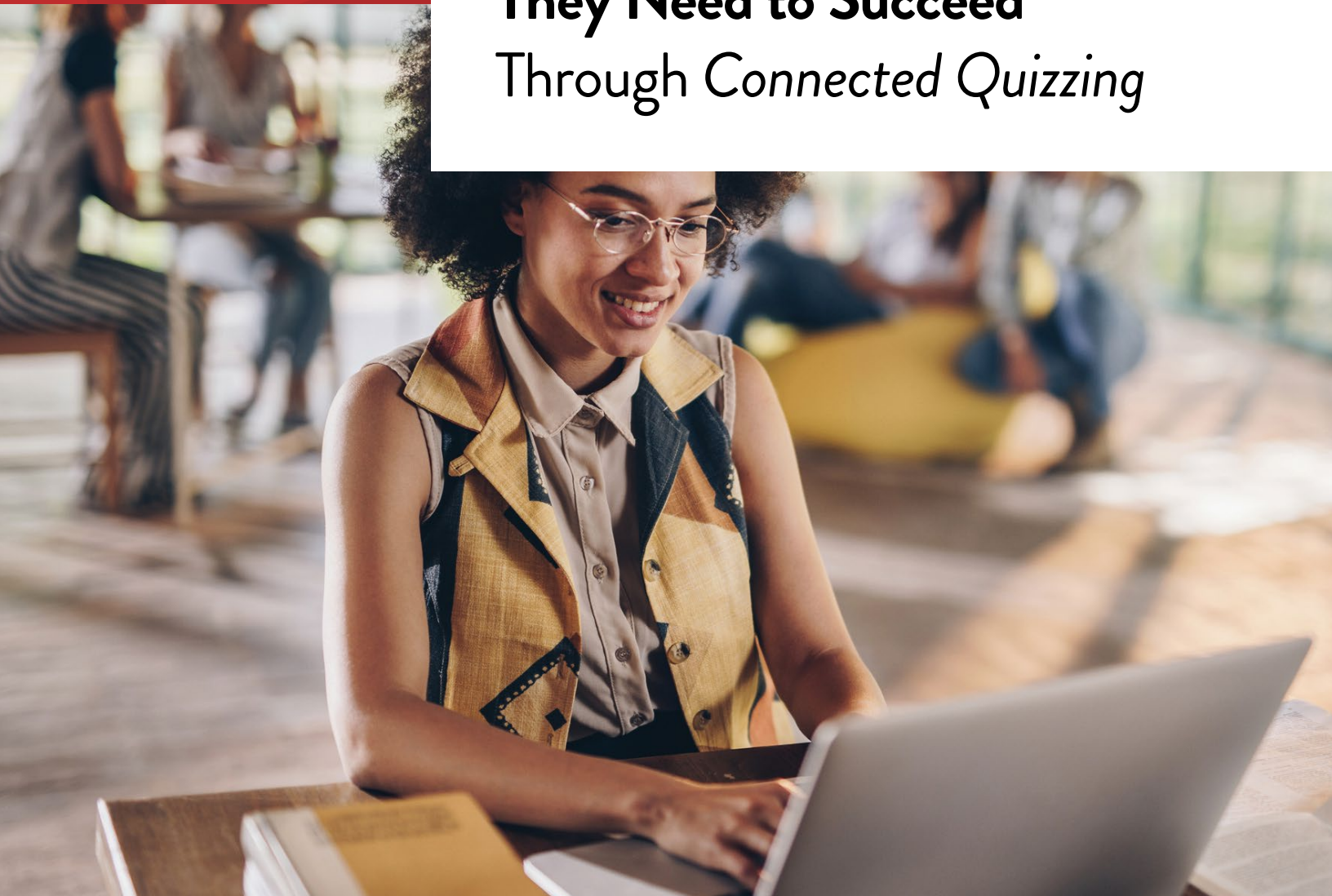




Giving Students the Practice  
**They Need to Succeed**  
Through *Connected Quizzing*



# Giving Students the Practice They Need to Succeed Through *Connected Quizzing*

## SUMMARY

Students' confidence levels increase through repetition and testing in *Connected Quizzing*, helping improve the retention of information and overall preparedness for the course.

## Background

Sophie M. Sparrow, Professor of Law, is nationally recognized as an innovative and expert leader in legal education. She focuses her research, writing, and scholarship on teaching and learning in law. In 2018, the University of New Hampshire recognized Sparrow for her excellence in teaching.

