

Innovating methods for teaching and learning: constructing and implementing examples in a computer assessment system (STACK)



INNOVATIVE STRATEGIES FOR TEACHING AND LEARNING MATHEMATICS

Workshop for teacher trainers

La Laguna University, Tenerife, Spain

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Background

Continuous assignments have become increasingly common thanks to an intensive development of digital solutions in the form of computer aided assessment systems, where students receive direct feedback

However, the feedback given is often limited to **right or wrong**, sometimes with the correct answer added. In this way, students are not offered feedback that can function **formatively**.

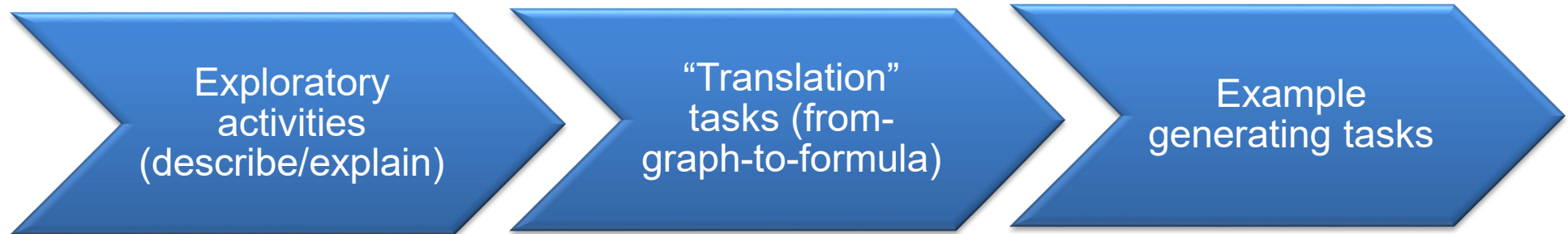
The purpose of the WP3 in Pythagoras is to design tasks with customized automatically generated **formative feedback**.

To make this possible, we combine a computer-aided assessment system (STACK) with a dynamic mathematics software (GeoGebra).

In focus



Examples of type of tasks




Examples of formative feedback

Silent recorded demonstrations

GeoGebra visualization

Multiple choice question that help the student reflect

Depending on the type of answer, give a new easier question that can help.

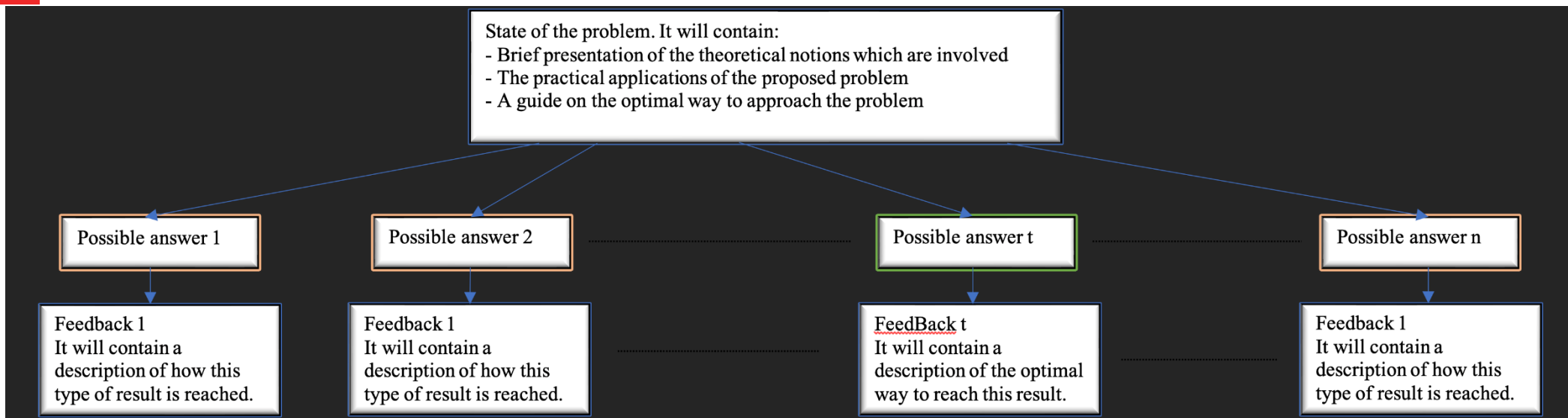


STACK is an assessment system for mathematics, science and related disciplines, designed to enable students to answer questions with a mathematical expression.

Math questions often have to be multiple choice questions, but with the STACK question type, students can enter direct math answers into Moodle.

STACK questions can have several parts and each part can be assessed separately. STACK questions can also include randomly generated components, which makes it much easier to create a series of practical questions and also prevent students from collaborating during a test.

Staff feedback options are now essential. Student responses can be assessed on the basis of a series of tests, with feedback and different grades returned to students based on test results.



STACK offers the possibility to introduce at the beginning of the evaluation a theoretical part that will give the student a short recapitulation that will help in obtaining a maximum score.

Information

🚩 Flag question

Definition: A sequence of real numbers is a function $f : \mathbb{N} \rightarrow \mathbb{R}$, $f(n) = a_n$ or $f : \mathbb{N} \setminus A \rightarrow \mathbb{R}$, where $A \subset \mathbb{N}$ finite, $f(n) = a_n$.

Notation: (a_n) is the sequence defined by the function f .

Definition: A sequence of real numbers (a_n) is increasing (decreasing) if $a_n \leq a_{n+1}$ ($a_n \geq a_{n+1}$), $\forall n \geq 0$. If the above inequalities are strictly, then the sequence is called strictly increasing (strictly decreasing).

To study the monotony of a sequence (a_n) , the sign of the difference $\Delta a_n = a_{n+1} - a_n$ can be establish or to compare the ratio $\frac{a_{n+1}}{a_n}$ with 1, when $a_n > 0$, $\forall n \geq 0$.

After completing the theoretical parts, the student can complete the questions from the evaluation test.

There are several types of STACK questions that can be assigned to students to test the level of knowledge related to a subject.

Let $f : \mathbb{R} \rightarrow (0, \infty)$, $f(x) = e^{-2x}$, $g : (0, \infty) \rightarrow (1, \infty)$, $g(x) = \frac{1}{e^{-2x}}$ and $h : (0, \infty) \rightarrow \mathbb{R}$, $h(x) = -\frac{1}{2} \ln x$. Which of the following statement(s) is/are true?

