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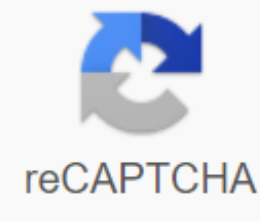
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Good documentation practices training quiz

In a recent post, 4.5 effective tips for documenting supervisors, we looked at a handful of best practices to know when and how to document effectively. This good documentation methods quiz is designed to test your knowledge about active voice employment, verbs and action, saying it clearly as well as documentation while you perform your leadership role. For more learning: 101 sample cutouts for documenting employee performance issues by Paul Falcone Good Documentation Quiz Methods – What to expect there are nine questions on the stump this boob quiz about good documentation methods: Three are correct/false suggestions six are traditional multiple choice questions after responding to each question, follow the request to be referred to the following question. It's not all on one page. At the end of the stump boob quiz you will see your score and your rank. The score refers to some correct questions you answered correctly out of nine (e.g. 7/9). The rating refers to your percentage score. Achieving a score of 9/9 translates to a 100% rating. We consider you a scholar. Achieving a score of 1/9 translates to a rating of less than 20%. We consider you to be airhead for this outcome. (It's all fun, so don't be offended.) Good documentation practice quiz – Have some fun while learning as noted your results will be a reflection of fun. It's likely you'll also pick up on some of the comments offered with a smile and traces of sarcasm whether your answers are correct – or not. However, in the midst of a bit of humor and a casual approach, we're counting on you still to have the key learning components about 4.5 effective tips for documenting supervisors. [Slick Sea Identity = 5] Get continuous free learning original content here is published under these License Terms: X Type License:CommercialLicense Summary:You can read the original content in the context in which it was posted (at this web address). You can make other uses of the content only with the author's written permission for commission payments. As we've seen, the Moodle quiz engine is a powerful and flexible tool for monitoring and diagnosing student performance with certain types of knowledge. Using this tool can increase course efficiency and promote student performance. While the computer score quiz is a different performance than more open assessments, it gives an expensive window on student thinking, especially when you're using good strategies, and a little creativity. Quiz strategies of course, using a quiz engine effectively takes some work and practice. The first thing to do is use effective question design strategies. If you ask good questions, you'll get useful data on the performance and understanding of your students in the material. Of course, the slastness is true, too. There's plenty. About effective evaluation planning is available. I just emphasize some of the most important ideas. Tied every question to the cause of course. After all, you want to know if your students are achieving the goals of the course, so why not ask them directly? Try asking multiple questions about every important idea in the classroom. This gives you additional data points about understanding students. When writing a multi-option question, make sure that each wrong answer represents a common misconception. This will help you diagnose students' thinking and eliminate a slight guess. Write questions requiring your students to think at different levels. Include some retrieval questions, some understanding questions and some application and analysis questions. You can determine where students have problems with their thinking. Can they remember the material, but not apply it? Examine your questions. After setting up a bank initial questions, use the system reports to determine which questions are useful and which are not. As you write new questions, give them a lower point value and throw some to establish their credibility. Once you have some well-written test banks, be sure to use the quiz reports and statistics to monitor the performance of your rates. The detailed reports and statistics available to you are valuable tools for understanding students' understanding of the material. Creative quiz uses with moodle quiz engine, easier to utilize educational sound assessment strategies which will be too difficult to implement with paper and pencil. Most people think of tests as rarely, high-risk activity, like mid-terms and finals. Better strategies include frequent low-risk assessments that you and your students can use to guide their performance during the semester. Creating a series of small mini-tests gives you a very flexible system for improving performance and keeping students engaged in the classroom. Here are some ideas for a quick looker that you can use as part of a larger evaluation strategy. Chapter testing getting students to complete reading tasks should be one of the most difficult tasks motivated in education. Reading is critical to understanding most of the material, and a basis for success at many rates. The problem for most students is that there is no immediate reward or penalty for postponing a reading assignment. If you haven't called for a class discussion, you can shut up, or, as I used to occasionally do, improvise, improvise by skimming the classroom. If you have a lecture course, there's hardly any need to do the reading as the lecturer usually covers most of the material in the classroom anyway. Creating a small mini-test for each read assignment solves several problems. First, he encourages students to do the reading so they can succeed in the quiz. Second, it gives students feedback on how good they are The reading mission. Third, it provides you with data on the aspects of student readers who have been found confusing, and who already control them so you can focus your classroom activities. For a mini-reading test, I recommend setting up a limited time quiz that students can only take once. Because it's a low-risk activity that you want students to use for self-esteem, I'll also present correct feedback and answers. If you're worried about students sharing answers after they've taken the quiz, random the