Technological University Dublin

# ARROW@TU Dublin

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# Online Quizzes

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# Assessment & Feedback Use Cases

## ONLINE QUIZ

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This use case describes how one assessment method was designed and implemented by a lecturer or a group of lecturers in DIT. The use case was compiled from an interview conducted as part of **DIT's RAFT project (2013-14),** the aim of which was to provide a database of assessment practices designed and implemented by academic staff across DIT.

## Lecturer

David Dorran

## Programme and year on which assessment was offered

BE Electrical / Electronic Engineering, Years 2-3

## Description

Quiz within a virtual learning environment. Generally the quizzes are based on numerical responses, however some multiple choice questions. The quizzes are geared towards the level of the student and the information being reinforced.

For example 2nd year of the programme is based on reinforcing the basic theory, and thus quizzes are weekly based on topics addressed in lectures and laboratory sessions. These quizzes are open for one week only, with unlimited attempts available to the student. The duration of the quizzes is approximately 30 minutes or less.

The 3rd year quizzes on the other hand are open throughout the semester. As this is a condensed module delivered in the first four weeks of semester 2, there are bonus marks (25%)for completing the quizzes within these weeks.

## Why did you use this assessment?

This method of assessment allows the students flexibility in their learning, it gives them time to work at their own pace, and at the same time encourages them to keep up to date with lecture material. Feedback from the students has proved positive in this regard.

## Why did you change to this form of assessment?

For the 2nd year module this has been the method of assessment for the duration. The 3rd year module replaced standard lab activities and lab sheets. Thus allowing the students to work at their own pace and give them time to build their skills at the appropriate speed for them individually.

## How do you give feedback to students?

Feedback is automatically given at the end of the quiz, which states whether the individual answers were correct or incorrect, allowing the students to view the correct response. If the student chooses to retake the quiz, a different question will appear, with the same style but different numbers etc. to ensure the students are in fact learning and building on feedback received.

## What have you found are the advantages of using this form of assessment?

- Reinforcing basic theory
- Pace- students are free to complete in own time, and therefore are under less pressure. There is an element of completing without learning the material

## What have you found are the dis-advantages of using this form of assessment?

- Time consuming to set-up
- There is an element of completing without learning the material.
- Depending on set-up can be without monitoring/supervision thus copying can be an issue.

## If another lecturer was using this assessment method would you have any tips for them?

- If implementing this form of assessment it is suggested that you use the VLE Moodle as opposed to webcourses due to the ease of implementation.
- Also it is suggested that the number of questions per quiz is limited. Thus if students are allowed multiple attempts, it is less frustrating to the students as they tend to strive to complete until they reach 100%.
- It is suggested that allowing multiple attempts benefits the students, although it can lead to code/solution sharing.
- Ensure that you have a variety of questions to stop the quizzes getting repetitive.

## Do you have any feedback from students about this assessment?

Feedback varies from weaker students who tend to like it, and find it beneficial. Some stronger students can complain that the tasks are repetitive and given a choice they would spend their time doing other tasks.