

## Students appreciate help in testing and scaffolding their understanding

St: Well at college, I tended just to do piles and piles of problems, practice and practice and sometimes if there was something I didn't fully understand it didn't really matter I still was still able to solve the problems but here you have a better, a much greater emphasis on understanding. Well your understanding is repeatedly tested by [the] questions. These really do prise out any misunderstandings you have [...] it's more of a regular feature here that [...] you have to understand the subject [...] You might get one or two that's, you know, quite routine but, generally, the questions are much more searching here, which I like actually.

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Int: [...] Is there any of the things about how [the course] itself has been taught that you find particularly helpful? [...]

St: Well tests on the rigour, I like that and the fact that we're being tested. The questions we had, the [clicker] questions, I found them very good, very useful. And the self test questions online, they're also of that type. [...]

Int: What is it that you like about the clicker thing?

St: [...] They are questions which really do, if your understanding is a little bit weak or you don't feel that you fully understand something, that, those questions will really show that. They expose your misunderstandings. And because it's a chance for the students to give feedback to the tutor or the lecturer and if there's a reasonable percentage of people who don't understand, it's based on the score that's presented, they will actually explain it differently or just try to make sure that the results, the results are better [...]

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Int: And you were saying you liked the online style [questions] as well. Do they function in a similar way or?

St: Oh well they have, they are similar, they are multiple choice questions. But they do, they're usually qualitative. Well they are usually not very concerned with the quantities. The quantity ones are usually pretty straight forward but the qualitative ones [...] do expose your misunderstandings.

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Int: [Was there anything about the course] you think that was really helpful to you?

St: The clickers were really good.

St: Cause like you had to... cause you were thinking in the lecture...

St: Yeah, instead of just sitting there [...] you actually had to engage, and it [...] engaged everyone else around you [...] it was really good.

St: Made it more obvious if you, say if you weren't sure on something and you got the question wrong, you would know to go back maybe later or ask at the end.

St: I like the way that sometimes they had like the same question up at the beginning and the end [...] I wanted to know if I had got it right, so like I paid more attention than usual cause I was trying to work it out in my head.