



Assessments

Part Two

Blackboard Learn 9.1
Last updated: December 2011

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1.0 Workshop Overview

In this workshop, you are introduced to the advanced features and functions of creating tests.

First, you learn how to create advanced question types and add metadata to questions. Then, you learn how to create a database of questions for reuse in multiple tests.

We then look at advanced test creation strategies, as you learn to create tests by:

- Searching pools and tests by question type and metadata.
- Adding random blocks of questions to tests.

Finally, you become familiar with the key differences between creating tests and surveys, and learn how to create a survey and view survey results.

Roadmap

2.0 Student Experience

- Access and take a test with advanced question types.
- Access and take a survey, giving your opinions.

3.0 Creating Advanced Questions

- Add Jumbled Sentence, Fill in Multiple Blanks, Hot Spot, Opinion Scale/Likert, Quiz Bowl, and Calculated Numeric questions.
- Assign metadata to new and existing questions.

4.0 Creating Pools

- Learn how pools can be used in conjunction with tests.
- Learn the differences between creating a test and creating a pool.
- Learn how to add questions from another class.

5.0 Advanced Test Creation

- Search for questions by question type and metadata.
- Create a test that draws a random selection of questions.
- Create a test that draws a random selection of questions from a pool.

6.0 Creating Surveys

- Not the differences between surveys and tests.
- Poll student opinion and conduct class evaluations.
- View survey results, including student responses for each question.

2.0 Student Experience

In this section, you explore both a test and a survey as a student. This allows you to experience a variety of more advanced question types. We also look at the essential differences between a survey and a test.

These experiences provide an introduction to instructor activities you complete later in the workshop, and provide some context for the decisions you make as an instructor.

Learning Outcomes

After completing this section, you will be able to:

- Describe how advanced question types appear to students.
- Explain survey taking from a student's perspective.

Review: Accessing Tests and Surveys

Students typically access tests and surveys from Content Areas.



Assessments



Practice Quiz

This test is for practice purposes. It contains examples of all the different types of questions you will encounter in the course.



Terminology Test

This test will cover the two handouts and the vocabulary presented in Chapters 1-3 in your textbook. This is a timed test. You have 30 minutes to complete the test and only one attempt is allowed.



First Aid on the Water

You may take this test twice. You have 30 minutes to complete it.

After you select a test or survey, click **Begin** for the test or survey to appear. Any instructions provided by an instructor are located at the top of the test.



Take Test: Practice Quiz

Description	This test is for practice purposes. It contains examples of all the different types of questions that you will encounter in the course. Email me with questions.
Instructions	The test is ungraded and untimed. You may take the test multiple times. If you have any questions about the question format or content, please email me.
Timed Test	This Test has the time limit of 20 minutes. You are notified when time expires, and you may continue or submit. Warnings appear when half the time, 5 minutes, 1 minute, and 30 seconds remain.
Multiple Attempts	This Test allows multiple attempts.
Force Completion	This Test can be saved and resumed later.

∨ Show Timer

∨ Question Completion Status:

Save All Answers Save and Submit

Question 1

2 points Save Answer

Which of the following are viable methods for travelling from London to Paris?

- a. flying
- b. ferry
- c. walking

Hands-on Activity

For this activity, use your Student Course.

Advanced Quiz

Take the **Advanced Quiz** in the **Assessments** Content Area and do the following.

- Note the question types and layout. Write down the question types.
- Answer the questions.
- Review your results and read the feedback.

Advanced Quiz Question Types

- List the types of questions you encountered in the **Advanced Quiz**.

Survey

Access **Getting Started** on the Course Menu and take the **Attitudes About Writing** survey.

- Note the questions types and layout.
- Answer the questions.
- Review your answers.

For Discussion:

- How can you use the advanced question types in your course?

3.0 Creating Advanced Questions

In this section, you learn how to create the advanced question types you just explored from the student perspective. In addition, you learn how to add metadata to questions to allow questions to be categorized and searched.

Learning Outcomes

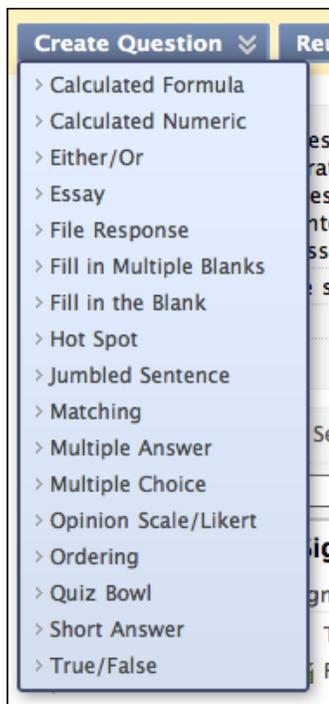
After completing this section, you will be able to:

- Create advanced question types.
- Explain the advantages of adding metadata to questions.
- Add metadata to questions.

Advanced Question Types

In this section, we look at the following advanced question types:

- Jumbled Sentence
- Fill in Multiple Blanks
- Hot Spot
- Opinion Scale/Likert
- Quiz Bowl
- Calculated Numeric



Creating Jumbled Sentence Questions

Jumbled Sentence questions require students to complete a sentence by selecting words or phrases from a drop-down list. The same drop-down list appears for all blanks and can include both correct answers and distractors. In the following example, the jumbled sentence contains three blanks, but there are six possible answers. Three of the answers are correct and three are distractors. Up to 20 different words or phrases can appear on the list. The words or phrases appear in the same order for each drop-down list.

Jumbled Sentence Questions are graded automatically.

The image shows two screenshots of a question interface. The top screenshot, titled "Question 1", displays the text: "As essential tenet of first aid, is that when you find an unconscious person, you first [blank], then [blank], and finally [blank].". Each blank is followed by a small blue downward arrow icon. The bottom screenshot, also titled "Question 1", shows the same text but with the first dropdown menu open. The menu contains six options: "make them aware of your presence by shaking their hand" (highlighted in blue), "ensure their airway is clear", "check their breathing", "move the person so that their head is sitting on their knees", "check their circulation", and "check for awareness by asking their name and today's date". A large grey arrow points from the top screenshot to the bottom one.

Add the question text as students see it, but replace the missing information with variables in square brackets, for example, "Color is to spectrum as [y] is to [z]." The [y] and [z] represent the places in the sentence where a drop-down list appears. Variables can consist of letters, digits (0-9), periods (.), underscores (_) and hyphens (-). Variable names must be unique and cannot be reused.

Next, create the drop-down list students select from to complete the sentence. As stated earlier, the list can include only correct answers or it can contain both correct answers and distractors. On the next page, select the correct answer for each variable.

You can allow partial credit so each correct answer is allotted a fraction of the total point value. To allow partial credit, the **Allow Partial Credit** option for answers must be enabled in the test Question Settings.

QUICK STEPS: Creating Jumbled Sentence Questions

1. In the **Create Question** drop-down list, select **Jumbled Sentence**.
2. On the **Create/Edit Jumbled Sentence Question** page, type text in the **Question Text** box, adding the variables in square brackets. You can use the Text Editor functions to format the text and include files, images, web links, multimedia, and Mashups.
3. Select whether to **Allow Partial Credit**.
4. Select **Number of Answers** from the drop-down list.
5. Type answers in the **Answer** boxes.
6. Click **Next**.
7. On the next **Create/Edit** page, use the drop-down list to select the correct **Answer Items**.
8. Optionally, type **Feedback** for correct and incorrect answers.
9. Click **Submit**.

Advanced Test Creation: Creating Jumbled Sentence Questions

Create/Edit Jumbled Sentence Question 6

* Indicates a required field. Cancel Next

1. Question

Question Title

* Question Text Visual Editor is: ON

Normal 3 Arial B I U abc x₂ x² [Formatting icons]

As essential tenet of first aid, is that when you find an unconscious person, you first [x], then [y], and finally [z]. 2

Path: [body](#)

2. Options

Allow Partial Credit 3

3. Answers

Number of Answers 6 4

Answer 1	<input type="text" value="make them aware of yo"/>	Remove
Answer 2	<input type="text" value="ensure their airway is c"/>	Remove
Answer 3	<input type="text" value="check their breathing"/>	Remove
Answer 4	<input type="text" value="move the person so tha"/>	Remove
Answer 5	<input type="text" value="check their circulation"/>	Remove
Answer 6	<input type="text" value="check for awareness by"/>	Remove

5

Go Back Cancel Submit

1. Correct Answers

Specify the correct answers by selecting them in each drop-down list. Provide feedback for correct and incorrect answers.

As essential tenet of first aid, is that when you find an unconscious person, you first , then , and finally .

2.

7

an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.

TIP: Add an extra answer in the first position with a neutral word or character, such as none, blank, or a hyphen so students do not see a possible correct answer when they first view the question. Answers must contain at least one character.

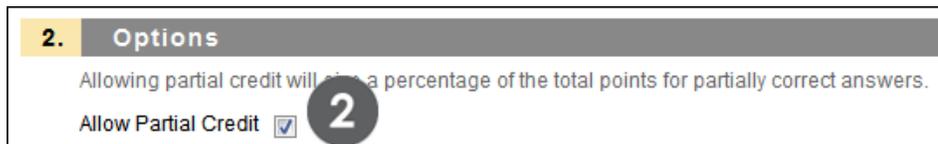
Partial Credit on Jumbled Sentence Questions

You can specify partial or negative credit for Jumbled Sentence questions. Partial credit gives a percentage of the question's possible points for a partially correct answer.

NOTE: You must enable the options to specify partial credit on the **Question Settings** page in order to use it on individual questions.

QUICK STEPS: Specifying Partial Credit on Jumbled Sentence Questions

1. On the **Test Canvas**, create or edit a Jumbled Sentence question.
2. Under **Options**, select the **Allow Partial Credit** check box.



The amount of partial credit will be assigned automatically.

Creating Fill in Multiple Blanks Questions

In a Fill in Multiple Blanks question, students are presented with text containing up to 10 blanks. Students complete the sentence by typing the appropriate word or phrase for each blank.

Fill in Multiple Blanks questions are graded automatically.



The screenshot shows a question interface. At the top left, it says "Question 22". To the right, it indicates "10 points" and a "Save Answer" button. The question text is "In first aid, the mnemonic ABC stands for [], [], and []". There are three empty text boxes for the answers, each followed by a period. The first box is on the line, and the other two are on the line below.

To create a Fill in the Multiple Blanks question, first add the question text as the students see it, but replace the missing information with variables in square brackets, such as letters or the correct answers, for example, "In first aid, the mnemonic ABC stands for [x], [y], and [z]." Next, you type the correct answers, including variations in spellings, plurals, and common abbreviations.

QUICK STEPS: Creating Fill in Multiple Blanks Questions

1. In the **Create Question** drop-down list, select **Fill in Multiple Blanks**.
2. On the **Create/Edit Fill in Multiple Blanks Question** page, type text in the **Question Text** box, adding the variables in square brackets. You can use the Text Editor functions to format the text and include files, images, web links, multimedia, and Mashups.
3. Select whether to **Allow Partial Credit**.
4. Click **Next**.
5. On the next **Create/Edit** page, select the **Number of Answers** from the drop-down list for each **Answer**.
6. Type answers in the **Answer** boxes.
7. Click **Next**.
8. On the next **Create/Edit** page, optionally, type **Feedback** for correct and incorrect answers.
9. Click **Submit**.


