

An Online Multiple Choice Quiz System

I began creating the Jeopardy Online Quiz System while at UNE in 1999. It is based on the popular TV quiz show of the same name. A game board is populated with questions of varying difficulty in a number of subject areas. The system has a database of questions which are randomly placed behind the buttons on the board each time the student plays. The database is fully expandable (currently Jeopardy has been run with between 400 and 900 questions). The current database for Jeopardy can be populated from questions created and maintained in an Excel spreadsheet. Questions can be linked with relevant course materials which assists the system in creating a final report for the student highlighting areas they should commit further study to according to their jeopardy results.

To play the student selects a button on the board and is presented with a multiple choice question. Immediately the selected button is deactivated to prevent the student selecting it again. The game ends when all the buttons are deactivated.

Play Jeopardy

To play a game of Jeopardy visit the live online version at:
<http://www.sci.usq.edu.au/courses/csc3406/jeopardy/jeopardy.php>

A Student's Comments on Jeopardy

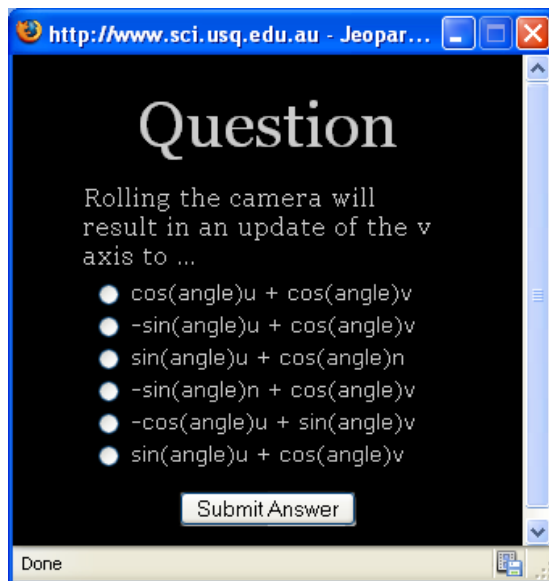
“Penny always had interesting lectures that made one actually want to attend them. She used digital video, photos, graphics and games to get students motivated and interested in the material, instead of simply giving them a book and telling them to read it. For example, she created a simple Jeopardy game with a public tally of points on the website, which kept us talking about how everyone was going, and trying to get the 9,000 points needed for perfection. This motivation to do well in the game ended up with myself (and I don't doubt many others) being much more prepared for the final exam. In Penny's courses the assignments were solely based on the chapters before them, and the exam was based on the study book. Basically if you worked your way through the study book, there were no problems. The Jeopardy game she has created (explained above) has helped immensely with this.”

Sean Clancy (Student of CSC3406 and CSC3418 in 2005)

