**How should formative assessments be assessed? A study of S217 online quizzes**

Jonathan

Hi, I'm Jonathan Nylk and I'm here with Andy Diament to tell you about our project, How should formative assessments be assessed. So, formative assessment, or formative activities in general, are the activities we want students to be doing for consolidation of their learning. However, they're often the activities that are optional and so the uptake can be quite low.

So, what we're concerned with is how should we be incentivizing such activities. We're looking particularly at the online quiz activity in Physics from classical to quantum, which is a core level 2 module at The Open University. Here we're going to be looking at student engagement and looking at engagement with the quizzes, engagement with a reflective question on the quiz, which is part of their tutor marked assignments, and tying that in with their model outcomes.

So, we've been looking a little bit at the quiz engagement so far, when students are accessing these materials, how often they're accessing them, but we want to tie this in with the additional data later on. I'll also hand over now to Andy Diament to tell us about the other aspect of our study.

Andy

Okay, thank you. So, we're running one student survey with quantitative questions, Likert scales, free text responses. We are asking about engagement including how and why they repeat quizzes. We want to know the students actually enjoy the quizzes and how difficult they find them.

Our quizzes include a variety of question types, do students find some questions more valuable than others? So, what overall benefits do students perceive they get from the quizzes? Now, we don't include the quiz scores as part of continuous assessment, instead we do include TMA assignment questions reflecting on the quizzes. Are these useful? Similarly for questions where students reflect on previous TMA feedback.

Hopefully the understanding we gave from this study will inform the plan next version of this module. Thank you very much for listening.