

Using QMplus quizzes to develop students' understanding of cohesion, coherence and criticality in academic writing

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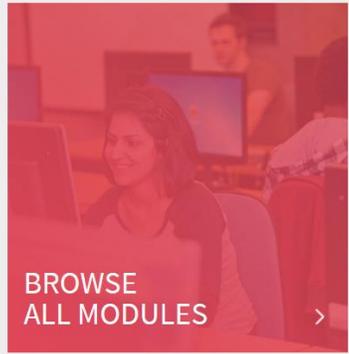
Overview

- The context
- The E-learning Production Scheme
- Our approach
- The Production Process
- Some examples from our question bank
- Initial assessment



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QM's VLE –
QMplus using
the Moodle
platform

RESOURCES



Book



File



Folder



IMS content package



Label



Lightbox Gallery



Page



QMplus Media Video



Reading lists online



Reading lists online (Beta)



Subpage



Tab display



URL

ACTIVITIES



Assignment



Assignment - Video



Certificate



Chat



Checklist



Choice



Collaborate



Database



External tool



Fair Allocation



Feedback



Forum



Glossary



Group choice



Interactive Content



Lesson



OU blog



OU wiki



Pearsons



Questionnaire



Quiz



Scheduler



SCORM package



Survey



Wiki



Workshop

SETTINGS

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📌 Outcomes

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📥 Import

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🔄 Reset

▼ Question bank

■ Questions

■ Categories

■ Import

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What are Quizzes in Moodle?

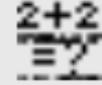
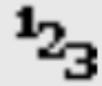
Quiz Questions sit in the **Question Bank** within a given Course Area in OMplus.

They can be deployed in **Quizzes** (which can be shared between Course Areas using a **Sharing Cart**) and can also be exported and imported out of or into QMplus.

‘Wiley (2000) and Lehman (2007) defined a **‘learning object’** as a reusable digital component that can be selectively applied alone or in combination by computer software, learning facilitators, or the learners themselves to meet individual needs for learning or support their performance.’ (cited in Cohen and Sasson, 2016: 203)

Variety of different question types possible

QUESTIONS

 All-or-Nothing Multiple Choice	 Calculated	 Calculated multichoice	 Calculated simple
 Drag and drop into text	 Drag and drop markers	 Drag and drop onto image	 Drag-and-Drop Matching
 Embedded answers (Cloze)	 Essay	 Matching	 Multinumerical
 Multiple choice	 Numerical	 Ordering	 Ordering
 Random short- answer matching	 Select missing words	 Short answer	 True/False

Why use Moodle Quizzes?

- Positive student perception of the possibility to practice and improve, students 'appreciated in a positive way its immediacy', helped manage their understanding of their level and progress, motivated students' learning, provide practice and contact with the subject (Pinto-Llorente et al., 2016: 823-824)
- Enable greater interaction and allow students to make decisions on their studies and 'build their knowledge based on their experiences' (Cohen and Sasson, 2016: 203)

The E-learning Production Scheme

Several calls through the year

E-learning Unit fund pieces of e-learning development that an individual academic may not have the time or skills to do themselves

E-learning Unit recruit and train an E-Learning Assistant to work on the production scheme with the support of a Learning Technologist

- is a **new activity or initiative** for you or your course;
- **makes use of learning technologies** (i.e locally supported technologies such as QMplus, QMplus Hub, QMplus Media, Q-Review or external to QMUL);
- is **self-contained** i.e. has a start and an end date;
- is **sustainable** i.e. it will continue without intensive ELU input after the project has finished;
- is **small** – i.e. requires 2 or 4 weeks of an E-Learning Assistant's time; and
- cannot be funded with your existing departmental teaching budget



Our approach

Objective: to create a bank of formative quiz questions that focus on raising Language Centre students' awareness of three areas in writing: **cohesion, coherence and criticality**

What? Why?