- a. g and h are inverses of each other.
- b. f and h are inverses of each other.
- c. f and g are inverses of each other.
- d. None of f, g or h are inverses of each other.

Let $f : (0, \infty) \rightarrow (0, 1)$, $f(x) = e^{-2x}$, $g : (0, \infty) \rightarrow (1, \infty)$, $g(x) = \frac{1}{e^{-2x}}$ and $h : (0, \infty) \rightarrow \mathbb{R}$, $h(x) = -\frac{1}{2} \ln x$. Determine the following composite functions:

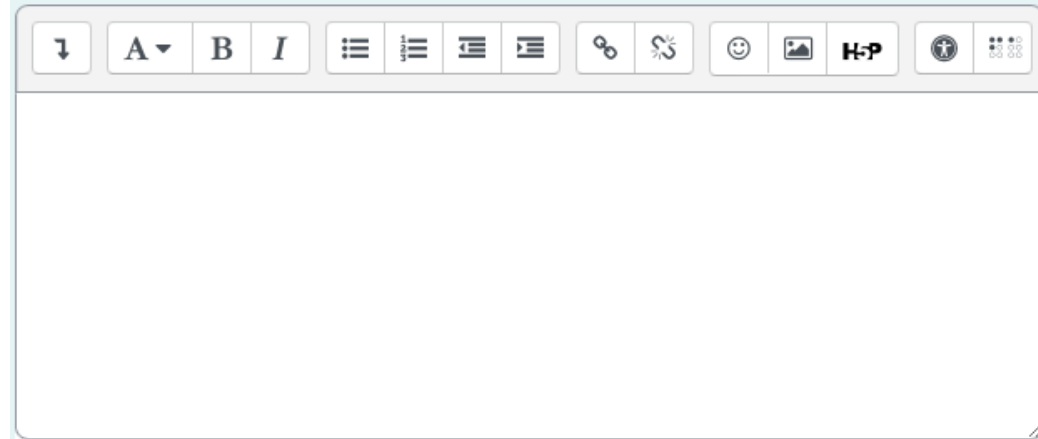
a) $(f \circ g)(x) = f(g(x)) =$

b) $(f \circ h)(x) = f(h(x)) =$

c) $(h \circ f)(x) = h(f(x)) =$

Investigate, by using GeoGebra, how the graph of the trigonometric function $f(x) = A \sin(B(x + C)) + D$, depends on the values of the parameters A, B, C and D .

a) Describe in what way the various parameters alter the graph.



Compute the solutions for the equation: $3 \cdot y^2 - y - 1 = 0$

Students input equations directly into Moodle and can see a preview before they submit, and can receive feedback for each individual answer to the question

Let $(s_n) = \left\{ \frac{P_k(n)}{Q_i(n)}, n \in \mathbb{N} \right\}$ a sequence such that $P_k(n)$ and $Q_i(n)$ are two polynomials of degrees $k \leq 3$ respectively. Give an example of a sequence s_n such that the sequence is a) divergent;

$$-(2 \cdot n^3) + 5 \cdot n + 1$$

Your last answer was interpreted as follows:

$$-2 \cdot n^3 + 5 \cdot n + 1$$

The variables found in your answer were: [n]

b) convergent to zero;

$$\frac{-(2 \cdot n^2) + 5 \cdot n + 1}{n^3 - 27}$$

Your last answer was interpreted as follows:

$$\frac{\{-2 \cdot n^2 + 5 \cdot n + 1\}}{\{n^3 - 27\}}$$

The variables found in your answer were: [n]

c) convergent to $\frac{3}{5}$.

$$\frac{6 \cdot n^3 + 5 \cdot n + 1}{10 \cdot n^3 - 1}$$

Your last answer was interpreted as follows:

$$\frac{\{6 \cdot n^3 + 5 \cdot n + 1\}}{\{10 \cdot n^3 - 1\}}$$

The variables found in your answer were: [n]

Let $(s_n) = \left\{ \frac{P_k(n)}{Q_i(n)}, n \in \mathbb{N} \right\}$ a sequence such that $P_k(n)$ and $Q_i(n)$ are two polynomials of degrees $k \leq 3$ respectively. Give an example of a sequence s_n such that the sequence is a) divergent;

$$-(2 \cdot n^3) + 5 \cdot n + 1$$

Your last answer was interpreted as follows:

$$-2 \cdot n^3 + 5 \cdot n + 1$$

The variables found in your answer were: [n]

✘ Incorrect answer.

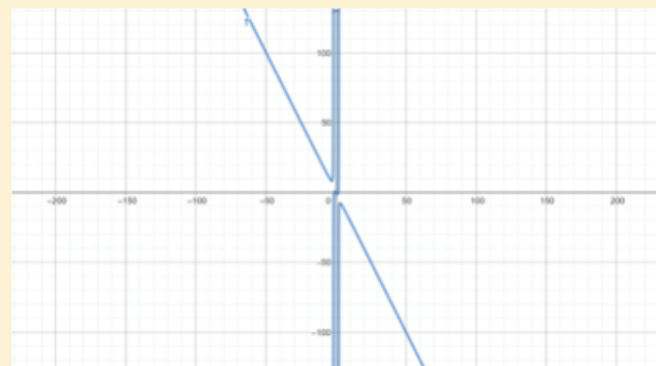
Consider the sequence $(s_n), s_n = \frac{a_k n^k + a_{k-1} n^{k-1} + \dots + a_1 n + a_0}{b_i n^i + b_{i-1} n^{i-1} + \dots + b_1 n + b_0}$.

(s_n) is divergent if $k > i$

For example:

$(s_n), s_n = \frac{-2n^3 + 5n + 1}{n^2 - 4}, n \in \mathbb{N}$ is divergent, $\lim_{n \rightarrow \infty} s_n = -\infty$

Using GeoGebra, we can consider the function $f(x) = \frac{-2x^3 + 5x + 1}{x^2 - 4}, x \in \mathbb{R} \setminus \{-2, 2\}$



b) convergent to zero;

$$\frac{-(2 \cdot n^2) + 5 \cdot n + 1}{n^3 - 27}$$

Your last answer was interpreted as follows:

$$\frac{\{-2 \cdot n^2 + 5 \cdot n + 1\}}{\{n^3 - 27\}}$$

The variables found in your answer were: [n]

✔ Correct answer, well done.



