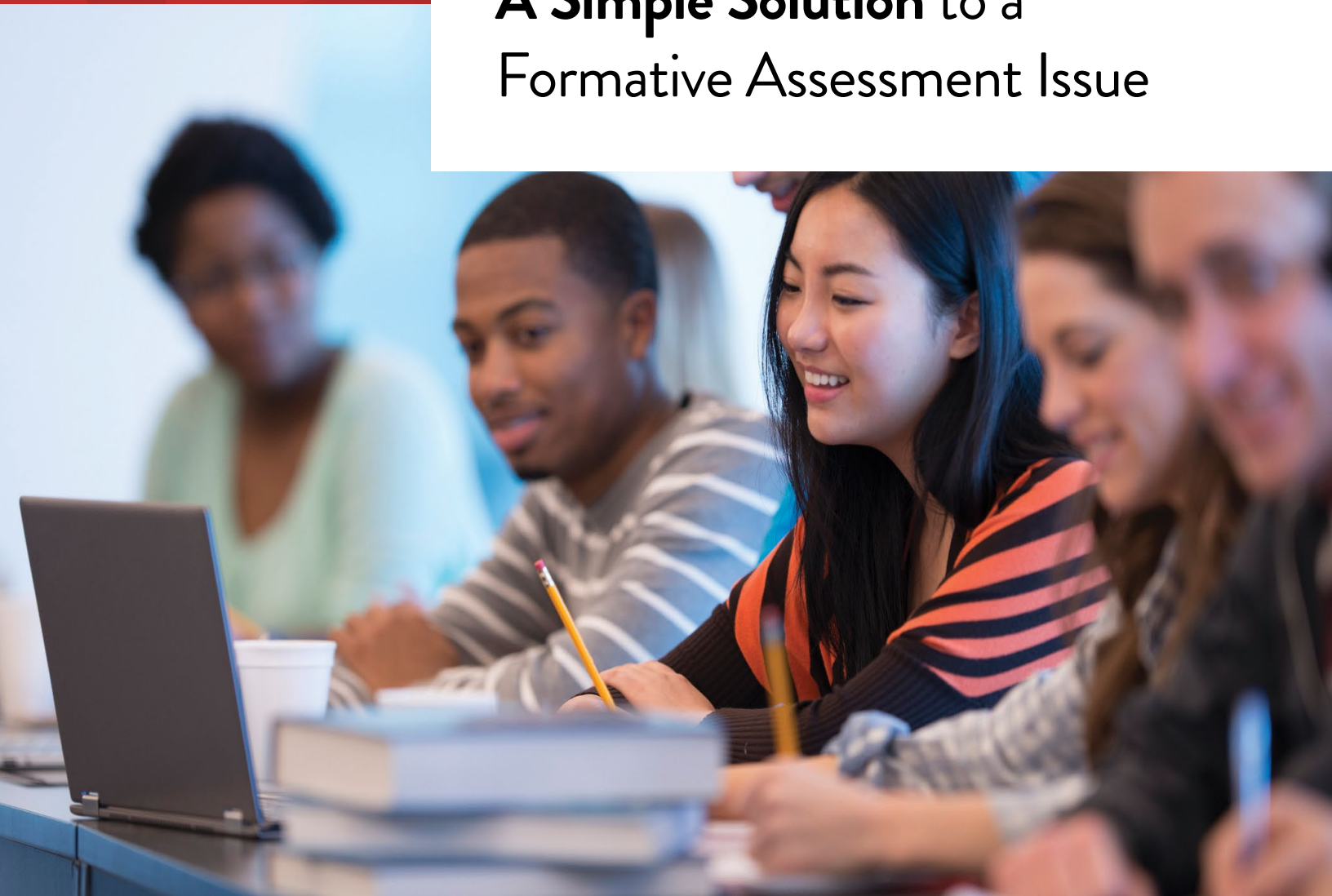




*Connected Quizzing:*  
**A Simple Solution** to a  
Formative Assessment Issue



# Connected Quizzing: A Simple Solution to a Formative Assessment Issue

## SUMMARY

*Connected Quizzing* had helped the educator understand her students' needs, leading to robust classroom discussion and engagement. Students value the practice they receive through *Connected Quizzing* as it helps prepare them for successfully taking the Multistate Professional Responsibility Examination (MPRE).

## Background

Ashley M. London is the director of bar studies and an assistant professor of legal skills at Duquesne University School of Law. She focuses her teaching and scholarship on legal ethics and engaging the best pedagogical techniques to prepare students for success in law school and on the bar examination.

As law schools grappled with how to teach during the Covid-19 pandemic, scheduling challenges led to London teaching two large sections of the Professional Responsibility course. To comply with social distancing restrictions to better protect students and faculty, Duquesne created two separate hybrid-flex sections of 75 students each, with half the class attending in person and half online, alternating every other class day.

While the course setup was demanding from a teaching standpoint, the real challenge, shares London, was that “giving individual feedback to 150 students on multiple assessments would have been impossible.” With so many moving parts, London needed a simple solution to her formative assessment issues.

In the market for new course materials, London took a tour of *Connected Quizzing* and realized implementing it “made a lot of sense.” As a best practice, she always strives to provide her students with formative assessments to gauge their learning and understanding throughout the semester. She chose to require *Connected Quizzing* and also selected an eText that would offer students both convenience and cost savings. Indeed, the majority of her students chose to buy only the digital version of the text.

