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An investigation into Moodle quizzes as assessment practices in an online LSP teacher professional development course

ABSTRACT. Although quizzes have become widely used for assessment purposes in online courses, the specific types of questions employed in quizzes have received less scholarly attention. To address this gap, this study investigates the question types used in quizzes within an online LSP teacher professional development course (LSP-TEOC.Pro) based on the Moodle platform, the rationale behind the question types and the test takers' attitudes towards quizzes. The study employed a descriptive research design, incorporating both quantitative and qualitative data. Initially, a descriptive statistical analysis was conducted to identify the question types used in the online LSP-TEOC.Pro course, and the rationale for each question type. Then, interviews were conducted with a group of Turkish native-speaking test takers who voluntarily completed at least four modules during the trial phase of the course (IO6). Findings revealed that a variety of question types was used to evaluate the test takers' knowledge at both receptive and productive levels. Content analysis of the interview data indicated that test takers found the assessment system used in the online course highly useful for self-evaluating their knowledge of each respective module. The results of this study offer valuable insights for online course designers in designing quizzes for summative assessment purposes.

KEYWORDS: assessment, question types, Moodle quiz, online course, Languages for Specific Purposes (LSP).

1. INTRODUCTION

Recently, there has been a significant increase in the number of online teacher professional development courses worldwide (Blanco & Ginovart 2012). Educators everywhere are incorporating virtual classes through learning management systems (LMS) to complement traditional face-to-face instruction (Benson 2003; Ferrão 2010). An LMS is a software application designed to develop instructional content, facilitate communication between teachers and learners, assess learning activities, and manage the teaching-learning process (Piña 2010). One of the most widely used LMS platforms globally is Moodle (Modular Object-Oriented Dynamic Learning Environment). Moodle's popularity can be attributed to several

factors, including its low cost, free accessibility, and robust socio-constructivist pedagogical framework, along with its foundation as a free open-source technology (Al-Ajlan 2012). The integration of Moodle into language teaching is particularly noteworthy due to its versatility and adaptability to diverse instructional needs. Its various functions facilitate interactive and collaborative learning experiences, aligning well with modern pedagogical approaches in language education.

An essential component of online courses is the assessment of students through both formative and summative practices. Numerous studies have highlighted the growing role of information and communication technologies (ICTs) in the field of assessment (Davies & Graff 2004; Steegmann et al. 2008). This increasing reliance on ICTs has led to the emergence of eassessment as a significant topic in the educational arena (Brink & Lautenbach 2011; Ferrão 2010). Given the importance of formative assessment in online courses, it is crucial to explore innovative evaluation practices. As Ferrão (2010) points out, an effective e-assessment system requires the necessary hardware and software for test generation and administration.

The purpose of this paper is to investigate the types of questions used in quizzes within an online LSP teacher professional development course (LSP-TEOC. Pro) utilizing the Moodle platform, the rationale behind the question types and the test takers' attitudes towards quizzes. The introduction sets the context for the study, followed by a review of relevant previous research on Moodle and its quizzes, identifying the gaps the current study aims to fill, and presenting the research questions. The methodology section details the research design, the collection of Moodle quizzes, and the analysis methods employed. The findings are presented in the results section of the article, supported by one figure and one table. The article concludes with a summary of the main findings and provides suggestions for future research.

2. MOODLE

Moodle has been widely adopted by many higher education institutions as an LMS to aid educators in developing online courses. Moodle serves various educational purposes, including assessment through its quiz module, which enables course designers to create sets of questions for evaluation (Stanford 2009). A key feature of Moodle is its ability to create quizzes with diverse question types tailored to the specific objectives of course content, thereby effectively evaluating students' learning (Blanco & Ginovart 2012; Ferrão 2010). A Moodle is one of the powerful platforms that is used for creating online courses, and

