



INSTRUCTOR'S GUIDE



Teaching Technique 07

Team Jeopardy

ACTIVITY TYPE

- Group Work
- Game
- Learning Assessment
- Reciprocal Teaching

TEACHING PROBLEM ADDRESSED

- Lack of Participation
- Insufficient Class Preparation
- Low Motivation/Engagement

LEARNING TAXONOMIC LEVEL

- Caring
- Foundational Knowledge

Team Jeopardy

Team Jeopardy is a game in which student teams look at a grid and then take turns selecting a square showing the number of points the team can earn if they answer the square's corresponding question correctly.

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- 1** Clarify your teaching purpose and learning goals for *Team Jeopardy*
 - 2** Establish question categories and number of questions per category
 - 3** Create the game grid and craft corresponding questions
 - 4** Determine how teams will ring in and how score will be kept
 - 5** Create and distribute a handout that includes game rules and directions
 - 6** Allow student teams to play *Team Jeopardy*
 - 7** Reflect upon the activity and evaluate its effectiveness

Step-By-Step Instructions

In this section we provide you with guidance on each of the seven steps involved as you consider this technique.

STEP 1: CLARIFY YOUR TEACHING PURPOSE AND LEARNING GOALS

Today's college students are avid game players, and there are many reasons to take advantage of this passion and use games in higher education classes. Participating in games engages learners with content in a fun way that many students find motivating. Games also have a built-in assessment mechanism: as students answer questions, find items, or perform tasks, they receive immediate feedback on whether or not they are meeting expectations. As the instructor, you can use this real-time demonstration of knowledge and skill to assess student understanding and use this information to adjust future instructional activities.

Team Jeopardy is an excellent way to introduce games into your class, as it offers a fast-paced, energizing way for students to work together as they review course content. It is modeled after the popular television Jeopardy. The game can be varied in many ways, but in the traditional approach, the prompts that correlate to the different squares are presented in the form of an answer, to which teams phrase their response in the form of a question. For example, a prompt such as *An Englishman considered to be the father of antiseptic surgery* should generate the response, *Who was Joseph Lister?* Team Jeopardy therefore requires students to think about content in a different way, providing the questions for the answers, rather than the other way around. This can help deepen their understanding.

Team Jeopardy can be particularly effective for review of content prior to a test, as it helps ensure adequate preparation, thus alleviating test-taking anxiety. Furthermore, because it can be fun, students relax and are more open to learning and remembering. *Team Jeopardy* can therefore support multiple teaching goals and learning outcomes, and it is therefore important for you to think through how this technique might work best in your class.

STEP 2: IDENTIFY THE LEARNING TASK'S UNDERLYING PROBLEM AND PROMPT

Student teams take turns selecting a square from a grid that contains a prompt presented in the form of an answer, to which teams phrase their response in the form of a question.

STEP 3: SET ASSIGNMENT PARAMETERS

Assignment parameters are informed by the game, which involves several components, including determining the medium for your game board, choosing question categories, developing game rules, and so forth. We therefore provide specific guidance for implementing *Team Jeopardy* in the **Support Materials** section of this document.

Step-By-Step Instructions (CON'T)



STEP 4: DEVELOP A PLAN FOR LEARNING ASSESSMENT OR GRADING

Team Jeopardy gives immediate feedback to both the instructor and the student on how well material has been mastered. Students, particularly, can gauge what they are or are not understanding or remembering. We provide guidance for scoring *Team Jeopardy* in the **Support Materials** section of this document.

STEP 5: COMMUNICATE ASSIGNMENT PARAMETERS TO STUDENTS

Distribute a handout that includes game rules and instructions. An example of *Team Jeopardy* game rules is provided in the **Support Materials** section of this document.

