

Cheat Sheet / Create Possible Exam Questions

Students create a one-page “cheat sheet” or formulate possible exam questions based on **key concepts from the session**. Instead of passively reviewing content, they **actively identify core ideas, structure knowledge, and anticipate assessment formats**. The method can be used during or at the end of a session and works individually or collaboratively.

Complexity : 

Group size: large

Format: all formats

Learning objectives / benefits

- **Promote deep processing** instead of surface memorization
- Encourage **identification of core concepts** and key relationships
- Strengthen **metacognitive skills** (What is important? What might be tested?)
- Make expectations transparent in international courses
- Support exam preparation continuously throughout the semester

Implementation

- **Plan placement:** Insert after key or difficult topics, or at the start/end of the session, or for a preparation
- **Choose the format:**
 - Individual cheat sheet (1 page maximum)
 - Small groups create 3–5 possible exam questions
 - Online: shared document, Padlet, breakout rooms
 - Hybrid: digital submission for transparency
- **During the lecture:**
 - Clarify criteria (e.g., only key concepts, diagrams allowed, no full sentences)
 - Set a strict time limit (10–15 minutes)
 - Optionally: exchange and critique another group’s questions
 - Discuss: Which questions require higher-order thinking?

Recommendations

- Clarify whether the **activity is formative or exam-relevant**.
- Encourage **higher-order questions** (application, comparison, critique).
- **In international settings:** provide examples of expected question formats.
- **Avoid overload:** limit length strictly.
- **Use** selected student questions **in a later quiz or review session**.
- Works well in technical and theoretical disciplines.

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