Closed-book, multiple-choice quizzes are a regular component of Professor Sparrow's Torts course. In the past, her students would often perform poorly on the first quiz of the semester and would ask how they could better prepare for the next quiz. Sparrow would direct them to different supplemental books and study aids, but when she found out about *Connected Quizzing* through her Aspen Publishing rep, she decided to give it a try. She shares, "I thought *Connected Quizzing* could help give my students the practice they need." Sparrow implemented the product in 2019 and is now in her third year of use.

### EDUCATOR

Sophie M. Sparrow

### SCHOOL

University of New Hampshire  
Franklin Pierce School of Law,  
Concord, NH

### COURSE

Torts

### COURSE MATERIALS

*Tort Law: A 21st Century Approach*  
by Said; *Kaplan Bar Review—Torts*  
*Outline; Connected Quizzing*

“I thought *Connected Quizzing* could help give my students the practice they need.”

– Professor Sophie Sparrow,  
University of New Hampshire Franklin Pierce School of Law

## Implementation

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*Connected Quizzing* quizzes are assigned for each module (8-9 quizzes throughout the semester) and are made available early. Quizzes must be submitted by the due date, and students are expected to put in a good faith effort. Actual quiz scores do not count toward the final course grade, but if students are consistently submitting quizzes late or getting low scores, Sparrow will deduct points from the Professional Engagement portion of the course, worth 15% of the final course grade.

*Connected Quizzing* assignments may be completed in several different ways. Students can complete them with their peers, such as in a study group session, or they may take them on their own. In the beginning, to get comfortable, Sparrow suggests students take the quizzes open book. If students are not doing well on their in-class, timed, closed-book quizzes, Sparrow recommends they allow two minutes per question on *Connected Quizzing*, to give them practice performing under pressure. After a *Connected Quizzing* due date has passed, Sparrow reopens each quiz to allow students access for additional study.

Sparrow reviews the *Connected Quizzing* report for each module to see what topics students are struggling with. Based on the results, she will tailor her next class discussion to spend more time on topics of need to help students with their understanding. Sparrow will also recommend her Teaching Assistants focus on these same problems during additional course study sessions. Sometimes she will give another similar question for her in-class, closed-book quizzes to check students' comprehension once again.



## Impact

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Sparrow lists several key benefits to requiring quizzes. She shares, “The explanations are a huge advantage of *Connected Quizzing*. Not only do students get their score, but they receive detailed feedback as to why an answer was correct or not.” Additionally, when students take the *Connected Quizzing* quizzes, they check their knowledge, realize where they have questions, and follow up.

Importantly, *Connected Quizzing* gives students practice. Says Sparrow, “It helps them exercise that muscle.” On top of that, she sees students with “increased confidence because they’ve worked through the *Connected Quizzing* problems.” Practice and confidence is a winning combination, as students are required to take (and pass) a four-hour preliminary bar exam in the spring of their first year. Part of that exam includes multiple-choice questions. Sparrow notes that, after this course, students tell her they feel very prepared for the Torts multiple choice questions.

Sparrow refers to the **testing effect** as reason to support her use of *Connected Quizzing* – which is defined by the American Psychological Association dictionary as follows:

### TESTING EFFECT

*The finding that taking a test on previously studied material leads to better retention than does restudying that material for an equivalent amount of time. Although testing is often conceptualized as an assessment tool, this finding suggests that testing (or retrieval practice) can also be considered a learning tool. Indeed, exams or tests seem to activate retrieval processes that facilitate the learning of study material and cause knowledge to be stored more effectively in long-term memory.*



## Conclusion

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The benefits of *Connected Quizzing* are summarized by Sparrow as follows: “*Connected Quizzing* is a great way to provide an opportunity for students to get formative feedback. Given that the bar exam includes challenging multiple-choice questions, it’s helpful for students to have many opportunities to practice.”

Sparrow tells her students that, “*Connected Quizzing* is not busy work. Even if you get something wrong, it’s going to help you learn. It will help the material stick—not just for a semester, but hopefully for much longer.”

*“Connected Quizzing is a great way to provide an opportunity for students to get formative feedback. Given that the bar exam includes challenging multiple-choice questions, it’s helpful for students to have many opportunities to practice.”*

*– Professor Sophie Sparrow,  
University of New Hampshire Franklin Pierce School of Law*



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