one of its key properties is its potential to create interactive quizzes and assessments. Moodle offers a wide range of assessment question types to cater to various learning objectives and subject areas. Using Moodle facilities, it becomes possible to create different question types for quizzes, enabling the assessment of learners' knowledge and understanding from multiple perspectives. In this respect, Moodle's online quizzes represent an alternative to traditional face-to-face courses and paper-based testing (Blanco & Ginovart 2012; Ferrao 2010), making the assessment practice holistic. As a result, the distinction between formative and summative assessment becomes blurred (Daly et al. 2010). It has also been found that the main reason for using a range of question types in the quizzes is to evaluate test takers' receptive and productive knowledge in the online learning environment. Receptive knowledge refers to the ability to understand information related to a module, whereas productive knowledge involves recalling and applying that knowledge in practical contexts (Nation 2001). In online learning environments, well-designed quizzes can effectively assess both receptive and productive knowledge, contributing to learning engagement and retention (Benson 2003). For example, true / false, multiple-choice, and drag-and-drop questions primarily assess test-takers' ability to recognize and recall information of various topics. On the other hand, matching, short-answer, and select-missing-words questions evaluate productive knowledge. This demands not only recognition but also the ability to manipulate, organize, and integrate information.

Notably, all question types in Moodle, except for essay questions, can be automatically graded and provided with feedback based on the settings established by the quiz creator (Syahid 2019). Questions can either be created directly within the quiz or first added to the question bank and subsequently integrated into quizzes. Each question requires individual setup procedures. It is important to recognize that certain question types may require more advanced configurations to function effectively (Benson 2003).

In their comprehensive review of the benefits of online testing, Alruwais et al. (2018) identified numerous advantages for students, teachers, and institutions. Specifically, students benefit from increased autonomy, flexible scheduling, and user-friendly interfaces resembling games, rapid navigation, and immediate feedback. These advantages enhance academic performance and motivation among students. At the institutional level, "online testing through Moodle provides rapid and precise assessment methods, time and cost savings, and enhanced security measures" (Alruwais et al. 2018: 35). The Moodle quiz activity module offers functionalities such as efficient sorting of questions, a capability not available with traditional paper-based tests. This feature enables tests to be presented simply and expediently. Moreover, online tests yield more accurate results com-

pared to paper-based counterparts, and their adaptive nature allows for easier customization based on students' responses. These advantages contribute to the fulfilment of educational objectives within the Moodle quiz activity module.

For educators, online testing offers significant timesaving benefits, allowing them to allocate their time more efficiently. It also empowers teachers to improve the quality of feedback provided to students, enhance their ability to monitor student progress, "streamline learning analysis processes, and mitigate the challenges associated with assessing large cohorts of students, such as physical and mental fatigue" (Alruwais et al. 2018: 35).

Despite the clear importance of quizzes in Moodle, there has been little investigation into the types of questions used, and the reasons behind their selection. Borromeo (2013), one of the few researchers to explore this area, studied the Moodle question types preferred by university teachers in the Philippines. Participants in the study by Borromeo (2013) were shown Moodle's eight standard question types, and then asked which types they used and would use. In the context of teaching Language for Specific Purposes (LSP), such research remains comparatively rare.

3. MOODLE QUIZZES

Quizzes have become a widely used tool for assessment in recent years (Ferreira 2010), and they are a vital component of LSP courses, facilitating the evaluation of students' achievement of intended learning outcomes. Moodle's quiz function offers an innovative alternative to conventional paper-and-pencil tests. Moodle quizzes serve as a valuable tool to inform students of their performance throughout the learning process, representing an effective form of formative e-assessment (Blanco & Ginovart 2012). As noted by Blanco and Ginovart (2012, 2009), the automated assessment feature provided by Moodle quizzes not only streamlines grading processes but also allows educators more time to focus on other aspects of the learning experience. Moodle's quiz module is a powerful tool for monitoring and diagnosing students' learning, offering a compelling alternative to traditional face-to-face courses and paper-based testing.

Syahid (2019) examined the usability of various question types in Moodle's quiz activity module. In the study, 30 teachers of English as a Foreign Language (EFL) who had no prior experience with Moodle evaluated 23 question types using the Usefulness, Satisfaction, and Ease of Use questionnaire in order to determine which question types were perceived as useful, easy to use and learn, and satisfying. The participants agreed on the dimensions of usefulness, ease of use and learning, and satisfaction for 10 question types, with Random Short-

Answer Matching, Multiple Choice, Multiple Response, and True/False being the most highly rated. The findings suggest that the levels of agreement on the usefulness and ease of use were comparatively higher than for the other dimensions. The adoption of Moodle question types in classrooms could be driven by their perceived usefulness and ease of use.