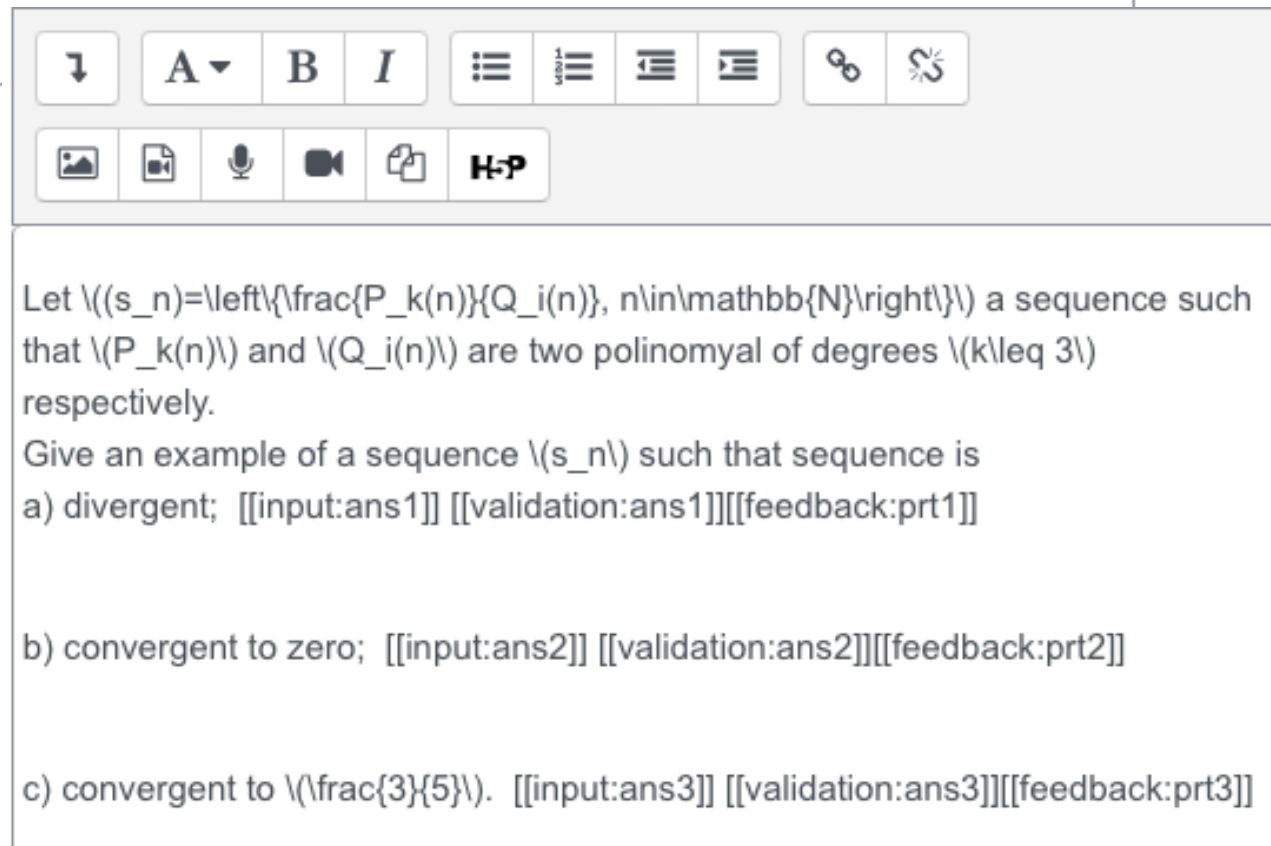
Implementation of questions. Example

➤ Question variables (optional) – In the following example, the variables ta1, ta2, ta3 represent the correct answers provided by the teacher, against which the student's responses will be checked.

Question variables

```
ta1:  $\{-2*n^3+5*n+1\}/\{n^2-4\};$   
ta2:  $\{-2*n^2+5*n+1\}/\{n^3-27\};$   
ta3:  $\{6*n^3+5*n+1\}/\{10*n^3-1\};$ 
```

➤ Question text



Let $(s_n) = \left(\frac{P_k(n)}{Q_i(n)}, n \in \mathbb{N} \right)$ a sequence such that $P_k(n)$ and $Q_i(n)$ are two polynomials of degrees $(k \leq 3)$ respectively.

Give an example of a sequence (s_n) such that sequence is

a) divergent;

b) convergent to zero;

c) convergent to $\frac{3}{5}$.

Implementation of questions. Example

➤ Input answers: ans1, ans2, ans3, etc

▼ Input: ans1

Input type



Algebraic input

Model answer



ta1

Input box size



15

> Input: ans1

> Input: ans2

> Input: ans3

> Potential response tree: prt1

> Potential response tree: prt2

> Potential response tree: prt3

➤ Potential response tree for each answer

Node 1		Answer test	AlgEquiv	SAns	ans1	TAns	ta1
		Test options		Quiet	No		
Node 1 when true		Mod	=	Score	1	Penalty	
						Next	[stop]
						Answer note	prt1-1-T
Node 1 true feedback							
Node 1 when false		Mod	=	Score	0	Penalty	
						Next	[stop]
						Answer note	prt1-1-F
Node 1 false feedback							
		Consider the sequence $\{(s_n), s_n = \frac{a_k n^k + a_{k-1} n^{k-1} + \dots + a_1 n + a_0}{b_i n^i + b_{i-1} n^{i-1} + \dots + b_1 n + b_0}\}$					

Implementation of questions. Example

➤ Potential response tree for each answer - this is where formative feedback comes:

- ❖ for whatever the student's answer is, we can give him feedback, either for the correct answer, partially correct or for the wrong answer
- ❖ if the student answered correctly, we can send him a feedback with the solution proposed by the teacher, and in case of a wrong answer, he will receive the correct answer and the related solution.