Create/Edit Fill in Multiple Blanks Question
4

* Indicates a required field. Cancel Next

1. Question

* Question Text Visual Editor: ON

Normal 3 Arial | **B** *I* U abc x_2 x^2 | [List Icons]

In first aid, the mnemonic ABC stands for [airway], [breathing], and [circulation]. 2

Path: [body](#)

2. Options

Allow Partial Credit 3

The **Question Text** box appears at the top of the next page to refer to as you fill in the answers.


Create/Edit Fill in Multiple Blanks Question
7

* Indicates a required field. Previous Cancel Next

1. Question Text

In first aid, the mnemonic ABC stands for [airway], [breathing], and [circulation].

2. Answers for: airway

Number of Answers 1 5

*Answer 1 6

3. Answers for: breathing

Number of Answers 1

*Answer 1

4. Answers for: circulation

Number of Answers 2

*Answer 1 Remove

*Answer 2 Remove

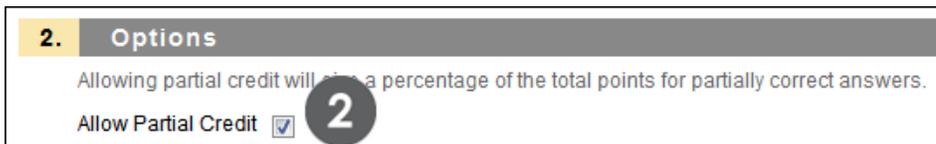
Partial Credit on Fill in Multiple Blanks Questions

You can specify partial credit for Fill in Multiple Blanks questions. Partial credit gives a percentage of the question's possible points for a partially correct answer.

NOTE: You must enable the options to specify partial credit on the **Question Settings** page in order to use it on individual questions.

QUICK STEPS: Specifying Partial Credit on Jumbled Sentence Questions

1. On the **Test Canvas**, create or edit a Fill in Multiple Blanks question.
2. Under **Options**, select the **Allow Partial Credit** check box.



The amount of partial credit will be assigned automatically, depending on the question's possible points and the number of answers.

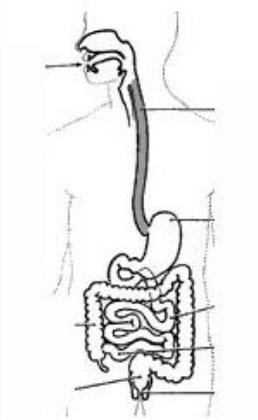
Creating Hot Spot Questions

With Hot Spot questions, students are presented with an image and are asked to select a particular area. For example, a human anatomy question could present a diagram of the digestive system and ask students to click the esophagus.

Hot Spot questions are graded automatically.

Question 3 **10 points**

Click on the esophagus.

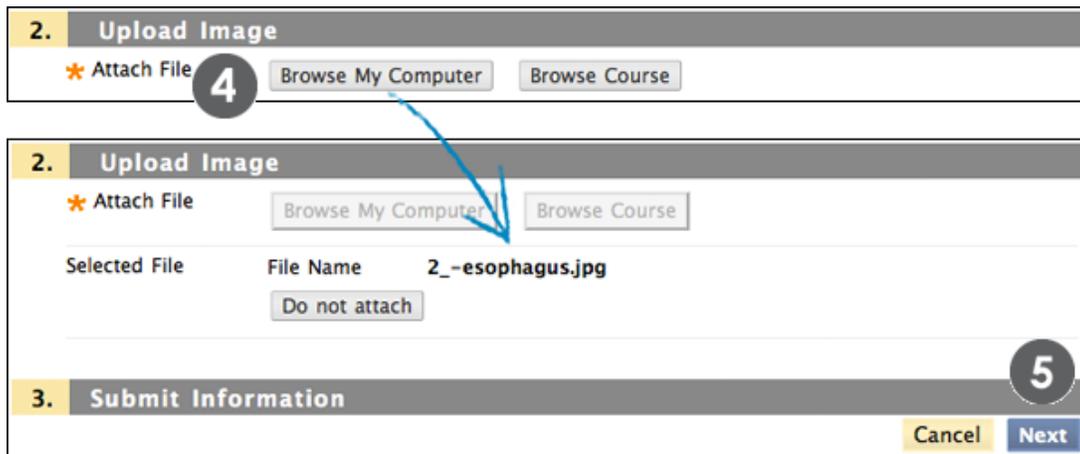


Selected Coordinates

Ensure you have the image file ready before beginning to create the question. You can upload the image file from your computer or link to it from the Course Files or Content Collection. Images must be JPG, GIF, or PNG files. Although there are no limitations, take into consideration the size of the image and make adjustments using an image editing application before uploading the file.

QUICK STEPS: Creating Hot Spot Questions

1. In the **Create Question** drop-down list, select **Hot Spot**.
2. On the **Create/Edit Hot Spot Question** page, type text in the **Question Text** box.
3. You can use the Text Editor functions to format the text and include files, images, Web Links, multimedia, and Mashups.
4. Browse for the image file, as shown in the following illustration. After you upload the file, the file name appears.
5. Click **Next**.



6. On the next **Create/Edit** page, the image appears. Press and drag the mouse pointer over an area in the image to specify the hot spot area for the correct answer. Start with the upper left corner of the rectangle and drag down to the lower right. If needed, click **Clear** to remove the rectangle and start again.
7. Optionally, type **Feedback** for correct and incorrect answers.
8. Click **Submit**.

 **Create/Edit Hot Spot Question**

* Indicates a required field.

1 **Answers**



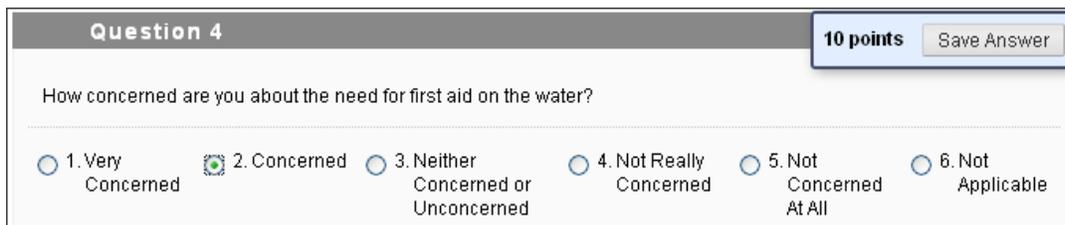
Top Left Coordinates 208, 250
Bottom Right Coordinates 267, 285

An open rectangular box surrounds the hot spot on the image. The hot spot can only be in the shape of a rectangle. Circles, triangles, and other polygons are not available as hot spot areas.

Creating Opinion Scale/Likert Questions

Opinion Scale/Likert questions are designed to measure students' attitudes or reactions using a comparable scale. By default, there are five answer choices ranging from Strongly Agree to Strongly Disagree, and a sixth option that allows students to select Not Applicable. You can change the text of the answer choices and adjust the number of answers from 2 to 20.

Opinion Scale/Likert questions are grade automatically.



Question 4 10 points Save Answer

How concerned are you about the need for first aid on the water?

1. Very Concerned 2. Concerned 3. Neither Concerned or Unconcerned 4. Not Really Concerned 5. Not Concerned At All 6. Not Applicable

Opinion Scale/Likert questions are ideal for surveys. If the questions are included in a test, an instructor must select a correct answer. If just an opinion is needed, change the point value to zero so as not to affect the test total.

QUICK STEPS: Creating Opinion Scale/Likert Questions

1. In the **Create Question** drop-down list, select **Opinion Scale/Likert**.
2. On the **Create/Edit Opinion Scale/Likert Question** page, type a question or statement in the **Question Text** box. You can use the Text Editor functions to format the text and include files, images, Web Links, multimedia, and Mashups.
3. Select **Answer Numbering** and **Answer Orientation** from the drop-down lists or leave the defaults.
4. Select **Number of Answers** from the drop-down list or leave the default of 6.
5. Select the correct answer.
6. Optionally, type **Feedback** for correct and incorrect answers.
7. Click **Submit**.

Advanced Test Creation: Creating Opinion Scale/Likert Questions

The screenshot displays the configuration interface for creating an opinion scale or Likert question. It is divided into two main sections: 'Options' and 'Answers'.

2. Options

- Answer Numbering:** A dropdown menu is set to 'Arabic Numerals (1, 2, 3)'. A circled '3' is placed to the right of this dropdown.
- Answer Orientation:** A dropdown menu is set to 'Horizontal'.
- Allow Partial Credit:** An unchecked checkbox.
- Show Answers in Random Order:** An unchecked checkbox.

3. Answers

- Number of Answers:** A dropdown menu is set to '6'. A circled '4' is placed to the right of this dropdown.
- Correct:** A radio button is selected for 'Answer 1'. A circled '5' is placed to the left of this radio button.
- Answer 1:** A text box containing the text 'Very Concerned'. Above the text box is a rich text editor toolbar with options for font style (Normal), size (3), font face (Arial), bold (B), italic (I), underline (U), and text color (abe). To the right of the toolbar is a 'Visual Editor: ON' toggle and a 'Remove' button.
- Answer 2:** A text box containing the text 'Concerned'. It has the same rich text editor toolbar and 'Remove' button as Answer 1.

Edit the default answers to fit your question or statement. You can remove answer boxes at any time using the **Remove** function to the right of each text box.

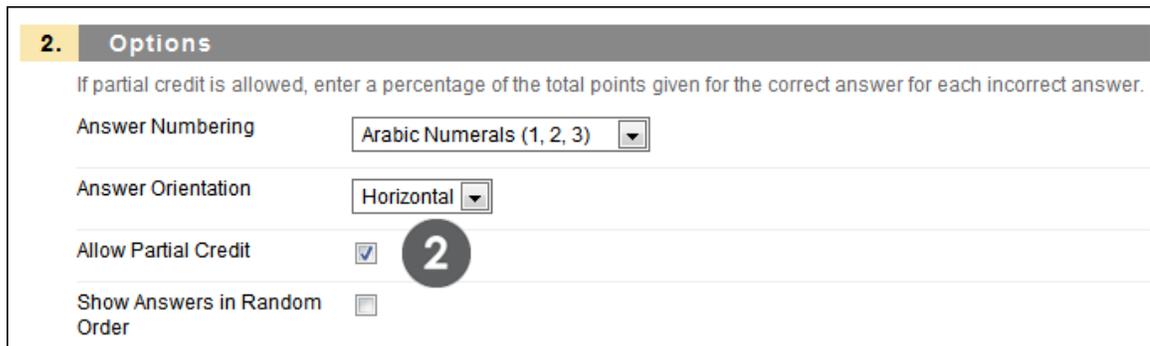
Partial Credit on Opinion Scale/Likert Questions

You can specify partial credit for Opinion Scale/Likert questions. Partial credit gives a percentage of the question's possible points for a partially correct answer.

