Create a short Syllabus Quiz

Require students to retake till they earn 100%.

Questions might include:

- T/F Extra Credit is allowed.
- T/F Late work is allowed, but 2 points are deducted for every 24-hour period of lateness.
- What percentage of the total grade are discussion forums worth?
- What is the best way to contact the instructor?
- When are office hours?
- Which of the following is NOT a learning objective?
- When are weekly assignments typically due unless otherwise noted?
- What are the prerequisites for this course?
- How many hours per week are you expected to put into this course?
- When will the group project be assigned?
- What is the focus of the multimedia assignment?

Write questions requiring your students to think at different levels of Bloom’s Taxonomy. Include some recall questions, some comprehension questions and some application and analysis questions. You can determine where students are having problems in their thinking. Can they recall the material, but not apply it?

Vary Your Quiz Constraints

- Allow students to preview the quiz.
- Allow only a short time to take the quiz (even as short as 10 minutes for a 5-question quiz).
- Have no time limit on quiz taking, but allow only one attempt.
- Have a time limit, but allow students to take the quiz multiple times. Consider a time delay between first and later attempts.

Reduce Cheating by putting each question on a separate page (making it more difficult to copy/print questions), using a pool of questions, randomizing questions and multiple choice options, setting time limits, limiting test access, limiting the reveal of answers, disabling the back button, and requiring a password or unique information.

Be random!

- Shuffle the questions to randomize question sequence.
- Shuffle within questions to randomize multiple choice options sequence.
- Include a few extra questions, and then randomize questions. (Even a few extra questions, such as 12 for a ten-item quiz) will reduce ease of cheating. Or, if you have an importable question bank for your textbook, you can have more randomization.)

Require “in-Person” Midterms and Finals

- Collaborate with colleagues in your department and require that students take their test in person in your department computer lab within a few time options. Use “show users picture” to improve the proctoring ability.
Providing Accommodation for Students Needing Extra Time

One way to provide accommodations for students who receives additional time to complete quizzes and exams is to override the quiz parameters. A student in this role is not held to constraints you change for only that quiz. However, TITANium Moodle still reports the time taken by the student, so you can review the information to insure that a student took only the appropriate amount of extra time or when the exam was taken, etc.

To use this role:
1. Click to edit your quiz. In the Settings block, select User Overrides and then click on Add User Override.
2. Select the student you want to accommodate and then identify the accommodations (require a password, open the quiz early, close the quiz latter, increase the time limit, or allow more attempts). Click to Save or to Save and enter another override.

Purposes and Practice

Depaul’s Teaching Commons defines a quiz as "a low-stakes assessment that covers approximately a week's worth of material." With this in mind, quizzes are recommended as a useful way to both assess learning and motivate students. However, different purposes may be best met with a different quiz strategy:

- **To assess ability to apply concepts or skills** – use a case study approach with a mix of question types; ask students to interpret a graph, diagram, chart, image, or video clip.
- **To identify difficult concepts for additional practice or reteaching** – review items missed by multiple students; require students to correct or reflect on missed items.
- **To reduce test anxiety** – provide multiple smaller assessments throughout a course; provide a practice test or preview of part of the test.
- **To encourage preparation for in-class discussion** – require completion of quiz prior to the scheduled discussion.
- **To encourage completion of assigned reading** – require completion of weekly quiz addressing comprehension.

WANT TO KNOW MORE?

- Effective Quiz Practices (Moodle) [http://docs.moodle.org/22/en/Effective_quiz_practices](http://docs.moodle.org/22/en/Effective_quiz_practices)
- Feedback and Grading (Depaul’s Teaching Commons) [http://teachingcommons.depaul.edu/Feedback_Grading/index.html](http://teachingcommons.depaul.edu/Feedback_Grading/index.html)
- Online Assessment Strategies: A Primer [http://jolt.merlot.org/vol01no1/sewell_0310.pdf](http://jolt.merlot.org/vol01no1/sewell_0310.pdf)

Encouraging Student Engagement in Your Quiz

Use frequent, precise quizzes at regular intervals. This technique works well when used in conjunction with a textbook that students are expected to read and grasp. Using this method, students are more likely to read and remember since quizzes occur frequently throughout a unit.

Minimize the number of questions on smaller quizzes. Many instructors find that an average of ten questions is most effective in keeping students engaged while promoting retention of course material.

Add media to enhance individual questions. Ask students to examine a map, diagram, sketch, photograph, or equation in order to find an answer.

Compose a story or example relating to course content. With the right story you can get students to think about the learning material in a more conceptual than a theoretical way. Use your story as a basis for asking students to:

- Complete a statement about a concept or idea in the lesson
- Make choices or choose multiple options relating to truth
- Recall important facts and explain why these facts are important
- Create a solution to a problem posed in the story

Pair students. Ask students to work in pairs to discuss and answer questions posed in a quiz. It works best when using challenging, problem-solving type questions, where students have to have a discussion before selecting a solution.

Adapted from [www.proprofs.com/blog/2013/01/five-effective-tips-to-encourage-student-engagement-in-online-tests/](http://www.proprofs.com/blog/2013/01/five-effective-tips-to-encourage-student-engagement-in-online-tests/)

TIP

Use quizzes as formative (entry-level and progress monitoring), and summative assessments of student learning.

- **Entry-level quizzes** assess what students know, measure understanding BEFORE a unit, and help engage students in learning.
- **Progress-monitoring quizzes** measure understanding at points WITHIN a unit, assess progress towards learning goals, and help identify need for reteaching.
- **Summative quizzes** measure understanding at the END of a unit and whether learning outcomes have been achieved.