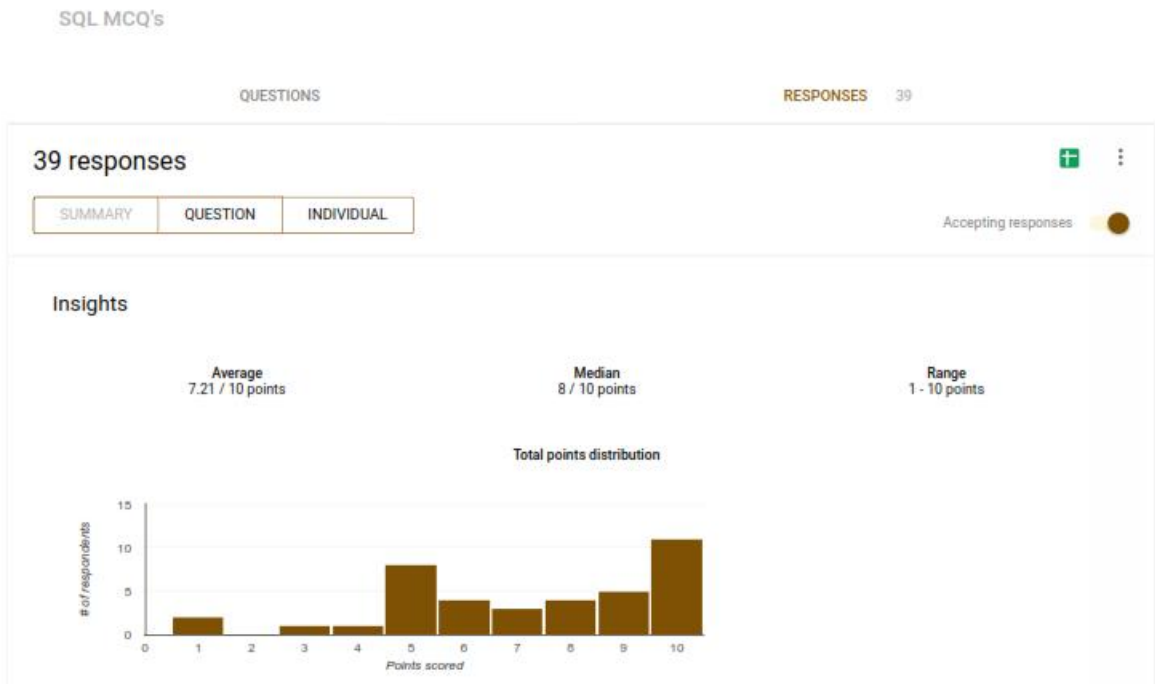## Best Practices 2019-20

1. Title of Best Practice: Google forms for formative assessment quizzes.

2. Google forms for quizzes: An excellent tool for formative assessment is Google Forms. Good formative assessment allows you to be quickly responsive to student needs. Google Forms gives you the data from students instantly after they press submit. Google Forms has consistently been a fantastic technology in the classroom tool for teachers to quickly gather data about student's level of understanding. Google facilitates a "Quiz" feature that allows teachers to turn their form into a self-grading quiz. Google form was used to design and conduct formative quizzes for the course Database Management System.

3. Goal: To collect evidences and data as to how the students understand the lecture in classroom and use that evidence to form or change what to do in next offering of the class.

4. The Practice: Dr Anuradha SG Associate professor of department of Computer science and Engineering has designed and employed Google forms for formative assessment quizzes. Students of V semester CSE were given the Google link through the blog and whatsapp groups.

   GooglequizzesLink:
   https://goo.gl/forms/1EmB9gfKZ1jyzS663,https://goo.gl/forms/I5RSS7ro8iVOH5jU2.

Since all student answers are together in one spreadsheet it is easy to quickly get a snapshot of how the students understand.

5. Benefits for lecturers and for students: (Adapted from Harry G Tuttle's blog)

- Students benefit greatly from being able to take online practice quizzes. These quizzes focus on the critical lower-level thinking learning for the students. The students can practice these activities on online quizzes, therefore, freeing up class time for higher-level thinking activities.

- Students do not have to wonder if their answer is correct or not as they answer a question, the quiz program tells the student. Students get immediate reaction to their answer; they do not have to wait until the next class which may be 24 hours, 48 hours or more away.

- Students can read the teacher-provided strategy for improvement for each wrong answer. The students do not just know that they are incorrect but they see an explanation of how to improve. They learn how to do it correctly; they improve through formative assessment.

- Students can answer without feeling badly about having a wrong answer as can happen in a class. No other student knows.

- Students can retake a practice quiz as often as they want to improve their score. If the practice quizzes are truly formative then no mark will be recorded. Students will demonstrate their learning in class and on summative tests.

- Teachers can quickly analyze in what areas students are successful and in what areas they have demonstrated learning gaps. They can select an appropriate learning strategy for each student for class.

- Both students and teachers can see the students' progress over time as they see the online quiz scores. In addition, lecturers may notice patterns over time and can adapt their teaching and learning strategies to address students' learning gaps and misunderstandings accordingly.