NOTE: You must enable the options to specify partial credit on the **Question Settings** page in order to use it on individual questions.

QUICK STEPS: Specifying Partial Credit on Opinion Scale/Likert Questions

1. On the **Test Canvas**, create or edit an Opinion Scale/Likert question.
2. Under **Options**, select the **Allow Partial Credit** check box.



2. Options

If partial credit is allowed, enter a percentage of the total points given for the correct answer for each incorrect answer.

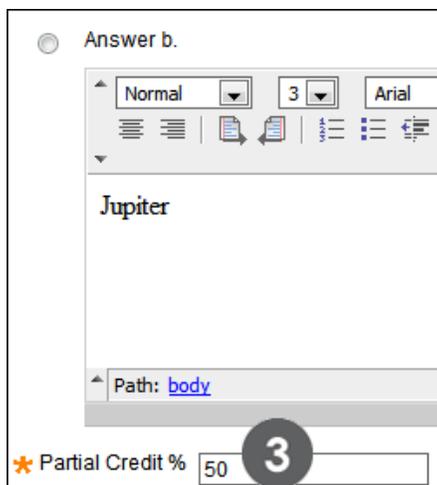
Answer Numbering

Answer Orientation

Allow Partial Credit **2**

Show Answers in Random Order

3. In the **Partial Credit %** text box below each incorrect answer, type a value for partial credit. This number is read as a percent. For instance, typing **50** will give the student 50% of the question's possible points for selecting that answer. Zero is an acceptable value.



Answer b.

Normal 3 Arial

Jupiter

Path: [body](#)

* Partial Credit % **3**

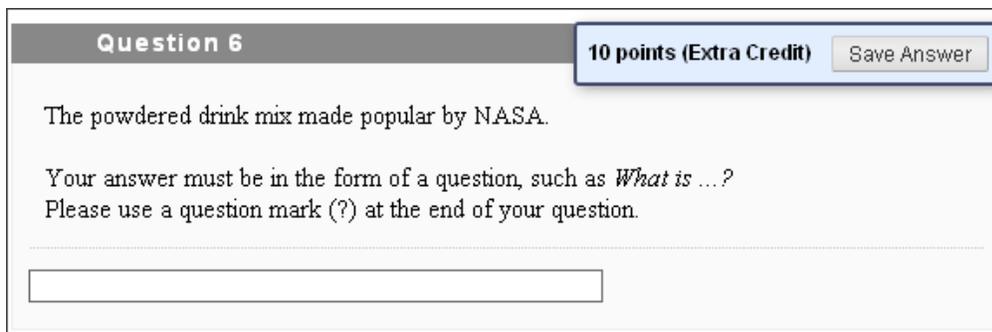
4. Click **Submit**.

Creating Quiz Bowl Questions

With Quiz Bowl questions, students are presented with an answer to which they must provide the question. The student's response must be in the form of a question that begins with an interrogative, such as who, what, or where. For example, the statement, "It is the only country that is a continent," requires the answer, "What is Australia?"

TIP: Add instructions to the initial statement asking students to respond in the form of a question. Remind students to use a question mark. Incorrect end punctuation results in no credit for the response.

Quiz Bowl questions are graded automatically.



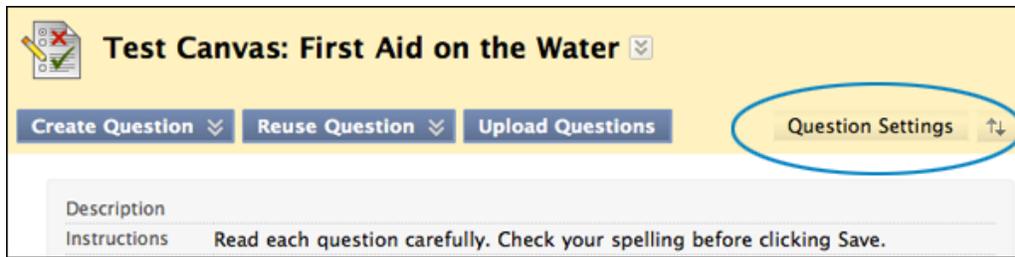
The screenshot shows a quiz question interface. At the top left, it says "Question 6". To the right, it indicates "10 points (Extra Credit)" and a "Save Answer" button. The question text is "The powdered drink mix made popular by NASA." Below this, instructions state: "Your answer must be in the form of a question, such as *What is ...?* Please use a question mark (?) at the end of your question." At the bottom, there is a text input field for the student's response.

When you create a Quiz Bowl question, you provide:

- The statement to which students must answer with an appropriate question.
- All possible interrogatives the question could begin with—who, what, where, and so on.
- All possible correct answer phrases, including variations in spellings, plurals, and common abbreviations.

By default, when Blackboard Learn scores the question, a correct response contains any one of the interrogatives you added, immediately followed by any one of the phrases you added, including end punctuation.

To award students partial credit for responses including a correct phrase, but missing the correct interrogative, enable the **Allow Partial Credit** option for answers in the test Question Settings.



QUICK STEPS: Creating Quiz Bowl Questions

1. In the **Create Question** drop-down list, select **Quiz Bowl**.
2. On the **Create/Edit Quiz Bowl Question** page, type a statement in the **Question Text** box that students can provide the question to. You can use the Text Editor functions to format the text and include files, images, Web Links, multimedia, and Mashups.
3. Select the **Number of Interrogatives** from the drop-down list. Up to 20 interrogatives can be added.
4. If necessary, type or edit the **Interrogatives**. Remove interrogatives using the **Remove** function to the right of each text box.
5. Type **Answer Phrases**.
6. Optionally, type **Feedback** for correct and incorrect answers.
7. Click **Submit**.



Create/Edit Quiz Bowl Question

* Indicates a required field.

Cancel Submit

1. Question

Question Title

* Question Text

Visual Editor is: ON

Normal 3 Arial B I U abc x₂ x²

It is the only country that is a continent. **2**

Your answer must be in the form of a question, such as *What is ___?* Please use a question mark at the end of your question

Path: [body](#)

2. Options

Allow Partial Credit

Partial Credit %

3. Interrogatives

Number of Interrogatives **3**

Interrogative 1 Remove **4**

Interrogative 2 Remove

4. Answer Phrases

Number of Answer Phrases **5**

Answer Phrase 1 Remove

Answer Phrase 2 Remove

Partial Credit on Quiz Bowl Questions

You can specify partial credit for Quiz Bowl questions. Partial credit gives a percentage of the question's possible points for a partially correct answer.

NOTE: You must enable the options to specify partial credit on the **Question Settings** page in order to use it on individual questions.

QUICK STEPS: Specifying Partial Credit on Quiz Bowl Questions

1. On the **Test Canvas**, create or edit a Quiz Bowl question.
2. Under **Options**, select the **Allow Partial Credit** check box.
3. In the **Partial Credit %** text box, type a value for partial credit. This number is read as a percent. For instance, typing **50** will give the student 50% of the question's possible points for including one of the correct answer phrases but not including an interrogative.

2. Options

Allowing partial credit will give a percentage of the total points if the answer includes at least one of the specified answer phrases but none of the specified interrogatives.

Allow Partial Credit **2**

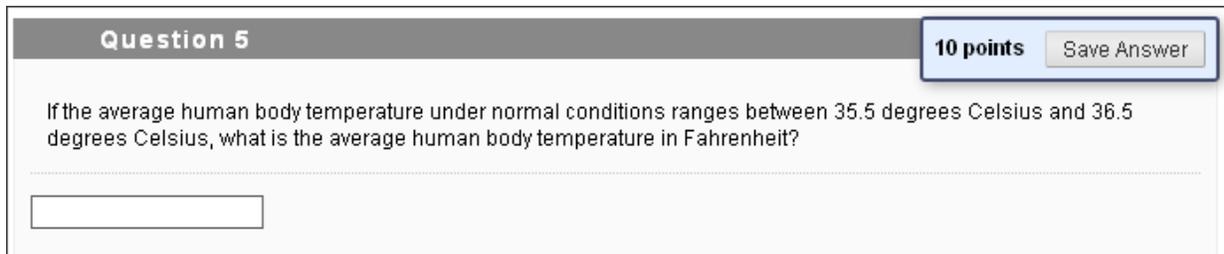
Partial Credit % **3**

4. Click **Submit**.

Creating Calculated Numeric Questions

With Calculated Numeric questions, students are presented with a question to which they must reply with a numeric answer. The question does not need to be a mathematical formula; it can be a text question that requires a numeric answer. It resembles a Fill in the Blank question in which the correct answer is a number.

Calculated Numeric Questions are graded automatically.



The screenshot shows a question interface. At the top left, it says "Question 5". At the top right, it says "10 points" and "Save Answer". The question text is: "If the average human body temperature under normal conditions ranges between 35.5 degrees Celsius and 36.5 degrees Celsius, what is the average human body temperature in Fahrenheit?". Below the question text is a text input field.

You can specify an exact numeric answer or you can specify an answer and an allowable range.

QUICK STEPS: Creating Calculated Numeric Questions

1. In the **Create Question** drop-down list, select **Calculated Numeric**.
2. On the **Create/Edit Numeric Answer Question** page, type text in the **Question Text** box. You can use the Text Editor functions to format the text and include files, images, Web Links, multimedia, and Mashups.
3. Type the **Correct Answer** using numbers.
4. If applicable, type the **Answer Range**.
5. Optionally, type **Feedback** for correct and incorrect answers.
6. Click **Submit**.

Create/Edit Numeric Answer Question

* Indicates a required field.

1. Question

Question Title

* Question Text

Normal 3 Arial B I U abc

If the average human body temperature under normal conditions is 36.5 degrees Celsius, what is the equivalent temperature in Fahrenheit?

Path: [body](#)

2. Answers

* Correct Answer

Answer Range +/-

If you add an **Answer Range**, the question is scored as correct if it falls anywhere within the range.

Hands-on Activity



For this activity, use your Practice Course.

From the Tests page:

- Create a test containing three or four of the advanced question types. Select question types you might use in your own course.

About Metadata

Metadata describes data and helps you organize content. Tag questions with metadata to help you retrieve them later. You can add the following types of metadata:

- Category
- Topic
- Levels of Difficulty
- Keywords

There are no standard metadata values for each type; you assign metadata values to suit your course content and pedagogical requirements. For example, for a course on Popular Culture, you might develop the following classification scheme listed in the following table:

Metadata Type	Values
Categories	The '60s, the '70s, the '80s, the '90s, the 21st Century
Levels of Difficulty	Easy, Moderate, Hard
Topics	TV, Movies, Music, Sports, Hobbies, Food
Keywords	Enter keywords specific to each question. Example: What powdered drink mix was made popular by NASA? Keywords: powdered drink, Tang, NASA

Tagging questions with metadata is valuable as it helps you find questions later to be reused in additional tests or to create random blocks for tests. For example, if the classification scheme above was used, you can:

- Create a test containing moderately difficult questions about music from the '70s.
- Create a test containing questions about TV and movies from the '80s and '90s.
- Add bonus questions to a test by searching for questions assigned a hard level of difficulty.

