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## WHAT IS IT?

Multiple choice quizzes (MCQs), online quizzes and tests are essentially a very flexible assessment format that can be used to measure knowledge, skills, abilities, values, thinking skills in an online environment. They offer the advantage of automatically assessing answers and provide the potential for feedback during the session in which the test is completed.

## WHY USE IT?

- Provides the potential for regular practice opportunities and immediate feedback to students in engaging with the core knowledge for each unit.
- Helps integrate opportunities for practice and receiving feedback into the learning process in a genuinely formative fashion.
- Can be used for diagnostic purposes to help identify and target learning support needs.
- Questions can be re-used and banked, and candidates can use them in different times at different locations.
- Good MCQs are designed to be objective. They usually have one definite answer that is given as a selection of options, so there will be minimal ambiguity in marking due to subjective factors in the questions.

## WHAT COULD I USE?

- vUWS Test tool
- StudyMate
- Respondus
- Publisher test banks

## CONSIDERATIONS

- To minimise the risk of students limiting their scope to simply 'learning the test', create larger test banks or pools from which questions can be drawn, so that students can retake each test multiple times with different questions. This creates greater potential for the tests to be used as a learning tool, as students can continue to improve their result and see immediate results from their study effort.
- Incorporate online quizzes/tests into a unit around formative assessments to encourage positive study habits and provide opportunities for practice and feedback.
- Consider utilising different quiz question types in online quizzes/ tests to assess student's ability to formulate and articulate answers.

## HOW DO I DO IT?

1. The test/quiz tool in vUWS supports the building of quizzes with a wide variety of **question types**. There is a tendency for multiple choice and other styles of questions used to focus on low level recall or comprehension learning. However, it is possible to construct more challenging questions through the use of 'plausible distractors' which represent common misunderstandings that the learner may make.
2. When writing the question, use clear and direct language. Avoid complex wordings which may confuse and frustrate students with sound understanding.
3. In order to fulfil a formative assessment function, carefully design quizzes with detailed constructive feedback, which provides some guidance as to what errors the student may have made in arriving at an incorrect answer and what practical steps they should make to improve.
4. Test banks from publishers may be utilised to build quizzes appropriate to the unit/learner requirements.
5. Allows some customisation/personalisation of learning pathways (e.g. students who fail to achieve a certain level of success on a test can be redirected to relevant content/activities).
6. Allow students to take a particular test (assuming a comprehensive bank of questions is available) multiple times until they are able to demonstrate mastery over the topic. This converts a summative assessment into a formative assessment and promotes learning.

## WANT TO KNOW MORE?

- [Assessing by multiple choice questions](#) (UNSW)
- [Assessment: Multiple Choice Questions \(MCQs\)](#) (University of Hong Kong)
- [Idea Paper No 16: Improving Multiple-Choice Tests](#) (Centre of Faculty Evaluation & Development, Kansas State University)
- Nicol, David. (2007). [E-assessment by design: using multiple-choice tests to good effect](#). *Journal of Further and Higher Education* Vol. 31, No. 1, February 2007, pp. 53–64.
- [Multiple choice questions](#) (The University of Texas at Austin)
- [Quizzes \(formal and assessment\)](#) (Western Sydney University)