

Evaluating the Effect of Practice Quizzes on Exam Performance in an Advanced Software Testing Course

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Abstract: Self-testing is considered to be an effective educational practice for enhancing student performance and long-term retention. Various studies have investigated the impact of using practice quizzes with different levels of difficulty and varying detail in the provided feedback, but they tend to investigate these factors separately and in K-12 and lower division computer science courses as opposed to upper level courses. Our study shows that practice quizzes can significantly improve students' exam grade in an advanced computer science course in software testing. We evaluate and gather student perceptions on two different systems, MILAGE LEARN+ and Canvas Learning Management System. Over the semester, students took five quizzes via MILAGE LEARN+ or Canvas, each with the option of beginner and intermediate difficulty levels. Students using MILAGE LEARN+ received detailed explanations for their selected answers, while Canvas quizzes only showed them which answers were correct (or incorrect). Students focusing on intermediate-level quizzes performed the best on exams, followed by those engaging with both levels and finally, those focusing on beginner-level quizzes. The practice quizzes improved student exam grades in the current semester compared to the previous semester which did not include practice quizzes. MILAGE LEARN+ received mixed reviews but was generally viewed positively. However, students preferred Canvas for future use.


1 INTRODUCTION


Self-testing is a well-established educational practice that significantly enhances students' performance and long-term retention of material. Research has consistently shown that regular self-testing not only assesses students' knowledge but also reinforces learning through the retrieval practice effect (Moraes et al., 2024; YeckehZaare et al., 2022; Lyle et al., 2020). This phenomenon of strengthening memory by recalling information motivated us to incorporate practice quizzes into an advanced (senior-level) software testing course (CS415) at Colorado State University. The purpose of the course was to teach students in-depth knowledge and skills in rigorous testing methodologies, ensuring the reliability, performance, and security of complex software systems. Students were tested on their abilities to understand software testing concepts and procedures through assignments and exams. There was also a semester-long software development project where student teams put their newly


acquired software testing skills into practice.

Practice quizzes serve as effective learning tools by engaging students with the course material (Murphy et al., 2023; Little and Bjork, 2015). They encourage students to regularly review and apply their knowledge, promoting a deeper understanding and retention. Students can use them to gauge their level of understanding before an exam to know what areas to work on. Varying the difficulty level in the quizzes can challenge students to think critically about the subject and deeply understand it (Scully, 2017).

We incorporated the practice quizzes on two different platforms: MILAGE LEARN+ and Canvas. MILAGE LEARN+ is an interactive mobile learning application used to enhance student's education experience through quizzes, worksheets, feedback, self-grading and flexibility of usage (Figueiredo et al., 2020; Dorin et al., 2024). Students can utilize it in any location with internet access to complete quizzes and assignments as part of their daily activities. Canvas (Oudat and Othman, 2024) is a learning management system that allows students to access course materials, complete quizzes and also has mobile accessibility. Many students participating in this study were

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new to MILAGE LEARN+, but frequently used Canvas as it is the learning management system of the university. On MILAGE LEARN+ we included detailed feedback with explanations for every selected answer, while on Canvas the feedback just notified the student whether the selected answer was correct or not. Students' perceptions of the two platforms were gathered at the end of the semester.

Research on the MILAGE LEARN+ platform within the context of computer science education is lacking. Previous studies have primarily focused on using it as an alternative testing tool to assess student knowledge and motivation (Dorin et al., 2024). However, there has been no investigation into the role of feedback within this platform for enhancing practice and learning. Our study provides new insights into the effectiveness of feedback mechanisms in MILAGE LEARN+ in improving student exam performance in computer science.

