



Using Quiz Data to Support Students and Inform Teaching Practice

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Module discipline: Music
 Approximate module size: Various (5-20)
 Level of module: Level 8

Reasons for using analytics in the module

I began to use analytics across a range of my modules initially to address student engagement concerns. I wanted a clear picture of the level of engagement with module materials, focusing specifically on how often students engaged, for what duration, and whether they were understanding the concepts I was presenting them with. I felt this was particularly necessary for the one online module I was delivering, but I also began to apply it to my f2f modules too.

I used the data to identify 'at risk' students in the context of retention and attrition. This provided me with an invaluable means of quickly identifying students who were not engaging or who were struggling with the module content.

My final reason for using analytics was to learn how I was doing as an educator in terms of engaging my students and consolidating their learning outcomes.

Data sources/modelling approach

The screenshot shows a Moodle course page for '93619 - Western Art Music: Baroque to Mid-20th Century'. The main content area features a video player with a large play button overlay. The video title is 'Baroque - Late 17th - Early 18th Centuries'. Below the video, there is a paragraph of text describing the late Baroque period. To the right of the main content, there is a sidebar with 'Online Sessions' listed, including 'Online Class 1 - 2nd Feb - 10:00 am' through 'Online Class 5 - 4th May - 10:00 am', and 'Assessment' details. A small video inset in the bottom right corner shows Hazel Farrell speaking.

<https://youtu.be/drxKVwWHkJO>



Case Studies of Data Use in Module Design/Delivery

Impact of using data

It has helped me to engage more effectively with my students from the perspective of identifying issues quickly and easily. I work with small groups but even with large groups, there is a definite advantage to the implications of the data being available at a glance.

It has also given me a heightened awareness of how effective my approach to various concepts is, and in this context, I have adapted my teaching in the interests of ensuring clarity and accessibility for my students. I feel I am engaging with my students from a more informed perspective and this gives me a greater sense of fulfilment as an educator. Feedback from the students is also very positive. They generally enjoy doing short quizzes and are happy to be assessed in this manner.

Gathering further data

I have increased the number of short quizzes I use for my modules. I now set weekly quizzes to ensure the students are grasping the concepts we are covering in class. I have also started to allocate C/A marks for these quizzes following some consultation with the students.

Whereas in the past I would have only used quizzes for my survey modules such as music histories, I have now started to use them for practical subjects too. This semester I am using quizzes with my Year 1 students for their Composition module and it is working really well. I am testing basic music literacy in this module and because it is a core skill that is transferable to a variety of other modules, it is vital that the students have a strong foundation in it. They complete quizzes practically every week and really seem to enjoy challenging themselves. I have used the data to identify students who would benefit from some extra learning support at a very early stage in the semester. This is really significant because ordinarily, it would have been at least Week 6 before this would have become apparent in the past.

I will definitely continue to develop my use of data and the application of analytics to further modules.

Advice for colleagues interested in using a data-enhanced approach

I would clearly identify what it is you want to achieve through the use of this data and that will help to determine the type of tools you might use. Get some basic training and experiment with a few options. I would recommend keeping it simple and building from there. Moodle Quiz is a very good starting point and it's very easy to set up. The results are available immediately and can be interpreted quickly and easily.