# Questioning strategy in Quizzes and Tests

**[Recall that access to tests is only available after**[**upgrading**](https://www.futurelearn.com/courses/data-to-insight/8/upgrade)**your course.]**

Quizzes and Tests are the components of the course where you get to engage in a concentrated way with ideas and with statistical graphics and what you can see in them. Most of you are time-poor so we want make sure that every element of the course, including each quiz and test, is aimed at increasing learning.

Many of our questions give you a number of multi-choice options of which one is false and all of the rest are true. This means that, *at the time when you are thinking hardest about the messages in the course*, most of the statements you are considering are true statements that reinforce major teaching points of the course, and very few statements are misinformation.

The teaching points being reinforced are sometimes general ideas, but more often they have been provided to help you start looking closely at graphs and learn to pick up on features of the graphs that are actually there. The associated feedback has been provided to further reinforce those messages.

**How to answer “*Which one is FALSE*?” questions:**

* **Assess at each statement carefully in turn and categorise it as T, F,**or **Unsure**. (Never jump straight to “this is the false one.”)
* Revisit your “Unsure” options, going back to teaching resources when this might help, and then pick the option you think is most likely to be wrong.
* If the system says, “INCORRECT”, read the feedback that tells you why your chosen statement is in fact true.
* Then pick a new answer from any remaining “Unsure” options. (If there are none you will have to reassess statements you initially thought were True.)
* If the system says “CORRECT” replay that in your head as “I have correctly identified the False option.” (The double-negative aspect of this is troubling to some.)

*This strategy maximises your learning as well as maximising your chance of a good score.*

But please don’t fixate on scores. I want you to think, “This is the part of the course where I practice looking really hard at data and getting a better idea about what I can see in it.”

We don’t have time for the level of skills drilling you might do in a regular university course. We have to make every minute count for learning and that includes “assessment”. In the context of this course, my philosophy is that the test hasn’t done a good job for you if you got a good score. It has done a good job for you if you are starting to look more carefully at the data and starting to see more in the data than you would have previously.

## Common questions

***Should I analyse the data that a Quiz or Assessment question refers to in iNZight*?**  
Some people like to analyse the data a question is talking about to help “get their heads in the right place” or perhaps to see a graph more clearly.  
This is fine, but **the questions, their answers, and the feedback are about what can reasonably be concluded from the particular graph (or other piece of output) given with the question and nothing else.** The danger in having more detailed information from your own analysis is in considering statements about approximate values or ranges of values for something. Such statements are the FALSE choice in cases where they are clearly false on the basis of the information supplied with the question, not because of hard-to-see details about a level of approximation.

***How can I better see the questions and the graphs they refer to at the same time*?**  
One way is to open a second copy of the quiz in a new browser window. Some graphs have an “enlarge” link by them . Open the enlarged version in a new window (in Windows this option is offered if you right click on a link.)