While elements like feedback and varying difficulties are well-researched (Butler and Winne, 1995; R  th et al., 2021; Sch  tt et al., 2024), their integration into a platform like MILAGE LEARN+ is relatively new (Figueiredo et al., 2020). Previous studies have found that frequent classroom quizzing with feedback significantly improves student learning (McDermott et al., 2014). Moreover, students who participated in multiple-choice quizzing showed better exam performance compared to those who either didn't participate or participated in short answer quizzing (McDermott et al., 2014). Combining these elements can provide a new understanding of how feedback and difficulty levels can enhance exam performance. By studying students' selection of difficulty level and their performance on midterm and final exams, we can observe how these factors impact the strengthening of their knowledge. The study aims to answer the following research questions:

- **RQ1.** How do practice quizzes impact exam scores?
- **RQ2.** How do varying difficulties on practice quizzes impact exam scores?
- **RQ3.** How does the level of detail in feedback on practice quizzes impact exam scores?

We hypothesized that incorporating practice quizzes would enhance exam scores by allowing students to practice and test their knowledge before the exams. Engaging with quizzes of varying difficulty levels by learning and reflecting with beginner-level quizzes and then applying the newly acquired skills with intermediate-level quizzes should lead to greater improvements in exam scores compared to working with just one difficulty level throughout the semester.

Providing more detailed feedback should make students perform better on exams because it would help students reflect better on the material.

2 RELATED WORK

Early studies laid the groundwork for showing the importance of practice quizzes and retrieval in academia for student learning and retention (Roediger and Butler, 2011). The timing of quizzes can affect student motivation, engagement, and knowledge retention (Case and Kennedy, 2021). Frequent in-class quizzes, both pre-lecture and post-lecture, have been shown to significantly improve student lesson preparation, participation, and knowledge retention (Case and Kennedy, 2021). More recent research (Moraes et al., 2024) explored the use of practice quizzes as learning tools to improve learning in an introductory computer programming course.

Students report that MILAGE LEARN+ is both motivating and enjoyable, serving as a great tool for studying course materials (Figueiredo et al., 2023). Additionally, teachers have observed that it effectively promotes student motivation and self-regulation (Almeida et al., 2022). Recently (Dorin et al., 2024) showed that computer science students scored higher on MILAGE LEARN+ than on Canvas, because of its motivating features, peer review system, and the ability to incorporate a versatile range of question types, including graphs, pictures, and code.

Studies such as (Shute, 2008; R  th et al., 2021) focused on how different types of feedback encourage students to learn. Including additional information other than just noting whether the answer was correct or incorrect improved students' learning (Shute, 2008). Tailored feedback substantially improved learning outcomes by providing students with specific insights into their performance, reinforcing the importance of constructive feedback in educational contexts (R  th et al., 2021). We build upon these research and investigate how different platforms and different styles of feedback can influence exam grades. Moreover, we also study how the students' perceptions on the platforms can be influenced by the amount of feedback being given.

Adaptive quizzes that tailor quiz difficulty to individual student performance were found to increase motivation, engagement, and learning outcomes (Ross et al., 2018). These findings highlight how well-designed quizzes can make a big difference in helping students learn more effectively. Multiple choice questions can be considered more challenging than true/false questions due to the level of

cognitivity since a student would need to answer a question with more options rather than just a 50/50 guess with true/false questions (McDermott et al., 2014). Multiple-choice questions can assess higher-order thinking skills when well-designed (Scully, 2017), while true/false questions are often used for basic recall (Uner et al., 2021). Our study also used these two types of questions.

3 APPROACH

The overarching goal of this study was to gain an understanding on how students use practice quizzes, feedback and varying levels of difficulties to improve their comprehension of software testing demonstrated through exam grades. We now describe the study participants, practice quizzes, data collection method, and data analysis techniques.

Participants. There were 118 students (undergraduate and graduate) in the CS415 course in the Spring 2024 semester who participated in the research. The participants, all over 18 years old, are majors in computer science or related engineering fields.

Practice Quizzes. There were five practice quizzes in total, with about two weeks to complete each one. The topics included input space partitioning, graph coverage, mutation analysis, dataflow analysis, test paths, finite state machines, and activity diagrams. While each quiz was graded based on correctness and appropriate feedback was provided, the grades recorded in the grade book were solely based on participation. We wanted the students to engage and practice without having to worry about getting a bad grade while they were still learning. The quizzes were identical on both the systems, and students were limited to one attempt per quiz. However, they were allowed to try both the beginner and intermediate levels of difficulty on both platforms. The quizzes were similar to the questions in the midterm and final exams.