NOTE: The more specific the metadata assigned to a question, the easier it is to find the question later.

Overview: Creating and Assigning Metadata Values

You can create the metadata values and assign a specific value to a question during question creation or by editing an existing question.

The following list provides an overview of the steps you take to create and assign metadata while creating the question: What powdered drink mix did NASA make popular?

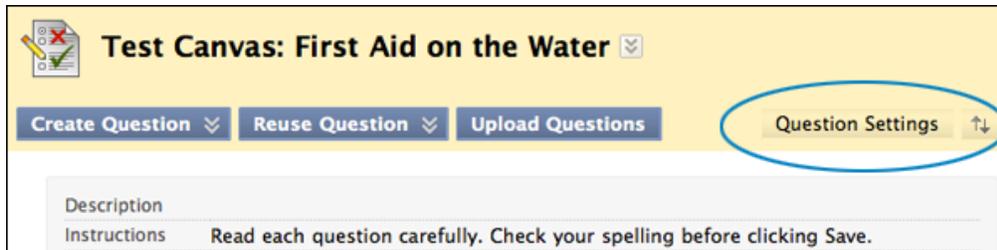
1. Type the question text and answer.
2. Add all the metadata values developed for Categories: the '60s, the '70s, and so on.
3. Add all the metadata values developed for Topics: TV, Movies, Music, and so on.
4. Add all the metadata values developed for Levels of Difficulty: Easy, Moderate, and Hard.
5. Assign the specific values for the current question:
 - **Category** = the '60s
 - **Topic** = Food
 - **Level of Difficulty** = Easy
6. Assign the Keywords for the current question: powdered drink, Tang, NASA

The metadata values you create are available for all questions in any test or pool. Therefore, you do not need to repeat all of the above steps for additional questions; you can create or edit a question and then go directly to step 5.

Adding Metadata to Questions

The process for adding metadata is the same regardless of the question type. In the following example, you add metadata about the level of question difficulty as you create a multiple choice question.

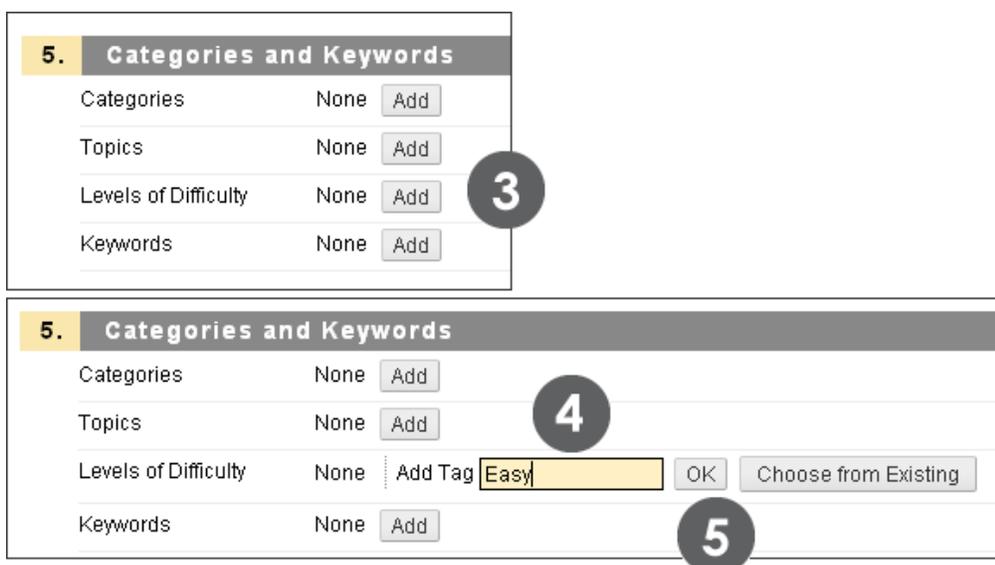
NOTE: Ensure Question Metadata is enabled in the test's Question Settings.



QUICK STEPS: Adding Metadata to a Question

1. In the **Create Question** drop-down list, select **Multiple Choice**.
2. On the **Create/Edit Multiple Choice Question** page, type the question and answers.
3. In the **Categories and Keywords** section, click **Add** next to **Levels of Difficulty**.
4. Type a value in **Add Tag**. To create more values, repeat this step.
5. Click **OK**. The value is added to **Levels of Difficulty**.

To create metadata values for Categories, Topics, or Keywords; repeat steps 3–5.



Advanced Test Creation: Adding Metadata to Questions

5. Categories and Keywords		
Categories	None	<input type="button" value="Add"/>
Topics	None	<input type="button" value="Add"/>
Levels of Difficulty	Easy <input checked="" type="checkbox"/>	<input type="button" value="Add"/>
Keywords	None	<input type="button" value="Add"/>

The level of the question's difficulty now appears on the question's **Create/Edit** page.

5. Categories and Keywords		
Categories	None	<input type="button" value="Add"/>
Topics	None	<input type="button" value="Add"/>
Levels of Difficulty	Easy <input checked="" type="checkbox"/>	Add Tag <input type="text"/> <input type="button" value="OK"/>
Keywords	None	Add Tag <input type="text"/> <input type="button" value="OK"/>

Easy, Hard, **Moderate**

After the values are added, you can choose from the existing values next time you create a question.

NOTE: The label **None** next to the other metadata types indicates that no values have been assigned for those types.

Ask Dr. C



In the following table, Dr. C discusses creating question metadata. Dr. C is our Blackboard Learn expert.

Your question	Dr. C's reply
Can I create metadata values outside of a question?	No. You always create values and assign metadata within questions. However, to save time, you can access a single question and create all your metadata values for each type of metadata. Then, when you create the next question, you only need to assign the specific value to the question.
Do I have to add values for all metadata types?	No. You can use just one if that is all you need to organize your questions. For example, you can assign only keywords to your questions. Keywords are the quickest type of metadata to assign because you do not need to create the values first and then assign them.

Hands-on Activity



For this activity, use your Practice Course.

Add Metadata

- Select one of the metadata types—Categories, Levels of Difficulty, Topics, or Keywords—and brainstorm some values you might apply to questions in your course.
- Add metadata to the advanced questions you created in an earlier activity.

4.0 Creating Pools

In this section, you learn how to create question pools.

Learning Outcomes

After completing this section, you will be able to:

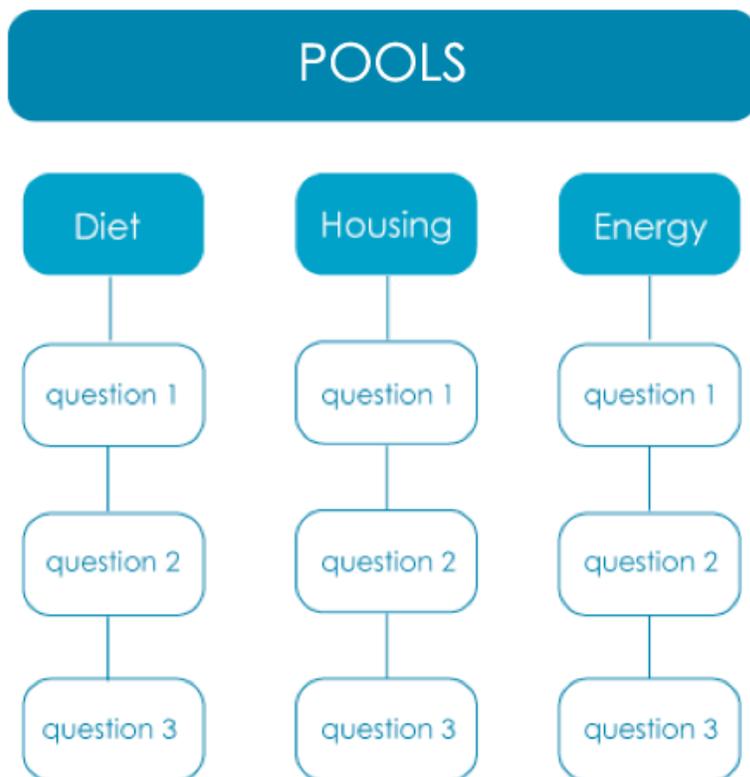
- Explain the advantages of using pools.
- Create a pool and add questions to it.
- Import a pool.

About Pools

A question pool is a collection of questions that can be stored for repeated use. You can export and import pools for use in other courses.

Questions in a pool are almost identical to test questions. They can contain feedback, metadata, and all the other elements of a test question, but they do not contain point values.

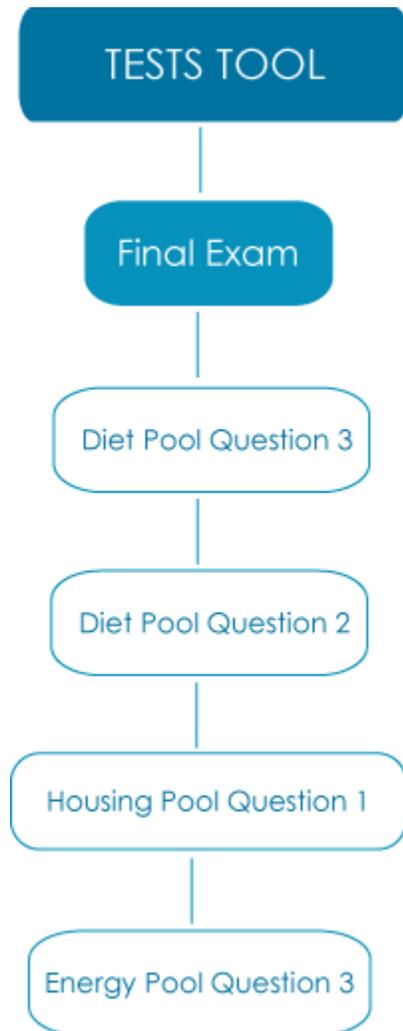
Instructors typically use pools to create a database of questions they can reuse in multiple tests. For example, an instructor for a course on Sustainable Living can create a question pool for each of the central topics in the course. In the illustration below, the instructor has created three pools: Diet, Housing, and Energy.



Using Pools in Test Creation

You cannot deploy pools or make them visible to students. However, during test creation, you can find questions to include by searching pools.

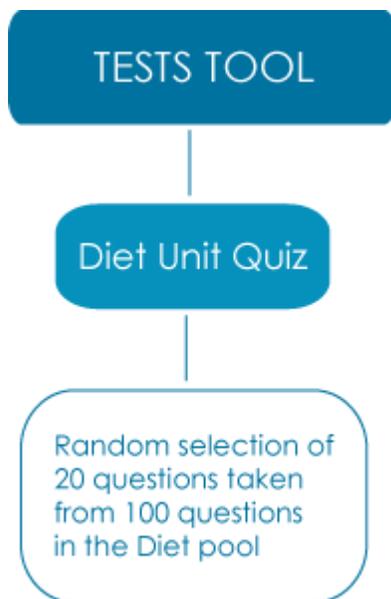
For example, our instructor can create a final exam consisting of questions taken from each of the topic pools.