STEP 6: IMPLEMENT THE TECHNIQUE

- Divide the class into teams of 5–6 students and ask the teams to choose a spokesperson.
- Display or distribute the rules, review them with the class, and answer any questions.
- Select the team that will go first, using a random method of selection, such as having spokespersons choose numbered cards and determining the order from highest to lowest draw.
- Ask the team spokesperson to choose a category and a point value.
- Reveal the prompt/question that corresponds with the square the students have selected. Give the team time as stated in your rules (for example, one minute) to confer and develop a consensus answer. Ask the team for its response.
- If the team provides a correct response, award the team the point value indicated on the grid.
- If the response is incorrect, leave the question open and allow the other teams to ring in to try to answer it.
- If the team is unable to provide a response, deduct five points from the total number of points.
- Cross off each cell as it is selected; if you are displaying the grid by way of a Word processor, simply mark an X in the appropriate square.
- Move to the next team, and repeat steps 4–6 until all the squares have been crossed off.
- The team with the most points wins.

Step-By-Step Instructions (CON'T)



STEP 7: REFLECT UPON THE ACTIVITY AND EVALUATE ITS EFFECTIVENESS

When reflecting on the activity and how effective it was, consider the following questions:

- Did the technique match the course learning goals and objectives?
- Did it meet my goals for this learning module?
- Was it appropriate for the students?
- Did the technique keep the students engaged?
- Did it promote student learning?
- Did it provide me with information about student understanding?

If you answer yes to all or most of these questions, next consider how you might improve the activity for the next use.

Support Materials



The materials in this section are intended to help you with the process of implementing this technique. For *Team Jeopardy*, we provide additional guidance on how to prepare for and score the game.

ADDITIONAL GUIDANCE

To prepare for implementing Team Jeopardy, consider the following steps:

- **Step 1:** Determine the medium for your game board. For example, use a document program such as Word to create the grid that you can display by projector onto a screen.
- **Step 2:** Choose several different categories (for example people, places, events, dates, things), the number of categories (typically 4–6) and the number of questions for each category (typically 4–6).
- **Step 3:** Develop your grid. Place your categories in the squares across the top row. Determine the values for each square on the grid and fill columns with those values. (See “Example 1: Grid indicating categories and point values” below.)
- **Step 4:** Prepare your prompts for each category by developing 25–30 facts that can serve as answers, and by identifying what could count as acceptable questions (i.e. student responses). The number of questions should correspond with the number of squares on the grid. Vary the level of difficulty and assign each question one of the established point values. Determine which question corresponds with each square on the grid.
- **Step 5:** You may also want to determine penalties. Students may not be able to produce a response after they choose a square, so consider assessing a penalty, such as losing 5 points. Moreover, some students may get rowdy, or highly-competitive students may resort to cheating or unsportsmanlike behavior. Professional sports offer ideas for penalties:
 - › Consider giving a warning for the first infraction.
 - › Deduct or add points as appropriate.
 - › Give non-offending teams several ‘free’ opportunities to answer and gain additional points.
 - › Require offending teams or players to ‘sit out’ one or more rounds or, in worst case, expel them from the game.

Support Materials (CON'T)



- **Step 6:** Decide how teams will “ring in.” The quietest and easiest approach is to simply have the Team spokesperson raise his or her hand (or stand up) and say “ready!” But you can also use different kinds of noisemakers such as bells, whistles, sound-effect makers, and musical instruments. Because this game is highly competitive, consider giving each team a different kind of “ring in” or noisemaker so that you can distinguish which team rings in first.
- **Step 7:** Consider using a timer, such as a kitchen timer or the timer function on a smart phone, in order to keep things moving and ‘fair’ and so that you will be free from having to look at your watch.
- **Step 8:** Develop game rules and directions. Depending on how you structure the game, ensure at minimum that you determine the following elements:
 - › **Read Time:** how long teams have to read (or hear) and understand the question.
 - › **Ring-In Time:** how much time teams have before they must answer.
 - › **Answer Time:** the length of time they have to provide their answer.
 - › **Plan ahead but allow for flexibility:** if students seem to be moving more slowly or quickly than you anticipated. (See Example 2: Rules for *Team Jeopardy* below for sample game rules.)
- **Step 9:** Determine how you will keep score. Keeping a simple table on which you can record and tally responses is a good approach. (See Example 3: Scoring Grid below.)
- **Step 10:** Post or distribute game rules, review them with the class, and answer any questions. Most of the unproductive contentiousness that can arise due to the competition in this technique is due to unclear rules or not familiarizing students with the rules ahead of time.

