**A Quiz on Quizzing for Faculty**

By Angela Lyrette

**Question 1 (fill in the blank)**

Quizzes can be effective for presenting material in a unique way, supporting practice and repetition, and for engaging learners. The word *quiz* as a noun may have started out as a made-up word testing an early version of *going viral*. Modern usage, as a verb, is thought to be influenced by the words *question* and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which professors love for their learners to be.

**Question 2 (multiple choice)**

Some content is so new to learners that an amount of memorization is needed. Creating purposefully tricky or difficult questions is one way to ensure proficiency, but it’s not a nice way. In a February 2014 interview with *The Teaching Professor*, Paul Beaudoin describes the tools he uses to help learners memorize new vocabulary and important concepts. Which tools does he use?

a) Digital scavenger hunts

b) Word searches

c) Crossword puzzles

d) All of the above

**Question 3 (short answer)**

A quiz designed as a study tool can weave facts into the questions. Later questions can then test students on facts from earlier ones. This strategy encourages learners to read every question carefully. It is especially useful for helping learners get started on a short-answer question. In the space below, list five different question types that you can use in quizzes.

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**Question 4**

Quizzes are a terrific way for learners to check their understanding in advance of a scheduled lesson and can also serve to reinforce the learning after the lesson. Considering Universal Design for Learning (UDL) and removing barriers while not lowering the bar, which of the following quiz settings would you recommend for these goals?

a) Single attempt, no backtracking, one question at a time

b) Single attempt, 30 percent weighting

c) Two attempts, due before and after the lesson; 1–2 percent weighting for the highest attempt

d) Unlimited attempts, no due date

**Question 5 (matching)**

Multiple choice and matching questions are helpful because the correct answer is in context and can be found through the process of elimination. The level of difficulty of a question can be connected to how often the concept will be repeated throughout the course or the program. Match the quiz type with its potential application.

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| 1. Pop quiz | A. Comprehensive; uses questions from the exam but worded differently |
| 2. Kahoot quiz | B. Used to break up a lecture and reestablish engagement; good for classes scheduled after lunch or in the late afternoon |
| 3. Midterm review quiz | C. Low risk; checks students’ understanding in advance of class or immediately following a class |
| 4. Chapter quiz | D. Fun, competitive leaderboard rewards speed and accuracy |

**Question 6 (long answer)**

Key questions to ask yourself when planning a quiz are “What do I want learners to know, apply, and use?” and “How will I know when that happens?” Learners engage when faced with a compelling problem, and they want to know what’s in it for them. Ask a colleague to take this quiz with you. In pairs, use your understanding of quiz design to create a question that could be added to this quiz.

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*Angela Lyrette is a coordinator and professor in the School of Business at Algonquin College. She teaches in the business administration finance program. A specialist in workplace and adult learning, she helps faculty and learners reach their goals through education, academic advising, coaching, and networking.*

**Answer key**

1. Inquisitive

2. d) All of the above

3. fill in the blank, multiple choice, true or false, short answer, matching

4. c) Two attempts, due before and after the lesson; 1–2 percent weighting for the highest attempt

5. 1B, 2D, 3A, 4C

6. Answers will vary. Grade P/F. Desired learning outcome was the conversation that happened in the process of creating a quiz question in pairs.