### EDUCATOR

Ashley M. London

### SCHOOL

Duquesne University School of Law,  
Pittsburgh, PA

### COURSE

Professional Responsibility

### COURSE MATERIALS

*Regulation of Lawyers: Problems  
of Law and Ethics, Concise Edition,*  
Gillers and *Connected Quizzing*

## Implementation

---

London ties *Connected Quizzing* questions directly to reading assignments on the syllabus; one quiz is assigned for each chapter in the book. Students do their assigned reading, then take the corresponding quiz. As long as a quiz is completed by the due date, students will receive participation credit (counting as 5-10% of the final course grade). London wants *Connected Quizzing* to be a low-stakes way for students to learn from their mistakes without penalty.

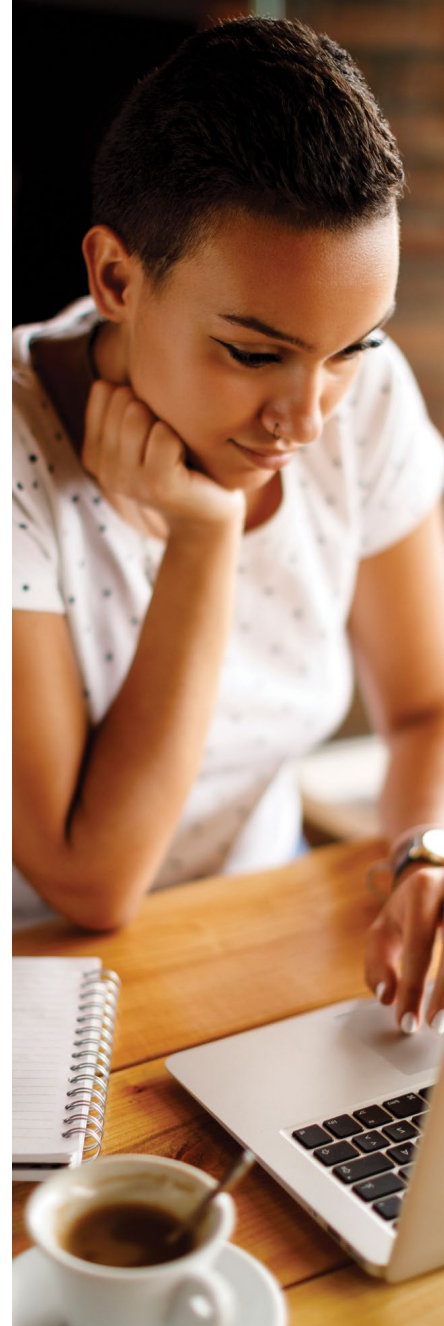
London tracks individual and overall student performance in *Connected Quizzing*, including time spent. As a best practice, she reviews the top 3-4 questions most students got incorrect and uses this to springboard class discussion. At the end of class, all quizzes are reopened to allow her students to prepare for the final exam.

## Impact

---

Reviewing the most missed *Connected Quizzing* questions during class has opened the door to robust conversation. Shares London, “You can hear the collective sigh of relief from students when they realize they are not the only ones who got a problem wrong. Class becomes a safe space to discuss the complexities of each question and as a result, participation increases.”

Over the course of the semester, London has observed *Connected Quizzing* scores getting higher and higher, as students see the value in completing practice questions. The final exam includes multiple choice (as well as essay) questions, as does the timed, required Multistate Professional Responsibility Examination (MPRE). In London’s words, “The MPRE is ample motivation for my students to take *Connected Quizzing* seriously.” Said one student on an end-of-semester survey, “I really enjoyed the MPRE-style questions that we did. I felt they were helpful for not only learning the material, but also as I was studying for the MPRE exam.”





## Student Feedback

---

London feels encouraged by the positive feedback she has received from students on end-of-semester course evaluations. When asked, “What was most effective about the class?” student responses included the following:

---

*“ Professor London made Professional Responsibility interesting and engaging. I liked all of the different learning techniques she used, including real-life examples, having us complete quizzes outside of class, and practice problems (both multiple choice and essay problems) in class. These all helped me to have a better understanding of the complexities of the rules of professional conduct. I feel prepared for the bar exam and for the MPRE.”*

---

*“ The in-class multiple-choice questions and reviews were extremely helpful – I liked how Professor London reiterated important concepts throughout the entire semester. This style of teaching works so well, and I appreciate that she cares about effective teaching practices! ”*

---

*“ I thought the multiple choice [questions] were helpful. I also liked reviewing the most frequently missed questions in class. ”*

## Conclusion

---

After implementing *Connected Quizzing*, London recalls, “I had at least five students excited that their MPRE scores were all over 100. I think *Connected Quizzing* played a role in their confidence and in their success.”

As a leader in bar preparation programming, London found many students requesting more multiple-choice questions for Constitutional Law. She spoke to her colleagues about the benefits of *Connected Quizzing* and found that many decided to incorporate it into their course as well.

She summarizes, “We know that practice matters and formative assessment matters as much as summative assessment. *Connected Quizzing* makes it easy to bring formative assessment into the classroom as a value add, without making additional work for the educator.”

*“We know that practice matters and formative assessment matters as much as summative assessment. Connected Quizzing makes it easy to bring formative assessment into the classroom as a value add, without making additional work for the educator.”*

*– Ashley M. London,  
Duquesne University School of Law*



[www.aspenpublishing.com](http://www.aspenpublishing.com)

For more information, please contact  
[support@aspenpublishing.com](mailto:support@aspenpublishing.com).