InQuizitive

InQuizitive From a Professor's Perspective: Frequently Asked Questions

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Why should I care about InQuizitive and consider trying it?

While InQuizitive has not been the single solution to all of the challenges of teaching a survey course, I have seen some concrete benefits in the semester-and-a-half that I have used it. Because it is a homework assignment that students actually enjoy doing, they come to class having done the reading and are much more prepared for discussions about that day's lecture topic. And because it is an adaptive assessment platform that points students back to the things they are struggling with, InQuizitive encourages more efficient use of studying time and has led to an increase in student performance in my classes. Finally, it has made documenting the assessment of student learning outcomes for our on-campus Assessment Committee much easier for me.

What exactly is InQuizitive again?

In education-speak, it is an adaptive active-learning formative assessment platform. In plain English, it is a quizzing system that uses a variety of question types, most of which involve more interaction than standard multiple choice questions.

- **Adaptive**—As students answer more questions correctly, InQuizitive gives them harder questions. As they get questions wrong, they get easier ones. Also, if students are struggling on a particular learning objective, they'll receive more questions on that topic.

- **Active**—Students often have to interact with each question in multiple ways, usually by dragging or clicking.

- **Formative**—When students answer incorrectly, the system tells them why their answer is wrong and gently nudges them towards the right answer. It also has some game-like elements in that students can wager more or less points on a question based on their confidence in their answer (a concept known as metacognition) and they can keep answering questions until they are satisfied with their final score.

How did you use InQuizitive in your courses?

I switched to using InQuizitive activities instead of the weekly, static multiple choice quizzes. One InQuizitive activity is due every week, with each InQuizitive activity counting as 2% of students' overall course grade.

How long did it take to set up InQuizitive? How many technical issues did your students have?

I know where you are coming from on this one. I have been really hesitant to integrate too many publisher-specific activities into my courses because of all of the horror stories I've heard about students needing access codes, having trouble signing on, etc. I am happy to say that InQuizitive turned out to be nearly painless. It took about 10 minutes to create the InQuizitive link in Canvas, our college's learning management system. Once InQuizitive was integrated it was a single sign-on process. So students sign into our LMS, register once for InQuizitive, and don't have to sign-in again. Plus InQuizitive reports their grades back to Canvas automatically. I think I had two students out of 75 who had problems during the semester, and once I directed them to Norton's support folks their problems were solved pretty quickly.

Did your students consistently complete InQuizitive activities each week?

Yes, they did. What I found more impressive is that InQuizitive tracks how much time each student spends on each assignment and my students were spending an average of 50-70 minutes on each chapter activity. That is far more time than they used to spend on my quizzes and speaks to their engagement with the activity.

Did your students complain about spending 50-70 minutes on InQuizitive each week?

That is certainly what I was expecting. I did anonymous surveys of all of my classes at the end of the semester and over 90% of my students said they enjoyed InQuizitive and recommended I use it again next semester. To me that really spoke to the value of an active learning platform that holds student interest and the importance of the game-like elements that are embedded in InQuizitive.

Do the game-like elements really add value to the learning experience or are they just a distraction?

There are a few elements in InQuizitive that are game-like. The first is that students have the opportunity to continue mastering the material until they are satisfied with their grades (or your due date passes). I liken it to when I was a kid playing Super Mario Bros. for the first time. It was infuriating being killed by a Koopa Troopa over and over again, but the ability to fail and learn from it led to a much more satisfying conclusion when I finally defeated Bowser. That's what I think my students feel when working InQuizitive; as long as they can continue to answer questions to improve their score, they are more than happy to keep on working and to keep on learning. The second is the ability to wager points and assess their own confidence. It is a way for students to keep track of their progress without it feeling punitive as grades so often do.

Are there other ways of using InQuizitive?

Sure. I used it for an actual grade as a hybrid of formative and summative assessment. But you could make it an optional study tool (although incentivizing completion by counting it as part of students' grades ensures students will complete activities and enjoy the learning benefits of InQuizitive). You can also choose which learning outcomes in each chapter you want covered and how many questions students must answer to get a 100% (in case you want shorter assignments). It's pretty flexible.

If I want to learn more or try InQuizitive with my class, what should I do?

Contact your Norton representative. If you have additional questions that I can help answer, feel free to email me at FUERSTD@SCF.EDU.