

Quantitative Jeopardy Feud

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MSF 600 – Quantitative Methods

Summary: This is a method for using a game as a final exam.

Description & Teaching Materials:

- 1) Start by selecting teams. Ideally, use something that produces 1 of 2 outcomes. I used dice to create teams with odd and even numbers, or numbers of above 3 and numbers below 3. You could also use cards or a coin flip. Sometimes you need to select students to switch teams to balance the number of students on each team.
- 2) The teams need to number their group members in terms of the order that each student will answer. I like to use name tags and have them write the number on the name tag. This is done to keep track of who plays when – not reduce students to a number.
- 3) Pick one team to select the first category and dollar amount. Alternate which team “controls” the board or selects a category and dollar amount.
- 4) Students complete “face-offs” where student 1 from team A plays against student 1 from team B.
- 4) Students “ring in” or indicate that they would like to answer the question by picking up a stress toy and raising it above their head. To make sure everything is fair, student must keep their hands by their sides or put the hand behind a line of tape on the table with the stress toys.
- 5) If a student rings in and misses the question, the other team can steal the question. The person that is in the “face-off” can choose to answer the question or select a team mate to answer the question.
- 6) This game is best played with closed book and closed notes.
- 7) Proceed through the board until round 1 is over and repeat other rounds as needed for your class. For a 3 hour final exam, I can make it through 3 boards/rounds and that includes giving students a break after each round.
- 8) Ask someone to help you keep score. I created a spreadsheet where I tracked individual and group points. I weighted students’ scores so that the group portion and individual portion both contributed to their overall grade or score for the exam.
- 9) You can alter the jeopardy board by altering the word files and / or pictures that the dollar amounts link to. For example, \$100 Non-parametric is linked it a Word file called “Non-parametric_\$100.docx”.

10) Enjoy yourself and have fun! I like to have a potluck or some type of collaborative event so that I can bring the class together with a common goal.

11) I like to use questions from previous exams, especially questions that I know students struggled with during regular exams. The key here is feedback, or telling students what they missed and why.

Attached file: Quantitative Jeopardy Feud.zip