

1067-B1-2057 **Audbjorg Bjornsdottir*** (audbjorgb@gmail.com), 3834 ewing ave south, minneapolis, MN 55410, and **Joan Garfield**, MN. *Using group quizzes in an online introductory statistics course*. Preliminary report.

This presentation describes the design and implementation of group quizzes in an online introductory statistics course. Three group quizzes were designed and administered in a 15-week online course as part of an assessment plan that included group discussions, individual homework, midterm and a final. Group quizzes were introduced based on educational research that suggests use of collaborative assessments may lead to higher exam scores (Rao, Collins & DiCarlo, 2002; Sandahl, 2009), positive changes in students' attitudes toward testing (Giraud, 1998), a decrease in test anxiety, as well as improved peer relations, thinking skills and motivation (Sandahl, 2009). Groups used discussion tools in Web Vista to work on a quiz, over a five-day period. To receive a full grade students answered the quiz individually, posted answers and provide at least two comments to other group members' answers. Each group turned in one copy of a quiz; a consensus regarding answers was required. Our results indicate that group quizzes can benefit both students and instructors when used as part of an overall assessment plan in online courses. They can help students learn and communicate, utilized collaborative learning in an assessment format, and decrease time needed to read and grade assessments. (Received September 22, 2010)