

Título del libro: Teaching Innovations in Economics

Título del capítulo: Adaptive Self-assessment Through the Virtual Campus: A Tool to Improve the Teaching–learning Process

Autor/es del capítulo: Pallarés, Nina & González, Concepción

Año de publicación: 2024

Editorial: Springer

Número de páginas del capítulo: 99-124

ISBN: 978-3-031-72549-4

Versión del editor: https://link.springer.com/chapter/10.1007/978-3-031-72549-4_5

Resumen del capítulo: This research study proposes the use of “adaptive self-assessment” in the field of Social Sciences through online quizzes that link different levels of difficulty, allowing for the personalization and adaptation of learning experiences according to the skills demonstrated by the student. This tool has been implemented in the course Fundamentals of Business Economics, which is part of the first year and first-semester curriculum of the Bachelor’s Degree in Marketing and Commercial Management. The results obtained highlight a high level of participation, with a gender difference as females participated more than males. Additionally, effort (measured by the number of attempts) rises with difficulty. Although average effort appears comparable between males and females, females tend to make slightly more attempts. Finally, there seems to be a positive relationship between the total number of attempts and the average grade in the course midterm. This relationship is particularly strong among females compared to males. Furthermore, partial correlations (which consider ability and gender) show that an additional attempt increases the probability of passing the exam by 1 percentage point. All of this reflects a proactive approach by the students to tackle and overcome academic challenges and suggests that the practice and repetition of adaptive self-assessment could have an impact on academic performance.