4. MOODLE QUIZZES AS ASSESSMENT PRACTICES

LSP-TEOC.Pro is an online, multilingual teacher professional development course funded by the European Union, comprising eight modules. Each module focuses on a specific aspect of teaching LSP, such as course and syllabus design and needs analysis. The objectives of each module are articulated in terms of learning outcomes, which describe “the competencies that students will know, understand, or be able to demonstrate after completing the learning process” (Blanco & Ginovart 2012: 356). These competencies represent a dynamic combination of attributes, abilities, and attitudes, corresponding to the specified learning outcomes. In this self-study online LSP Professional development course, at the end of each module, a quiz with various question types assesses the LSP user’s learning according to the module’s objectives. Upon completing each module, LSP users take the quiz to self-evaluate their comprehension of the intended learning outcomes for each module. Within this framework, the workload of an LSP user includes the time required to complete all designated learning activities within each module through independent study. Typically, a standard duration of 6 hours per module is allocated for this purpose.

The primary objective of this study is to explore the utilization of Moodle quizzes as an assessment tool within the context of the online LSP-TEOC.Pro teacher education course project. Despite the widespread use of quizzes for assessment in Moodle (Ferrão 2010), there is a lack of detailed research investigating the specific question types employed for assessment purposes, the rationale behind their design, and the perspectives of users regarding Moodle quizzes in an online LSP teacher professional development course tailored for LSP educators.

To address this gap, the present study aims to answer the following research questions:

- What types of questions are utilized in the quizzes within the online LSP-TEOC.Pro Teacher Professional Development course, which operates on a Moodle platform?
- What is the distribution of question types across the quizzes in different modules of the LSP-TEOC.Pro course?

- What rationale informs the design of the question types employed in these quizzes?
- What are the attitudes of test takers towards computer-assisted assessment via Moodle quizzes?

5. METHODOLOGY

This study employs a descriptive research design, which aims to describe a phenomenon or situation (Fox & Bayat 2007). It incorporates both quantitative and qualitative data to gain a comprehensive understanding of the phenomenon being investigated (Creswell & Plano Clark 2011). The study unfolds in two stages. In the initial stage, an analysis of the question types utilized in the online LSP-TEOC.Pro teacher professional development course, comprising eight modules, was conducted through descriptive statistical analysis. Additionally, the rationale behind each question type was scrutinized. To discern the types of questions employed in the LSP-TEOC.Pro online course, each project partner, also serving as module creators, identified and listed the question types used in their respective modules. These question types, featured in the quizzes, were then compiled and analysed by the author of this paper, along with an explanation of the rationale behind each question type. Data was extracted from the Moodle platform of the project. The results obtained from the quizzes are presented in the Findings section of the paper.

In the second stage of the study, the aim was to gather the opinions of a group of Turkish native-speaking test takers who voluntarily completed at least four modules during the trialling phase of the online LSP-TEOC.Pro course. Thirteen Turkish test takers were selected through purposive sampling (Oliver & Jupp 2006), and interviewed using an Interview Protocol specifically developed for the study. The interview protocol included questions regarding the test takers' biographical information and their thoughts on the assessment part of the course, particularly the quizzes. The interview data were analysed using content analysis to achieve a systematic and objective analysis of the participants' opinions (Neuendorf 2002) regarding assessment through the quizzes.

6. FINDINGS AND DISCUSSION

6.1. The question types in Moodle quizzes

Research findings revealed that the Moodle quizzes in the online LSP-TEOC.Pro course utilized six distinct question types. These included True / False ques-

tions, Short Answer questions, Multiple Choice, Matching, Drag and Drop, and Select Missing Words question types.