The questions were designed to be more than just definition questions. Instead, they involved challenging applications of the topics as seen in Figures 1 and 2. Despite being presented in a true/false or multiple choice format, the questions incorporated the complexity of short answer or coding questions. Students had to solve the problem and select an answer out of the given choices, which required them to engage with the material, think critically about how to apply what they learned, assess their level of comprehension of the materials, and identify areas for further study.

A graph is defined by the following sets:

- Nodes: $N = \{1, 2, 3, 4, 5\}$
- Initial node: $N_0 = \{1\}$
- Final node: $N_f = \{4, 5\}$
- Edges: $E = \{(1, 2), (2, 3), (3, 2), (2, 4), (3, 5)\}$

True/False: The testpaths $[1, 2, 3, 5]$ and $[1, 2, 4]$ achieve edge coverage for this graph.

True

False

Figure 1: Example of an Beginner Difficulty Question.

```
1 enum State {
2     WAITING, SELECTING, DISPENSING, OUT_OF_STOCK;
3 }
4 enum Event {
5     INSERT MONEY, SELECT, ITEM_DISPENSED, ITEM_OUT_OF_STOCK, RESTOCK;
6 }
7 class VendingMachineFSM {
8     private State currentState;
9     public VendingMachineFSM() {
10         currentState = State.WAITING;
11     }
12     public State nextState(Event event) {
13         switch (currentState) {
14             case WAITING:
15                 if (event == Event.INSERT MONEY) {
16                     currentState = State.SELECTING;
17                     System.out.println("Money inserted. Please select an item.");
18                 }
19                 break;
20             case SELECTING:
21                 if (event == Event.SELECT) {
22                     currentState = State.DISPENSING;
23                     System.out.println("Item selected. Dispensing item...");
24                 }
25                 break;
26             case DISPENSING:
27                 if (event == Event.ITEM_DISPENSED) {
28                     currentState = State.WAITING;
29                     System.out.println("Item dispensed. Thank you!");
30                 }
31                 else if (event == Event.ITEM_OUT_OF_STOCK) {
32                     currentState = State.OUT_OF_STOCK;
33                     System.out.println("Selected item is out of stock.");
34                 }
35                 break;
36             case OUT_OF_STOCK:
37                 if (event == Event.RESTOCK) {
38                     currentState = State.WAITING;
39                     System.out.println("Restocked. Ready for new orders.");
40                 }
41                 break;
42         }
43         return currentState;
44     }
45 }
```

What would the values be for x, y, and z in the FSM diagram of VendingMachineFSM

a. x = WAITING, y = SELECTING, z = RESTOCK
b. x = WAITING, y = DISPENSING, z = RESTOCK
c. x = DISPENSING, y = WAITING, z = INSERT MONEY
d. x = DISPENSING, y = SELECTING, z = WAITING

Figure 2: Example of an Intermediate Difficulty Question.

Difficulty Levels. Students could choose the level of difficulty from two options: beginner difficulty, which included true/false questions, and intermediate difficulty, which included multiple-choice questions. They had to select at least one difficulty level in each quiz to get participation credit. Some students chose to do both while others just chose one.

Figure 1 shows a beginner level question. Students had to draw a graph based on the specification,

find the test paths that achieve edge coverage, and appropriately choose true or false. Figure 2 shows an intermediate level question containing code and a finite state machine diagram. Students had to identify labels for the states and transitions of the diagram and choose the answer containing the correct labels.

Feedback. When a student answered a question incorrectly, MILAGE LEARN+ displayed the correct answer and an explanation as shown in Figures 3 and 4. The corresponding messages in Canvas for were “Correct answer: False” and “Correct answer: b”.

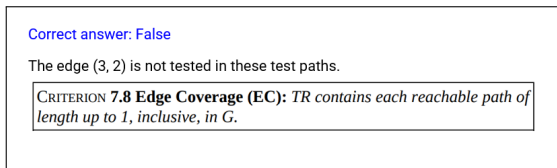


Figure 3: Beginner Level Question Detailed Feedback.