Support Materials (CON'T)



EXAMPLE 1: THE GAME GRID

Below is an example of a typical *Team Jeopardy* game grid indicating categories and point values.

CATEGORY I	CATEGORY II	CATEGORY III	CATEGORY IV	CATEGORY V
5	5	5	5	5
10	10	10	10	10
15	15	15	15	15
20	20	20	20	20
25	25	25	25	25

Support Materials (CON'T)



EXAMPLE 2: RULES FOR TEAM JEOPARDY

Team Jeopardy can be played with many variations, each with its own set of rules, but here is an example of basic rules:

- Each Team has a Team Captain who has 30 seconds to select a cell (e.g., Category I for 30 points).
- Team "A" starts. Once the teacher reads the question, Team "A" has 1 minute to decide on their answer and 'ring in.'
- Once the team 'rings in,' the Team Captain has 30 seconds to state the team's answer to the whole class.
- Correct answers earn the stated points, and the next turn moves to Team "B."
- Incorrect answers lose the stated points and the opportunity to answer goes to Team "B." If that team answers correctly, they earn the marked points and have the opportunity to select a new Category/Point cell.
- If a team cannot provide an answer, the team loses 5 points and the opportunity to answer the question goes to the next team. As with incorrect answers, if that team answers correctly, they earn the marked points and have the opportunity to select a new Category/Point cell.
- At the end of the match, the team with the most points wins. In the event of a tie, the two teams will compete to answer a tie-breaker question.
- Winning team members will be rewarded with the following number of points applied toward their final grade:
 - › **1st Place:** 50 Points
 - › **2nd Place:** 30 Points
 - › **3rd Place:** 10 Points

Support Materials (CON'T)



EXAMPLE 3: SCORING GRID

Keeping score can be done with a simple table on which you can record and tally responses.

TEAM	1	2	3	4
Round 1				
Round 2				
Round 3				
Round 4				
FINAL SCORE				

Technique Template

Following are two templates to assist you as you think through how you might implement this technique in your own class. The first is a completed template, providing an example of how Elizabeth Barkley adapted *Team Jeopardy* in her course, *Great Composers and Music Masterpieces of Western Civilization*. The second is a blank template for you to fill out to tailor this technique for your course.

Technique Template

Sample *Team Jeopardy* Completed Technique Template:

Content from Elizabeth Barkley

*Great Composers & Music
 Masterpieces of Western Civilization*

Course Name

COURSE CHARACTERISTICS

What are the situational factors that impact this course? For example, is it on campus or online? How many students? Is it lower division or graduate? Are there student attributes such as attitudes, prior knowledge, reasons for enrolling, and so forth that should be taken into account as you consider this technique?

My course is an on-campus section of a lower division General Education course that meets the Humanities requirement. Because it is essentially an entry level survey course, it is important that students learn a large number of facts and basic concepts. It enrolls about 45 students. It attracts a wide variety of students with different levels of academic preparedness and motivation to learn.

STEP 1: CLARIFY YOUR TEACHING PURPOSE AND LEARNING GOALS

Why are you choosing this technique? What do you hope to accomplish?

I am looking for a collaborative activity that students will find fun and engaging but that will also help them to review foundational knowledge and prepare for exams.

STEP 2: IDENTIFY THE LEARNING TASK'S UNDERLYING PROBLEM AND PROMPT

What is the question you want learners to address, or problem you want them to solve?

I will use the Team Jeopardy format to have students review foundational knowledge in several key categories: historical and social context, structural characteristics, key composers, representative masterworks, and listening identification.

