



# USING BRIGHTSPACE QUIZZES

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## KEYWORDS

Online learning, Brightspace, tutorials, large group teaching, assessment & feedback

## SUMMARY

Brightspace quizzes are being used to provide learners with detailed and immediate feedback. This method of providing feedback helps to increase learners' knowledge promptly and demonstrate areas for improvement while incurring minimum levels of marking and extra work for lecturers.

## CONTEXT

The context for this case study came from research presented by Lois Gray, Academic Lead Developer, UHI at the Learning and Teaching Academy Assessment & Feedback Symposium in 2020. Lois teaches third year, undergraduate, engineering students who study through synchronous and asynchronous distance learning and develops materials for blended learning engineering courses from SCQF levels 6 to 10. At the symposium, Lois presented how she uses Brightspace quizzes for formative assessment and feedback in her lecturing role.

## WHAT, WHERE?

I use Brightspace quizzes within much of my teaching and usually set weekly quizzes for my students to undertake, just to check their knowledge. I also use the quizzes for summative (graded) assessments. When completing the quizzes, students receive immediate feedback on their answers; when selecting a correct answer, the student will be notified, and if marking an incorrect answer, this will be highlighted too. Students will be provided with the solution and correct answer in either case, so that students who answered incorrectly can see where they went wrong, and students who only got the question right through guesswork, will also get feedback on how to correctly solve the problem. I only use selected answer quizzes for partial grading in summative assessments. Students must also answer long answer questions to test their higher-level cognitive skills, like critical thinking and creativity. These, of course, cannot be marked automatically, so I give students example papers with solutions, to show them the depth and breadth I would expect for these kinds of questions. I tend not to set a required time limit to complete the quizzes, nor a maximum number of attempts to retake the quiz, to allow students to take things at their own pace. I do however give some recommended guidelines on an approximate length of time which should be taken to complete the quiz.

Brightspace quiz questions are created, reviewed and updated periodically to ensure they convey current information. Training can be undertaken by lecturers via the SQA Academy on how best to use and set up selected answer quizzes. The University of the Highlands and Islands' EDU team also have a Brightspace Guidance portal for Brightspace specific guidance.



Learners will receive feedback written by their lecturer which they can then take away and use for their own benefit in future (thus providing feedforward). The quizzes will identify any areas for improvement and students will be notified of any incorrect answers which they can then revisit and work on. They can then re-attempt the quiz after studying their areas for improvements.

Students may also find it beneficial to receive results and answers immediately after submitting them and can proceed promptly. If students are successful in the quizzes, they may feel a sense of reassurance that they are succeeding, which will motivate them to proceed and continue to work to the same standards. This is also a different way for students to test their knowledge and gives them another variation of how to do so, which is hopefully appealing to them.

For staff who have a high number of students, Brightspace provides an alternative to having to mark each answer for all students individually every time a quiz is assigned.

### DID IT WORK?

I ran an analysis of one of my modules within Brightspace to see how many students were engaging with the weekly quiz and compared statistics from the engagements with the general module content (lecture notes, videos, external websites) and engagements with the quiz. The analysis showed that student did not engage any more with the quiz than with the general content. The analysis also portrayed that the engagements did not correlate with results - some of the students with a lower final grade had been among those who had engaged with the quiz, and some of the highest achieving students in the class were among those who did not engage with the quiz in any way. Further research is necessary to determine why this cohort gave unexpected results. It is important to communicate to students, at the start of the module, the value of quizzes for self-assessment and reflection.

### WAS IT WORTH IT?

Brightspace quizzes do take a long time to set up initially but are ultimately a time-saving task, and it is beneficial to experiment with different ways of testing students' learning to keep them engaged. Some quiz questions can be re-used year upon year providing they are altered and updated regularly.

There are however some disadvantages to these quizzes – for example, the automatically marked and selected response questions can only assess the students' knowledge and will not be able to assess any creative or writing skills they may have. Brightspace does also allow long answer questions but these need to be manually marked. Some options which Brightspace offer may not be suitable for all, for example those who have Dyslexia may have issues with questions such as the 'fill in the blank' type questions, as only answers which include the correct spelling would be marked as correct.

**If you wish to submit your own case study, or have any questions about this resource please contact:**

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