question and answer order. If you have a test bank, make some of the questions random as well. As another assignment, students should write one question about a question they got wrong, and bring it to class. Practicing a test that is key to effective practice is a realistic practice environment. Many students fear tests, especially at-risk tests, because they have no idea what to expect. What format will you use? How detailed will the questions be? What do they need to learn? You can help alleviate test anxiety by creating a practice test students can take to help answer those questions. These tests are typically based on old questions similar to current test questions. Use last year's final as an example of a test that will force you to practice writing new questions every year. It's a good idea anyway, as you can bet someone has a copy of last year's test they share with others. To determine a practice test, I would create a zero-point test with questions from the year before in random order with random answers. I will also allow students to take the test as many times as they want so they can test themselves as much as they need. View feedback, but not correct answers so it presents a greater challenge. Gamification can be used for quiz practice. See the quiz activity. Collecting data as an expert, you know a lot about your field. Your challenge as a teacher is to translate your knowledge into a beginner who doesn't share your structure or conceptual experience. An example or lecture you think is brilliant may leave students completely confused. It can be hard to know what students really understand and what leaves them confused. A data collection quiz is similar to testing a chapter, but it takes place after a class meeting or lecture. Your goal is to quickly get feedback on the student's understanding of a lecture. What did they really understand? What do you need to spend more time on? I've discovered many instructors find it hard to rub up against what students find difficult, and what students find so easy that they're bored. Setting up a data collection quiz after a class is similar to creating a chapter check. Set the quiz to a limited time, like a day or two before the next meeting. Allow them to take it once and present correct feedback and answers. Security quiz and cheating of Online testing also presents another opportunity for the scammers in your classes to try to game the system. Most online quizzes are supposed to be taken at home, or at least outside the classroom. Students can download the questions and print them out. They can take the tests with other students, or while reading their textbooks. Fortunately, you can handle many of these strategies, making them more narrow than they are worth to students. Let's look at some strategies for dealing with most print cheating schemes and sharing questions If you're presenting correct feedback and answers, students can print the results page and share it with their friends. Or they could just print the questions themselves directly from the looker. The key to discouraging this behavior is to make the order of the question random and the order of the answers. That makes the printouts a lot less useful. Creating larger question banks and providing checks with random subgroups is also an effective strategy. If students can print only a small number of questions at a time, they will need to view the test repeatedly, and then sort through the questions to prevent duplicates. Warning: Let's say there will be printed copies of your questions available to students who want them. Most instructors don't realize that students often have copies of old paper-based tests, and sending electronic tests is another way for students to get copies of the questions. I know one professor who had over 1,100 questions at his online test bank. At the end of the semester, he confiscated a printout from a student. He had every question with the right answer, carefully crafted and divided by chapter by the book. We decided that if students wanted to memorize 1100 Q&A to a level where they could answer a small number of them being shown at random, then they would have learned more than if they had just learned. Of course, we used timed quizzes and other strategies to minimize the use of printing as a reference guide. Through textbook students often look for the answer to textbook questions or reading. If you give a quiz a chapter test, then that's what you want them to do. Otherwise, you have to come up with creative ways to make the textbook less directly useful. Scheduled quizzes are the single most effective tool for undoing this strategy. A timed quiz requires students to answer the questions for a certain amount of time. If you give enough questions and make time short enough, they won't have time to look for all the answers. I usually give about 30 seconds per multiple-choice question. If they answer them faster and have time to look for some answers afterwards, I guess they'll know enough to be worthy of looking for an answer or two. Asking students to apply their knowledge to an innovative situation can also make a difference. You can't look up at synthesis and application questions. Students should Material and implement it creatively to answer the questions. Therefore, while they may take the time to review the text, they will still have to try to understand what they have called to successfully answer the question. Working with friends if your students are on the same campus, they may meet in the lab and try to take the quiz together. This is an easy strategy to thwart with random question order, random answer order and randomly pulled questions from a test bank. If my screen doesn't look like yours, then it's harder for us to quickly answer all the questions. A timed quiz also makes it difficult for both of us to cheat if we have different questions and we only have a short amount of time to answer. Someone else will take the old out-of-the-way test says online, no one knows you're a dog, and no one knows who's really doing the test. Students will sometimes pay their classmates, or others who have taken the course in the past, to undergo online quizzes for them. There are two ways to resist this strategy. One, there is the occasional proctoral exam where students have to show id. If they haven't taken the tests