STEP 3: SET ASSIGNMENT PARAMETERS

What are the assignment logistics? For example, will this be assigned individually or is it group work? How long will the assignment take? Will students be submitting a product? What materials, resources, or additional information do you anticipate needing?

This is going to be a fairly complex activity to implement, and so I will follow the guidance provided in the Support Materials section of this document to create the grid, scoring approach, penalties, and so forth.

STEP 4: DEVELOP A PLAN FOR LEARNING ASSESSMENT OR GRADING

If you decide to assess learning, how will you determine that learning has occurred? For example, will you use a simple +/check/- grading system? If you use a rubric, will you use an existing one or create one? What will be your criteria and standards?

I will use this primarily as a formative assessment strategy to help me (as well as students) determine how well students are understanding and remembering foundational knowledge related to the Baroque period. I will therefore not grade it per se, but I will include team scores in the Participation component of individual student grades.

STEP 5: COMMUNICATE ASSIGNMENT PARAMETERS TO STUDENTS

How will you communicate assignment parameters to students? For example, through a handout? A prompt on a presentation slide? Assignment instructions in your online course?

I will include Team Jeopardy directions and rules in a handout that I will distribute in class, and I'll also allow time for questions.

STEP 6: IMPLEMENT THE TECHNIQUE

How will you adapt steps/procedures for your students? Are there any additional logistical aspects to consider?

I need to create the question bank, the grid, the handout, and so forth and will use the guidance provided in the Support Materials section of this document as my reference.

STEP 7: REFLECT UPON THE ACTIVITY AND EVALUATE ITS EFFECTIVENESS

Note: This step will be completed after you have implemented the technique.

Did this technique help you accomplish your goals? What worked well? What could have been improved? What might you change if you decide to implement the activity again?

(Note: I have not yet implemented this technique in class, so am unable at this point to comment on the activity's effectiveness. However, I am going to see how it works in the 'traditional' format, and then consider whether to retain that approach or modify it as my teaching colleague Robert Hartwell has done, and have students create the boards and question banks. One of these student-made videos is displayed in the video.

Technique Template

This template is intended for use when planning to implement **Team Jeopardy** in your class. Fill in the blanks below, and use the information provided elsewhere in the Instructor’s Guide to assist you in your thinking.

Course Name

COURSE CHARACTERISTICS

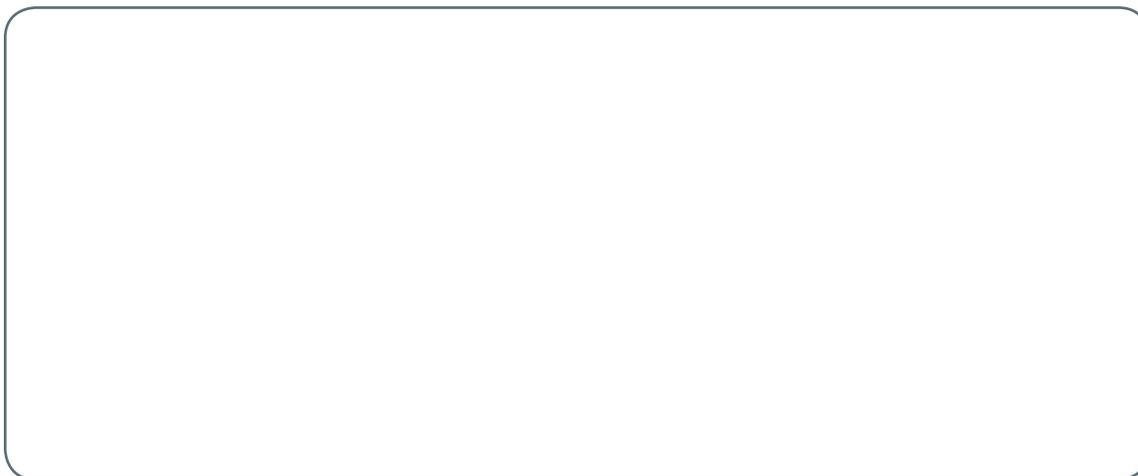
What are the situational factors that impact this course? For example, is it on campus or online? How many students? Is it lower division or graduate? Are there student attributes such as attitudes, prior knowledge, reasons for enrolling, and so forth that should be taken into account as you consider this technique?