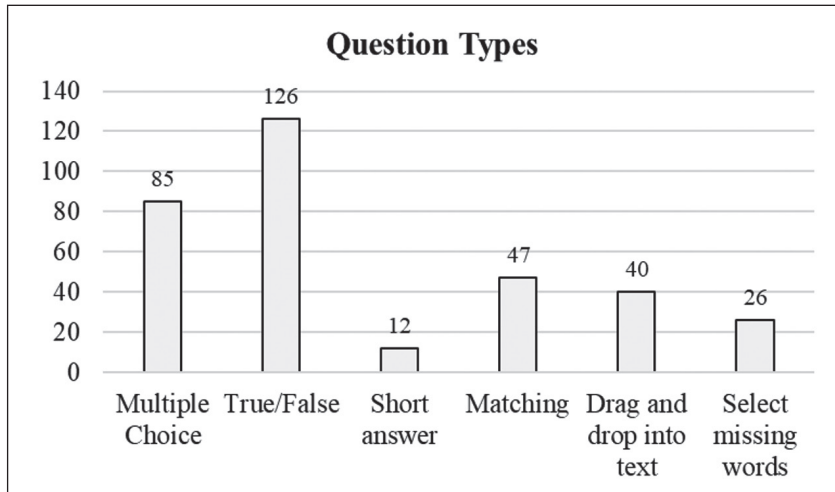


Figure 1. Question types used in Moodle quizzes

Source: own study.

As depicted in Figure 1, descriptive analysis of the question types revealed that the “True / False” question type ($n = 126$; 37.5%) constitutes the largest portion of all questions, while the “Short answer” question type represents the smallest portion ($n = 12$; 3.6%). Furthermore, following the “True / False” question type are “Multiple Choice” ($n = 85$; 25.3%), “Matching” ($n = 47$; 14.0%), “Drag and Drop into text” ($n = 40$; 11.9%), and “Select Missing Words” ($n = 26$; 8.28%) question types, respectively. Annex provides samples of each question type from Module 1: Course and Syllabus Design in the LSP-TEOC.Pro Course. These diverse question types cater to various assessment needs, enhancing both the breadth and depth of evaluation. Each type serves a unique purpose in assessing learners’ comprehension and knowledge effectively.

6.2. Distribution of question types in each module

Table 1 illustrates the number of questions across each module in the LSP-TEOC-Pro course. The “Short answer” question type is observed to represent the smallest portion of question types in the quizzes throughout the entire online course.

Table 1. Total number of questions in each module

Modules	Multiple Choice	True/False	Short answer	Matching	Drag and drop into text	Select missing words	Total number of questions in each module
Module 0	7	13	2	1	1	0	24
Module 1	17	12	4	6	14	7	60
Module 2	3	7	0	8	2	4	24
Module 3.1	2	2	1	1	0	0	6
Module 3.2	24	14	5	0	0	0	43
Module 3.3	7	15	0	0	0	0	22
Module 4	5	15	0	13	12	4	49
Module 5	4	9	0	10	9	11	43
Module 6	16	15	0	5	2	0	38
Module 7	0	24	0	3	0	0	27
Total number of questions for each question type	85	126	12	47	40	26	336

Multiple Choice: Receptive knowledge – checking the understanding of notions related to the modules.
True/False: Receptive knowledge – checking the understanding of notions related to the modules.
Short answer: Productive knowledge – checking the recalling of a notion related to the modules.
Matching: Productive knowledge – checking the recalling of a notion related to the modules.
Drag and drop into text: Receptive knowledge – checking the understanding of notions related to the modules.
Select missing words: Productive knowledge – checking the recalling of a notion related to the modules.

Source: own study.

As illustrated in Table 1, Module 1 contained the highest number of questions ($n = 60$; 19.10%) in the course, followed by Module 4 ($n = 49$; 15.60%), Module 3.2 ($n = 43$; 13.9%), Module 5 ($n = 43$; 13.9%), Module 6 ($n = 38$; 12.10%), Module 7 ($n = 27$; 8.59%), Module 2 ($n = 24$; 7.64%), Module 0 ($n = 24$; 7.64%), Module 3.3 ($n = 22$; 6.6%), and Module 3.1 ($n = 6$; 1.91%). The results indicate that Module 1 had the highest number of questions (60; 19.10%) in the course. Module 4 followed with 49 questions (15.60%), while Modules 3.2 and 5 each contained 43 questions (13.9%). The distribution of questions suggests a structured approach to content delivery, with some modules receiving significantly

more emphasis than others. Notably, Module 3.1 had the fewest questions (6; 1.91%), indicating a comparatively lower focus on this section. This design of question distribution may reflect the complexity or importance of topics covered in each module, with higher question counts requiring deeper engagement or assessment.