or done the job by then, they won't do badly on the proctoral exam. To prevent current classmates from taking quizzes to each other, make them available only for a short time. You can require everyone to take the test within a block of two or four hours. If the test is properly random, it will be very difficult to take it more than once during the testing period. The exam will take care of their grade first, then their employer's rank. Obviously, there are many strategies students can use to cheat. While it would be naïve to assume there is no cheating, the vast majority of your students want to succeed on their merits. The anonymity of the online environment may open up new ways for scammers, but it's not really different from your face-to-face lessons. Some people will pile up a lot to cheat, but most will be honest as long as it's not too easy to get away with it. Some precautions will eliminate most minor cheats, and the classic strategies will work for the others. Robust testing with random variables This section describes a good way to help minimize the potential for cheating, and increase the opportunity for students to learn from feedback by repeated attempts at a quiz. The basic idea is to take every particular question you've thought about, and take a few easy versions of it. Then use Moodle's random question feature, so that each student receives one of the randomly selected versions. Example A good example of this (although not in the model) can be seen . Take this test once, and note the questions we're going to ask. Then, after you perform Finish Test, restart all test and see You're asked a different set of questions that have different answers, even though they test the same knowledge. This kind of strategy is easier to implement on some issues than in others. How to set this moodle let's say we're going to create a quiz with 6 questions about diagram commentary (ie, we're going to try to replicate the OpenMark example above). For the fourth question, the closest we can get will be the image target question type from the modules and plugs database. 1. Create a category for each question in the quiz as you can see from the screenshot, I created six adjeach categories, all grouped neatly within a parent category. You must do this on the Categories tab of the question bank interface. 2. Create the first version of the first question create the first version of the first question, just as you create any other Moodle question. In our example, this may be

a Cloze type of question. The question text may be: the following is a proposed garden plan. The scale is that each division of the program represents a length in the garden of 0.5 meters. What is the proposed length and width of the patio in the garden? The patio is at {CLOZE} meters away by {CLOZE} syntax. 3. Create the other variables of the first question to easily create a variable, click the duplicate icon next to the first question, and then make the necessary changes to make it to the second version and save it. Repeat this process to create as many variables as you want. In our example, we may change the word Patio, and the scale factor each division represents 0.5 meters. We will also need to change the replies and associated feedback in bits {CLOZE syntax}. And the construction of the construction of 3. For other questions, the screenshots show the third-question versions. This is a little more pain set, because each variable will use a different picture of a pie chart, so there is a little more editing to do, and more files to upload to the course files area. 5. Add the quiz questions after you've created all the questions, add them to the quiz using the Add Random Question feature. Select the first category (read program variables). Make sure Subcated Questions is also turned off. Use the controls at the bottom to add one random question to the quiz. Repeat for each other category in order. Creating atto variable questions in 2016, a new additional plugin, cloze editor for Atto has a 'double' button, allowing you to quickly and easily create many question variables. Obviously it's more work to define (though not three times more work than creating a single quiz). It's up to you to do the cost-benefit analysis for your particular quiz. Note that once you set it up, you're more likely to be able to reuse quizzes in the future, because you've reduced Potential for simple copying of answers. As an alternative to Save as New Question, you can use moodle import and export formats, and copy and paste it into the text editor to create variables. One problem you have to worry about is, are all the versions you've made of any questions really just as difficult? Moodle 2.0 will include a new statistics report that should help you analyze the results of your quiz to see how hard each variable is. Experience shows that 'some versions' can usually be taken to be 3 versions. That's enough to ensure that two students working on nearby computers mostly get different questions for each other. The better it is (provided you can guarantee equal difficulty) but is more work, so you get a diminishing return. (This section extends some of the above consultation under print and sharing questions. Marking is based on certainty to get students to think about how reliable their answer is. To encourage students to try to understand the issues, not just respond immediately to the question. Challenge: If a student can't lose signs if they're wrong then they don't really know the answer. If a student is thinking computers are careful but not very confident. They'll benefit with confidence. It's fairer - a thoughtful and confident correct answer deserves more signs than a lucky gut feeling. Students should pay attention if they make sure wrong answers: think, ponder, learn! Effective research constantly requires questioning how our ideas come up and how reliable they are. See Using a certainty-based noting. See also safe test browser safe browser exams can work with Moodle to control what a student can do when Moodle. To use it, it must be enabled in Settings > Site Administration > Development > Experimental > Experimental. This adds the Require Safe Test Browser selection to the Browser Security field in the Quiz Settings form. Forum Discussions: External Links: Page 2 Compare Pages Export Pages Which Links Here