STEP 1: CLARIFY YOUR TEACHING PURPOSE AND LEARNING GOALS

Why are you choosing this technique? What do you hope to accomplish?

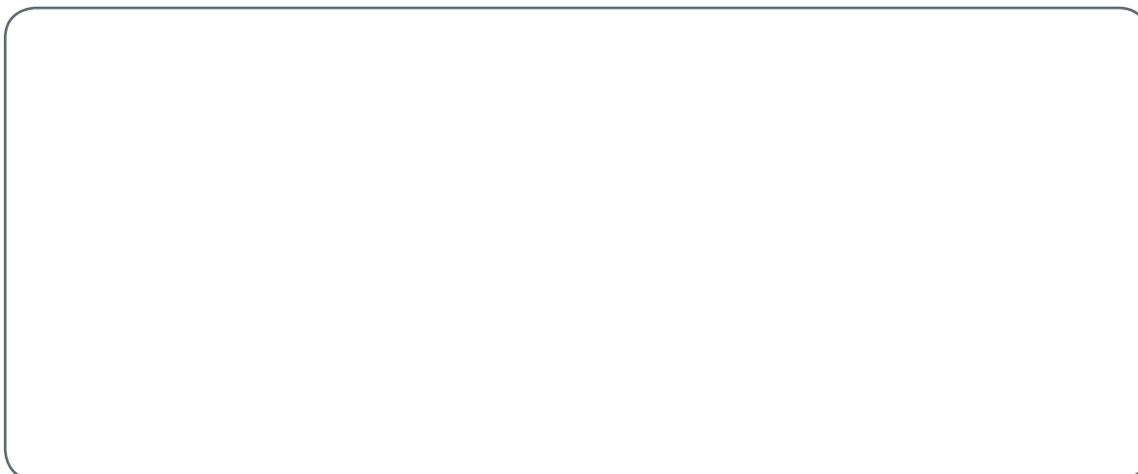
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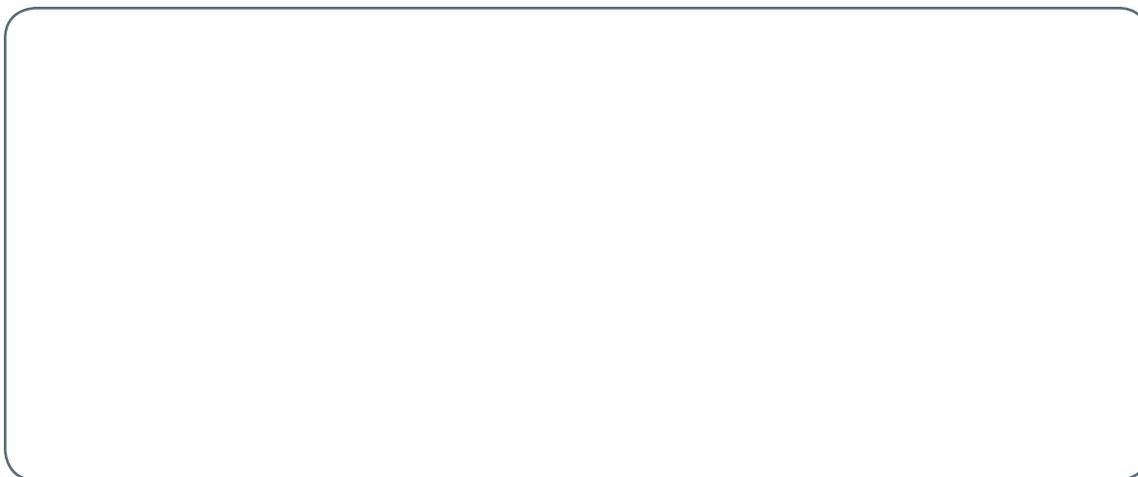
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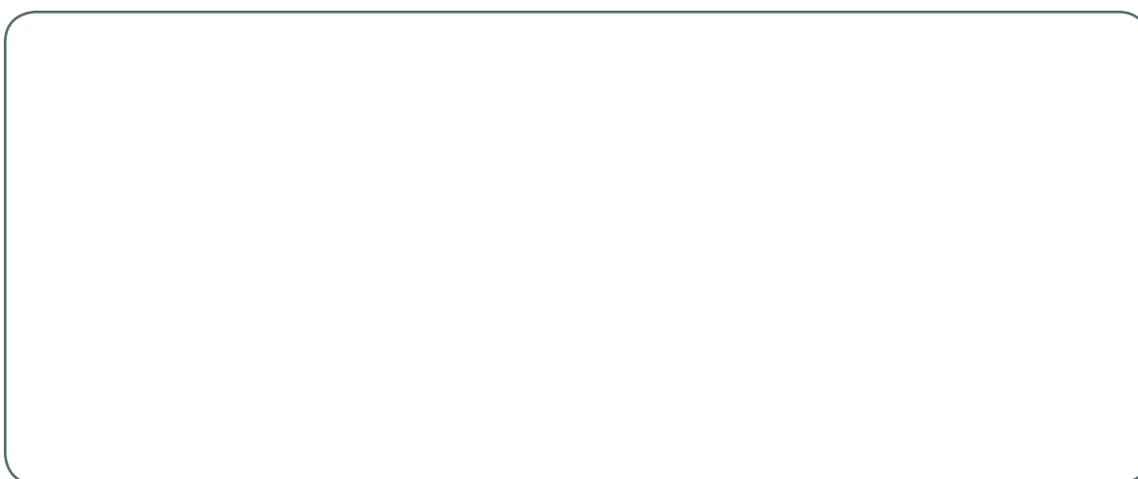
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If you decide to assess learning, how will you determine that learning has occurred? For example, will you use a simple +/check/- grading system? If you use a rubric, will you use an existing one or create one? What will be your criteria and standards?