21



11

Cohesion and *coherence* are terms used in discourse analysis and text linguistics to describe the properties of written texts.

A text may be cohesive without necessarily being coherent: Cohesion does not spawn coherence. Cohesion is determined by lexically and grammatically overt intersentential relationships, whereas coherence is based on semantic relationships.

Phew too difficult! Can anyone please explain the meanings, differences and examples of these to me, in simple and easy English?

differences

linguistics



24



Cohesion describes the way in which a text is tied together by linguistic devices, such as *And so we see . . .*, *Additonally . . .*, *Therefore . . .*, *However . . .* and *On the other hand . . .*

A text has **coherence** if its constituent sentences follow on one from the other in an orderly fashion so that the reader can make sense of the entire text.

share improve this answer

answered Nov 16 '11 at 8:45



Barrie England

125k ● 8 ● 194 ● 334

Gathering the sources texts

- Call for texts from colleagues
- Texts that have a QM connection – in the main from the QM website with some articles written by QM academics
- (Still) seeking examples that would lend themselves to Quizzes

The Production Process

FP3000 - ENGLISH LANGUAGE AND STUDY SKILLS - 2017/18

[Home](#) > [IFP3000 - English Language and Study Skills - 2017/18](#) > [Question bank](#) > [Questions](#)

QUESTION BANK

Select a category: Coherence (12) ▾

Questions include paragraph ordering with the aim of getting students to coherently arrange chunks of text and sentences into logical texts.

Show question text in the question list

Search options ▾

Also show questions from subcategories

Also show old questions

[Create a new question ... >](#)

<input type="checkbox"/>	 Question			Created by First name / Surname / Date	Last modified by First name / Surname / Date
<input type="checkbox"/>	 Ordering: Apprenticeships	   		Christian Louis-Shea Ilbury 9 April 2018, 11:46 AM	Christian Louis-Shea Ilbury 10 April 2018, 3:33 PM
<input type="checkbox"/>	 Ordering: Cancer Test	   		Christian Louis-Shea Ilbury 9 March 2018, 3:04 PM	Christian Louis-Shea Ilbury 10 April 2018, 3:33 PM
<input type="checkbox"/>	 Ordering: Conservative Economy	   		Christian Louis-Shea Ilbury 9 April 2018, 12:18 PM	Christian Louis-Shea Ilbury 10 April 2018, 3:33 PM
<input type="checkbox"/>	 Ordering: Dental School	   		Christian Louis-Shea Ilbury 5 April 2018, 12:34 PM	Christian Louis-Shea Ilbury 10 April 2018, 3:31 PM
<input type="checkbox"/>	 Ordering: East London Mosque	   		Christian Louis-Shea Ilbury 19 March 2018, 3:39 PM	Christian Louis-Shea Ilbury 10 April 2018, 3:32 PM
<input type="checkbox"/>	 Ordering: Emotions	   		Christian Louis-Shea Ilbury 9 March 2018, 2:24 PM	Christian Louis-Shea Ilbury 10 April 2018, 3:34 PM
<input type="checkbox"/>	 Ordering: Habitable Planets	   		Christian Louis-Shea Ilbury 9 April 2018, 12:32 PM	Christian Louis-Shea Ilbury 10 April 2018, 3:34 PM
<input type="checkbox"/>	 Ordering: Handgrip Stength	   		Christian Louis-Shea Ilbury 19 March 2018, 3:48 PM	Christian Louis-Shea Ilbury 10 April 2018, 3:34 PM

SETTINGS

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The Production Process

IFP3000 - ENGLISH LANGUAGE AND STUDY SKILLS - 2017/18

Home > IFP3000 - English Language and Study Skills - 2017/18 > Question bank > Questions > Editing a drag and drop into text

ADDING A DRAG AND DROP INTO TEXT

+ Expand all

General

Category

Coherence (12)

Question name

Question name

Question text



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The following is an excerpt from an article entitled “‘Why I sing the blues’ – emotional healing and Southern ecstasy” published by QMUL’s [History of Emotions Blog](#). Arrange the sentences into a logical and coherent order.