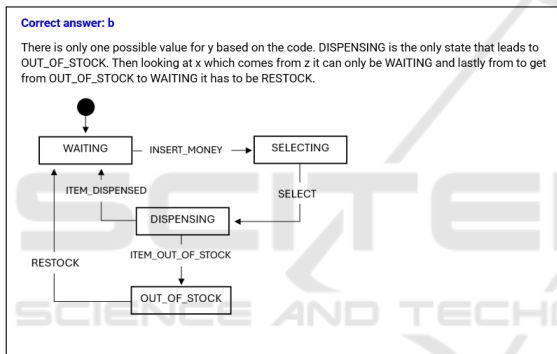


Figure 4: Intermediate Level Question Detailed Feedback.

Data Collection. We collected exam grades from both the previous semester, where no practice quizzes were given, to establish a baseline for student performance, and the Spring 2024 semester, for comparison. Although the exams in 2023 and 2024 were designed to be similar, there was one difference. In 2023, students faced a single comprehensive final exam, whereas in 2024, the assessment was divided into three separate exams. The questions were either identical to the ones in 2023, or slightly modified in terms of values, while keeping the topic, nature of the question, and level of difficulty the same (e.g., using a different program fragment or finite state machine).

We kept track of which quizzes each student completed, noting whether they chose beginner, intermediate, or both difficulty levels, and whether they used Canvas or MILAGE LEARN+. To understand their experiences better (Thierbach et al., 2020), we asked students to fill out a survey about their overall perceptions towards the platforms and the practice quizzes.

The survey included a question on how often they used MILAGE LEARN+ and a series of questions on a Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree) regarding their motivation and feelings about its usage. These questions included statements such as “My level of frustration while using MILAGE LEARN+ was minimal to none” and “I prefer quiz taking in Canvas compared to MILAGE LEARN+”. It also included statements such as “I would use this tool again in the future” or “Using this tool could have benefited me in the past” to compile students’ viewpoints on the platforms. The final question of the survey was, “If there is anything else you would like to tell us about your experience using MILAGE LEARN+ please write it here:”.

Data Analysis. We compared the exam grades from the current semester with those from the previous semester taking into account the performance of different groups, such as those who completed beginner, intermediate, or both levels of quizzes. We also analyzed the grades of students who were given detailed feedback vs correct/incorrect feedback on the different platforms. We performed a *t*-test to find the *p* value of whether or not the practice quizzes had a statistically significant impact on student exam grades. We attempted to understand the reasons and factors that influenced the outcomes.

4 RESULTS

Figure 5 shows a boxplot with the min, lower quartile, median, upper quartile, and max scores of the exam grades for each student from 2023 (which excluded the quizzes) and 2024 (which included the quizzes).

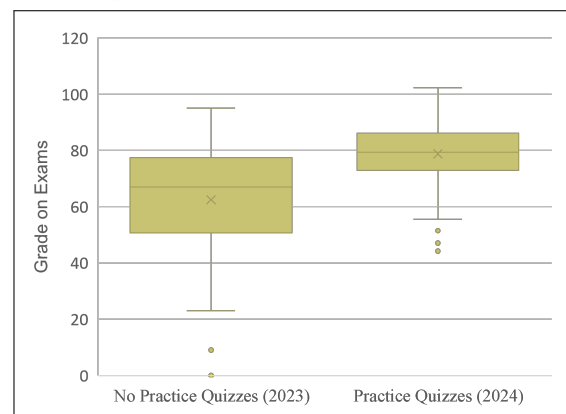


Figure 5: Effect of Practice Quizzes on Exam Grades.

There were 56 and 118 students enrolled in 2023 and 2024 with average exam scores of 62.46% and

78.79% respectively. An unpaired *t*-test was conducted on the two semesters, resulting in a *p*-value less than 0.001, confirming the statistical significance of the results. Thus, the addition of the practice quizzes had a significant increase on the students' grades on the exams.