STEP 5: COMMUNICATE ASSIGNMENT PARAMETERS TO STUDENTS

How will you communicate assignment parameters to students? For example, through a handout? A prompt on a presentation slide? Assignment instructions in your online course?



STEP 6: IMPLEMENT THE TECHNIQUE

How will you adapt steps/procedures for your students? Are there any additional logistical aspects to consider?

STEP 7: REFLECT UPON THE ACTIVITY AND EVALUATE ITS EFFECTIVENESS

Note: This step will be completed after you have implemented the technique.

Did this technique help you accomplish your goals? What worked well? What could have been improved? What might you change if you decide to implement the activity again?

References and Resources

PRIMARY SOURCE

Content for this download was drawn primarily from “Collaborative Learning Technique 34: Team Jeopardy.” Barkley, E. F., Major, C. H., Cross, K.P., (2014). *Collaborative Learning Techniques: A Handbook for College Faculty*. San Francisco, CA: Jossey-Bass, pp. 356–364. It includes material that was adapted or reproduced with permission. For further information about this technique, including examples in online and on campus courses, see the primary source:

Barkley, E. F., Major, C. H., Cross, K.P., (2014). *Collaborative Learning Techniques: A Handbook or College Faculty*. 2nd Ed. San Francisco, CA: Jossey-Bass.

CITATIONS AND ADDITIONAL SUGGESTIONS FOR FURTHER READING

- Yaman, D. & Covington, M. (2006). *I’ll take learning for 500: Using game shows to engage, motivate, and train*. San Francisco: Pfeiffer, pp. 47–49.
- Barkley, E. (2010). *Student engagement techniques*. San Francisco: Jossey Bass.

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