

## 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.

- 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
- 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:

- 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.
- To increase the odds students would take these quizzes, put 8 questions from the each Unit on its Unit Exam.

### 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)

↙	↘
You are right <b>80% or more</b> of the questions. Notice what you missed.	You are right <b>79% or fewer</b> of the questions. Notice what you missed. <b>Tip:</b> 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 <b>always</b> 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 <b>not</b> display the Full-Test, you made a <b>0</b> on the Self-Test. ( <b>Tip:</b> You can confirm that at My Grades.)  <b>If you do make a 0</b> , email your instructor in Course Messages the <b>exact</b> name of the Self-Test. I will <b>reply back</b> that I deleted the 0 so you can take the Self-Test again
↓	↓
<b>If you want to, you may take the Full-Test,</b>	You take its Full-Test until you make the highest points.

but you do <b>not</b> need to.	Your highest score counts.
When the Unit tests close, your instructor enters Full points <b>for</b> you.	
↓	↓
You have the <b>Full</b> points because you <b>already knew it.</b>	You have the Full points because you <b>taught yourself.</b>