Node 1	?	Answer test	AlgEquiv	SAns	ans1	TAns	ta1				
		Test options		Quiet	No						
Node 1 when true	?	Mod	=	Score	1	Penalty		Next	[stop]	Answer note	prt1-1-T
Node 1 true feedback	?										
		Correct answer, well done!									
Node 1 when false	?	Mod	=	Score	0	Penalty		Next	[stop]	Answer note	prt1-1-F
Node 1 false feedback	?										
		Consider the sequence $\{(s_n), s_n = \frac{a_k n^k + a_{k-1} n^{k-1} + \dots + a_1 n + a_0}{b_i n^i + b_{i-1} n^{i-1} + \dots + b_1 n + b_0}\}$									

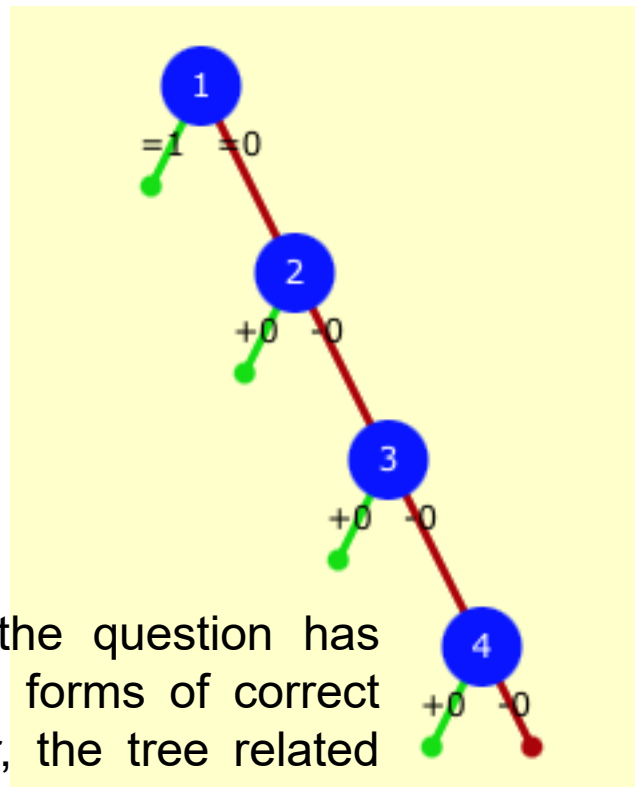
Implementation of questions. Example

There are questions where the answer can be written in several forms. At the time of implementation, the teacher must provide all forms of correct answers. For example, the following variables constitute all forms of correct answer:

Question variables



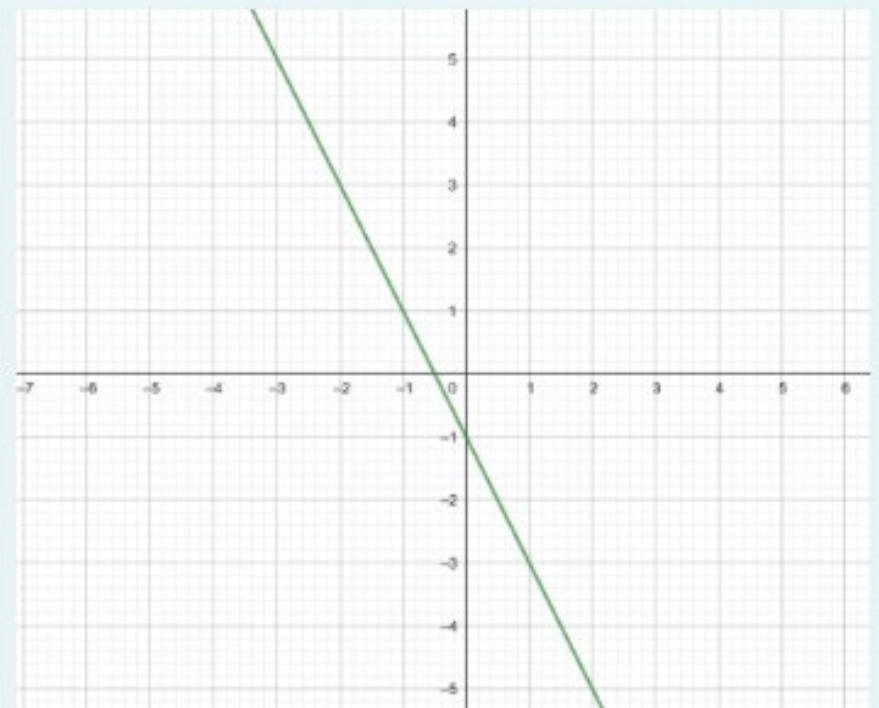
ta1: $y = -2x - 1$
ta2: $y = -1 - 2x$
ta3: $-2x - y - 1 = 0$
ta4: $2x + y + 1 = 0$



Since the question has several forms of correct answer, the tree related to the answers must be implemented

The question is:

Write an equation for line in the graph below:





Implementing the tree related to the correct answers:

Implementation of questions. Example

Node 1 Answer test AlgEquiv SAns ans1 TAns ta1
 Test options Quiet No

Node 1 when true Mod = Score 1 Penalty Next [stop] Answer note prt1-1-T

Node 1 true feedback

Node 1 when false Mod = Score 0 Penalty Next Node 2 Answer note prt1-1-F

Node 1 false feedback

Delete node 1

Node 2 Answer test AlgEquiv SAns ans1 TAns ta2
 Test options Quiet No

Node 2 when true Mod + Score 0 Penalty Next [stop] Answer note prt1-2-T

Node 2 true feedback

Node 2 when false Mod - Score 0 Penalty Next Node 3 Answer note prt1-2-F

Node 2 false feedback

Delete node 2

Node 3 Answer test AlgEquiv SAns ans1 TAns ta3
 Test options Quiet No

Node 3 when true Mod + Score 0 Penalty Next [stop] Answer note prt1-3-T

Node 3 true feedback

Node 3 when false Mod - Score 0 Penalty Next Node 4 Answer note prt1-3-F

Node 3 false feedback

Delete node 3



Types of questions

In the stack there are several types of questions that can be implemented:

- *Multiple choice* – allows the selection of a singular or multiple responses from a pre-defined list
- *True/False* – a simple form of multiple choice question with just the two choices “True” and “False”
- *Matching* – the answer to each of a number of subquestion must be selected from a list of possibilities
- *Essay* – allows a response of a file upload and/or online text. This must then be graded manually
- *Drag and drop into text* – STACK provides mathematical questions for the Moodle quiz. These use a computer algebra system to establish the mathematical properties of the student's responses.
- *Select missing words* – missing words in the question text are filled in using drop-down menus
- *STACK* - STACK provides mathematical questions for the Moodle quiz. These use a computer algebra system to establish the mathematical properties of the student's responses.