6.3. The rationale underlying the design of the question types

The quizzes aimed to evaluate the LSP users' both receptive and productive knowledge. In the LSP-TEOC.Pro course, true/false and multiple choice questions and drag and drop questions, are designed to assess test takers' receptive knowledge and understanding of concepts on a variety of topics in the course; whereas the remaining question types including matching questions, short answer questions, and select missing words question types are designed to assess the test taker's productive knowledge and understanding of the course material.

Specifically, *True / False questions* are binary-choice questions where test takers have to ascertain whether a given statement is true or false. Such questions assessed test takers' understanding of concepts or facts.

Short Answer questions prompt test takers to recall specific information and provide a brief response, typically a single word or short phrase, evaluating their ability to recall specific information or demonstrate understanding of concepts.

In *Multiple Choice questions*, test takers are presented with a list of possible answers to a given question or statement related to the content of the module. They are expected to select the correct answer from the options provided. Multiple choice questions were intended to assess test takers' receptive knowledge across a variety of topics covered in the LSP course.

Matching questions assess test takers' capacity to recognize relationships between concepts presented in the modules and their corresponding meanings or definitions. These questions involved pairing items from two lists, such as terms and definitions, requiring LSP users to match each item from one list to its corresponding item in the other. This type of questions evaluated test-takers' ability to identify relationships between concepts or recall specific details, thereby assessing LSP users' knowledge at the recognition level.

Drag and Drop questions prompt test takers to relocate items to designated areas, such as matching terms to their corresponding definitions. They offer an engaging and interactive experience, enabling test takers to display their comprehension of concepts or relationships. These questions are a variant of cloze questions, where a passage of text contains embedded answers. This question type could be presented in drag-and-drop, gap-fill short answer, or drop-down

format, allowing test takers to demonstrate their understanding of concepts or relationships by moving items to specific areas within Moodle.

Lastly, in the LSP course, *Select Missing Words* question types asked test takers to choose a missing word or phrase from Moodle's dropdown menu, assessing their ability to identify and apply specific information within a given context.

6.4. Test takers' attitudes to Moodle quizzes

Interview findings revealed that test takers considered the online LSP teacher professional development course's assessment system highly effective in facilitating self-evaluation of their knowledge and understanding of specific modules, such as syllabus design, needs analysis, and other LSP-related topics. One participant exemplifies this, saying, "The quizzes made me think critically about the content, which deepened my understanding of the topics presented in the modules." (P2). Another participant added, "I found the questions closely related to the module content." (P5)

The quizzes at the end of each module played a crucial role in assessing learners' comprehension and highlighting areas that required further practice. While some test takers found the questions challenging, they appreciated how these challenges prompted deeper engagement with the material. As one test taker explained, "Some of the questions were quite challenging, but they encouraged me to explore the material more deeply." (P1) Additionally, the quizzes were instrumental in helping learners identify and correct misconceptions. One participant (P9) noted, "Sometimes I realized I had misunderstood a concept, and the quizzes helped me correct that." This underscores effectiveness of the quizzes in fostering critical reflection and reinforcing understanding.

Completing the quizzes constituted a source of motivation for participants. As one participant remarked, "Upon finishing the quizzes, I felt a sense of accomplishment that sustained my motivation to proceed." (P11) Furthermore, participants agreed that the quizzes offered valuable learning experiences. One participant remarked, "The anticipation of an assessment at the conclusion of each module motivated me to engage more attentively with the content." (P13) Others highlighted the active learning process enabled by the quizzes, with one remarking, "I felt engaged in my learning rather than merely passively reading or listening." Another participant stated: "The questions were not only about recalling information; they encouraged me to use what I learned in a practical way." (P14)

The interview findings highlight the significance of a well-structured assessment method in promoting critical reflection, enhanced engagement, and enduring motivation within the LSP-TEOC.Pro professional development course.

