WHY USE ONLINE QUIZZES FOR ASSESSMENT AND FEEDBACK?

Although online quizzes are often considered as a method for graded assessment, they are often overlooked as a means of offering the students an opportunity to learn how an online quiz works, and to gauge their own level of performance in a topic.

Evidence has indicated that formative online quizzes can help students perform better on course assessments (Dobson 2008; Kibble 2007; Velan et al. 2008). Wilson et al. (2011) noticed that students who participated in the formative assessment that was offered received a final grade which was 10% greater than those in the same cohort who did not attempt the quiz. While the researchers cannot discount that those who attempted the formative component may have already been higher achievers, they believe that the observed improvement in performance was the result of students: i) gaining skills in the mechanics of completing online multiple choice quizzes, and ii) learning from the questions and feedback available. Several students in their study reflected that on completion and feedback from the formative task, their understanding was not as comprehensive as they originally perceived. This provides an opportunity to review the information prior to a final assessment task.

Quizzes can be comprised of a number of different types of questions, some of which can be marked automatically (e.g. multiple choice; true/false) while others must be manually marked (e.g. paragraph style questions). Quizzes can be an effective way of assessing students, however, as with any assessment, the use of quizzes must be aligned to the subject learning outcomes and be carefully planned and constructed. Moodle.org (2014) have provided a guide to effective quiz practices using Moodle quizzes.

Using quizzes for assessment and feedback has the advantage of allowing students to complete an assessment online, alleviating the need for them to locate an invigilator for a paper-based exam, or travel to campus to complete an assessment. Staff should use a number of strategies when developing their quizzes including randomising questions from a large question bank, randomising answers where appropriate, and setting a time limit in which the student is to complete their attempt. More tips are available from the Moodle guide for effective quiz practices.

There are a number of tools available in Moodle that provide a quiz-like approach for assessment and feedback.

Quiz Tool

The Quiz tool in Moodle allows you to use a range of question types to test your students’ knowledge, and also to provide feedback, which can be in the form of a formative quiz, or via feedback from an assessment task. The most common frequency for feedback in an assessment task is either: (i) directly following the student’s submission, or (ii) when the quiz closes. Results from the quiz are stored in the Moodle gradebook, which can be either hidden or made available to students. If the quiz is assigned to groups within the Moodle site, each tutor will be able to segregate and analyse the results from their group.

Realtime Quiz

The Realtime Quiz tool allows you to present a “virtual” quiz to your class. One use of this would be to run a Realtime quiz in a lecture environment to gauge understanding of concepts. This could then be used to underpin review of previous concepts, or stimulate discussion among the group as to why some answers may be more correct than others. The impact of equity of some students not having internet connected devices can be overcome by encouraging participants to work in small groups to reach a consensus on the answer, which they then post as a group.

Choice

The Moodle Choice tool is similar to the Realtime Quiz tool in that it allows students to be polled using a single multiple choice question, however does not need to be administered in real time. You can choose if students will see the
responses, and also if responses will be published anonymously. This tool could be used to determine if responses to critical issues alters through the course of the semester, or as a quick poll to quickly divide students into groups depending on their answers.

References