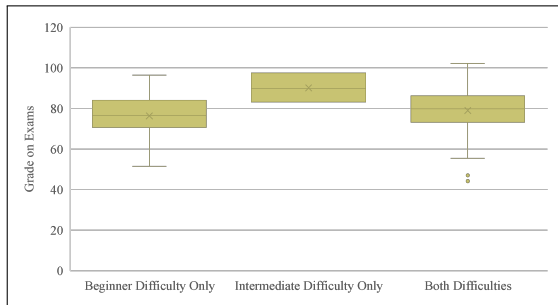


Figure 6: Effect of Practice Quiz Difficulty Groups on Exam Grades.

Figure 6 shows the exam scores for each of the three groups corresponding to: beginner practice quizzes only, intermediate practice quizzes only, and both beginner and intermediate practice quizzes. From the 118 students who took the practice quizzes, 22 students chose to complete only the beginner difficulty practice quizzes and they had an average score of 76.34% on the midterm and final exams. The 3 students who chose to only complete the intermediate difficulty practice quizzes, had an average score of 90.19%. The rest of the students attempted both difficulty levels of each practice quiz and had an average score of 79.01% on the exams. Note that a curve was applied to the score, which resulted in some students getting slightly higher than 100% in the exams.

Figure 7 shows the min, lower quartile, median, upper quartile and max exam scores for those who used MILAGE LEARN+, which provided detailed feedback, versus those who used Canvas, which provided only correct/incorrect feedback. The average score on the exams was 77.18% for the 30 students on MILAGE LEARN+ and 80.15% for the 88 on Canvas.

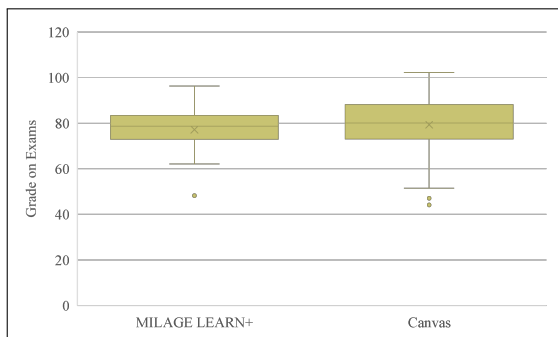


Figure 7: Effect of Practice Quiz Platform on Exam Grades.

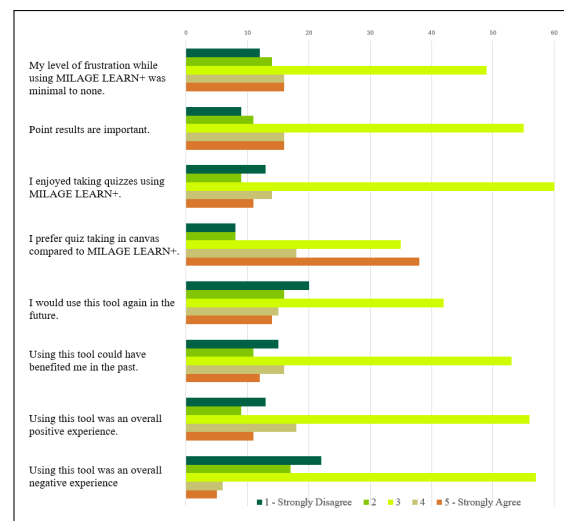


Figure 8: Student Responses on Survey Questions.

Figure 8 shows the students' perceptions on the two platforms and their feelings about the practice quizzes. Notable observations include the predominantly neutral opinions regarding the quizzes and platforms. Additionally, students expressed a preference for taking quizzes on Canvas over MILAGE LEARN+. They also stated that while they were aware that they received participation points in the grade book, they were nevertheless interested in knowing which questions they had answered correctly or incorrectly.

5 DISCUSSION

In this section we analyze the results, answer the research questions, and discuss the limitations.

RQ1. We believe that students who had practice quizzes performed better than those who didn't have these quizzes because we created the quizzes to make the students think critically about the questions in order to select the correct answer. Moreover, the practice quizzes included self-testing on topics that were included on the exams. Either way, the practice quizzes had a positive impact on the students' overall comprehension and exam performance. These findings align with previous research demonstrating that practiced recall is crucial for students learning and improve student performance (Roediger and Butler, 2011; YeckehZaare et al., 2022; YeckehZaare et al., 2019; Moraes et al., 2024).

