

# Questionnaires. Instructions for creating the content

There are several reasons why a questionnaire may be created, for example, as a student assessment tool or as a self-learning resource.

Depending on the goal pursued, the questionnaire will be designed on the basis of the items it must include and its desired conduct.

Designing the questionnaire is a necessary task in order to know what types of questions it should contain and how they should be presented. So, before creating a battery of questions, you need to know:

- What questions you want to include in the questionnaire;
- What types of questions you want;
- Whether you want to include specific feedback for each question; and
- Whether you want to offer clues to provide the opportunity to give another answer.

In this document, we provide a series of instructions and suggestions that you may find useful when creating questions for your questionnaire.

## Creating a battery of questions

The recommended format for presenting a battery of questions is a Word document.

There is no limitation on the questions/items that can be included in the questionnaire. Even so, it will be necessary to agree on the approximate number of questions to be asked with the person who has ordered the questionnaire.

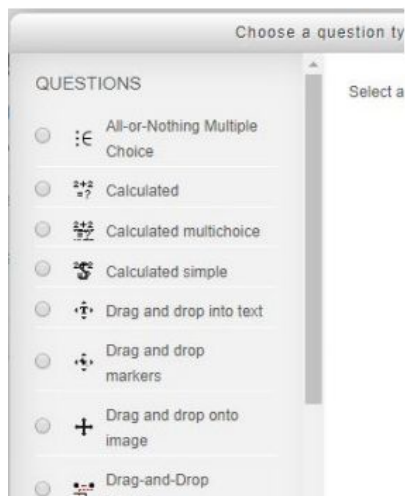
The questions should be numbered and grouped under the heading corresponding to the subject/section being assessed.

The wording of the questions must be clear and easy to understand.

Here, we explain the different types of questions that you can create in the Moodle questionnaires and some practical recommendations depending on the type you choose.

## Question type

There are different types of questions.



The most common in UOC learning resource questionnaires are the following:

### Multiple choice

Test-type question with various options, of which at least one is correct. For this type of question, you should include:

1. The question, which should be worded clearly and be easy to understand.
2. The possible answers. The standard would be to give 3 to 5 possible answers, indicating which one is the correct answer.
3. If you want to include specific feedback for each question, you should also state whether it is positive feedback (if the right answer is given) or negative feedback (if the wrong answer is given) (see "Feedback").
4. If you want to give clues for finding the correct answer, you will also have to include the clues (see "Clues").

### True or false

Question where students must say if a suggested statement is true or false. For this type of question, you should include:

1. The statement under scrutiny, which should be worded clearly and be easy to understand.
2. The available answers will always be two: "True" and "False". You should state which of the two choices is the correct one.
3. If you want to include specific feedback for each question, you should also state whether it is positive feedback (if the right answer is given) or negative feedback (if the wrong answer is given) (see "Feedback").

## Short answer

Question that requires students to respond to a suggested text with a single word. For this type of question, you should include:

1. The question, which should be worded clearly and be easy to understand.
2. The correct answer, consisting of a single word. If there is more than one possible correct answer (e.g., a synonym), you should give all the words that would be considered correct for the question asked.
3. If you want to include specific feedback for each question, you should also state whether it is positive feedback (if the right answer is given) or negative feedback (if the wrong answer is given) (see "Feedback").
4. If you want to give clues for finding the correct answer, you will also have to include the clues (see "Clues").

## Matching

Question where, after reading a text, students have to match a series of elements (questions) with others (answers) so that they are paired up. For this type of question, you should include:

1. The question.
2. A table with related items (column 1 = item to be matched / column 2 = item with which it matches or pairs).
3. If you want to include specific feedback for each question, you should also state whether it is positive feedback (if the right answer is given) or negative feedback (if the wrong answer is given) (see "Feedback").
4. If you want to give clues for finding the correct answer, you will also have to include the clues (see "Clues").

## Feedback

Question feedback needs to be specified. You can either give specific positive and negative feedback for each question or general feedback.

If this point is not specified, the feedback given will be as follows:

- Positive: "Correct answer".
- Negative: "Incorrect answer".

## Clues

Every question can have various clues. If no clues are given, it means the question can only be answered once. Another option is to decide on a generic clue for all questions.

**Generic clue:** "Incorrect answer, try again".

Clues only work in interactive mode (questionnaire options).

## Diversity and gender

When writing the questions, giving choices for answers and in the feedback, you should use respectful and inclusive language, giving visibility to both sexes. When choosing examples, try to avoid giving messages that foster any type of stereotype (gender, religion, culture, race, etc.). You will find basic recommendations on the Language Service's website for making a non-sexist use of the content.