

uBEATS Teacher's Guide:

How to Master Exams

(Grades 9-12)

This teacher guide is a supplementary text to support the use of the uBEATS How to Master Graduate Level Exams module for grades 9-12.

To help students develop the knowledge necessary for an incredible future in health care, we created UNMC Building Excellence in Academics Through STEM (uBEATS), an online health science resource for Nebraska students.

UNMC uBEATS modules are short (15 minutes or less), interactive online health science modules to supplement curriculum taught in grades 6 – 12. These do not replace curriculum but are a supplement for teachers and students incorporating evidence-based information and UNMC expert guided material. Each module is chunked into sections with formative and summative assessments with immediate feedback provided.

Tips on how to utilize uBEATS modules:

- Internet access is required to view uBEATS modules.
- For those who have access to one-to-one technology, modules can be used in or outside of the classroom as a topic introduction, extension, or review.
- For classrooms without individual student devices modules can be used in whole group instruction. Formative assessment questions can use the teacher's preferred call and response method and summative assessment questions can be displayed on the board and answered individually by students or printed and distributed to students after viewing the module.

Objectives

Upon successful completion of this learning module, you will be able to:

1. Successfully approach an exam question
2. Understand the depth of the question

Introduction

Passing an exam is not as simple as just writing down an answer. Different types of questions demand different approaches. Likewise, different types of questions require different types of answers.

This module offers test-taking strategies to reduce stress and organize time during an exam. By recognizing the expectations of test questions, the student can focus more directly on the content of the answers.

Prior Knowledge

Before beginning this module, the teacher should understand:

- Next Generation Science Standards (NGSS) featuring [Three-Dimensional Learning](#).
 - [Nebraska Standards for Career Readiness](#) Pg. 13
1. The career-ready individual applies appropriate academic and technical skills.
- C. Strategic Thinking
1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.
 2. Analyzes elements of a problem situation to develop solutions.
 3. Uses acquired academic and technical skills to improve a situation or process.
 4. Seeks to enhance knowledge and skills through ongoing professional development.

Key Terms/Vocabulary

Factual questions, multiple-choice, fill-in-the-blank, calculations, essay questions, critical thinking, time management, examples, facts, definitions, keywords.

Science Standards

[Nebraska Science Standards](#) Pg. 3

Content Area Standards Structure

Extensions of the lesson

To help students become more familiar with the Key Terms of this module, the teacher can use the vocabulary list for a classroom Word Wall or integrate the vocabulary into classroom word games during review sessions. As the students work to complete this module, they will encounter these Key Terms.

Encourage students to check current events for the latest news involving study habits and testing.

As student misconceptions become apparent, the teacher may need to reinforce these important concepts:

- The information presented in this module is directed toward graduate students. However, these strategies are also useful for high school students preparing for college.
- State and national content standards list the “what” of a student’s learning experience. This module provides support for “how” the learning can be accomplished.
- Answering questions on an examination can be stressful, to say the least. Some of the stress can be reduced by recognizing the nature of each question and determining its expectations.
- Some questions are easier than others. If the exam has a time limit, answer the easier questions first, then come back later to finish the more difficult ones. Some answers that you did not know at first can pop up in your mind while you are working on other questions.
- Manage your time carefully. Don’t forget to go back to complete all of the questions that you left behind earlier.
- If you do not have time to complete an essay question, be sure to provide an outline for an answer to show the instructor what you do know about the topic.

Enrichment

The UNMC Office of Interactive e-Learning offers additional modules about Study Skills among their [Online Science Education Resources](#). See [uBEATS](#) for details.

Information about the test-taking strategies in this module can be explored at [Exam Strategies](#).

To learn more about keywords in essay questions, see [22 Essay Question Words](#).

For advice on answering essay questions, see [Answering Essay Questions Made Easier](#).

Additional tips can be found at [Tips for Essay Exams](#).