RQ2. Students who only completed the intermediate quizzes throughout the semester did better on

the exams probably because they were self-selected. They challenged themselves with the questions that required a higher cognitive demand, which caused stronger connections to the material. They were well prepared and understood the content for the exams.

Students who only did the beginner difficulty did the worst on the exams. This could be attributed to the limited scope and lower cognitive demands of true/false questions, which may not have sufficiently challenged the students or promoted critical thinking. Thus, these students lacked the depth of understanding required to excel in complex exam questions.

Students who did both difficulties of practice quizzes scored in between. They likely had the benefit of having their learning of the materials reinforced and, consequently, had a high average score than students who just practiced the beginner level. Figure 6 shows the maximum high score of those who completed both difficulties was 102.25% while the high score for those who only did the intermediate difficulty was 97.50%. This suggests that engaging with a variety of quiz difficulties might foster a more comprehensive understanding, allowing students to achieve higher overall scores.

The group of students who only practiced the intermediate quizzes consisted of just 3 students, the beginner-only group had 22, and the both difficulty group had 93 students. This vast difference in group sizes can cause significant variability and potential bias in the results. It is noteworthy that all three groups of students outperformed their 2023 counterparts in average exam scores. In 2023 the average exam score was 62.45%, whereas the beginner, intermediate, and combined difficulties groups achieved 76.34%, 90.19%, and 79.01%, respectively. These results indicate that the inclusion of practice quizzes, regardless of difficulty level, boosted exam scores compared to the previous semester, which did not incorporate any practice quizzes. Moreover, the exposure to different question types and difficulties could enhance critical thinking and problem-solving skills, ultimately benefiting exam performance.

More challenging questions like multiple choice questions can be more beneficial to student comprehension than simpler questions like true/false questions (Burton, 2001; Scully, 2017). More open ended questions and tasks aided in student learning better than close ended ones (Schütt et al., 2024; McDermott et al., 2014). The questions on the practice quizzes in our study caused students to think creatively and critically about the more advance topics of a software testing course. This aligns with previous research where more complex questions lead to higher comprehension among students. Also for the students who did

both levels of difficulty for each practice quiz could also perform more spaced retrieval which can lead to increased student learning (Lyle et al., 2020).

RQ3. Students who received detailed feedback on MILAGE LEARN+ performed worse on exams while the students who received feedback on Canvas performed better on exams. Students could have relied heavily on the provided guidance with the detailed feedback practice quizzes instead of coming up with the explanations on their own and deepening their understanding of a topic. In addition, the students were already familiar with Canvas, which was also the platform on which they took the exam. Thus, completing the practice quizzes on Canvas as well could explain why those students performed better.

While the average score from the Canvas feedback group was higher than the average score from the MILAGE LEARN+ feedback group, its range was larger with a high of 102.25% and a low of 44.17%. For the MILAGE LEARN+ group the high was 96.35% and the low was 48.25%. In other words, short feedback drove higher peak performance but led to greater disparities among student outcomes. Detailed feedback led to a more consistent level of understanding and performance across the students. Perhaps the clarity of brief feedback can provide a clear assessment of the practice quizzes allowing students to acknowledge where they went wrong. They could then use that information to further their understanding of the topic and help them perform better on exams by doing their own research. On the other hand, students who received brief feedback might not have gone the extra mile to find out the reasoning behind the questions and this led to worse exam grades. This can explain why brief feedback practice quizzes had higher highs and lower lows on exams than detailed feedback.

Another possible reason is that providing short feedback motivates some students (but not others) to go and find out more information on their own, such as from the lecture materials and other internet sources. The former group tends to do better because they have invested time in getting a deeper understanding of the materials, while the latter group continues to perform poorly because they have not understood the concepts even after taking the practice quiz. This suggests that while brief feedback can be highly effective for some students, detailed feedback might offer a more balanced approach to overall student learning. The choice can be determined by the instructor's goal for the student results.

