Please have your laptops open and login to the WiFi

WiFi: LeMeridien-Meeting
Password: 2020LMNO
Adaptive Study with InQuizitive

Courtney Brandt, Lucy Malakar, Janise Turso
Get ready for a tour of InQuizitive
Stops on the tour

1. Why InQuizitive?
2. The student view
3. The professor view
Motivation

- Adaptive learning
- Feeds students questions from areas they are struggling with
**Content**

- Book-specific questions with ebook link
- Answer-specific feedback on every question
**Instructor Support**

- Robust instructor gradebook
- See where your students are struggling
- Refine your lesson plans accordingly

### Class Activity Report

**Overall means for 10 students who have started the activity:**
- Mean Questions Answered: 13.7
- Mean Score: 626.9
- Mean Submitted Grade: 85.6%
- Mean Time Spent: 638

**Histogram of Submitted Grades**

<table>
<thead>
<tr>
<th>Student Email</th>
<th>Student Name</th>
<th>Last Submission Date</th>
<th>Questions Answered</th>
<th>Time Spent (min:sec)</th>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:reginagorge@mailutor.com">reginagorge@mailutor.com</a></td>
<td>George, Regina</td>
<td>12/04/19 07:19 PM</td>
<td>21</td>
<td>14:37</td>
<td>730</td>
<td>100%</td>
</tr>
<tr>
<td><a href="mailto:sterlengownd@mailutor.com">sterlengownd@mailutor.com</a></td>
<td>Brown, Sterling</td>
<td>11/18/19 03:01 PM</td>
<td>4</td>
<td>1:01</td>
<td>240</td>
<td>0%</td>
</tr>
<tr>
<td><a href="mailto:samcoak@mailutor.com">samcoak@mailutor.com</a></td>
<td>Cook, Sam</td>
<td>11/18/19 05:10 PM</td>
<td>11</td>
<td>2:17</td>
<td>640</td>
<td>51%</td>
</tr>
<tr>
<td><a href="mailto:castbaker@mailutor.com">castbaker@mailutor.com</a></td>
<td>Baker, Carl</td>
<td>11/18/19 04:13 PM</td>
<td>13</td>
<td>2:54</td>
<td>557</td>
<td>60%</td>
</tr>
<tr>
<td><a href="mailto:diaroger@mailutor.com">diaroger@mailutor.com</a></td>
<td>Rogers, Diana</td>
<td>11/18/19 01:13 PM</td>
<td>10</td>
<td>9:36</td>
<td>670</td>
<td>56%</td>
</tr>
<tr>
<td><a href="mailto:petersons@mailutor.com">petersons@mailutor.com</a></td>
<td>Simon, Peter</td>
<td>11/18/19 04:19 PM</td>
<td>12</td>
<td>6:13</td>
<td>665</td>
<td>95%</td>
</tr>
<tr>
<td><a href="mailto:enriquenchu@mailutor.com">enriquenchu@mailutor.com</a></td>
<td>Sanchez, Eric</td>
<td>11/18/19 05:11 PM</td>
<td>13</td>
<td>6:42</td>
<td>677</td>
<td>57%</td>
</tr>
</tbody>
</table>

**Grades Accepted Until:** October 30, 2021 11:59 PM Eastern Time

*What does this mean?*

**Back to Instructor Options**
The Retrieval Effect

• Students are more adept at recalling information when they’re asked to recall it

• “Quizzing to learn”
Meta-Cognition

- Students are better able to store information when they’re asked to reflect on whether or not they know it.
Growth Mindset

Great effort! >
You’re so smart!

INQUIZITIVE

Chapter 3: The Market at Work: Supply and Demand

Nice Work!

You’ve answered the minimum number of questions (9) required to complete the activity.

Your grade, calculated as your current score divided by the Target score, is currently
$\frac{433}{700} = 62\%$, and has been recorded for your instructor to see.

But don’t stop now! You can raise your grade as far as you want—all the way up to 100%—by
answering more questions and accumulating 700 points. Your grade will not be reduced if your
score goes down. Your grade can only go up from here!
Efficacy Study

- 6 instructors and 611 students enrolled in principles of economics

- “InQuizitive effect:” students performed 10% better when they were assigned InQuizitive

