

Quizzes and tests

Case Studies



Applying concepts

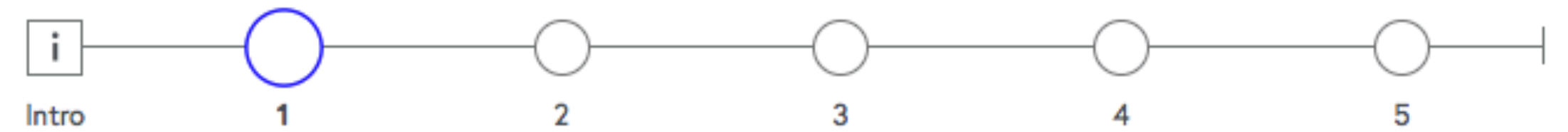
In this example, the learner must apply concepts they have learnt throughout the course.

This is a richer learning experience than, for example, a question based around fact retention.

The feedback can then be used to coach learners towards arriving at the correct answer, themselves.

Example: [Begin Programming, University of Reading](#)

Operators and precedence



Question 1

Look at the code snippet shown below and determine the value of the variable `myResult` after this code has executed:

```
int myValue = 100;  
int myResult = myValue - 1 * 99;
```

- 100
- 9801
- 1
- There isn't enough information to answer correctly

Challenging assumptions/ refreshing knowledge

Normally, we advise against true/false questions, as these are generally not very challenging.

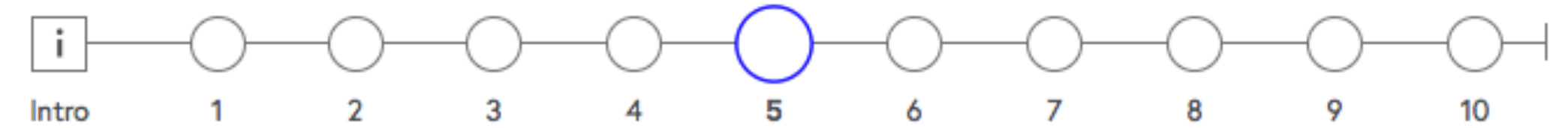
However, true/false questions can sometimes be used well if designed properly.

The example here uses true/false questions to challenge learners' assumptions on autism, at the start of the course 'Understanding Autism'.

This technique can be used similarly, to refresh learners' knowledge on a topic they haven't visited in a while.

Example: [Understanding Autism, University of Kent](#)

What I know about autism



Question 5

All autistic people have special skills - for example, having an exceptional memory for dates.

- True
- False

Cloze questions

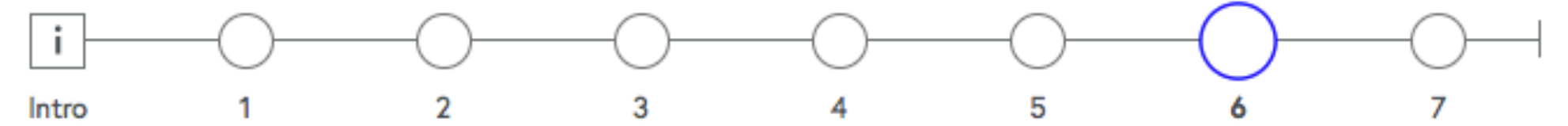
This is a nice example of using cloze questions. These do not need to be restricted to just one or two sentences - if you want, you can include a few paragraphs.

In this quiz on the General Data Protection Regulation, the question is testing the learner's knowledge of specific legal terms they have encountered in previous steps.

If the learner submits an incorrect answer, they will be presented with feedback for each individual word.

Example: [Introduction to GDPR: General Data Protection Regulation](#)

Check your understanding



Question 6

Fill in the blanks below

In the case study, Alex is an example of a

person and the insurer is a data
 and .

Providing insurance is a for
processing Alex's personal data.

Good feedback

Detailed, high quality feedback is essential to cement learning and address misunderstandings.

In this example, learners are asked to choose a method to detect whether a painting is real or fake. The feedback explains what information the incorrect answer would provide about the painting, and then explains why it is not suitable.

This rich feedback gives the learner context around the incorrect answer, while giving them more information to guide them towards arriving at the correct answer themselves.

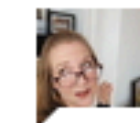
Example: [Art Trafficking and Art Crime, University of Glasgow](#)

Which scientific technique would you choose to detect if this painting may be a fake?

- Microscopy
- Mass Spectrometry
- X-Ray
- Infrared reflectography

Incorrect

Select another option



Donna Yates LEAD EDUCATOR

They're likely fake, but some dispute the findings.

This could reveal some evidence but you may not want to start with this technique. Pollock's drip technique was based on splashing paint on canvasses laid out on his studio floor using particular gestures from various angles to create certain types of patterns. He isn't known to have used underdrawings or guides. The presence of guides beneath any of the paintings would indicate that these were not real Pollocks; however, their absence wouldn't prove the painting's authenticity.

You may find [2.11 Using science to detect art forgeries](#) useful.

Use of narrative

This example shows an interesting approach, where the quiz is framed as a learning opportunity set within a narrative.

