### The Major Difference in This Class about Objective Work: Self-Tests and Full-Tests

*Objective* work is work that *machines can grade*. The challenge is that the content that machines can grade are can be very hard for humans to learn, especially if they did not have much experience as young learners.

1. Several years ago, what was very concerning to me was that **more and more** students—**but not all—**were failing at history because they were failing basic vocabulary and map locations and therefore they could not read either course materials or the textbook
2. An additional part of the challenge was to make this fair to students:

* Who **already** **knew** the vocabulary or map locations and should **not** have to click on a second quiz.
* Who did **not know** the vocabulary and needed to **drill** (repeatedly test) to learn the words or map locations

### Given the 2 Things Above, How Were Some Students Being Hurt?

### If they did not learn these basics, they would not understand not just a history course, but also their colleagues, their bosses, and perhaps the person interviewing them for a job. They could be easily tricked by public information whether in print, online, or other media.

### If they did not learn these basics, they would have to work much harder to pass the course.

### Attempts to Make It Easier for All Students to Deal with Basic Vocabulary and Map Locations

. I went to the Chair of the History Department to propose a remedy coming out of prior experience in industry and in a graduate program about education in community colleges in northern Virginia. The remedy was:

1. Create Learning Quizzes on essential vocabulary and map locations
   * Have the student take a Self-Test version at .01 point (like a penny out of a dollar) each so students could find out what they know and do not know at no loss of points.
   * Having Blackboard then display aids if needed and a Full-Test version at 1 or more points each, with the highest score counting so students who needed to could take it repeatedly (drill) until they learned the words or map locations.
2. To increase the odds students would take these quizzes, put 8 questions from the each Unit on its Unit Exam.

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| A Visual to Help You: How a Self-Test and its Full-Test Works |
| **Password for All Self-Tests:** selftest <Notice no spaces, no punctuation, no capitals  **Read** each row **side by side** to **compare** what happens when you take a Self-Test depending on:   * Whether you are **correct about 80%** or **more** of the questions (left side) * Whether you are **correct** on **79%** or **fewer** of the questions (right side) |

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| --- | --- |
| **↙** | **↘** |
| You are right **80% or more** of the questions. Notice what you missed. | You are right **79% or fewer** of the questions.  Notice what you missed. ***Tip:*** You can always go back to look at the Self-Test again. |
| **↓** | **↓** |
| Blackboard sometimes displays resources, such as dictionary definitions.  If you made more than a 0, Blackboard **always** displays the Full-Test. | Blackboard sometimes displays resources to help you, such as dictionary definitions. If it does, use Ctrl-F (Find) to search the resources for what you missed. (Ask if you need help.)  If Blackboard does **not** display the Full-Test, you made a **0** on the Self-Test. (***Tip:*** You can confirm that at My Grades.)  **If you do make a 0,** email your instructor in Course Messages the **exact** name of the Self-Test. I will **reply back** that I deleted the 0 so you can take the Self-Test again |
| **↓** | **↓** |
| **If** you want to, you may take the Full-Test,  but you do **not** need to. | You take its Full-Test until you make the highest points. |
| When the Unit tests close,  your instructor enters Full points **for** you. | Your highest score counts. |
| **↓** | **↓** |
| You have the **Full** points  because you **already knew it.** | You have the Full points because you **taught yourself**. |