

Learning and Teaching Conference 2012

Abstract 1E

Developing e-assessment using the Quiz Activity within Moodle: Empowering student learning

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Using formative assessment within moodle has been shown to encourage self-directed learning (Bromham & Oprandi). Our experience of using formative assessment quizzes as stand alone entities, as well as within Moodle lessons, has been used to introduce Moodle assessment quizzes over the past year in Level 1 and Level 2 Life Sciences courses. This experience has been distilled to inform the content of this workshop.

Some advantages of incorporating assessments in the form of Moodle quizzes are that they allow for quick, reproducible and flexible assessment with a relatively small initial set-up cost, and substantial long-term staff and administration savings. One significant advantage is that staff and room pressures can be reduced as students can attempt the assessment at a time and location of their choice within a specified time period.

This flexibility can help to reduce student stress associated with completion of a continuous assessment for their course. It is also a relatively simple process to account for students entitled to extra time during assessments. Providing clear instructions beforehand and at the start of the quiz ensures that students understand their responsibilities for completion of this assessment and ultimately the course.

There are some disadvantages and limitations to the system as it currently exists, for example there is the perceived ability for students to “cheat” by completing the assessment as a group, accessing books and the internet. Strategies to account for these can be put in place and will be discussed in detail during the workshop.

This workshop aims to take the participants through the initial set up of a quiz, highlighting the various question types and how these can be used to create a challenging assessment that can be quickly graded and prove informative for staff and course development.

References

Bromham L & Oprandi P. 2006. Evolution online: developing active and blended learning by using a virtual learning environment in an introductory biology course. *Journal of Biological Education* 41 (1) p21-25.

Effective assessment in a digital age: A guide to technology-enhanced assessment and feedback 2010. Case study 5: Planning and delivering high-stakes computer-assisted assessment. University of Southampton. 2010. (www.jisc.ac.uk/digiassess)

Outcomes

Understand the set-up and development of a Moodle Quiz. Understand the various questions types and their uses and limitations. Be aware of the various strategies currently employed to make Moodle Quizzes challenging and informative.