Using Pools for Random Block Tests

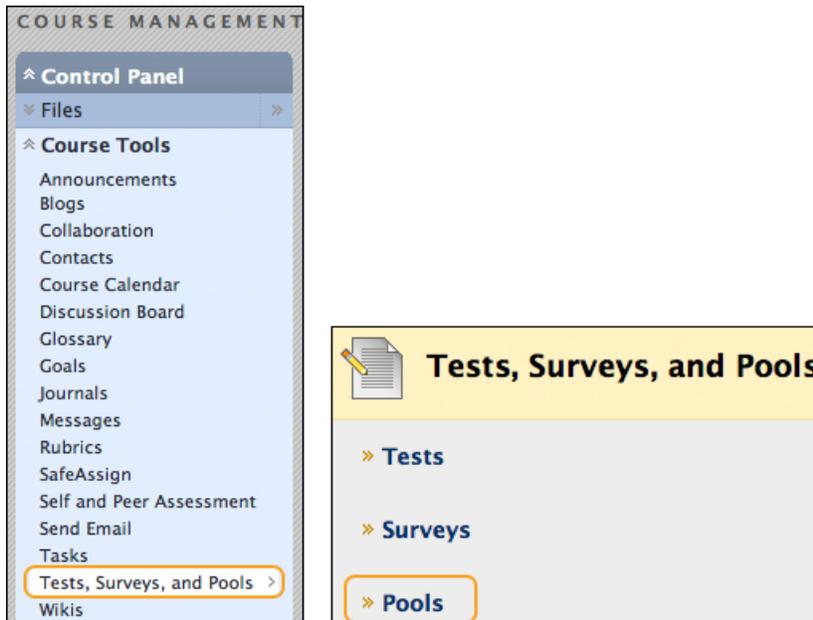
You can also create a test containing a random block of questions drawn from a specific pool. Each time the test is taken, a random selection of questions is drawn from the specified pool.

For example, our instructor can create an end-of-unit quiz consisting of 20 questions taken from the Diet pool.



Creating a Pool

You create and manage pools from the **Pools** page. Access pools from the **Control Panel** in the **Course Tools** section.



Creating a pool is almost identical to creating a test. The overall steps include the following:

1. **Build the pool:** Students do not see the pool name, description, or instructions, so the information you add is only for your purposes.
2. **Specify the pool's Question Settings:** These are identical to a test's Question Settings, except there are no scoring options. For example, there is no option to add default point values because pool questions do not have points assigned. You assign points to the questions after they have been added to a test.
3. **Add the questions:** The process in pools is identical to the process for adding questions to a test.

Editing Pool Questions

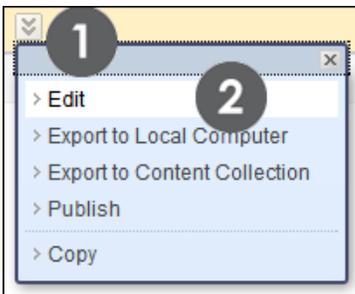
You can edit pool questions at any time.

If you want to edit a pool question that is currently being used in a test, you can choose to submit your changes or save the edited version as a new question. If you **Submit**, edits such as changing a designated correct answer will cause any existing submissions to be regraded. Choosing **Save as New** will create a separate, edited version of the question and will not cause regrading.

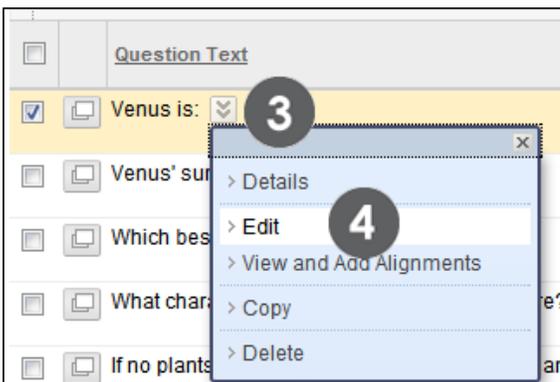
NOTE: If any students are in the process of taking a test, you may not be able to edit questions until they have submitted their work and the test is no longer in progress.

QUICK STEPS: Editing Pool Questions

1. On the **Pools** page, click the **Action Link** of the pool you want to edit.
2. Click **Edit**.



3. On the **Pool Canvas**, click the **Action Link** of the question you want to edit.
4. Click **Edit**.



5. Edit the question. Choose **Submit** to save your changes or **Save as New** to create a new question from the edited version.



Create/Edit Multiple Choice Question

Multiple Choice questions allow students to choose one correct answer from a selection of answers. Up to 20 answers can be added to the question. [More Help](#)

5

* Indicates a required field.

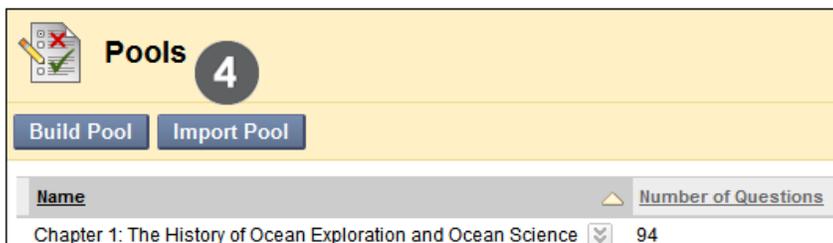
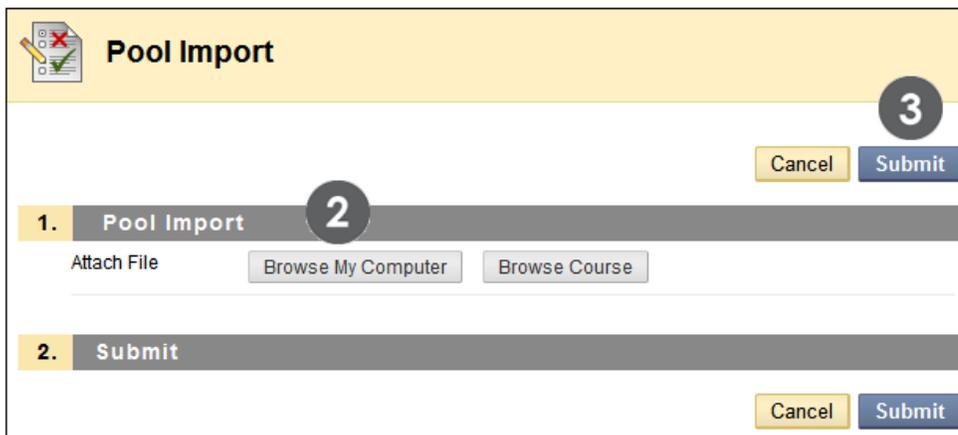
Importing a Pool

You can export a pool of questions from one course, and then import into another course.

Before importing the pool, ensure the file is readily available. For example, you can export a pool and save the resulting zipped file on your computer to upload to another course.

QUICK STEPS: Importing a Pool

1. On the **Pools** page, click **Import Pool**.
2. On the **Pool Import** page, click **Browse My Computer**.
3. Click **Submit**. The **Pool Import Complete** page appears.
4. Click **OK**. The imported pool is added to the list on the **Pools** page.



Hands-on Activity



For this activity, use your Practice Course.

Create a Pool

- Create a pool and add two or three questions.

Import a Pool

- Import the **Astronomy Fun Facts** pool. It is provided by the facilitator or can be downloaded from the **Workshop Resources** Content Area.

5.0 Advanced Test Creation

In this section, you find questions for advanced test creation. You use the question pool imported in the last section, and use metadata to assist with finding appropriate test questions.

Learning Objectives

After completing this section, you will be able to:

- Create a test by finding questions.
- Create a test containing question sets.
- Create a test containing a random block of questions drawn from a pool.

Overview: Creating a New Test Using Pools and Existing Tests

You can create a new test by searching pools and other existing tests to find appropriate questions to add. Search for questions by question type, such as multiple choice, and by metadata, such as **Category** or **Levels of Difficulty**. For example, you can search pools and tests to create a final exam containing moderately difficult, multiple choice questions drawn from review quizzes, self tests, and a question pool.

The steps to create a test by searching pools and tests are:

1. Create a test.
2. Specify the Question Settings.
3. Find questions.
4. Add the questions.

Some of these steps are similar to routine test creation. We focus on the differences.

Creating a Test

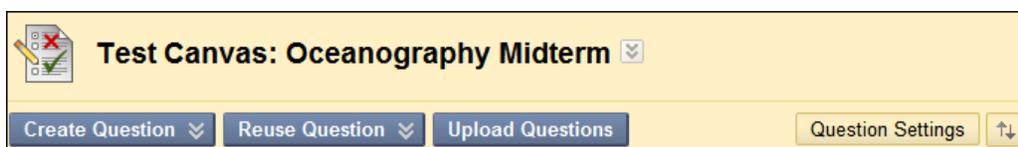
Add the test information, including:

- Name
- Description
- Instructions

QUICK STEPS: Creating a Test

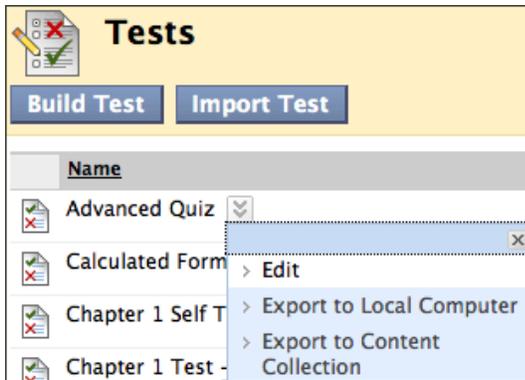
1. On the **Control Panel** expand **Course Tools** and select **Tests, Surveys, and Pools**.
2. Select **Tests**.
3. On the **Tests** page, click **Build Test**.
4. Type the test's **Name**, **Description**, and **Instructions**.
5. Click **Submit**.

The **Test Canvas** appears and you can begin to add questions to the test.



Creating Pools: Overview: Creating a New Test Using Pools and Existing Tests

To add questions to an existing test, access it from the **Tests** page. Click the test's Action Link () to access the contextual menu and select **Edit** to begin or continue adding questions.

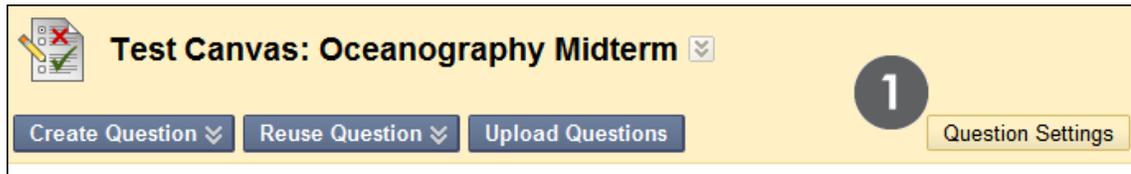


Specifying Question Settings

The second overall step is to specify the test's Question Settings. Generally, the settings you specify are applied to questions you add to the test by searching pools and other tests. For example, if you do not select **Provide Feedback for Individual Answers**, the individual feedback is not included in the test you are currently creating, even if the question you searched for contains individual feedback.

