

Reflecting on Quiz Placement in Online Tutorials

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Purpose

It was hypothesized that quizzes occurring more closely to major concepts in an online tutorial would reinforce learning, and quiz placement would not affect the desire of students to complete the tutorial.

A study was conducted to determine the effects of quiz usage and placement within an online tutorial.

Methods:

Two video tutorials on utilizing subject headings in the CINAHL database were created using Camtasia. Both contained a one question quiz.

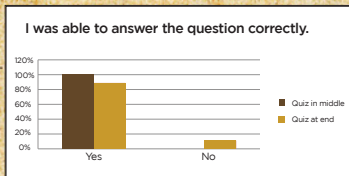
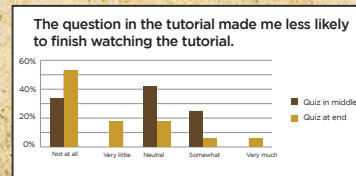
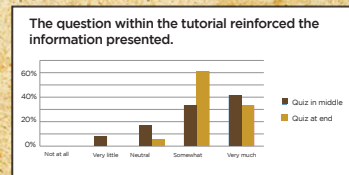
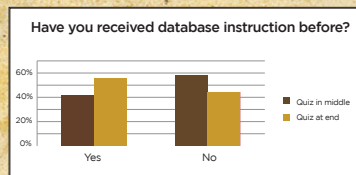
1. Quiz placed in the middle of tutorial
2. Quiz placed at the end of tutorial

If the question was answered incorrectly the user was taken back to the point in the tutorial where the information was explained.

Forty-one graduate students in a communication sciences and disorders program were divided into 4 groups and asked to view the instructional tutorials. Participants were asked to complete a 5-question online survey assessing their opinion of the quiz in the tutorial.



Results*



*Out of 41 students, only 30 completed the survey due to technical complications.
12 viewed the tutorial with the quiz in the middle
18 viewed the tutorial with the quiz at the end

Final tutorial version: www.ecu.edu/laupuslibrary/ertutorials.cfm

Poster illustration and design: Jason Cottle, BFA, Graphic Designer



Conclusion

Including a quiz did not seem to affect willingness to complete the tutorial, nor did quiz placement.

Tutorials were created with captions since sound was not possible in the classroom. Some students stated that audio would have been less distracting. In the future, students should be able to view the tutorials with sound.

Furthermore, it would be interesting to do two additional studies. The first would involve having one group of students view both tutorial versions and then state their preference. The second would be to repeat the initial study and then following up with both groups of students to see if there were differences in knowledge retention.