Default mark

1

General feedback



1: What’s the point of music? Evolutionary psychologists have come up with various answers – Steven Pinker famously declared music was like cheesecake – ultimately pointless, an evolutionary side-effect or spandrel of other functional aspects of consciousness.

This is the first paragraph because it sets the topic of the discussion. The first sentence is a rhetorical question – a common strategy used to draw the audience in. The following points regarding Steven Pinker suggest to the reader what may come next.

2: Others have suggested the ‘function’ of music is sexual display and courtship, language learning and maternal bonding, collective identity or well-being and emotional healing.

The use of the noun ‘Others’ in sentence initial position seems to suggest that there is some contrast with an alternative view point. This sentence comes second because we have already established one viewpoint in the first sentence – Steven Pinker’s viewpoint.

3: The answer is it’s all these things – music is whatever we want it to be.

This sentence must follow one and two because the ‘things’ refer to the possible ideas about ‘the point of music’ discussed in the first two sentences.

Some examples from our question bank

Cohesion – Drag and Drop

Understanding cohesion

The following is an excerpt from an academic research article entitled “Prospective association between handgrip strength and cardiac structure and function in UK adults”, published by scholars based at QMUL’s **William Harvey Research Institute**. Select the cohesive devices in order to complete the sentences.

, several pathways have been proposed through which sarcopenia, a cause of low handgrip strength, could contribute to heart failure with preserved ejection fraction. are activation of systemic inflammation and insulin resistance. Cardiac changes seen in patients with heart failure with preserved ejection fraction include concentric left ventricular remodeling and concentric hypertrophy. , the observed association between handgrip strength and CVD incidence may be less cardiac remodeling and hypertrophy among individuals with better handgrip strength. The use of cardiac magnetic resonance (CMR) imaging is the reference standard to accurately determine cardiac structure and function. , no studies exist that have described the relationship with handgrip strength.



However

Among those

But

caused

Recently

In sum

Thus

Check >

QUESTION 1
Partially correct
Marked out of 1.00

Understanding cohesion

The following is an excerpt from an academic research article entitled “Prospective association between handgrip strength and cardiac structure and function in UK adults”, published by scholars based at QMUL’s **William Harvey Research Institute**. Select the cohesive devices in order to complete the sentences.

❌, several pathways have been proposed through which sarcopenia, a cause of low handgrip strength, could contribute to heart failure with preserved ejection fraction. ❌ are activation of systemic inflammation and insulin resistance. Cardiac changes seen in patients with heart failure with preserved ejection fraction include concentric left ventricular remodeling and concentric hypertrophy. ❌, the observed association between handgrip strength and CVD incidence may be ✅ less cardiac remodeling and hypertrophy among individuals with better handgrip strength. The use of cardiac magnetic resonance (CMR) imaging is the reference standard to accurately determine cardiac structure and function. ❌, no studies exist that have described the relationship with handgrip strength.



Your answer is partially correct.

You have correctly selected 1.

1: Recently, several pathways have been proposed through which sarcopenia

The correct word is 'Recently'. Since this sentence discusses that 'several pathways have been proposed', we assume that these suggestions were made in recent times.

2: Among those are activation of systemic inflammation and insulin resistance

This sentence directly corresponds with the 'several pathways' that were introduced in 1, with 'Among those' referring to 'one of several pathways proposed'.

3: Thus, the observed association between handgrip strength and CVD incidence

'Thus' means 'as a consequence'. It is logical that 'thus' the correct word here because the consequence directly relates to the information in sentence 2.

4: handgrip strength and CVD incidence may be due to less cardiac remodeling and hypertrophy among individuals with better handgrip strength

Cohesion – Select missing words

Understanding Cohesion

The following is an excerpt of text from 'How the brain helps the body fight bacteria', an article written for the Conversation by **Dr Jesmond Dalli** (QMUL, WHRI). In this question, select the missing transitional terms and their appropriate position in order to complete the text.

