**Zali Yager**

I used the quiz with my first-year students in first semester so it was a large subject of Bachelor of Education students, about 350 of them, in first semester in Bendigo.

I'm not sure that I actually decided to use it. It was one of those things that in Faculty discussions we were trying to decide where the graduate capabilities might fit and it was suggested, there's this quiz, why don't you put it in your subject and I just thought ah yes I can fit that in somewhere so it wasn't actually a conscious decision, I'm going to go in use this quiz but it definitely did fit, my assessment was the one that had the most research involved with it and I was the person that wanted the most referencing so I guess it was a good fit for my subject.

I think that my approach for using the quiz actually wasn't that great this year. I mean I just allowed the library to include the quiz into my LMS shell and then it appeared and the students did it and I didn't really talk about it and I didn't enforce it, I didn't require them to do it, I didn't remind them or anything so it was really just up to them, they went and they did the module, they did the quizzes, did the learning and I now see that it was more of a learning activity for them rather than the quiz of their Inquiry/Research knowledge. Because after they had done the quiz we then assessed their Inquiry/Research skills in their assessment.

We actually assessed students Inquiry/Research skills using a rubric that had I developed from the La Trobe Information Literacy Framework. That has six different standards for information literacy and then it has descriptors for each of the levels at cornerstone, midpoint, and capstone. The rubric that was developed from the framework used the cornerstone descriptors for each of the six standards from the framework and that was printed onto the back of the regular rubric that we used to assess the students work. Tutors went through and actually assessed each of the areas and then recorded that information. So what we've got is whether the students met or didn't meet the graduate capability in the quiz that they had done with the library modules, but also in a real-life assessment situation with their work and that was a formative assessment process where they had actually had a go at doing it beforehand, then it was assessed and then they actually had another go at doing it after they had received the formal feedback as well.

Having the modules and having the quiz and having the whole idea of Inquiry/Research embedded as a graduate capability in the subject, made a huge difference to the way that I was able to teach it. What I've come to realise is that using the quiz allowed there to be a better connection between what academics value and what the students learn. In the past I thought it was really important that students accessed high quality information, that they went to the right sources, that they found it, that they referenced it correctly but that didn't really translate to what the students did and they didn't really understand why I was so passionate and why I was getting on my high horse about this whole research thing, but having the quiz actually explained a lot of the foundation elements that they really needed to know to understand my big spiel in lectures about finding research and it allowed a common framework and a common language that both I and the students could use both to motivate them to use the research but also to correct them when they possibly hadn't found the right sources or when they hadn't referenced correctly.

I would definitely use it again, it's not a difficult thing as an academic to have the quiz included in your subject but there is a whole lot more that you can do with it other than just allowing it to exist there. Next time I use it I would definitely talk about it more with the students. So because I've had experience with it I kind of know what it looks like, I kind of know how the students react and they react well as far as I know, then I would definitely use it again but talk about it more, include a little bit more of the class time to talk about the quiz. We did do some teaching and learning activities in class that related to enquiry research, we had the Faculty librarian come in and talk about the technicalities of using library databases, she led a tutorial on that while students were in front of computers so we did do a lot of teaching learning activities but I think that the quiz provides a lot of the foundation for that that could definitely come before the things that we think that students need to know, to give them that basis of knowledge that they need to then learn the technicalities and the specifics of referencing and database searches.