QUICK STEPS: Specifying Question Settings

1. On the **Test Canvas**, click **Question Settings** on the Action Bar.
2. Select the options by selecting the check boxes.
3. Click **Submit**.





Test Question Settings

Question Settings control the options available when creating Test questions. Not all options are available for all question types [More Help](#)

2 3

- 1. Feedback**
 - Provide feedback for individual answers.
- 2. Images, Files, and Web Links**
 - Add images, files, and web links to questions.
 - Add images, files, and web links to answers.
- 3. Question Metadata**
 - Add categories, topics, levels of difficulty, keywords and instructor notes to questions.
- 4. Scoring**
 - Specify default points when creating questions. Default point value
 - Use the currently assigned points when finding and adding questions.
 - Use default points when finding and adding questions.
 - Specify partial credit options for answers.
 - Specify negative points options for answers.
 - Provide option to assign questions as extra credit.
- 5. Display**
 - Specify random ordering of answers.
 - Specify the horizontal or vertical display of answers.
 - Specify numbering options for answers.
- 6. Submit**

Click Submit to proceed. Click Cancel to quit.

NOTE: The default point value is only applied to questions taken from pools. If you add questions from another test, the original point value is retained.

Finding Questions

The third step is to find questions. You can browse, preview, and select questions from the **Find Questions** page.

The screenshot shows the 'Find Questions' page. At the top, there is a search bar labeled 'Search current results:' with a 'Go' button. Below this is a 'Browse Criteria' section with a 'View' dropdown and a 'Reset to Default' button. A list of criteria is shown: Pools, Tests, Question types, Categories, and Topics. To the right is a 'Criteria Summary' section showing 'Tests MidTerm' and 'Displaying 1 to 6 of 6 items'. Below this is a table of questions with columns for 'Question Text', 'Question Type', 'Mode', 'Points', 'Source Name', and 'Source Type'. The table contains two rows of questions. Callouts A through E point to various elements: A points to the 'Browse Criteria' section, B points to the 'Criteria Summary' section, C points to the 'Copy selected questions' and 'Link to original questions' buttons, D points to the 'Question Display' dropdown, and E points to the 'Question Text' column header.

Find Questions

Questions are organized by the **Criteria** listed on the page. Use the **Criteria** drop-down lists to search for questions to add to the test. Click **Submit** to finish. Click **Cancel** to return to the previous page. [More Help](#)

Search current results: Go

Browse Criteria

View

- ▼ Pools
- ▼ Tests
- ▼ Question types
- ▼ Categories
- ▼ Topics

Criteria Summary

Tests MidTerm

Displaying 1 to 6 of 6 items

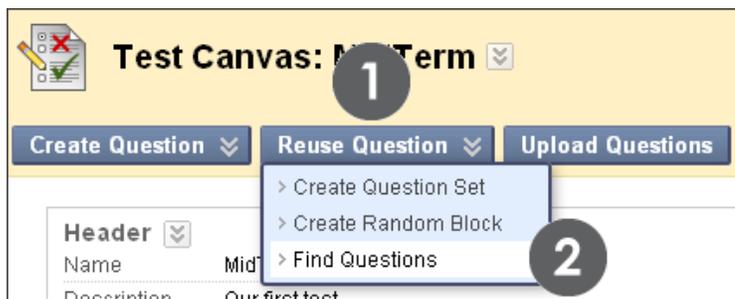
Question Display

<input type="checkbox"/>	Question Text	Question Type	Mode	Points	Source Name	Source Type
<input type="checkbox"/>	MC: A survey of	Multiple Choice	--	10	MidTerm	Test
<input type="checkbox"/>	about Chile: Essay question	Essay	--	10	MidTerm	Test

- Use the **Browse Criteria** and **Search current results** sections to narrow your search.
- As you narrow your search, each search criteria is listed in the **Criteria Summary** section for easy reference.
- Choose to copy or link to selected original questions.
- By default, the questions appear with truncated text. Change the **Question Display** to display the question text in full.
- Preview each question to view the question text and answer stems.

QUICK STEPS: Finding Questions

1. On the **Test Canvas**, point to **Reuse Question** on the Action Bar to access the drop-down list.
2. Select **Find Questions**.
3. The **Find Questions** page opens.



Linking to or Copying an Original Question

Linking to a question means that a link to the original question is added to the test. This is not another instance of the question. Any change made to the original question is reflected in this link in the new test. This option is ideal for questions that test knowledge on current events.

A copied question creates a new question that is a copy of the original. Any revisions made to the original question are not reflected in the copy. Copying a question is valuable when you want to create similar questions with minor alterations.

You can change your choice at any time while searching for questions on the **Find Questions** page.

Browse by Criteria

All questions appear in the list by default. To narrow your selection, browse based on certain criteria. Search by selecting from specific pools, tests, and question types.

If you have added metadata, such as topics or keywords, to your questions, you can also browse by metadata criteria. The more metadata added to each question, the more specific your search can be. Browsing by metadata makes it easier to find exactly what you are looking for. Expand a section to select the browse criteria.

Creating Pools: Finding Questions

Browse Criteria

View

▼ Pools

▼ Tests

▲ Question types

- Calculated Formula
- Calculated Numeric
- Either/Or
- Essay
- File Response
- Fill in Multiple Blanks
- Fill in the Blank
- Hot Spot
- Jumbled Sentence
- Matching
- Multiple Answer
- Multiple Choice
- Opinion Scale/Likert

Criteria Summary

Tests: MidTerm Question types: Multiple Choice True/False

Question Display

<input type="checkbox"/>	Question Text	Question Type	Mode	Points
<input type="checkbox"/>	MC: A survey of	Multiple Choice	--	10
<input type="checkbox"/>	Santiago - True/False: Is Santiago the capital of Chile?	True/False	--	10
<input type="checkbox"/>	MC -2: What are the teams in Chile's WC Group?	Multiple Choice	--	10

Question Display

Displaying 1 to 3 of 3 items

Search Current Results

You can also search by words or phrases contained in question text. These words do not have to be identified in the question metadata when you create the question.

NOTE: As you narrow your search, each search criteria is listed in the **Criteria Summary** section for easy reference.

Adding the Questions

The **Find Questions** page displays the result of all the questions matching your search criteria and indicates the type of question and the name of the test or pool that contains it.

The next step is to select the questions to include in the test.

The screenshot shows the 'Find Questions' interface. On the left, there is a sidebar with 'Question types' including 'Calculated Formula', 'Calculated Numeric', 'Either/Or', 'Essay', 'File Response', 'Fill in Multiple Blanks', 'Fill in the Blank', 'Hot Spot', 'Jumbled Sentence', 'Matching', and 'Multiple Answer'. The main area displays a table of questions with columns for 'Question Text', 'Question Type', 'Mode', 'Points', 'Source Name', and 'Source Type'. A selection panel at the bottom shows 'Selected Questions: 2' and includes 'Cancel' and 'Submit' buttons. The panel also shows a list of the selected questions with 'Question Text', 'Question Type', 'Mode', and 'Points' columns.

<input type="checkbox"/>	Question Text	Question Type	Mode	Points	Source Name	Source Type
<input type="checkbox"/>	If a small beer glass contains [x] ounces of beer, and a large beer glass con...	Calculated Formula	--	10	Calculated Formula Sample	Test
<input type="checkbox"/>	What is the value of x in the following equation? $x=[y]+3*[z]$	Calculated Formula	--	10	Calculated Formula Sample	Test
<input checked="" type="checkbox"/>	What is the value of z in the following question? $z=2a+b$ where $a=[a]$ and $b=[b]$	Calculated Formula	Copy	10	Calculated Formula Sample	Test
<input checked="" type="checkbox"/>	Beware of the young [a] and the old [b]. Benjamin Franklin	Fill in Multiple Blanks	Copy	10	Advanced Quiz	Test
<input type="checkbox"/>	In first aid, the mnemonic	Fill in	--	10	Terminology	Test

Selected Questions: 2

Cancel Submit

<input checked="" type="checkbox"/>	Question Text	Question Type	Mode	Points
<input checked="" type="checkbox"/>	What is the value of z in the following question? $z=2a+b$ where $a=[a]$ and $b=[b]$	Calculated Formula	Copy	10
<input checked="" type="checkbox"/>	Beware of the young [a] and the old [b]. Benjamin Franklin	Fill in Multiple Blanks	Copy	10

- Preview and select questions.
- Selected questions are stored in the panel at the bottom of the **Find Questions** page.
- Review or delete selected questions.
- Click **Submit** to add questions to test.

Assigning Point Values

After selecting the questions, you can assign or edit point values.

QUICK STEPS: Assigning Point Values

1. On the **Test Canvas**, click a question's point value to access the **Update Points** and **Extra Credit** field.
2. Type the points possible.
3. Click **Submit**.

The screenshot shows a user interface for editing a question. The question is titled "Multiple Choice: A basic solution has a pH _____ than 7.0." and has a correct answer of "greater". A dialog box titled "Update Points" is open, showing a text input field with the value "10", an "Extra Credit" checkbox, and "Cancel" and "Submit" buttons. A red circle with the number "2" is placed over the "Update Points" dialog box, and a red circle with the number "1" is placed over the "Submit" button. Below the dialog box, another question is partially visible: "Multiple Choice: A region of rapid density change with depth is most properly called the".

Next Steps

After you add questions and assign point values, you can proceed with the typical next steps, including ordering the questions and deploying the test.

Hands-on Activity



For this activity, use your Practice Course.

Add Questions from Pools and Tests

- Add questions to the **Unit 5 Quiz** by searching the **Astronomy Fun Facts** pool for any questions containing the keyword **Venus**. Assign point values if necessary. Make the quiz available.
- Create a **Midterm Exam**. Search all pools and tests for multiple choice questions in the **scientists** category. Assign point values if necessary.

Creating Question Sets

As well as selecting specific questions to include in a test, you can specify that a random selection of questions be presented each time the test is taken. To do this, you create a question set or random block.

A question set is a collection of questions retrieved from selected tests and pools. From this set, you specify how many questions to present. The specific questions presented are randomly chosen for each time the test is taken.



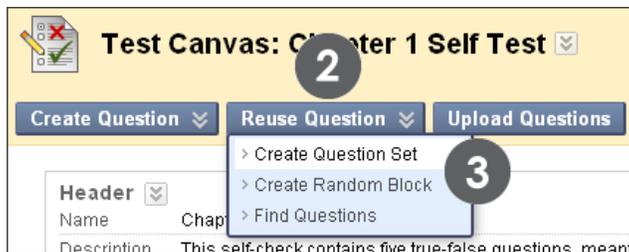
The screenshot shows a configuration panel for a 'Question Set'. At the top left, there is a 'Question Set' dropdown menu. To the right, 'Points per question:' is set to '10'. Below this, 'Total Questions:' is '10' and 'Number of Questions to display:' is '3'. On the right side, 'Total Points:' is '30'. At the bottom, there is a section titled 'Questions in the Set' with a downward arrow.