In the 1920s, a breakthrough discovery was made: the identification of the antibiotic properties of penicillin.

Choose... 

paved the way to a new era in infection treatment.

Choose... 

, we no longer had to rely on our own immune system to fight off bacteria.

Choose... 

, we could give it a helping hand by stunting the ability of bacteria to replicate, thus giving them

enough time to clear them.

Penicillin was the first in a long list of antibiotics developed to tackle different types of bacterial infections.

Choose... 

,

- Choose... 
- Choose... 
- Instead 
- The discovery 
- With antibiotics 
- However 

The following is an excerpt of text from 'How the brain helps the body fight bacteria', an article written for the Conversation by **Dr Jesmond Dalli** (QMUL, WHRI). In this question, select the missing transitional terms and their appropriate position in order to complete the text.

In the 1920s, a breakthrough discovery was made: the identification of the antibiotic properties of penicillin.

The discovery

✓ paved the way to a new era in infection treatment.

With antibiotics

✓, we no longer had to rely on our body to get rid of bacteria.

However

✗, we could give it a helping hand by stunting the ability of bacteria to replicate, thus giving our immune system enough time to

clear them.

Penicillin was the first in a long list of antibiotics developed to tackle different types of bacterial infections.

Instead

✗, over the last few decades, the ability of antibiotics to stop bacterial growth has

become considerably limited and increasing numbers of bacterial strains are becoming resistant to antibiotic treatment. The threat of antibiotic resistance has prompted the scientific community to seek alternative ways to deal with bacterial infections.

Your answer is partially correct.

You have correctly selected 2.

1: The discovery paved the way to a new era in infection treatment

In this sentence, '[t]he discovery' refers directly to the referent in the preceding sentence: The identification of the antibiotic properties of penicillin.

2: With antibiotics, we no longer had to rely on our body to get rid of bacteria

The use of '[w]ith' in this sentence, means 'by means of'. This sentence relies on the introduction of 'penicillin' as a specific type of antibiotics (as discussed in prior sentences) and then extends this to the more general 'antibiotics'.

3: Instead, we could give it a helping hand by stunting the ability of bacteria to replicate, thus giving our immune system enough time to clear them

'Instead' here refers to a contrast of the preceding information that before the breakthrough discovery of antibiotics, we would rely on the immune system to fight bacteria.

4: However, over the last few decades, the ability of antibiotics to stop bacterial growth has become considerably limited and increasing numbers of bacterial strains are becoming resistant to antibiotic treatment

'However' is a term that has a contrastive function. In this text it is used to introduce a point that contradicts the previous point "Penicillin was the first in a long list of antibiotics developed to tackle different types of bacterial infections."

Cohesion – Multiple choice

The following excerpt is from a report entitled **'750 million people worldwide suffering from severe gum disease'**, which discusses research by QMUL's Professor Wagner Marcenes. Select all the possible correct sentence linking words and phrases in order to complete the sentence.

The prevalence of severe periodontitis has remained the same in the last 20 years, but the number of cases has increased dramatically. This is _____ a growing world population - associated with an increasing life expectancy - and a significant decrease in the prevalence of total tooth loss throughout the world from 1990 to 2010.



Select one or more:

- a. despite
- b. in sum of
- c. equal to
- d. a consequence of
- e. nevertheless
- f. because of
- g. in spite
- h. due to

Check >

The following excerpt is from a report entitled ‘750 million people worldwide suffering from severe gum disease’, which discusses research by QMUL’s Professor Wagner Marcenes. Select all the possible correct sentence linking words and phrases in order to complete the sentence.

The prevalence of severe periodontitis has remained the same in the last 20 years, but the number of cases has increased dramatically. This is _____ a growing world population - associated with an increasing life expectancy - and a significant decrease in the prevalence of total tooth loss throughout the world from 1990 to 2010.