Types of questions

True/False – a simple form of multiple choice question with just the two choices “True” and “False”

Determine whether the following relation is a function $\{(2, 1), (3, 2), (-1, 1), (0, 2)\}$

Select one:

- True
 False ✘

We can consider the function $f(x) = ax^3 + bx^2 + cx + d$, where a, b, c, d can be determined from the conditions:

$$\begin{cases} f(2) = 1 \\ f(3) = 2 \\ f(-1) = 1 \\ f(0) = 2 \end{cases}$$

The correct answer is 'True'.

Determine whether the following relation is a function $\{(2, 1), (3, 2), (-1, 1), (0, 2)\}$

Select one:

- True ✔
 False

Well done!

The correct answer is 'True'.



Types of questions

Implementation of the True/False question type:

Correct answer

True ↕

Feedback for the response 'True'.

Well done!

Feedback for the response 'False'.

We can consider the function $f(x)=ax^3+bx^2+cx+d$, where a, b, c, d can be determined from the conditions:

$$\begin{cases} f(2) = 1 \\ f(3) = 2 \\ f(-1) = 1 \\ f(0) = 2 \end{cases}$$



Types of questions

Implementation of the STACK question type:

Give examples of sets $V_1 \in \mathcal{V}(1)$ and $V_2 \in \mathcal{V}(0)$ such that $V_1 \cap V_2 \neq \emptyset$

1. $V_1 =$

2. $V_2 =$

The stack code:

Give examples of sets $\{(V_1 \in \mathcal{V}(1)) \text{ and } (V_2 \in \mathcal{V}(0)) \text{ such that } (V_1 \cap V_2 \neq \emptyset) \}$

1. $\{(V_1) = [[input:ans1]] [[validation:ans1]] [[feedback:prt1]]$

2. $\{(V_2) = [[input:ans2]] [[validation:ans2]] [[feedback:prt2]]$

Input: ans1

Input type



Algebraic input



Model answer



$(1-(1/10), 1+(1/10))$

Input: ans2

Input type



Algebraic input



Model answer



$(0-(1/100), 0+(1/100))$

Types of questions

Implementation of the STACK question type

▼ Potential response tree: prt1

Question value

1

Auto-simplify



Yes

PRT feedback style

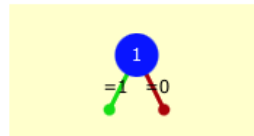


Formative

Feedback variables



This potential response tree will become active when the student has answered: **ans1**



Node 1		Answer test	AlgEquiv	SAns	ans1	TAns	ta1				
		Test options		Quiet	No						
Node 1 when true		Mod	=	Score	1	Penalty		Next	[stop]	Answer note	prt1-1-T
Node 1 true feedback		<div style="border: 1px solid #ccc; padding: 5px;"><p>Well done!</p></div>									
Node 1 when false		Mod	=	Score	0	Penalty		Next	[stop]	Answer note	prt1-1-F
Node 1 false feedback		<div style="border: 1px solid #ccc; padding: 5px;"><p>- remember them the definitions of the neighborhood of a point and disjoint sets</p></div>									

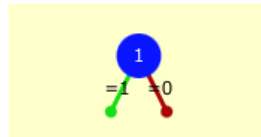
Types of questions

Implementation of the STACK question type

▼ Potential response tree: prt2

Question value	<input type="text" value="1"/>
Auto-simplify	<input type="text" value="Yes"/>
PRT feedback style	<input type="text" value="Formative"/>
Feedback variables	<input type="text"/>

This potential response tree will become active when the student has answered: **ans2**



Node 1	<input type="text" value="AlgEquiv"/> SAns <input type="text" value="ans2"/> TAns <input type="text" value="ta2"/>
	Test options <input type="text"/> Quiet <input type="text" value="No"/>
Node 1 when true	Mod <input type="text" value="="/> Score <input type="text" value="1"/> Penalty <input type="text"/> Next <input type="text" value="[stop]"/> Answer note <input type="text" value="prt2-1-T"/>
Node 1 true feedback	<input type="text" value="Well done!"/>
Node 1 when false	Mod <input type="text" value="="/> Score <input type="text" value="0"/> Penalty <input type="text"/> Next <input type="text" value="[stop]"/> Answer note <input type="text" value="prt2-1-F"/>
Node 1 false feedback	<input type="text" value="- represents on the axis of real numbers the neighborhood of a point \{a\}"/>

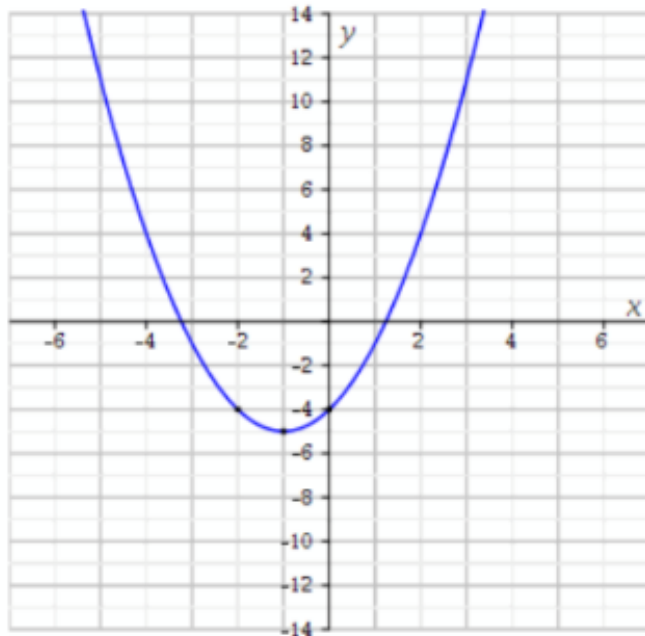
Types of questions

Another type of question (STACK question): within the statement, you can also insert the graph related to the problem, and the students input equations directly into Moodle, and can see a preview before they submit.

Let $f(x) = k(x + a)^2 + b$ be a quadratic function.