These insights emphasise the role of quizzes in promoting active engagement, motivation, and enhanced comprehension. The integration of demanding yet relevant questions and immediate feedback fosters a dynamic learning environment. This approach not only facilitates personal learning objectives but also fosters a sense of accomplishment among participants.

However, it is important to acknowledge certain limitations in the feedback obtained from participants. While the participants' opinions about the quizzes were overwhelmingly positive, their responses often lacked sufficient detail. Many participants provided brief, generalized comments, which suggests they may not have fully explored or articulated their thoughts on the assessment system. Furthermore, the interviews were conducted with a relatively small sample of 13 test-takers. This limited number of participants restricts the generalizability of the findings and reduces the potential for uncovering diverse perspectives. A larger and more diverse group of participants might have provided richer insights and a more comprehensive understanding of the specific aspects of the quizzes that contributed to their learning experience. Consequently, while positive, this combination of factors may have resulted in feedback that somewhat offers limited insight into the specific aspects of the quizzes.

Future research should address these limitations by incorporating more detailed and open-ended feedback mechanisms. This approach would allow participants to elaborate on their experiences, providing richer and more comprehensive insights into the effectiveness of the assessment system. Moreover, increasing the sample size in future studies could enhance the reliability and depth of the findings.

7. CONCLUSION

This study investigated the types of questions used in quizzes within an on-line LSP teacher professional development course (LSP-TEOC.Pro) based on the Moodle platform. It explored the rationale behind the design of these question types and assessed test takers' attitudes towards Moodle quizzes. The course was tailored for teachers of LSP, and Moodle's diverse range of assessment question types was utilized to address various learning objectives. In line with the findings of Blanco et al. (2009), the questions used in these quizzes were of several types: multiple-choice, true / false, and short-answer. Each question type was selected for its specific educational benefits: multiple-choice questions were used to assess comprehension and recall, true / false questions were employed for evaluating understanding of factual knowledge, and short-answer questions were designed to gauge more detailed understanding and application of concepts.

Participants perceived the quizzes as highly beneficial for self-evaluating their knowledge and enhancing their learning experience. The use of varied question types not only helped in assessing different cognitive levels but also maintained engagement and interest among test takers. Moreover, the study highlights the importance of aligning question types with learning objectives to maximize the effectiveness of online assessments. For instance, multiple-choice and true / false questions are efficient for testing breadth of knowledge, while short-answer questions are more suited for assessing depth of understanding. The findings of this study provide valuable insights for online course designers, especially in the context of summative assessments. Overall, these insights can inform the design of more effective and engaging assessment strategies in online LSP teacher development courses, ensuring that the quizzes not only evaluate knowledge but also contribute to the learning process.

Key recommendations for online course designers include the use of a variety of question types to comprehensively evaluate LSP users' knowledge and understanding while maintaining engagement. It is essential to align assessments with the purpose of the evaluation, the targeted learning outcomes, and the specific characteristics of LSP users. Clear and concise questions are crucial to avoid confusion and ensure that learners can provide accurate responses.

The study highlights the potential of quizzes to create unique learning experiences for LSP users. By incorporating a range of question types, course designers can enhance the effectiveness of quizzes in measuring both receptive and productive knowledge. This approach not only aids in achieving a more thorough assessment but also sustains learner engagement throughout the evaluation process.

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APPENDIX

*Samples of question type from Module 1:
Course and Syllabus Design in the LSP-TEOC.Pro Course*

(1) Sample True/False Questions

A syllabus can be considered as a public document.

- A) True
- B) False

Needs analysis is fundamental to course planning, curriculum design and material. development.

- A) True
- B) False

(2) Sample Multiple Choice questions

The focus of instruction in this type of syllabus is not teaching language explicitly, but it is to teach the topic by using the target language. In this syllabus type, language learners are taught the subject matter in the target language, and they are expected to acquire the language incidentally and concurrently.