For each question set, you can specify:

- The pools and tests the question set collections the questions from.
- The type of questions to be included in the question set.
- The number of questions to be included in the question set.

QUICK STEPS: Creating Question Sets

1. Create or access a test.
2. On the **Test Canvas**, point to **Reuse Question** on the Action Bar to access the drop-down list.
3. Select **Create Question Set**.



4. On the **Create Question Set** page, search for questions using the **Browse Criteria** options.
5. Select the question types to include in the test. Select the check box in the header row to select all questions.

Creating Pools: Creating Question Sets

- Review your selected questions.
- Click **Submit**.

Create Question Set

Search current results:

Browse Criteria

Criteria Summary
Pools: Chapter 3: Global Plate Tectonics Ocean Floor Tests: Ocean Exploration Question types: Essay Multiple Choice
Displaying 1 to 25 of 64 items

Question Display << < Page 1 of 3 > >>

<input type="checkbox"/>	Question Text	Question Type	Source Name	Source Type
<input checked="" type="checkbox"/>	According to the moment magnitude scale, earthquakes along slow-spreading cen...	Multiple Choice	Chapter 3: Global Plate Tectonics	Pool
<input checked="" type="checkbox"/>	All continents fit together with the least number of overlaps and gaps when t...	Multiple Choice	Chapter 3: Global Plate Tectonics	Pool
<input checked="" type="checkbox"/>	As one moves away from the axis of an oceanic ridge or rise, the	Multiple Choice	Chapter 3: Global Plate Tectonics	Pool
<input checked="" type="checkbox"/>	At mid-ocean ridges, crust is being _____.	Multiple Choice	Chapter 3: Global Plate Tectonics	Pool
<input checked="" type="checkbox"/>	Briefly discuss four important evidences for continental drift.	Essay	Chapter 3: Global Plate Tectonics	Pool
<input checked="" type="checkbox"/>	Climate distribution is primarily controlled by	Multiple Choice	Chapter 3: Global Plate Tectonics	Pool

Selected Questions: 25

Creating Pools: Creating Question Sets

The Question Set is added to the test.

7 - 26. Question Set Points per question: **10**

Total Questions: 91
Number of Questions to display: 20

Questions in the Set

Add Questions

Remove Question Question Display << < Page 1 of 4 > >>

<input type="checkbox"/>	Question Type	Question Text	Alignment Count
<input type="checkbox"/>	Essay	Discuss the buffering capacity of the ocean with regard to carbon dioxide, ca...	0
<input type="checkbox"/>	Essay	Compare, contrast and explain the depth profiles of temperature in the equato...	0

- Assign the total number of questions to present to students. To ensure students are presented with a question set each time, assign a number less than the total number of questions.
- Type a point value per question. The point value you add is assigned to every question in the set. You cannot assign separate point values for individual questions in the same question set.
- Click to reveal or collapse **Questions in the Set** to view, edit, and delete individual questions.

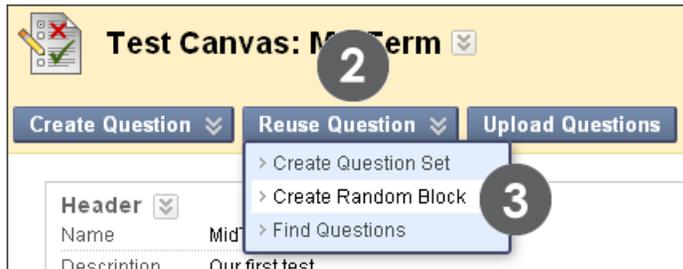
NOTE: When you add questions to a test using the Question Set feature, each question is linked. Therefore, if you change the original question, the revised version of the question appears. After the test with the linked question is deployed, the questions no longer reflect revisions made to the original.

Creating Random Blocks

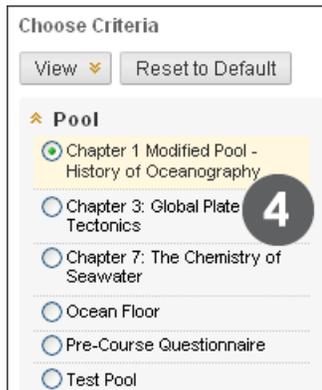
Random blocks also randomly select questions from a pool to be presented each time the test is taken. Unlike question sets, each random block can only be drawn from a single pool. You cannot draw random blocks of questions from tests or more than one pool.

QUICK STEPS: Creating Random Blocks

1. Create or access a test.
2. On the **Test Canvas**, point to **Reuse Question** on the Action Bar to access the drop-down list.
3. Select **Create Random Block**.



4. On the **Create Random Block** page, select a pool.



Creating Pools: Creating Random Blocks

5. Select at least one question type to include in the test. All questions that meet the criteria will be added to the block.
6. Review your selected questions.
7. Click **Submit**.

Create Random Block

Random Blocks are groups of questions based on a filter criteria that can be presented in a random fashion determined by the instructor. [More Help](#)

Choose Criteria

View

Pool

Question types

- Calculated Formula
- Calculated Numeric
- Either/Or
- Essay** **5**
- File Response
- Fill in Multiple Blanks
- Fill in the Blank
- Hot Spot
- Jumbled Sentence
- Multiple Answer

Selected Criteria

Pool **Chapter 1 Modified Pool - History of Oceanography**

Question types **Essay** **Multiple Choice**

Preview questions that match selected criteria

Displaying 1 to 4 of 4 items

Question Text	Question Type
<input type="checkbox"/> Alfred Wegener discusses a supercontinent called _____.	Multiple Choice
<input type="checkbox"/> By studying Antarctic seafloor animals _____ concluded that deep Atlantic ...	Multiple Choice
<input type="checkbox"/> Compare the limitations and advantages of using ROVs, AUVs and submersibles i...	Essay
<input type="checkbox"/> Which of the following underwater vehicles is an ROV?	Multiple Choice

Displaying 1 to 4 of 4 items |

7

The random block of questions is added to the test.

Random Block

Points per question:

Total Questions: 4

Number of Questions to display:

Total Points: 10

Source Pool: Chapter 1 Modified Pool - History of Oceanography

Question Types: Essay, Multiple Choice

[Preview questions that match selected criteria](#)

You can expand the **Preview questions that match selected criteria** link to preview the questions.

NOTE: When you add questions to a test using the Random Block feature, each question is linked. Therefore, if you change the original question, the revised version of the question appears. After the test with the linked question is deployed, the questions no longer reflect revisions made to the original.

Hands-on Activity



For this activity, use your Practice Course.

Create a Random Block:

- Create a test containing a random block of five multiple choice questions. Add the test to the **Assessments** Content Area and make it available. Preview the test several times. Note how you are presented with different questions each time.

Ask Dr. C



In the following table, Dr. C discusses using pools.

Your question	Dr. C's reply
Can I convert tests into pools?	Yes. Create a pool and then use the Find Questions feature to add questions from a specific test, or all tests.
Is it better to keep the same type of questions together in one pool? For example, should I keep all my multiple choice questions in the same pool?	It is not necessary to do this, but in some circumstances, this is an advantage. For example, create a final exam containing a random selection of 50 multiple choice questions, 25 short answer questions, and 3 essay questions. Put each question type in a separate pool. This allows you to assign different point values for the different types of questions, and also ensures the same question types are grouped together in the exam.
Can I reuse a test given at the beginning of the course? What is the best way to achieve this?	Yes. You can copy the test. Click the test's Action Link () to access the contextual menu and select Copy . The copied test appears in the list and has a number appended to the name, such as Unit 1 Quiz(1). If you want to use a text in another course you also have the option to export and import a test.

6.0 Creating and Using Surveys

You can use surveys to poll student opinion and conduct class evaluations. Survey results are anonymous, but you can see whether a student has completed a survey and view aggregate results for each survey question.

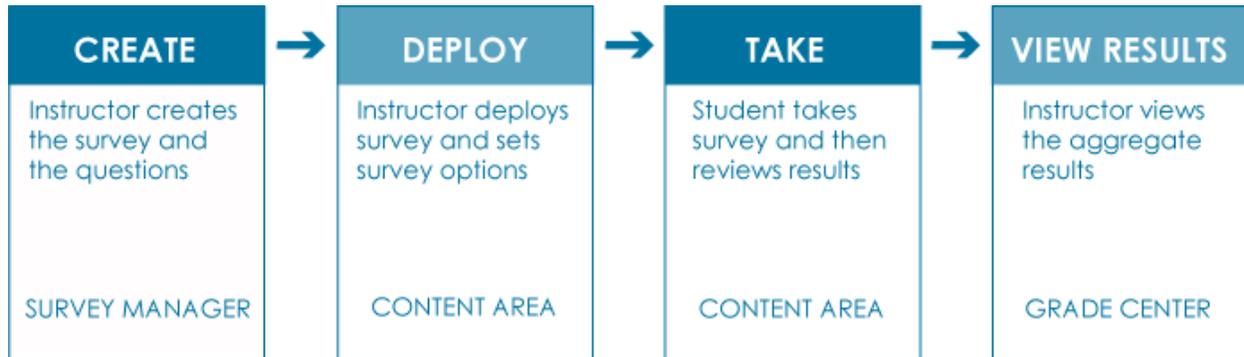
Learning Objectives

After completing this section, you will be able to:

- Describe the lifecycle of a survey.
- Explain the differences between tests and surveys.
- Create and deploy a survey.
- View survey results.

The Survey Lifecycle

There are four major stages in the survey lifecycle. You have already seen a survey from a student perspective. Now, from an instructor perspective, you learn to create and deploy surveys, as well as view their results.



Creating and Deploying Surveys

Since survey creation and deployment is almost identical to test creation, we focus on the differences:

- A survey's Creation Settings do not include options for assigning scoring defaults because survey questions are not graded.
- Correct answers are not specified when questions are added.
- Random blocks of questions and file response question cannot be added to surveys.



Take Survey: Chapter 1 Issue Discussion - Quick Poll

Description *Issues in Oceanography Coastal Population Growth: A Global Ecosystem at Risk*

Instructions Read the Issues in Oceanography found on page xviii After reading the case study on Coastal Population Growth, please take a moment to respond to the following survey questions. Your responses are anonymous but the class analysis will be used as a part of our class discussion.

Multiple Attempts This Survey allows multiple attempts.

Force Completion This Survey can be saved and resumed later.

⚡ Question Completion Status:

1 2 3 4

Question 1

According to the World Resources Institute, at least what percentage of the planet's human population live within 100 km (62 mi) of the beach?