Investigate, how the graph of the function depends on the values of the parameters a , b and k .

d) The figure below shows the graph $y = f(x)$ of a quadratic function f . Use the method that you described in prompt c) to determine f . Use the method that you described in prompt c) to determine f .



$$f(x) = 2x^2 + 4x - 1$$

Your last answer was interpreted as follows:

$$2 \cdot x^2 + 4 \cdot x - 1$$

The variables found in your answer were: $[x]$

Types of questions: Multiple choice question

This type of question allows students to choose as an answer one or more of the items and has the possibility to access GeoGebra to calculate the correct answer.

For this type of question, for each student the items can be generated randomly, so that the items a , b , c , d are always in a different order.

Give an example of a sequence:

$(s_n) = \frac{an+b}{cn+d}, n \in \mathbb{N}$, where $a, b, c, d \in \mathbb{R}$ such that the sequence is:

- a) increasing and convergent to 3;
- b) decreasing and convergent to 3.

Use GeoGebra to check your sequences before you answer.

<https://www.geogebra.org/calculator>

Select the correct answer:

- a. sequence (s_n) is decreasing to 3 if $a = 3c, ad \leq bc$
- b. sequence (s_n) is increasing to 3 if $a = 3c, ad \geq bc, \frac{d}{c} \geq 0$
- c. sequence (s_n) is increasing to 3 if $a = 3c, ad \geq bc$
- d. sequence (s_n) is decreasing to 3 if $a = 3c, ad \leq bc, \frac{d}{c} \geq 0$

Check



Multiple choice question

At the time of implementation, you can choose the subtype of the question:
1 single correct answer or multiple correct answers

ID number



One or multiple answers?

One answer only



Multiple answers allowed

One answer only

Number the choices?

a., b., c., ...



Multiple choice question

Depending on this attribute, the answers will be distributed and the total score of 100 points. Example: if there are two answers, 50 points will be distributed for each answer, if there is only one correct answer, all the points will be awarded

Answers

The screenshot shows a question editor interface with three choice options. A dropdown menu is open, showing a list of percentage values for grading. The 'None' option is selected.

Choice	Grade	Feedback
Choice 1		
Choice 2		
Choice 3		

Grade distribution options (from top to bottom):

- ✓ None
- 100%
- 90%
- 83.333333%
- 80%
- 75%
- 70%
- 66.66667%
- 60%
- 50%
- 40%
- 33.333333%
- 30%
- 25%
- 20%
- 16.66667%
- 14.28571%
- 12.5%
- 11.11111%
- 10%
- 5%

Multiple choice question

If the question has more than one answer, the score must be divided according to how many correct items it has, so that if the student chooses only part of the correct answer, feedback for the partial answer will be sent to him.

Answers

Choice 1	<p>sequence (s_n) is increasing to $\frac{1}{3}$ if $(a=3c, ad \geq bc)$</p>
Grade	None
Feedback	
Choice 2	<p>sequence (s_n) is decreasing to $\frac{1}{3}$ if $(a=3c, ad \leq bc)$</p>
Grade	None
Feedback	
Choice 3	<p>sequence (s_n) is increasing to $\frac{1}{3}$ if $(a=3c, ad \geq bc), \frac{d}{c} \geq 0$</p>
Grade	50%
Feedback	
Choice 4	<p>sequence (s_n) is decreasing to $\frac{1}{3}$ if $(a=3c, ad \leq bc), \frac{d}{c} \geq 0$</p>
Grade	50%
Feedback	

Multiple choice question

For this question, depending on the student's answer, we implemented formative feedback for:

Combined feedback

For any correct response

- correct answer
- partially correct answer
- incorrect answer

For any partially correct response

Options

For any incorrect response

↓ A ▾ B I ≡ ≡ ≡ ≡ 🔗 ↻ 🖼️ 📄 🎤 🎥 📄 📄

Your answer is correct.

Consider the sequence $(s_n)_{n \in \mathbb{N}}$ defined by $s_n = \frac{an+b}{cn+d}$.

(s_n) is increasing if $(ad \geq bc, \frac{d}{c} \geq 0)$

↓ A ▾ B I ≡ ≡ ≡ ≡ 🔗 ↻ 🖼️ 📄 🎤 🎥 📄 📄

Your answer is partially correct.

Theory: A sequence (s_n) is increasing (decreasing) if $(s_{n+1} \geq s_n)$, $(\forall n \in \mathbb{N})$ (\mathbb{N}) , $(s_{n+1} \leq s_n)$, $(\forall n \in \mathbb{N})$ (\mathbb{N}) .

Show the number of correct responses once the question has finished

↓ A ▾ B I ≡ ≡ ≡ ≡ 🔗 ↻ 🖼️ 📄 🎤 🎥 📄 📄

Your answer is incorrect.

Theory: A sequence (s_n) is increasing (decreasing) if $(s_{n+1} \geq s_n)$, $(\forall n \in \mathbb{N})$ (\mathbb{N}) , $(s_{n+1} \leq s_n)$, $(\forall n \in \mathbb{N})$ (\mathbb{N}) .

Multiple choice question – formative feedback

Your answer is partially correct.

Theory: A sequence (s_n) is increasing (decreasing) if $s_{n+1} \geq s_n, \forall n \in \mathbb{N}, (s_{n+1} \leq s_n, \forall n \in \mathbb{N})$.

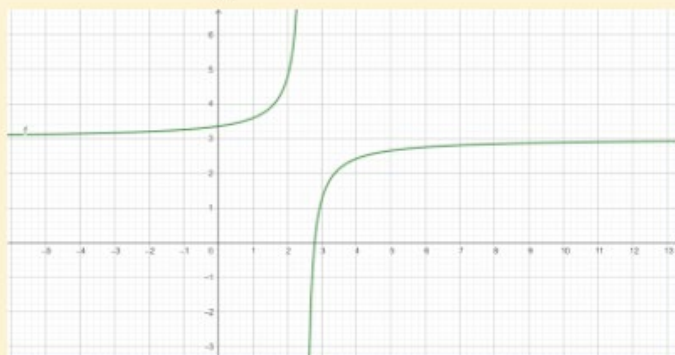
$$\lim_{n \rightarrow \infty} s_n = \lim_{n \rightarrow \infty} \frac{a + \frac{b}{n}}{c + \frac{d}{n}} = \frac{a}{c} = 3, a = 3c, c \neq 0$$

$$\text{Approach: } s_{n+1} - s_n = \frac{ad - bc}{(cn + c + d)(cn + d)} = \frac{c(3d - b)}{c^2(n + 1 + \frac{d}{c})(n + \frac{d}{c})}$$

We consider the function $f: \mathbb{R} \setminus \{-\frac{d}{c}\} \rightarrow \mathbb{R}, f(x) = \frac{ax + b}{cx + d}$ for study of monotony; $f'(x) = \frac{ad - bc}{(cx + d)^2}$.