Results

Average scores on the pre and posttests are displayed below. The average InQuizitive Effect was 10% (95% confidence intervals: 7%, 13%, p-value <.001). Of the students who got a perfect pretest score, no one got more than one question wrong in the posttest.
Your Turn!
<table>
<thead>
<tr>
<th>ASSIGNMENT TITLE</th>
<th>GRADES ACCEPTED UNTIL</th>
<th>SUBMITTED GRADES</th>
<th>AVG. TIME SPENT (MM:SS)</th>
<th>AVG. GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Use InQuizitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1: Five Foundations of Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 2: Model Building and Gains from Trade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 3: The Market at Work: Supply and Demand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 4: Elasticity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. What happens if you get several correct in a row?
2. What happens if you get several wrong?
3. What if you don't like the music?
4. Do you need to save your work or submit before leaving?
What do students say? (n=80)

- I liked using inquizitive more because it wasn't timed and primarily focused on learning...
- Inquizitive made learning an experience...
- They are very hard to cheat from which good... I guess:). I found Inquizitive more useful because correlated more with what we learned in class.
- Access codes are pretty affordable and is a good bang for your buck
Professor View

Lorain County Community College
My students

• ALL types of students
  • 16 year old, HS students
  • 60+ year old retirees
• Many Pell eligible
• First-generation college students (me!)
• NONE are econ majors
• Go on to pursue 4 year degrees
## ASSIGNMENT TITLE

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Chapter Number</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 2: Model Building and Gains from a Competitive Market</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>How to Use InQuizitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1: Five Foundations of Economics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Chapter 3: The Market at Work: Supply and Demand</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chapter 4: Elasticity</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Chapter 5: Market Outcomes and Tax Incidence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Chapter 6: Price Controls</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Chapter 7: Market Inefficiencies: Externalities and Public Goods</td>
<td>7</td>
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</tr>
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</table>

### Grades Accepted Until

- **Chapter 3: The Market at Work: Supply and Demand**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/27/20</td>
<td>11:59 PM</td>
</tr>
<tr>
<td>01/29/20</td>
<td>11:59 PM</td>
</tr>
<tr>
<td>[set]</td>
<td></td>
</tr>
</tbody>
</table>

### More Activity Settings

- [Set Grades Accepted Until](#)
- [Export This Data](#)
Chapter 3: The Market at Work: Supply and Demand

Settings for Student Set 211254 (3 Micro 1 pm)

Grades Accepted Until: Enter a date

Minimum Activity Duration: Default

- Minimum questions: 17
- Target Score: 1300
- Average time to complete: 40.6 minutes

(Assuming average student takes 75 seconds and earns 40 points per question)

Learning Objectives to Include:

- 3.1. What are the fundamentals of markets? (7 questions)
- 3.2. What is the law of demand? (6 questions)
<table>
<thead>
<tr>
<th>ASSIGNMENT TITLE</th>
<th>GRADES ACCEPTED UNTIL</th>
<th>SUBMITTED GRADES</th>
<th>AVG. TIME SPENT (MM:SS)</th>
<th>AVG. GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>How To Use InQuizitive</td>
<td>01/30/17 11:59 PM</td>
<td>32</td>
<td>11:10</td>
<td>99%</td>
</tr>
<tr>
<td>Chapter 1: The Five Foundations of Economics</td>
<td>01/30/17 11:59 PM</td>
<td>35</td>
<td>30:23</td>
<td>97%</td>
</tr>
<tr>
<td>Chapter 3: The Market at Work: Supply and Demand</td>
<td>02/06/17 11:59 PM</td>
<td>35</td>
<td>38:54</td>
<td>96%</td>
</tr>
<tr>
<td>Chapter 4: Elasticity</td>
<td>02/15/17 11:59 PM</td>
<td>35</td>
<td>48:10</td>
<td>86%</td>
</tr>
<tr>
<td>Chapter 16: Consumer Choice</td>
<td>02/20/17 11:59 PM</td>
<td>35</td>
<td>43:13</td>
<td>86%</td>
</tr>
<tr>
<td>Chapter 8: Business Costs and Production</td>
<td>03/06/17 11:59 PM</td>
<td>35</td>
<td>34:46</td>
<td>90%</td>
</tr>
<tr>
<td>Chapter 9: Firms in a Competitive Market</td>
<td>03/20/17 11:59 PM</td>
<td>35</td>
<td>42:06</td>
<td>87%</td>
</tr>
<tr>
<td>Chapter 13: Oligopoly and Strategic Behavior</td>
<td>04/03/17 11:59 PM</td>
<td>35</td>
<td>37:38</td>
<td>88%</td>
</tr>
</tbody>
</table>
Chapter 3: The Market at Work: Supply and Demand

Class Activity Report

Now results for: 26295 (11 am Micro)

Overall means for 35 students who have started the activity:
- Mean Questions Answered: 41.8
- Mean Score: 1312.1
- Mean Submitted Grade: 95.8%
- Mean Time Spent: 38:54