Select one or more:

- a. despite
- b. in sum of
- c. equal to
- d. a consequence of ✓
- e. nevertheless
- f. because of ✓
- g. in spite
- h. due to ✓

Your answer is correct.

The correct answers are “**due to/ because of/ a consequence of**” because all of these phrases refer to some relationship between the number of cases of severe periodontitis and a growing world population.

The correct answers are: due to , because of , a consequence of

Coherence - Ordering

Understanding coherence

The following is an excerpt from website of **'the Pathology Museum'** located at QMUL. The article discusses 'The skull of John Bellingham'. Arrange the paragraphs into a logical and coherent order.



The trade of the Resurrection Men was unsavoury but it was necessary practice if young medics were to train to become doctors and surgeons.

While we do not have much information about this skull, we do know the museum acquired it because the punishment for murder at that time was to be "hanged and anatomised".

The skull of John Bellingham is a very unique specimen. In May 1812 John Bellingham assassinated the British Prime Minister.

Prior to the Anatomy Act of 1832, there were two ways in which Medical Schools such as the one here at St Bartholomew's Hospital, established around 1790 by John Abernethy, acquired cadavers for teaching: They were prisoners sentenced to death and then dissection, or they were purchased from Resurrection Men.

Check >



✓ The skull of John Bellingham is a very unique specimen. In May 1812 John Bellingham assassinated the British Prime Minister.

✓ While we do not have much information about this skull, we do know the museum acquired it because the punishment for murder at that time was to be "hanged and anatomised".

✗ The trade of the Ressurrection Men was unsavoury but it was necessary practice if young medics were to train to become doctors and surgeons.

✗ Prior to the Anatomy Act of 1832, there were two ways in which Medical Schools such as the one here at St Bartholomew's Hospital, established around 1790 by John Abernethy, acquired cadavers for teaching: They were prisoners sentenced to death and then dissection, or they were purchased from Ressurrection Men.

Your answer is partially correct.

1: The skull of John Bellingham is a very unique specimen. In May 1812 John Bellingham assassinated the British Prime Minister.

This must be the first paragraph because it establishes the topic of the article 'The skull of John Bellingham' and introduces who John Bellingham was.

2: While we do not have much information about this skull, we do know the museum acquired it because the punishment for murder at that time was to be "hanged and anatomised".

The use of the phrase 'this skull' suggests that 'the skull' that this term refers to has been introduced in earlier paragraphs. Since paragraph one introduces the topic: John Bellingham, it is logical that this paragraph will follow paragraph one.

3: Prior to the Anatomy Act of 1832, there were two ways in which Medical Schools such as the one here at St Bartholomew's Hospital, established around 1790 by John Abernethy, acquired cadavers for teaching: They were prisoners sentenced to death and then dissection, or they were purchased from Ressurrection Men.

Although this paragraph does not immediately appear to link to any of the points made in paragraph 1 and 2, we see that the paragraph introduces why QMUL stores John Bellingham's skull. Secondly, the term 'Ressurrection men' is referred to in paragraph 4.

4: The trade of the Ressurrection Men was unsavoury but it was necessary practice if young medics were to train to become doctors and surgeons.

It seems likely that this is the last paragraph because it refers to an entity 'Ressurrection Men' which has been introduced in paragraph 3.

Criticality – Select missing words

Understanding criticality

This is an extract from an article entitled *Acoustic analysis of cattle (*Bos taurus*) mother-offspring contact calls from a source-filter theory perspective*. The words and phrases in bold help to build the level of **criticality** in the writing. Decide what their function is.

