It is in the subject outline!

How to reduce your emails with a simple quiz

Based on
https://canvas.uts.edu.au/courses/23640/quizzes/51306/take?preview=1

OBJECTIVES OF THE ACTIVITY

- A practical way to encourage students to read the Subject Outline and Getting Started Module to reduce the email and discussion forum load related to questions that we, as educators, know students should have the answers to if they had completed pre-session activities.
- A confirmation that students understand their responsibilities and are unable to claim ignorance at a later date

HOW TO CREATE this ACTIVITY

- In this activity, I created a quiz based on the information in the Subject Outline document and the Getting Started module pages in Canvas.
- This quiz then sits in its own Module and completion of the quiz becomes a Requirement for all future modules (where Learning Content is contained).
- Students are required to complete the Quiz and score 100% so that learning content can be unlocked.
- Questions in the quiz included covering topics such as
    - How to contact the teaching team
    - Process to apply for assignment extensions
    - Weightings and due dates of assessments
    - How to access online Zoom classes
    - How often students should check their emails
    - How to ask a question about content

SUITABLE FOR

Large subjects

WHEN TO INTRODUCE

Before the start of the semester

TIME REQUIRED

BUILD	TEACH	LEARN
60 Min	0	15 Min

REUSABILITY

Limited — Reusable

TECHNOLOGIES

Canvas Quizzes

ATTRIBUTION

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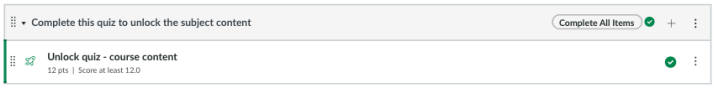
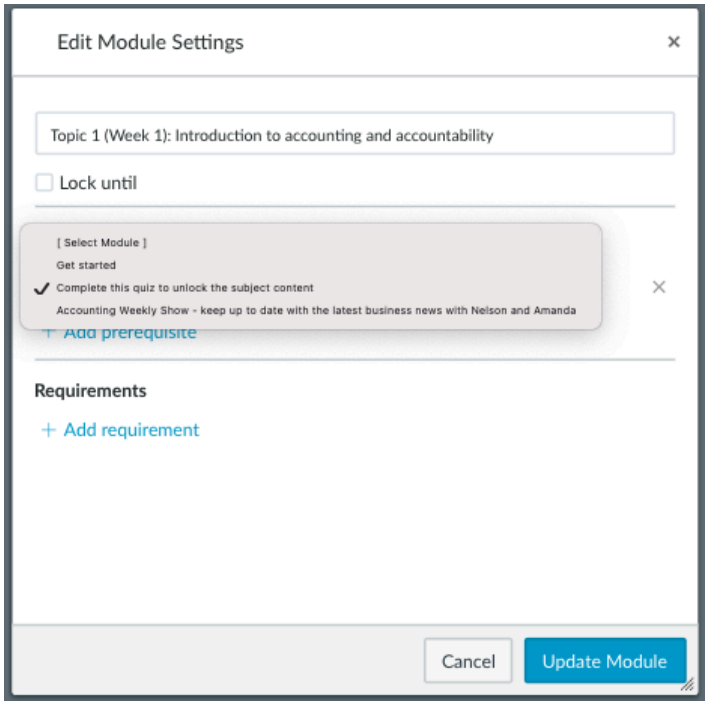
TIPS

- Create a new module and make sure it is located before the subject modules. Then, add the quiz to this module.



- Use Prerequisites to force students to complete the quiz before unlocking subject content by going to every other module that follows and enforcing the prerequisite.



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- Repeat for the rest of the modules. Each module will have a text indicating the prerequisite

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EXAMPLE
- for UTS users
https://lor.instructure.com/resources/2d81d2f946f34ac090e04216650f8d33?shared

- **For users outside UTS**
  https://drive.google.com/file/d/1nUVXiVByPaBDkbFmuHQSxrCvF0wHcz6z/view?usp=sharing

LITERATURE REVIEW

The theoretical foundation for implementing a hurdle activity like this one is Transition Pedagogy (Kift, 2009) to help all students start the subject with an understanding of what is expected of them. This is important because subjects can often have differing requirements. In a subject of 1600, this reduced the number of pre-session and early queries that were not related to personal circumstances to only a handful.

References

Kift, S. (2009). Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian higher education: Final report for ALTC senior fellowship program. Strawberry Hills, NSW: Australian Learning and Teaching Council.

How to cite this resource

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Using this work

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Resource development plan

ARTT development stages	**Description**	**Date of completion**	**Designer/team**
Creating a copy of the template		10 Feb 2023	Mais
Activity L&T instructions	Adding details of how the activity can be created and providing tips and literature review	10 Feb 2023	Mais and Amanda
Technological support instructions	Mapping instructions with UTS supported technologies and explaining the steps to set up the activity. This is not a separate section, rather can be weaved into the L&T instructions		
Reviewers	an external reviewer to this recourse will look into the coherence and clarity and add to the literature review. We also need to send it to the Content team (LX Resources) to check against the style guide.		
Publishing date	TBA		Content Team