- A) Notional syllabus
- B) Skills-based syllabus
- C) Content-based syllabus
- D) Situational syllabus

In a syllabus, learners are expected to carry out tasks such as solving a problem or preparing a project.

- A) Structural/lexico-grammatical syllabus
- B) Discourse-based syllabus
- C) Content-based syllabus
- D) Skills-based syllabus

(3) Sample Matching Questions

Here you have some information about the benefits of having a syllabus. Match the sentences about the necessity of having an LSP syllabus so that they complete each other in terms of meaning.

Sentences:

- 1) If language learning is a journey, the course syllabus is said to be the learner's map.
- 2) Language is a very complex system full of varying components.
- 3) An LSP course syllabus can be considered as a nice advertisement method for the course itself.
- 4) Offering standardization and uniformity in education is another advantage of having a syllabus.

LSP syllabus:

- 1) The reason for this is that a syllabus shows both where to go and how to go there.

- 2) Hence, an LSP learner needs to break this system into manageable parts for a better learning experience.
- 3) This is more appropriate especially when commercial sponsors are involved within the program.
- 4) This is because a syllabus can be utilized as a tool to prevent possible discrepancies between educational institutions.

According to Alderson and Waters (1983), there are 4 main aspects of LSP course evaluation to be considered. Match the given considerations with the relevant aspect.

Considerations:

- 1) What should be evaluated related with the course design?
- 2) When and how often should evaluation take place?
- 3) How can LSP courses be evaluated?
- 4) Who should be involved in the evaluation?

Relevant aspects:

- 1) What areas of need are not being / have not been fulfilled?
- 2) How will the scheduling be arranged for a sound evaluation system?
- 3) Which techniques need to be used for a better evaluation?
- 4) What are the bodies most closely concerned in order to get a representative cross-section of views?

(4) Sample “Drag and Drop into Text” question.

Put the following steps of LSP course evaluation in a logical order.

Steps:

- Choosing the techniques you use will depending on what suits your teaching situation best.
- Gathering the evaluation information.
- The information must be collated, and if it is extensive, summarized.
- The data needs to be discussed with all interested parties, and some conclusions drawn.
- A detailed course evaluation report is prepared as a basis for further discussions and decision making.

(5) Sample “Short Answer” question type.

Briefly state your opinion on the primary benefit of aligning learning outcomes with syllabus content.

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Quizy Moodle jako narzędzia oceny w internetowym kursie dla nauczycieli języków obcych specjalistycznych

ABSTRAKT. Chociaż quizy są obecnie szeroko stosowane do oceny w kursach online, konkretne typy pytań stosowanych w quizach nie zostały, jak dotąd, zbadane. Aby wypełnić tę lukę, w niniejszym badaniu przeanalizowano typy pytań stosowanych w quizach w ramach internetowego kursu

rozwoju zawodowego nauczycieli LSP (LSP-TEOC.Pro) z wykorzystaniem platformy Moodle, uzasadnienie typów pytań i postawy uczestników tych pilotaży wobec quizów. W badaniu zastosowano opisowy projekt badawczy, obejmujący zarówno dane ilościowe, jak i jakościowe. Początkowo przeprowadzono opisową analizę statystyczną w celu zidentyfikowania typów pytań wykorzystywanych w internetowym kursie LSP-TEOC.Pro oraz uzasadnienia dla każdego typu pytań. Następnie przeprowadzono wywiady z grupą rodzimych użytkowników języka tureckiego, którzy dobrowolnie ukończyli co najmniej cztery moduły podczas fazy pilotażowej kursu. Uzyskane wyniki ujawniły, że do oceny wiedzy zdających wykorzystano różne typy pytań, zarówno na poziomie rozpoznawania, jak i produkcji. Analiza danych z wywiadów wykazała, że uczestnicy testów uznali system oceny zastosowany w kursie online za bardzo przydatny do samooceny ich wiedzy na temat każdego modułu. Wyniki tego badania oferują cenne wskazówki dla projektantów kursów online w zakresie projektowania quizów przeznaczonych do oceny podsumowującej.

SŁOWA KLUCZOWE: ocena, rodzaje pytań, quiz Moodle, kurs online, języki specjalistyczne (LSP).

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