50%

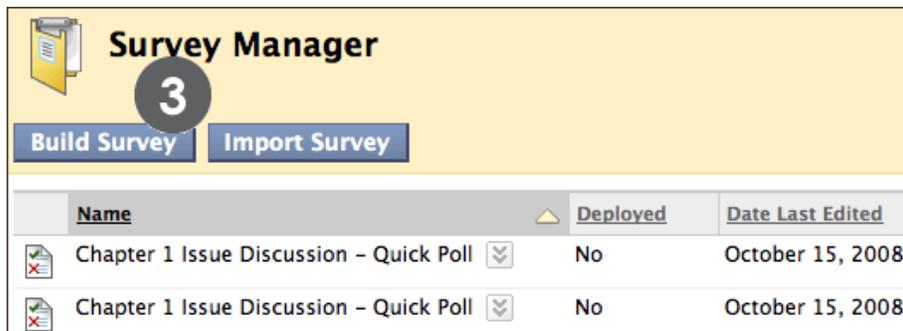
60%

40%

70%

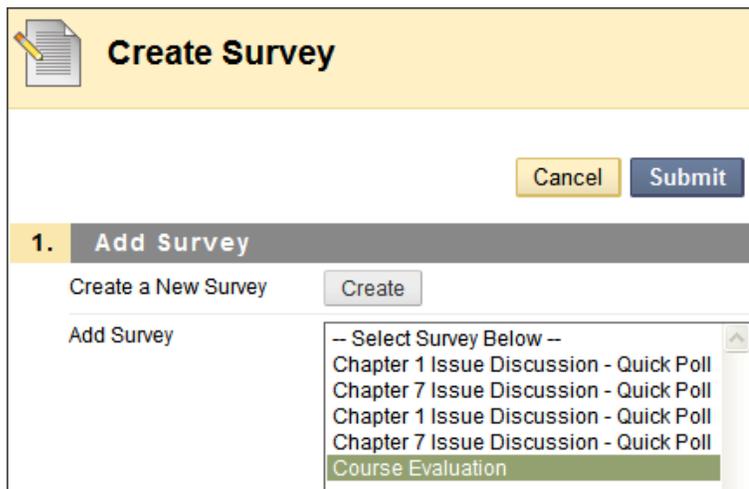
QUICK STEPS: Creating Surveys

1. On the **Control Panel**, expand the **Course Tools** section and select **Tests, Surveys, and Pools**.
2. On the **Tests, Surveys, and Pools** page, click **Survey**.
3. On the **Survey** page, click **Build Survey**.
4. On the **Survey Information** page, type the survey **Name**, **Description**, and **Instructions**.
5. Click **Submit**.
6. On the **Survey Canvas**, click **Questions Settings** on the Action Bar.
7. On the **Survey Question Settings** page, select the check boxes for your choices.
8. Click **Submit**.
9. On the **Survey Canvas**, add the questions.
10. When you have finished adding questions, click **Submit**.



QUICK STEPS: Deploying Surveys

1. Navigate to the Content Area where you want to deploy the survey and point to **Assessments** on the Action Bar to access the drop-down list.
2. Select **Survey**.
3. On the **Create Survey** page, select the survey from the **Add Survey** box.
4. Click **Submit**.
5. On the **Survey Options** page, specify the availability and other survey settings.
6. Click **Submit**. The survey is now added to the Content Area.



The screenshot shows the 'Create Survey' interface. At the top, there is a yellow header with a pencil icon and the text 'Create Survey'. Below the header, there are two buttons: 'Cancel' and 'Submit'. A section titled '1. Add Survey' contains a 'Create a New Survey' button with a 'Create' button next to it. Below this, there is an 'Add Survey' dropdown menu. The dropdown menu is open, showing a list of survey options: '- Select Survey Below -', 'Chapter 1 Issue Discussion - Quick Poll', 'Chapter 7 Issue Discussion - Quick Poll', 'Chapter 1 Issue Discussion - Quick Poll', 'Chapter 7 Issue Discussion - Quick Poll', and 'Course Evaluation'. The 'Course Evaluation' option is highlighted in green.

Hands-on Activity



For this activity, use your Practice Course.

Create a survey, by choosing one of the following options:

- Create a survey to assess the knowledge or past experiences of students entering your course.
- Create a survey to gain early feedback on students' understanding of course content.
- Create an end-of-course evaluation to gather student opinions about your course.

Deploy the survey, selecting settings that allow students to take the survey twice and allow them to see their submitted answers.

Best Practice: Use Surveys Throughout Your Course

Many instructors only use surveys to conduct an end-of-course evaluation. Although it is important to collect this information, the data can only be used to help the next group of students. Using surveys throughout your course gives you the opportunity to revise the course flow and content to match the background and needs of your students.

Here are some ideas for using surveys throughout your course.¹

At the Beginning of the Course

- Ask students to complete a brief survey about their current subject knowledge, what they hope to learn in the course, and their learning styles and preferences.
- Ask students a few questions to allow them to demonstrate their analytical thinking. For example, a professor in the Goldman School of Public Policy at Berkeley gauges the level of student thinking by asking questions about their approaches to uncertainty and risk.

During the Course

- After a lecture, ask students to complete a brief survey about the muddiest point—the least clear concept discussed in the lecture.
- Ask students to rate how challenging they found a lecture or module.

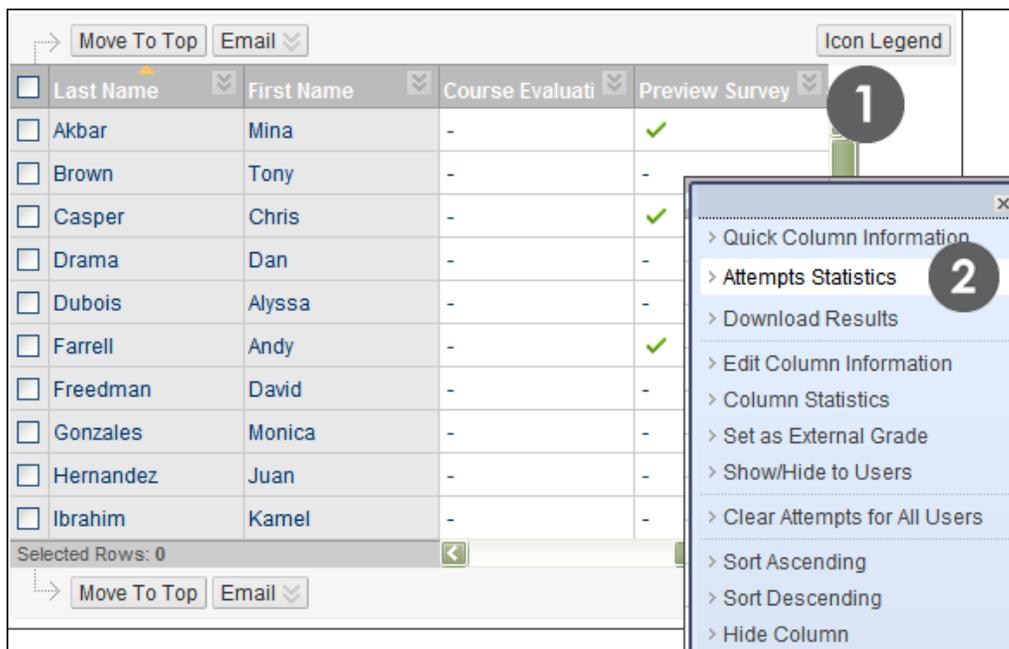
¹The Early Feedback Working Group & Tollefson, S. (2005). How am I doing? Early feedback from instructors to students and from students to instructors. *Office of Educational Development Teaching Resources*

Viewing Aggregate Survey Results

For each survey, you can view the aggregate responses to each question, including the distribution of student responses for each question.

QUICK STEPS: Viewing Aggregate Survey Results

1. In the Grade Center, click the survey column's Action Link () to access the contextual menu.
2. Select **Attempts Statistics**.
3. On the **Survey Statistics** page, review the statistics.
4. Click **OK** at the bottom of the page to return to the **Grade Center**.



The screenshot shows a table with columns: Last Name, First Name, Course Evaluati, and Preview Survey. The 'Preview Survey' column contains checkmarks for Akbar, Casper, and Farrell. A contextual menu is open over the 'Preview Survey' column, listing options such as 'Quick Column Information', 'Attempts Statistics', 'Download Results', 'Edit Column Information', 'Column Statistics', 'Set as External Grade', 'Show/Hide to Users', 'Clear Attempts for All Users', 'Sort Ascending', 'Sort Descending', and 'Hide Column'. The 'Attempts Statistics' option is highlighted. A '1' is placed over the dropdown arrow in the 'Preview Survey' column header, and a '2' is placed over the 'Attempts Statistics' menu item.

<input type="checkbox"/>	Last Name	First Name	Course Evaluati	Preview Survey
<input type="checkbox"/>	Akbar	Mina	-	✓
<input type="checkbox"/>	Brown	Tony	-	-
<input type="checkbox"/>	Casper	Chris	-	✓
<input type="checkbox"/>	Drama	Dan	-	-
<input type="checkbox"/>	Dubois	Alyssa	-	-
<input type="checkbox"/>	Farrell	Andy	-	✓
<input type="checkbox"/>	Freedman	David	-	-
<input type="checkbox"/>	Gonzales	Monica	-	-
<input type="checkbox"/>	Hernandez	Juan	-	-
<input type="checkbox"/>	Ibrahim	Kamel	-	-

In the Grade Center, a check mark indicates the survey has been submitted.

The response rates provide the percentage of students who chose each answer.



Survey Statistics: Course Evaluation

Name Course Evaluation

Attempts 6 (Total of 6 attempts for this assessment)

Instructions Please take a moment to respond to the following survey questions. Your responses are anonymous.

Alignments

Question 1: Opinion Scale/Likert

The faculty member demonstrated knowledge of the subject matter for this course.

	3	Percent Answered
Strongly Agree		50%
Agree		50%
Neither Agree nor Disagree		0%
Disagree		0%
Strongly Disagree		0%
Not Applicable		0%
<i>Unanswered</i>		0%

Hands-on Activity



For this activity, use your Practice Course.

View Statistics

- View the **Attempt Statistics** for the survey: **What Do You Know?**

7.0 Workshop Wrap Up

The Workshop Wrap Up provides the opportunity to reflect on what has been learned by focusing your attention on the key concepts presented in the workshop. Also, the next page includes questions for brainstorming some ideas about how to use advanced question types, pools, and surveys in your online course.

In this workshop, you learned how to do the following:

- Create advanced question types, such as Jumbled Sentence, Fill in Multiple Blanks, Hot Spot, Opinion Scale/Likert, Quiz Bowl, and Calculated Numeric.
- Explain the advantages of adding metadata to questions.
- Add the four types of metadata to questions to help retrieve questions later.
- Explain the advantages of using pools.
- Create pools and add questions to them.
- Import pools.
- Create a test by finding questions.
- Create a test containing question sets.
- Create a test containing random blocks of questions drawn from pools and tests.
- Describe the lifecycle of a survey.
- Explain the differences between tests and surveys.
- Explore ways to use surveys throughout your course.
- Create and deploy a survey, and view survey results.

Spotlight on Your Course

Now that you are familiar with the advanced assessments features, it is time to think about how you can take advantage of them in your course.

- Consider the array of question types you have at your disposal. Do you have any ideas for using the advanced question types?
- Will you use metadata to organize your questions? Do you have any ideas for a classification scheme, or is there an existing scheme you could apply?
- What type of question pools will you create? Can you take advantage of existing pools in other courses or turn tests into pools for a new course?
- How will you use surveys to achieve your pedagogical goals?