

CETL Weekly Teaching Tips presents

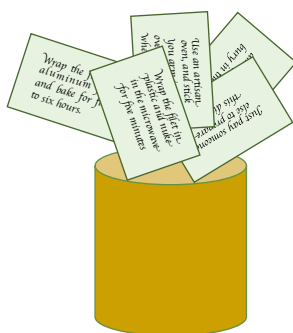
# Cash Cab Activity

An adaptation of the traveling TV trivia show, this interactive review game allows students to consider questions individually and call on classmates to help when necessary, promoting homework completion and student engagement.



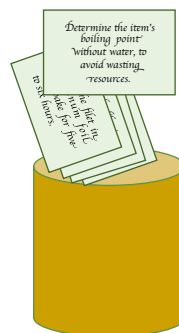
## ASK

a question,  
which students  
answer on  
a notecard.



## COLLECT

all of  
the notecards,  
all checked  
after class.



## SELECT

one notecard,  
and put it on  
display for  
the class.



## SHOUTOUT

to another  
student if the  
answer could  
use help.

For details on activity timing, grading notecards and an instructor's report on how this went in his class, see the full teaching tip.

[oakland.edu/teachingtips](http://oakland.edu/teachingtips)

*CETL at Oakland University adapted this material from Fred W. Sanborn's contribution to the 2013-2014 Teaching Issues Writing Consortium's Teaching Tips.*

## Cash Cab Activity

Below is the tip that I would like to share. It is offered by Dr. Carol Lawrence, Professor of Mathematics at North Carolina Wesleyan College. Additionally, our Teaching and Learning Center web address.

### “Cash Cab Activity”

As a professor I look for simple but effective ways to motivate student learning and assess student understanding. During the previous academic year, I developed and incorporated a new activity I call Cash Cab (based on the TV series) to promote student engagement in class and encourage homework completion outside the classroom. When playing Cash Cab, the students were given a question to answer or a problem to solve on a note card. If my objective was to have students access and review prior knowledge needed for the current lesson’s concept being developed, I would give the question/problem at the beginning of class. If the objective was to assess the learning of the current concept, the students completed the problem at the end of class. Amount of time given to complete the question/problem was based on how long I thought the students needed for that particular question/problem.

When all note cards were collected. I randomly selected one card in which the student was asked to answer the question or put the problem on the board for 2 extra credit homework points, provided the answer was correct. If the student was not comfortable with his/her answer on the card he/she could do a “call out” to another student for help. If, with the “call out” student’s assistance, the answer was correct each of these two students received 1 point extra credit. All the other cards were checked and received 1 point for each correct answer, 0 points for an incorrect answer. I gave no partial credit since these were responses for extra credit. My mathematics students, particularly the Intermediate Algebra (developmental mathematics) students, were very competitive and requested more problems so I will definitely use it again.

**Ask a question.**

**Collect the answers from each student.**

**Pick one randomly, display the answer.**

**If the student could use help on the question, use a “shoutout.”**

**Submitted by:**

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