

*Successfully Using the Tests & Quizzes Tool in Courses.*Pepperdine.edu

November 2, 2011, 10:00 am-11:00 am, West LA, Rm 209

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Online quizzes

- Tests and quizzes tool in Courses can be used in a variety of ways.
- In today's discussion, the focus will be on:
 - A short 10 questions multiple choice and true/false format.
 - Timed test at 15 minutes.
 - Taken before the class begins.
 - Started at a time convenient to the student.
- Benefits to students and faculty are highlighted.
- Challenges.
- Some best practices.



Courses where I have used online quizzes

Within the Graziadio School of Business and Management:

- DESC 471 – Statistical Methods and Research Design
- DESC 656 – Quantitative Methods for Business Operations
- FINC 639 – Financial Modeling.

All classes meet once per week, from 6-10 pm.



Online quizzes are part of a diversified approach

Online quizzes

Traditional proctored exams

“individual assessments”

Electronic assignments

Practice Exercises

“small informal groups”

Group Project

“formalized teams”

Sakai assignments and quizzes accelerate feedback to students

Students collaborate in a team to enhance learning assurance

Students must demonstrate individual competency in analytics

Podcasting successfully used to supplement lectures, exercises, and homework review

Screenshot

The screenshot displays the Pepperdine University course management system interface. The browser address bar shows the URL: https://courses.pepperdine.edu/xsl-portal/site/desc471.43_2116/page/25099fe6-fa. The page header includes the Pepperdine University logo and the tagline "Strengthening Lives for Purpose, Service, and Leadership". The user is logged in as James Di Lellio, with a "Logout" link. The navigation menu on the left includes "Home", "Announcements", "Assignments", "Gradebook", "MyLibrary", "Podcasts", "Resources", "Roster", "Schedule", "Syllabus", "Tests & Quizzes" (highlighted with a red circle), "Statistics", "Site Info", "Eliminate Live! Bridge", and "Help". The main content area is titled "Tests & Quizzes" and includes a sub-section for "Assessments". Under "Assessments", there is a "Create an Assessment" section with two options: "Create from Scratch" and "Import from File (XML or zip)". The "Create from Scratch" section has an "Assessment Title" input field and two radio buttons: "Create using assessment builder" (selected) and "Create using markup text". There is a "Create" button below. The "Import from File" section has an "Import" button. Below the "Create an Assessment" section, there are two tabs: "Working Copies: not released to students" and "Published Copies: released to students". The "Published Copies" tab is active. Below the tabs, there is a view selector: "View: All | Active: open to students to take | Inactive: not open to students to take". A table lists the published assessments:

Action	Title	Status	In Progress	Submitted	Release To	Release Date	Due Date	Last Modified
-- Select Action --	Quiz - Chapter 10, DESC 471.43, Fall 2011	Active	0	0	Entire Site	10/27/2011	11/02/2011	James Di Lellio 10/27/2011 04:26:18 PM
-- Select Action --	Practice Quiz - Ch 1 and 2, DESC 471.43	Inactive	0	18	Entire Site	08/22/2011	08/31/2011	James Di Lellio 08/22/2011 08:59:37 PM
-- Select Action --	Quiz - Chapter 10, DESC 471.43, Fall 2011	Inactive	0	19	Entire Site	10/20/2011	10/26/2011	James Di Lellio 10/20/2011 11:51:52 AM
-- Select Action --	Quiz - Chapter 3 and 4, DESC 471.43, Fall 2011	Inactive	0	19	Entire Site	09/01/2011	09/07/2011	James Di Lellio 09/01/2011 05:28:12 PM
-- Select Action --	Quiz - Chapter 6, DESC 471.43, Fall 2011	Inactive	0	20	Entire Site	09/08/2011	09/14/2011	James Di Lellio 09/08/2011 04:51:01 PM

The "Practice Quiz - Ch 1 and 2, DESC 471.43" row is highlighted with a red circle. The bottom right corner of the browser window shows a zoom level of 100%.

Successes

- Allows for student and faculty flexibility.
 - Student can take the quiz outside of class.
 - Faculty can review class statistics before class begins.
- Provides more class time to focus on interactive learning.
- Increased efficiency in grading process.
 - Auto-grading.
 - Grade book link.
- Timely feedback.
 - Students learn immediately what score they received.
 - After the quiz deadline is past, more detailed feedback is available.
 - Online feedback provides a link between question and textbook.
- Other benefits of quizzes still available by conducting them online.
 - Students are better prepared for class.
 - Teaches students how to learn in study groups or individually.

Challenges

- Honor system.
- Students with learning disabilities.
- Settings – see “My Settings” page to follow.
- Timed test.
- Release date/time AND feedback date/time.
- Miscellaneous tech issues.
 - Connections and web browser time outs.
 - Avoid Safari web browser, which is not officially supported.
 - Graphics within questions.
 - Appeared in “student view”, but due to a sharing setting, didn’t appear when students took quiz.

Best Practices

- Use a 1st practice quiz.
 - Familiarizes students with interface, timer, feedback.
 - Especially important for students in their 1st term.
- Randomize solutions to multiple choice problems.
 - But, beware of “all of the above” or “A and B” answers.
- Provide feedback for each question.
- Use notification email option when publishing.
- Recommend Pepperdine library to take quizzes.
 - Resolves connection / technology issues.

Questions?

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