Using Q-interactive for Graduate Student Training

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Purpose of this Webinar

- Why teach Q-interactive?
- Logistics in terms of incorporating Q-interactive into your training program
- Student and instructor reactions
- Questions that may be answered by closer investigation

Why try Q-interactive? It has *potential*

- Elimination of examiner error
  - Simple math errors in raw score calculation as well as table useage
  - Learning and remembering reversal and discontinue criterion
- May make administration easier
  - No more flipping through the manual
  - Recording is more simplified
- May make learning more fun
  - Our students are, for the most part, tech savvy and tech seeking
- "Wave of the future"
  - Technology is changing what we do and how we do it

Logistics of adding Q-interactive into a testing course

- Pitching the idea to administration (and maybe other faculty)
  - You'll need administrative support to successfully implement Q-i as part of a course
  - Costs include tech supply for students, faculty, and ongoing software access
  - Get a feel for colleague objections, if any, so that you can address these
- Building your tech supply
  - Need 2 iPads per student
  - Tech gets old fast, so don't go cheap
  - Storage and management plan
  - Students need a secure way to access and print

Logistics of adding Q-interactive into a testing course, continued

- Learning to use the software
  - Adding something extra to an already time-intensive course
  - Familiarizing yourself with the program
  - Familiarizing yourself with account administration
  - Pearson has tech support!
- Troubleshooting and Management
  - Set up all iPads in advance of the class
  - Expect that there will be technical problems

Some suggestions to avoid logistic problems

- Pitching the idea to administrators and colleagues
  - Talk with colleagues initially
    - Are there objections? If so, are they founded?
    - Address concerns across all Programs
  - Talk with the Chair when you have support from colleagues
    - They want to talk money (costs up front as well as ongoing expenses)
    - Stagger the implementation to ease fiscal strain
  - With the Chair's support you can branch out
    - There are other University resources such as the College, Graduate School, University IT
    - Seek matching contributions

Some suggestions to avoid logistic problems

- Building your tech supply
  - Add together resources from multiple places
    - Funding streams are available for technology (ask the right people)
    - Funding comes and goes:
      - Keep tech needs on the "wish list"
      - Monitor budgetary surplus at the close of the fiscal year
  - Stagger implementation
    - Work to get enough tech for faculty first
    - Rotate the Q-i experience by including ½ of a class at a time (or 1 of 2 sections)
    - Pick one test to start with and then branch out in time

Some suggestions to avoid logistic problems

- Learning to use the software and account administration
  - Watch the training videos – very helpful!
  - Practice and play with the software
  - Develop Q-i versions of materials you typically use for paper & pencil instructional support
  - Account management will likely fall to you
    - Will there be one or multiple accounts within the Department?
    - Will the use of Q-i impact your TA(s)?
    - Will the use of Q-i impact field supervisors?

Some suggestions to avoid logistic problems

- Learning to use the software and account administration
  - How will you set up the course account?
    - Software specifics related to review of a completed assessment by student
    - Software specifics related to review by a 'buddy' or colleague
    - Archiving files
    - Ongoing data storage

Some suggestions to avoid logistic problems

- Troubleshooting and Management
  - Set up a new iTunes account dedicated solely to class
  - Set the passcode at a simple 5-digit code rather than something more complex
  - Each semester I've had to walk students through account set up
  - Remind them not to change settings, add anything to the iPads
  - Have all iPad settings adjusted by you (mystery changes)
  - Purchase different cases for practitioner and client iPads
  - Pearson support helps with tech and software concerns

Instructor Observations

- Teaching the test with Qi v. P&P
  - My in-class demo and instructions are much the same
  - Students still have test kit and manual access – begin with manual review
  - I've eliminated their learning scoring only
  - Have them review video training AND demo in class software specifics
  - Time must be dedicated to tech issues and specific software features
- Supervision of testing with Qi v. P&P
  - Don't allow use of pick list – require verbatim responses (2-3 reasons)
  - Require demonstration of paper & pencil proficiency
  - Everyone still needs to understand standardization procedures

Instructor Observations

- I wasn't prepared for student level of fear when using equipment
- I was surprised when I had tech newbies in class
- The *idea* of use of technology in testing remains appealing
- Adding Qi to the class required adjustments to the course
- I've had the opportunity to co-teach
- I'm learning as I go – uncomfortable feeling
- Possible impact to teaching ratings
- Generally the inclusion of Qi has been pretty smooth

Student Observations

- Overwhelmingly students from two classes (*N* ~ 20) indicate desire to learn on paper method first followed by Qi
  - Manipulation of materials *v.* having it centrally located
  - They view learning the scoring and table use as yet another new thing to learn (somehow they feel left out from peers)
- They see the tech adaptation as their future
- They appreciate the exposure to the "cutting edge"
- Traditional complaints about the course persist
  - Too much crowded into one class
  - Learning individualized testing is intense and extremely difficult

Training Questions: Q-interactive Research

- Student Perceptions and Reactions During Course
  - Analyzing several ratings on indicators of evaluation method use
  - Looking to compare perception over their time in the course
- Error analysis based on training method
  - All students complete a final 'case' evaluation using P&P
  - Error analysis to compare those learning Qi or P&P first
- Student characteristics
  - What causes some students to do very well at this task while others struggle (or drop out)
  - Brief personality measure, anxiety measure and others
  - Following doctoral students across courses