For example $(s_n), s_n = \frac{24n - 67}{8n - 20}, n \in \mathbb{N}$ we have $ad - bc \geq 0$, but it is not increasing because $s_3 - s_2 < 0, s_3 - s_1 < 0, s_{n+1} - s_n > 0, \forall n \in \mathbb{N} \setminus \{2\}$.

Using GeoGebra, we can represent the graphic of function $f(x) = \frac{24x - 67}{8x - 20}, x \in \mathbb{R} \setminus \{\frac{5}{2}\}$ and it is observed that $x = \frac{5}{2}$ is the vertical asymptote.

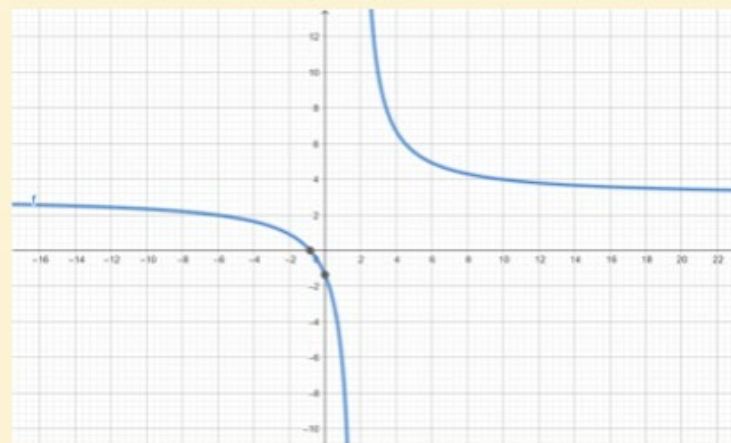


In conclusion, the function must have the vertical asymptote $x = -\frac{d}{c} \leq 0$.

In conclusion, the function must have the vertical asymptote $x = -\frac{d}{c} \leq 0$.

For example $(s_n), s_n = \frac{18n + 15}{6n - 11}, n \in \mathbb{N}$ we have $ad - bc < 0$, but it is not decreasing because $s_2 > s_1, s_{n+1} < s_n, \forall n \in \mathbb{N} \setminus \{1\}$.

Using GeoGebra, we can represent the graphic of function $f(x) = \frac{18x + 15}{6x - 11}, x \in \mathbb{R} \setminus \{\frac{11}{6}\}$.



In conclusion, the function must have the vertical asymptote $x = -\frac{d}{c} \leq 0$.

You have correctly selected 1.

The correct answers are:

sequence (s_n) is increasing to 3 if $a = 3c, ad \geq bc, \frac{d}{c} \geq 0$

sequence (s_n) is decreasing to 3 if $a = 3c, ad \leq bc, \frac{d}{c} \geq 0$

Questions with variable values

When creating the code related to the questions, in the field related to the answer, we can suggest the form of the answer to the student, so as to help him in obtaining the correct answer.

Question 1

Not yet answered

Marked out of 1.00

Tidy STACK question tool

Compute the solutions for the equation: $-2 \cdot x^2 + 9 \cdot x - 4 = 0$

[x1 = ,x2 =]

Compute the solutions for the equation: $-2 \cdot x^2 + 9 \cdot x - 4 = 0$

[x1 = 4 ,x2 = 1/2]

Your last answer was interpreted as follows:

$$\left[x_1 = 4, x_2 = \frac{1}{2} \right]$$

The variables found in your answer were: $[x_1, x_2]$

Create, configure the test and assigning it to students

Identify the section where you want to enter the test (for example, the current week) and add a new activity (Add an activity or resource) of the grid test type (Quiz)

Add an activity or resource

The screenshot displays a user interface for adding activities or resources. At the top, there is a search bar labeled 'Search'. Below it, there are two tabs: 'All' and 'Activities'. The 'Activities' tab is selected. The main area contains a grid of 24 activity types, each represented by a colored icon, a name, and a star icon. The activity types are: Assignment, Book, Chat, Choice, Database, External tool, Feedback, File, Folder, Forum, Glossary, H5P, IMS content package, Label, Lesson, Page, Quiz, SCORM package, Survey, URL, Wiki, and Workshop. The 'Quiz' activity type is highlighted with a pink background.

Create, configure the test and assigning it to students

Complete the requested data about the new created test:

➤ In the General section:

- The name of the test (Name), a field that will also appear on the main page of the discipline;
- Description of the test (Description), a field that can appear on the main page of the discipline if you check the appropriate box below the description;

☑ Adding a new Quiz to Evaluation

[Expand all](#)

▼ General

Name



Description

Rich text editor toolbar with icons for bold, italic, underline, list, link, unlink, image, video, audio, and other media.

Large text area for entering the description.

Display description on course page [?](#)

> Timing

> Grade

> Layout

> Question behaviour

> Review options [?](#)

> Appearance

> Safe Exam Browser

> Extra restrictions on attempts

> Overall feedback [?](#)

Create, configure the test and assigning it to students

➤ In the Timing section:

- Date and time when the test becomes available to students (Open the quiz);
- Date and time when the test becomes unavailable to students (Close the quiz). Attention: if students are still working at that time, the test will be closed automatically;

➤ In the Layout section:

- How to display the questions (New page). We recommend using the way in which all questions are displayed on the same page (Never, all questions on one page) so that the number of interactions with the Moodle server is minimal;

▼ Timing

Open the quiz  5  March  2024  22  58  Enable

Close the quiz 5  March  2024  23  58  Enable

Time limit  40  minutes Enable

When time expires  Open attempts are submitted automatically 

> Grade

▼ Layout

New page  Every question 

[Show more](#)

Create, configure the test and assigning it to students

- In the Question behavior section:
 - Opt for mixing answers within a question (Yes) or for keeping the order of the answers within the questions (No). We recommend mixing the answers like this make it harder for students to communicate their answers to questions;
- In the Review Options section:
 - We recommend unchecking The attempt box in the last two columns (Later, while the quiz is still open, respectively After the quiz is closed) to prevent students from viewing the grid quiz (the questions and correct answers) after they have completed the assessment. Students will only be able to view this information immediately after the assessment is complete (approximately 5 minutes). Students will also be able to view their grade at any point in time after completing the assessment.