In other research, feedback is recognized as a crucial tool for student learning, with the type of feedback playing a significant role in student comprehen-

sion (Rüth et al., 2021). One study notes that detailed feedback helps improve students' learning but ultimately the type of feedback did not matter (Shute, 2008). In our research, a similar trend emerged, with students in both feedback groups performing well on the exam. Both types of feedback proved beneficial in their own unique ways for student learning and comprehension of the subject.

Survey. Students indicated a neutral perception of MILAGE LEARN+. The neutrality could indicate a mix of benefits of the applications and limitations that were perceived by students. Students preferred to use Canvas over MILAGE LEARN+ in the future because our university uses Canvas for all the courses and students are already used to it. Moreover, students would not have to download a new application to complete practice quizzes. Lastly, point results were important to students. Students were analyzing their work on the practice quizzes even though they were getting participation credit just for completing the practice quizzes. This could be because they wanted validation of their knowledge, a sense of achievement and/or to help prepare them for the exams.

Among the students, 44 had previously taken another course that had the option of using MILAGE LEARN+, and 29 used Canvas and 15 used MILAGE LEARN+ in that course. However, 32 used Canvas and 12 used MILAGE LEARN+ in this study. The reduction in the number of students using MILAGE LEARN+ can be attributed to their past experience, which was probably not as good as that with Canvas, a more established and well-integrated application.

Limitations. This study faced some limitations related to MILAGE LEARN+. During the time of our study, the application was under an update which affected the timely roll out of practice quizzes to students impacting some students' ability to complete practice quizzes before an assignment or exam. Issues such as incorrect quizzes or quizzes where students could not see the questions posed challenges.

MILAGE LEARN+ doesn't have an automatic grading system for fill-in-the-blank questions. We wanted to include these as an "expert" difficulty level, but we couldn't because students would have to grade themselves, leading to potential dishonesty.

MILAGE LEARN+ is an external application that students needed to download separately in comparison with Canvas, which was already integrated into the school's system. Some students were cautious of this new application and either did not want to download it or encountered difficulties in downloading the app and creating an account.

MILAGE LEARN+ did not include timestamps on when students submitted their practice quizzes. This feature would have been beneficial to observe trends in how students approached the practice quizzes, such as whether they completed the beginner level first before moving on to the intermediate level.

The study design allowed students to choose their own groups for practice quiz difficulty and feedback/platform type, resulting in uneven group sizes and self-regulation bias. Although not ideal, it was preferable compared to assigning students to different groups. This method ensured that students' exam grades were not jeopardized, as the practice quizzes were crucial for their study efforts. Assigning students to groups could have been unethical, potentially putting their grades at risk. However, this meant that there was no control group as all of the students were to participate in the practice quizzes to allow no one group to have an unfair advantage.

6 CONCLUSION

The main goal of this study was to explore the impact of using practice quizzes, varying their difficulty levels, and using different feedback types on exam performance and student learning in an advanced software testing course. The results indicate that the addition of the practice quizzes improved student learning and scores on the midterm and final in comparison with the semester prior without the practice quizzes. Both brief and detailed feedback helped improve student performance with the latter giving a more even distribution of grades and consistent learning and the former achieving higher exam performance but more varied results across the group. This study can help educators choose what they would prefer for their students' learning outcomes. Finally, varying difficulty levels was shown to also increase student comprehension of difficult topics but only when used with complex, thought-provoking questions. Specifically intermediate level practice quizzes had the greatest impact on student learning, granting high exam scores to those students. While this study has limitations, such as uneven sample sizes, it highlights the importance of well thought out practice quizzes to achieve the goal of greater student learning.

In the future, we plan to do another study on varying the levels of difficulty with more than the two levels (beginner true/false and intermediate multiple choice quizzes) that are represented in the current study. We will create question banks so that the students can take the same quiz multiple times with different questions. We will also study the patterns of

usage, such as when the students take the quizzes with respect to the exams, and how often they practice. This study would provide new insights into how students use practice quizzes for their own learning.

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