In species that live in large social groups, individual recognition between parents and offspring using vocal cues is **especially likely** to occur, because of the high risk of confusion between individuals (e.g. goat, **Briefer and McElligott, 2011a**; sheep, **Sèbe et al., 2007**). Our results show that both cow and calf contact calls are individually distinctive. All acoustic parameters analysed (including both source- and filter-related factors) **have the potential to** be used for individual recognition, **as** their intra-individual variability is smaller than their inter-individual variability (PIC scores greater than 1). However, for cow HFCs and calf calls, the Discriminant Function Analysis (DFA) revealed that the most important factors for individual identity are the filter-related vocal parameters (formant frequencies). **Indeed,** the first principal component mostly correlated with formant measures that loaded highly on the first discriminant function of the DFA. **By contrast,** related parameters (fundamental frequency contour) and energy quartiles were the most important factors for individual identity in cow LFCs. The individuality cues allow cows and calves to recognise each other vocally within social groups. Further playback experiments are needed to test es for individual recognition

-
-
- a linker for emphasis
- a phrase to stress a possibility
- a contrast linker
- a phrase to predict a future scenario
- a conjunction to introduce a reason
- a phrase to suggest a possibility



what's the
opposite of
liberation?

captivity, confinement,
subjugation, bondage,
imprisonment, incarceration,
internment, servitude, conquest



(Very) Initial assessment

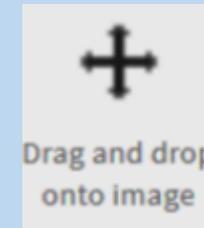
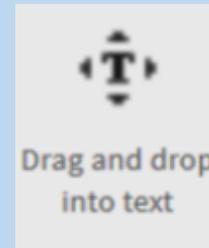
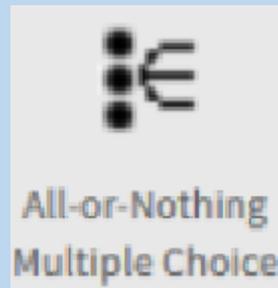
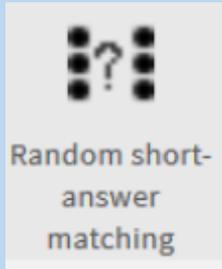
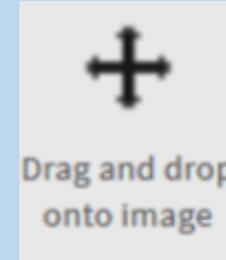
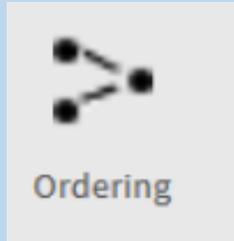
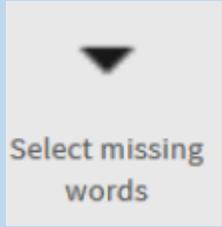
Liberation	Enslavement
Versatile	Time-consuming
Supplementary	Clunky
Interactive	Insubstantial
QM-specific	Siloed
Formative	Dependent
Self-directed	
Challenging	
Informative	
Repeatable	
Environmental	
Integrable	

Next steps

- Project completion – more texts please
- Revision
- Trialling
- Promotion
- Review

Thank you for your time and we hope

- you will try our resource
- send us some texts for 'quizifying'
- consider creating your own quiz questions

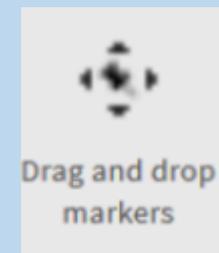
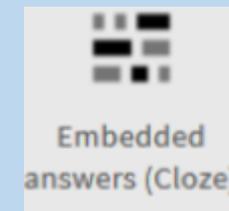
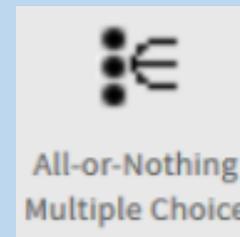
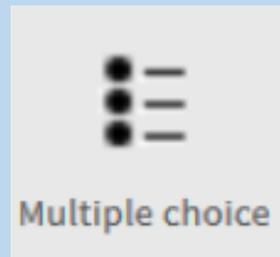


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