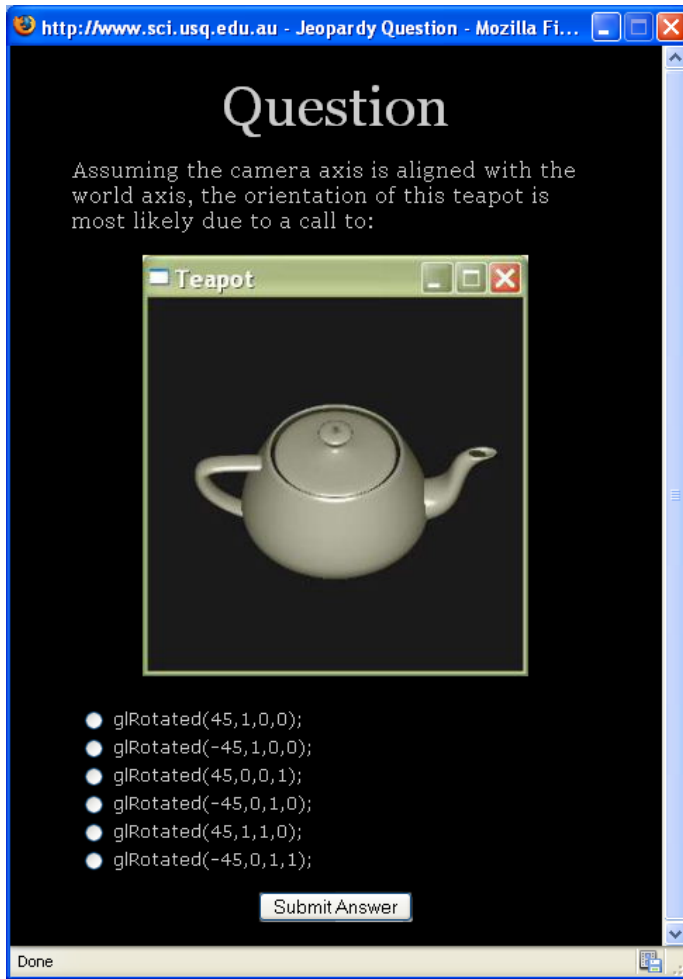
Jeopardy in Action



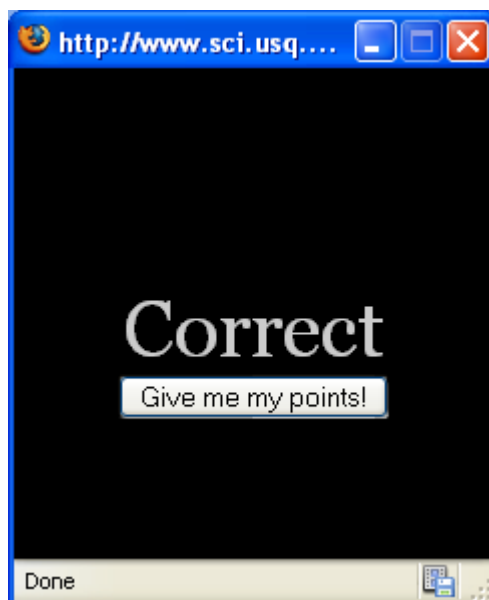
The Jeopardy game board for CSC3406 (Computer Graphics)



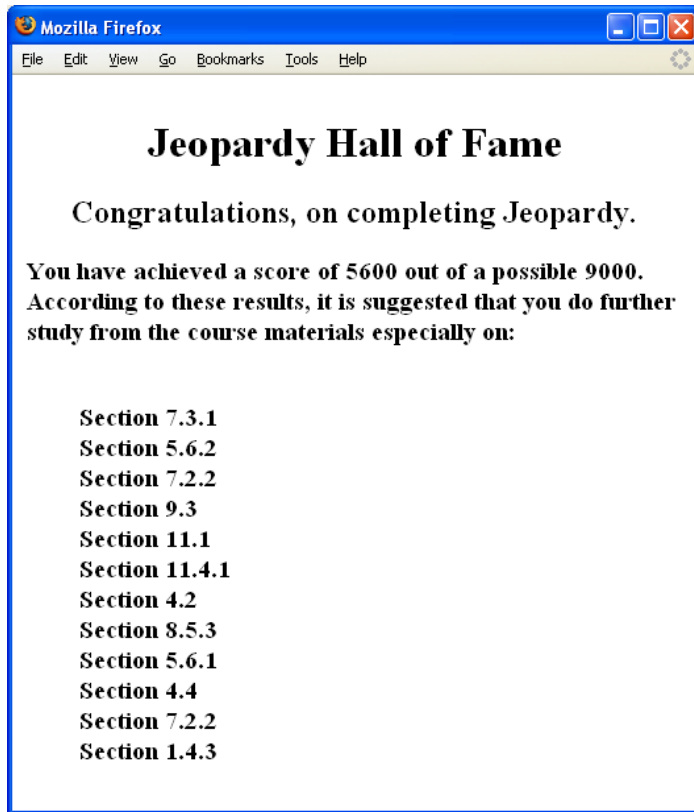
A pop-open window displaying a multiple choice question after a button has been pressed on the game board.



A pop-open window demonstrating how an image can be integrated into the question.



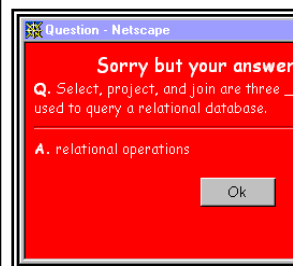
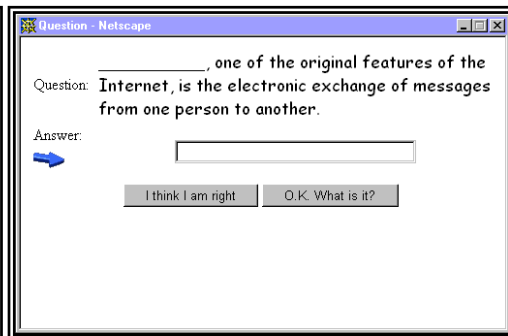
An example of the pop-open window received after a choice has been made and the "Submit Answer" button pressed.



On completing Jeopardy the student is given a summary of the topics in the course on which they need to concentrate further study.

Jeopardy: The Original

Here are some screen shots of the original jeopardy system I created at the University of New England.



After I moved to USQ, I received the following positive feedback about this system from a lecturer converting the course I taught at UNE for web delivery.

I have been working as a web programmer converting the UNE unit "COMP100: Introduction to Business Information Technology" for delivery on the web via WebCT. Penny Baillie has developed an excellent learning tool for this unit. This interactive, web-based Jeopardy game covers over 900 questions from the students' text. It is far more, however, than a simple drill and practice. Using this attractive interface, students have a choice among six different areas covered in the unit: Software and Languages; Input, Output and Storage; Communications and Networking; Information Systems; Information Technology; and Inside the Computer. They may also select one of five different levels of difficulty. Every time the students play, the game board is randomly reset with new questions. An added attraction is the "Hall of Fame" that provides a challenge for the participants. I have seen several quiz-type games on the web, and this is by far the best one I have found to date. The level of choice given students and opportunities for feedback on their answers (or lack of answers) are excellent, and the interface is impressive. I enjoyed playing the game, knowing very little about the topic. Other programmers and instructional designers were similarly impressed. I can see Penny's game being very useful in any number of units.

Dr Lynda Creedy
Assistant Webmaker
Teaching and Learning Centre
University of New England
lcreedy@metz.une.edu.au