Learners encounter a human skull at the intro page of the quiz, found in a Roman ditch. As they move through the quiz questions, learners conduct a forensic examination of the skull.

The educator contributes feedback that probes learners to think deeper and return to the evidence, to reconsider their misconceptions.

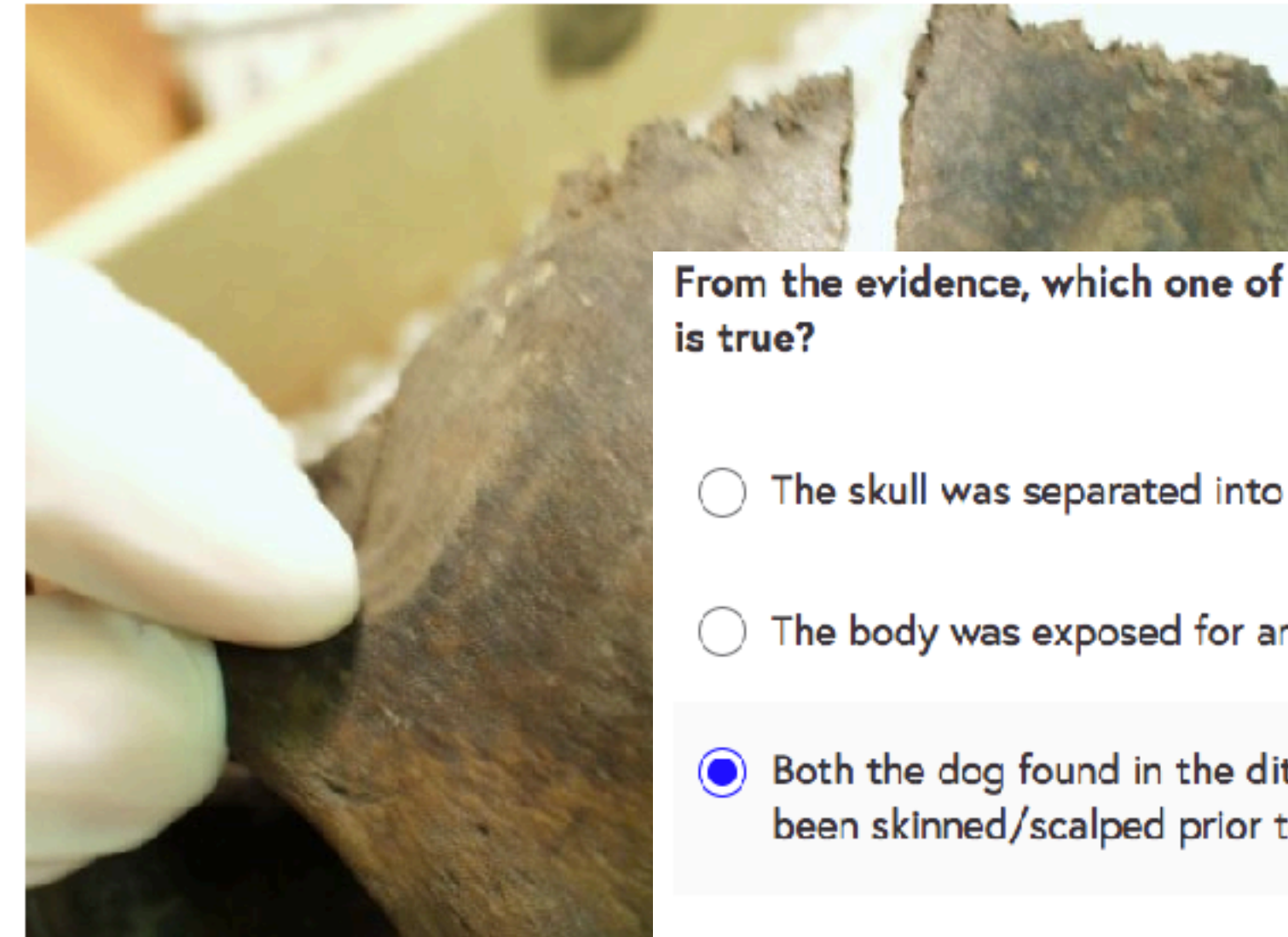
The experience almost feels like a tutorial, and is a great example of formative assessment.

Example: [Hadrian's Wall: Life on the Roman Frontier](#)

Question 2

Taphonomy: How did the skull get into the ditch?

For archaeologists, it is vital to understand the processes our evidence has gone through between its time of active use and the time we recover it. Taphonomy is the study of processes that change bone during and after death up to the moment of discovery.



© Vindolanda Trust, Chesterholm Museum

From the evidence, which one of the following statements can we say is true?

- The skull was separated into 2 parts at the time of death.
- The body was exposed for an extended period prior to burial.
- Both the dog found in the ditch and the human had probably been skinned/scalped prior to burial
- There was no evidence on the surface of the human skull to suggest that it had been scalped.

Incorrect

Select another option



Ian Haynes LEAD EDUCATOR

Look again. Whilst there was evidence the dog had been skinned, there was no visible evidence for the human skull having been scalped.