate student knowledge, creativity, and communication skills. F

9. **Field Studies and Expeditions** require participants to explore the environment of another country, culture, or time period. Teams of participants are given a set of objectives to achieve, information to college, or objects to obtain. Report includes explanation of process used to complete the task, summary of new knowledge about the environment, new skills acquired, suggested approach for relating to the local people, and self-reflection of their worth in the process (Thiagi, n.d.).

10. **Fine arts presentations and illustrations** can demonstrate student knowledge, creativity, and communication skills.

11. **Graphs and mathematical analyses** can demonstrate student understanding of concepts illustrated by analysis of numerical information.

12. **Hypotheticals** use the multiple expertise that exists within a group. The group acts as an expert panel. They are presented with a hypothetical scenario, Their discussion of individual methods to solving the problem, approaches to answering additional questions of the panel members and response to having their assumptions challenged can be scored with a rubric (Thiagi, n.d.).

13. **Item Processing** is an interactive strategy in which individuals and teams generate, organize, and sequence ideas, facts, questions, complaints, or suggestions. As a result of this activity, participants create organized lists of items. Additionally, participants share how they have constructed meaningful categories and sequences from isolated items and a reflection of how they contributed to the process (Thiagi, n.d.).

14. **KWL (What do you know, What do you want to learn, What have you learned)** This activity can be used as an organizational structure for lectures, students' notes, or short quizzes. Normally, a chart features each segment in its own column and students fill in the blanks. See example below.

K	*W*	*L*
*What do you **k**now?*	*What do you **w**ant to learn?*	*What have you **l**earned?*
This column to be filled in by the students before class begins to check their background knowledge.	*This column to also be filled in by the students before class begins to help them determine the direction they want to go with the lesson.*	*This column to also be filled in by the students at the end of class to check for understanding.*

References: www.Thiagi.com
Weissinger (2003)
Hsu (1999)

15. **Matrices** provide a structure for matching or classifying individual items or organizing the comparing a set of items. Students submit the matrix and a reflection about choices made and rationale to support inclusion as well as a personal reflection on their contribution to the process (if group work) and what they have been able to tie to previous knowledge.

16. **Multiple-choice examinations** can be used to assess recall of content as well as more advanced intellectual skills or dispositions. While it allows for efficient testing of information, it is criticized for providing too many clues to students. A modification would be to reduce the number of questions asked and provide a space beneath each question for students to explain their rationale for choice of answer (Hsu, 1999).

17. **Oral presentations** can demonstrate student knowledge, creativity, and communication skills.

18. **Performance Assessment** can include oral presentations, written presentations, audiovisual presentations, dramatic presentations, fine arts presentations, illustrations, graphs, mathematical analyses, portfolios. Students demonstrate their knowledge as they report their thinking and problem-solving process. Assessment also includes looking at creativity and communication skills (Hsu, 1999).

19. **Polarity Management^{TM}** is a team-based approach created by Barry Johnson for identifying and managing unsolvable problems. The technique involves identifying polarities (i.e. team vs. individual), listing the positive and negative aspects of each pole, and systematically working toward action guidelines for effectively managing the dilemma. Assessment includes a summary of the process, rationale for choices made, and reflection statement evaluating personal contributions to the process and lessons learned (Thiagi, n.d.).

20. **Portfolios** allow students to highlight their improvements, demonstrate their knowledge, report their thinking and problem-solving processes, creativity, and communication skills. Grading is made easier by using a rubric to guide the grading process.

21. **Procedural Simulations** are dress rehearsals of real-world events, such as conducting a raid to rescue hostages, evacuating a burning building, or being subjected to a surprise inspection by auditors from a funding agency. By working through these simulations, participants get ready for real-world events. Students summarize their approach to the event and self-evaluate what was learned in the process (Thiagi, n.d.).

22. **Production Simulations** involve the design and development of a product (i.e. video segment, newsletter, marketing plan, or a jingle). Different teams compete with each other to create the best product. The initial briefing in this strategy involves teams receiving specifications for the final product along with a checklist of quality criteria. Teams have a budget and a time limit. They can purchase different job aids, reference materials, handouts, sample products, and consultative help to assist them in their production activity. The final products are evaluated by a panel of outside experts who provide feedback along a variety of dimensions. Students can also submit reflection about their role in the process and what would be done differently if simulation was repeated (Thiagi, n.d.).

References: www.Thiagi.com
Weissinger (2003)
Hsu (1999)

23. **Review of Case records** and direct scoring by faculty provides information that cannot be evaluated during the encounter. It looks at the accurate communication via writing. The "audit" can evaluate the ability to recognize important data, interpret that data, formulate hypotheses, make decisions, and suggest recommendations (Hsu, 1999).

24. **Short-answer or word-completion** is suitable for testing recall of factual information while not providing clues as multiple choice questions can. It does not allow evaluation of inquiry strategies or interpersonal skills (Hsu, 1999).

25. **The Case Method** involves a written account of a real or fictional situation surrounding a problem. Participants work individually and in teams to analyze, discuss, and recommend appropriate solutions and to critique each others' work. In some cases, the facilitator may recount the actual decisions implemented in the real-world situation on which the case was based. Assessment is student report of their process, rationale for recommendation, and response to the actual decision in the real-world situation, if appropriate (Thiagi, n.d.).

26. **Triple-Jump Exams** recreate problem-based learning situations with individual accountability. Step one is the presentation of an open-ended, messy problem. Students list known facts, generate possible solutions, and identify issues that need further research. Step two is the research process. Step three is revisiting the problem, reordering of proposed solutions, eventual proposal of a resolution with rationale, and self-reflection of what was learned during the process and how that will impact them in the future.

27. **Troubleshooting Simulations** require participants to systematically find the causes of problems and to fix the problems. These simulations can use realistic simulators (as in the case of debugging faulty machinery) or computer printouts of output data (as in the case of slowing down the loss of market share). Students share their approach, their conclusions, and what was learned during the process (Thiagi, n.d.).

28. **WebQuests** are based on a format developed by Bernie Dodge and Tom March (San Diego State University). They feature a special type of inquiry learning in which participants collect information from the Web. WebQuests focus on using information rather than merely retrieving it. A typical WebQuest requires participant to analyze, synthesize, and evaluate information from the Web. Assessment would include a report of the approach used, conclusions, and lessons learned in the process (Thiagi, n.d.).

29. **Written presentations** can demonstrate students understanding of concepts and provide an opportunity for students to report their thinking and problem-solving approach.

References: www.Thiagi.com
Weissinger (2003)
Hsu (1999)