Question behaviour

Shuffle within questions



No

How questions behave



Deferred feedback

[Show more...](#)

Review options

During the attempt

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

Immediately after the attempt

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

Later, while the quiz is still open

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

After the quiz is closed

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

Create, configure the test and assigning it to students

▼ Extra restrictions on attempts

Require password



Test



Show less...

Require network address



Enforced delay between 1st and 2nd attempts



0

minutes



Enable

Enforced delay between later attempts



0

minutes



Enable

Browser security



None



Allow quiz to be attempted offline using the mobile app



No



- In the Extra restrictions on attempts section:
 - From this section you can configure a password for accessing the test (to set it, press the Pencil icon);

Create, configure the test and assigning it to students

Save the changes and enter the stage of adding questions to the test. After you have created the test, it is time to assign it to the students enrolled in the course.

The student will know from the beginning between which dates and times he will be able to solve the test and how much time he has available from the moment the test starts until its completion.



QUIZ

Test Functions

Opened: Tuesday, 5 March 2024, 10:58 PM

Closes: Tuesday, 5 March 2024, 11:58 PM

Opened: Tuesday, 5 March 2024, 10:58 PM

Closes: Tuesday, 5 March 2024, 11:58 PM

Functions Evaluation

Preview quiz

To attempt this quiz you need to know the quiz password

Time limit: 40 mins



Create, configure the test and assigning it to students

Students will access the test using the password provided, and begin the test.

Start attempt ×

Password

To attempt this quiz you need to know the quiz password

Quiz password

Time limit

Your attempt will have a time limit of 40 mins. When you start, the timer will begin to count down and cannot be paused. You must finish your attempt before it expires. Are you sure you wish to start now?

Start attempt

Cancel

Create, configure the test and assigning it to students

The remaining time for solving the problems will be displayed on the page of each question, so that at any moment the student will be able to see how much time he has until the end of the test.

Time left 0:39:45

Question 1

Not yet answered


Marked out of 1.00















 [Flag question](#)

 [Edit question](#)

Does the table below represent a linear function? If so, find a linear equation that models the data:

x	-6	0	2	4
g(x)	14	32	38	44



Create, configure the test and assigning it to students

Time left 0:39:16

Question 2

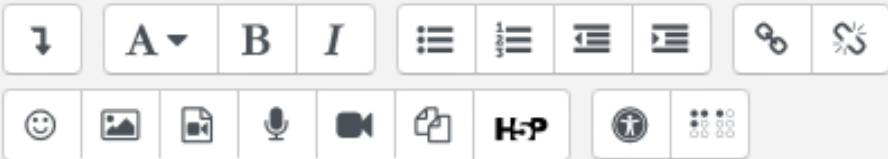
Not yet answered

Marked out of 1.00

[Flag question](#)

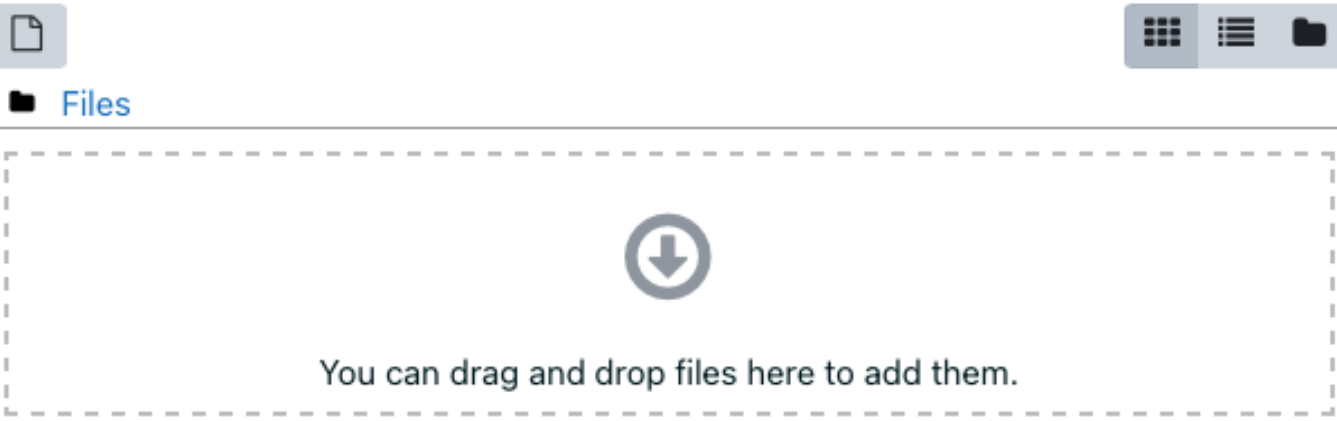
[Edit question](#)

Graph the linear function $f(x) = -x + 6$.



geogebra.org

Maximum file size: 40 MB, maximum number of files: 1



Files

You can drag and drop files here to add them.

Accepted file types

Image files to be optimised, such as badges .gif .jpe .jpeg .jpg .png

Create, configure the test and assigning it to students

To complete the test, the student will press Finish attempt..., placed in the lower right area of the page.

Finish attempt ...

A summary of the answers is presented before the test is completed; At this point, the student can see the questions he has not answered yet, as well as how much time he has left.

Test Functions

Summary of attempt

Question	Status
1	Not yet answered
2	Answer saved
3	Not complete
4	Not complete
5	Not complete
6	Not complete
7	Not complete
8	Not complete

If he wants to complete, he will press Submit all and finish, followed by a confirmation from him.

Confirmation



Once you submit, you will no longer be able to change your answers for this attempt.

Submit all and finish

Cancel

Platform Services benefits

- ❖ answers contain mathematical content;
- ❖ generates random structured questions;
- ❖ establish the mathematical properties of those answers;
- ❖ formative, summative and evaluative outcomes (i.e. feedback);
- ❖ stores all data for later analysis.
- ❖ Adaptability of online learning structures

*Let us now work in teams and
get creative 😊*

Please answer the following questionnaire





*THANK YOU FOR YOUR
ATTENTION!*