



Classroom Assessment Techniques: Applications Card

The *Applications Card* is a quick and easy assessment technique that encourages students to think about the broader relevance of course content. It provides a mechanism for linking theory and practice, and these links strengthen the mental connections that result in significant learning. In addition, it is easily adapted to a variety of class types and sizes.

The *Applications Card* is a fantastic way to get students to consider the potential uses of what they are learning, and research suggests that when students realize the real-world implications of content, their interest and motivation increase. Furthermore, this technique helps the instructor determine if students truly understand the implications of the content.

The procedures for implementing *Applications Card* are as follows:

1. Identify a clearly applicable principle, theory, generalization, or procedure that students have recently studied or are currently studying.
2. Decide on the number of applications you will require and how much working time you will allow—one to three applications, and three to five minutes of working time is typical. Determine the wording of your prompt. For example, “Suggest two applications for the principle of _____” or “Provide one contemporary application that supports _____.”
3. Pass out notecards or slips of paper and share the prompt with students. Encourage students to come up with original applications as opposed to those you might have shared previously during the lecture. If the task seems difficult, consider asking students to work in pairs or triads.
4. Gather students’ *Application Cards* and prepare to offer follow-up feedback.

Analyzing *Application Cards* is relatively quick; however, there is one important consideration. If students write incorrect or weak applications, they are likely to remember them even if they are wrong. Your follow-up will make all the difference! Be certain that students hear examples of the best applications.