Assignment feedback is key in helping students improve and correct their understanding so they can build upon their understanding of knowledge at other course stages. However, traditionally only about 30 per cent of students review their assignment feedback in the first submission. This feedback consists of written or verbal comments and/or advice on how to improve the quality of their assignment.

Having experimented with different forms of feedback in a variety of scenarios, we found that the engagement level was more successful when:

- The quizzes and feedback structures successfully strengthened students’ foundational understanding, allowing them to score full marks through their own efforts, or in conjunction with active learning exercises that help students apply methods they have learned during the course.

In the second semester of the academic year 2020 to 21, 73 per cent of students reported finding the quizzes rewarding and helpful to their confidence building. The quizzes allowed them to score full marks through their own efforts, or in conjunction with active learning exercises. The quizzes were rewarding and helped their confidence-building. The quizzes were rewarding and helped their confidence-building.

With all these resources in place, the quiz itself becomes a bit like a game. Students are motivated to review feedback and improve their scores, or in conjunction with active learning exercises that help students apply methods they have learned during the course.

We provide a Question and Answer resource. Each Knowledge Checker Quiz has its own Q&A resource listed as a Google Docs link available in the quiz notes. I specifically use this resource to motivate students to review feedback and improve their scores, or in conjunction with active learning exercises that help students apply methods they have learned during the course.

So why did this work?

It is not because students are lazy but because they enjoy finding the time and effort it takes to make sure their marks are high. Students can see the quiz score only after each submission. This prevents students from using brute-force methods to get full marks. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt to prevent the use of brute-force methods. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.

Students can attempt the quiz five times and I will take the scores from their latest attempt to prevent the use of brute-force methods. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.

It is not because students are lazy but because they enjoy finding the time and effort it takes to make sure their marks are high. Students can see the quiz score only after each submission. This prevents students from using brute-force methods to get full marks. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.

If they find themselves unsure, or discover gaps or flaws in their knowledge, the second form of support kicks in.

Students can see the quiz score only after each submission. This prevents students from using brute-force methods to get full marks. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.

I call these “Knowledge Checker Quizzes”, as they are designed to help students discover gaps in their understanding of the module while it is still within their power to earn a better grade.

Content in the second half of the semester builds upon foundations laid in the first half of the semester. Assignment feedback is key in helping students improve and correct their understanding so they can build upon their understanding of knowledge at other course stages.

So why is this?

Students can attempt the quiz five times and I will take the scores from their latest attempt to prevent the use of brute-force methods. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.

In the second semester of the academic year 2020 to 21, 73 per cent of students reported finding the quizzes rewarding and helpful to their confidence building. The quizzes allowed them to score full marks through their own efforts, or in conjunction with active learning exercises that help students apply methods they have learned during the course.

Revamping quiz structures

Many marks of flat and slow have increased an effective way to encourage students to receive feedback is by redesigning the way we think about assignments, especially regularly administered quizzes such as final exams.

The traditional quiz is often structured as a summative assessment evaluating the students’ mastery of the subject, and students can see final scores very simply.

It is an effective way to structure quizzes to help students earn their marks. They are more inclined to review feedback and improve their scores.

Students are allowed the quiz five times, and will take the scores from their last attempt to prevent the use of brute-force methods. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.

Students can see the quiz score only after each submission. This prevents students from using brute-force methods to get full marks. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.

Students can see the quiz score only after each submission. This prevents students from using brute-force methods to get full marks. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.

Students can see the quiz score only after each submission. This prevents students from using brute-force methods to get full marks. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.

Students can see the quiz score only after each submission. This prevents students from using brute-force methods to get full marks. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.

Students can see the quiz score only after each submission. This prevents students from using brute-force methods to get full marks. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.

Students can see the quiz score only after each submission. This prevents students from using brute-force methods to get full marks. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.

Students can see the quiz score only after each submission. This prevents students from using brute-force methods to get full marks. Experience shows five is a good number of attempts to allow, providing students with more than enough rounds to attempt.