# Tips for Using Online Tests in Moodle

UMOnline recommends the following practices for using Quizzes/Tests in Moodle:

* Shuffle questions. This option is in the Edit Quiz settings within the Question Bank. Check the box next to “Shuffle” just above the list of questions selected for the quiz.
* Shuffle answers for multiple choice or matching questions. However, this will not work if you use answers such as “All of the above” “None of the above” or “A and B but not C.” The shuffle answers option is the default setting and is found in the Quiz settings under Question Behavior, Show more…, Shuffle within Question. You can override this for any individual question setting when you create the question in the Question Bank by unchecking “Shuffle the choices” under the General section of the individual question editor.
* Customize tests by choosing random questions from the Question Bank. You can choose specific questions for all students to answer and then select a certain number of random questions to vary the versions of the test for each student. In the Edit Quiz mode, you will find the Random question option by clicking “Add” then “a random question” in the question bank. Select the number of random questions you want to use and click “Add random question.” Random questions will display as “Random” under your list of selected questions on the list of questions page. Questions already selected for the quiz will not be selected again as a random question.
* Display questions one by one. This is the default option in the Quiz settings under Layout, New page, Every question. This will provide a Next button to move through questions and will save each answer every time Next is used. This is also an accessibility recommendation so, please, keep this setting on New page, Every question.
* Consider whether to force the sequence of questions. The default setting (under Layout, Show more…, Navigation method) is Free, but you can change it to Sequential, which stops the ability to move ahead or back.
* Put reasonable time limits on tests. One rule of thumb is 30 seconds per multiple choice question, but this certainly depends on the complexity of the question and answers.
* Using a shorter window for the dates and time that the test is available can also reduce the chance of students working together or sharing what was on the test.
* Consider arranging for an on-site proctor for exams and finals if you are truly concerned about cheating. This would take advance planning and setting parameters for who would be acceptable and available as a proctor for remote sites.

Provide specific test instructions so students know what to expect. This may help to reduce anxiety and the temptation to resort to cheating. Include the following:

* Specify the course material that will be covered (text chapters and topics, for example)
* Indicate the types and the number of questions that will be included.
* Dates the test is open, time limits, and number of attempts allowed will be displayed automatically when a student clicks on an open test, but you might want to include this in your description as well.
* Indicate whether students can navigate freely through the questions or take them in sequence without the ability to go back to previous questions.
* Let students know whether they are allowed to browse other sites while taking the test. Warn them there is a risk involved of accidentally closing the window of the test. Let them know that you can also check their activity via Moodle during a test to see if they leave the test at any time.
* If using essay questions, you may want to advise students to type answers in a word processor and save the document. Then they can copy and paste their answers into the answer box in the test. This will provide them a backup of their answers in case they lose Internet connection or somehow get closed out of the test. This is particularly important for essay questions that require a long, well-crafted answer. You can also set the essay question to accept file uploads such as Word docs, Excel files, PDFs, etc.
* Remind them to click the “Finish and submit all” button to be sure the answers are saved and submitted for grading.
* Give students an idea of when test results will be available. The default setting is to only provide results after the quiz closes for the entire class. These settings can be adjusted in the Review Options of the Quiz Settings, however, most instructors use the default setting so students don’t know how they did until the test closes for everyone.

Avoid-high stakes tests where appropriate, by using:

* Practice exams
* Study guides (These can include immediate feedback as students work through questions.)
* Open book quizzes
* Questions that require original work (Essay or file uploads)
* [Authentic assessments](http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm), such as presentations and projects

Reference the Student Conduct Code. This provides a reminder of academic honesty as they start the test.

* The policies for online academic misconduct are the same as for face-to-face. Pages 5-7 and the appendices from the Student Conduct Code are most helpful.
* You might want to reference and link to the [Student Conduct Code](http://www.umt.edu/student-affairs/dean-of-students/default.php) in the test directions.
* You could add a first test question that asks whether students have read and understood the student conduct code.
* Be sure to add a link to [Student Conduct Code](http://www.umt.edu/student-affairs/dean-of-students/default.php) in your syllabus.

Track Student Activity within Moodle

* You might consider informing students of your ability to track activity in Moodle: All student activity (including dates and times) can be checked. Activity can be filtered for each student and lapses in activity during a quiz might indicate a student is somewhere other than on-task with the quiz. However, this could also include legitimate interruptions such as using the restroom.
* Review activity logs for suspicion of cheating. These logs include all student activity (including dates and times), as well as IP addresses. (Found in the Settings block using the Reports link, and Logs). Be aware that the same IP address may only indicate the students were in the same location (lab, house, building, etc.) while taking the test; it is not an absolute indication that they worked together.