# InQuizitive

# State College of Florida—InQuizitive and Adaptive Assessment in American Government Courses

**Instructor:** Daniel Fuerstman

**Course Materials:** *American Politics Today,* Fourth Essentials Edition and InQuizitive

## Background

During the Fall 2015 semester, I implemented a pilot version of InQuizitive, Norton's adaptive quizzing system, in three sections of my Introduction to American Government classes with a total of sixty students. My Introduction to American Government course is offered both face-to-face and online, though this semester I taught the course online. The course is listed at the freshman level and is predominantly taken by non-majors as a way of fulfilling a social sciences general education requirement. Before using InQuizitive, I assigned my students weekly multiple choice quizzes, three unit tests (on foundations, institutions, and behavior) and a comprehensive final exam essay. I replaced the weekly multiple choice quizzes with corresponding, weekly InQuizitive assignments.

## Challenges

I face several major challenges when teaching Introduction to American Government. The first is getting students engaged with the materials and topics of the course. Many students see government as a distant body that does not affect them or that they, in turn, cannot affect. And those who do feel engaged with the general concept of government often come in quite disillusioned with the reality of American governance. The second challenge is getting students to complete the reading before we cover it in class (or online), rather than just before the exam is due. The final challenge is finding a way to motivate students to put in the time needed to really learn the material. At my institution, a high percentage of our students work at least twenty hours a week, with many of them managing a full-time job and a family.

**"Many students see government as a distant body that does not affect them or that they, in turn, cannot affect."**
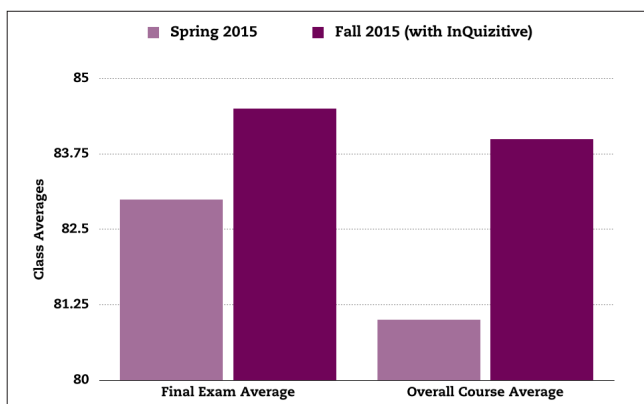
# INQUIZITIVE

## Implementation

I assigned InQuizitive activities in place of the weekly multiple choice quizzes that were assigned in previous semesters. Each chapter's InQuizitive assignment was worth roughly 2% of students' overall grade (so 30% total for all InQuizitive assignments) and had to be completed before the assignment's due date. This seemed like a nice trade-off between no single InQuizitive assignment being worth too much while still making the total of all work completed in InQuizitive worth enough that students would need to do them on-time.

As the class was offered online, I often situated the weekly quiz to be due after the online narrated PowerPoints for the topic but before we engaged in discussion boards on the same material. I found this placement ideal for assessing what students learned from the chapter and narrated PowerPoints, but still allowing the class discussion to benefit from the reinforcement that InQuizitive provides.

## Student Performance

I saw an increase in student performance in Fall 2015 (my first semester using InQuizitive) as compared to Spring 2015. Cumulative final exam scores went up 1.5% from the previous semester and the overall class average went up a little over 3%. While the sample sizes were small, the most significant change I made to my course from spring to fall semester was the replacement of weekly multiple choice quizzes with InQuizitive, so I believe the use of InQuizitive led to better exam results, particularly on questions related to the assigned textbook, and higher overall course grades.



One of the biggest challenges I face is getting students to read the textbook in time for our discussion of the chapter. With InQuizitive, students are incentivized to read the chapter and complete the corresponding InQuizitive activity by the due date, which led to higher quality class discussions this semester. On average, students spend 50 minutes a week taking InQuizitive quizzes, with 90% of students completing the chapter quiz by the deadline (5% were submitted late and 5% never completed). That students would spend this long on the quizzes and still have positive things to say about how fun they found it, is a great sign.

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## Student Feedback

Students completed an online survey towards the end of the semester to provide feedback on InQuizitive, with 45 of my 60 students responding to the anonymous survey.

| STUDENT SURVEY RESULTS | |
|---|---|
| SURVEY QUESTION | RESPONSES |
| *Do you think InQuizitive helped you learn the material from the textbook?* | 88% of students said yes. |
| *Do you prefer InQuizitive assignments to our previous standard multiple choice quizzes?* | 88% of students said yes. |
| *Do you recommend that I continue to use InQuizitive in future semesters?* | 93% of students said yes. |

In the open-ended portion of the survey, students repeatedly highlighted that InQuizitive was fun, that they enjoyed how interactive InQuizitive activities were, and that they found it very helpful that InQuizitive allowed them to continue to answer questions until they reached the target score or my due date passed.

## Instructor Feedback

I am extremely pleased with my experience with InQuizitive. I found the program easy to set up and needed only fifteen minutes to get it up and running. I could tell from their work that students were learning the material better. Including InQuizitive as part of students' grades ensured students completed the activities and benefited from the formative elements of the system.

As an added bonus, InQuizitive provides student result analytics, including performance breakdowns by textbook learning objective/student learning outcome. This proved to be a blessing in reporting assessment data to the college's Assessment Committee and dramatically simplified a task that I otherwise dread doing.

As a lifelong gamer, I found the game-like elements in InQuizitive to be the same that have always kept me saying "just one more game…" It is fun, it is interactive, and it allows you to fail and learn from it until you succeed. It gives students intrinsic motivation to learn the material by providing them an enjoyable platform on which to do so.

**RESULTS AT A GLANCE**

- Final exam and overall course averages went up in the semester in which InQuizitive was used.

- In online survey responses, students indicated that completing InQuizitive activities helped them learn.

- Two instructor benefits were ease of setup and student performance analytics.

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