Histogram of Submitted Grades
<table>
<thead>
<tr>
<th>Student Email</th>
<th>Student Name</th>
<th>Last Submission Date</th>
<th>Questions Answered</th>
<th>Time Spent (min:sec)</th>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:k.boardwine1@loraincc.edu">k.boardwine1@loraincc.edu</a></td>
<td>Boardwine, Kenneth</td>
<td>04/05/17 10:14 PM</td>
<td>37</td>
<td>25:32</td>
<td>1500</td>
<td>0% (100%)*</td>
</tr>
<tr>
<td><a href="mailto:n.villegas3@mail.loraincc.edu">n.villegas3@mail.loraincc.edu</a></td>
<td>Villegas, Natalie</td>
<td>04/05/17 12:01 PM</td>
<td>69</td>
<td>55:15</td>
<td>1595</td>
<td>0% (100%)*</td>
</tr>
<tr>
<td><a href="mailto:r.pawul@loraincc.edu">r.pawul@loraincc.edu</a></td>
<td>Pawul, Ryan</td>
<td>04/04/17 05:20 PM</td>
<td>36</td>
<td>23:27</td>
<td>1585</td>
<td>100%*</td>
</tr>
<tr>
<td><a href="mailto:a.khadair1@mail.loraincc.edu">a.khadair1@mail.loraincc.edu</a></td>
<td>Khadair, Ameen</td>
<td>04/04/17 12:00 AM</td>
<td>23</td>
<td>59:31</td>
<td>600</td>
<td>43%*</td>
</tr>
<tr>
<td><a href="mailto:a.pierce22197@yahoo.com">a.pierce22197@yahoo.com</a></td>
<td>Pierce, Alyssa</td>
<td>04/03/17 11:29 PM</td>
<td>45</td>
<td>26:55</td>
<td>1575</td>
<td>100%*</td>
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<tr>
<td><a href="mailto:a.dari1@mail.loraincc.edu">a.dari1@mail.loraincc.edu</a></td>
<td>Dari, Alham</td>
<td>04/03/17 10:41 PM</td>
<td>52</td>
<td>40:14</td>
<td>1540</td>
<td>100%*</td>
</tr>
<tr>
<td><a href="mailto:c.kerr5@mail.loraincc.edu">c.kerr5@mail.loraincc.edu</a></td>
<td>Kerr, Chad</td>
<td>04/03/17 10:14 PM</td>
<td>36</td>
<td>33:44</td>
<td>1500</td>
<td>100%*</td>
</tr>
<tr>
<td><a href="mailto:m.garcia37@mail.loraincc.edu">m.garcia37@mail.loraincc.edu</a></td>
<td>Garcia, Martha</td>
<td>04/03/17 10:00 PM</td>
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<td>56:09</td>
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<td>100%*</td>
</tr>
<tr>
<td><a href="mailto:n.thithuala1@mail.loraincc.edu">n.thithuala1@mail.loraincc.edu</a></td>
<td>LAI, Ngan</td>
<td>04/03/17 09:58 PM</td>
<td>93</td>
<td>48:11</td>
<td>1530</td>
<td>100%*</td>
</tr>
<tr>
<td><a href="mailto:j.gruber1@mail.loraincc.edu">j.gruber1@mail.loraincc.edu</a></td>
<td>Gruber, Jacob</td>
<td>04/03/17 09:47 PM</td>
<td>31</td>
<td>-25:0-22</td>
<td>1505</td>
<td>100%*</td>
</tr>
</tbody>
</table>
Chapter 13: Oligopoly and Strategic Behavior

Class Activity Report

Show results for: 26294 (9:30 Micro)

Results for Villegas, Natalie (n.villegas3@mail.lorainccc.edu):
- Last Submission Date: 04/05/17 12:01 PM
- Date Completed: 04/05/17 12:01 PM
- Questions Answered: 69
- Current Level/Score: Level 3+ / 1595
- Submitted Grade: 0%
- Current Grade: 100%
- Time Spent: 55:15

Learning Objective
13.1. What is oligopoly?

Performance*

Level 1
Level 2
Level 3

Score

Question
Why I like it

1. Improves student learning
2. Empowers students, makes them feel successful
3. Improves course grades
4. Easy to set up, intuitive, integrates fully with Canvas
5. Cost less!! about the same as a couple of movie tickets
MB > MC
Why?
  • Sound pedagogy

Students
  • Makes learning fun

Professor
  • Improves grades

+ COSTS LESS