Pusat Pengajian Pendidikan dan Bahasa Moden
SCHOOL OF EDUCATION AND MODERN LANGUAGES
Universiti Utara Malaysia

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Professor/Dean

Welcome Aboard : ONLINE TRAINING

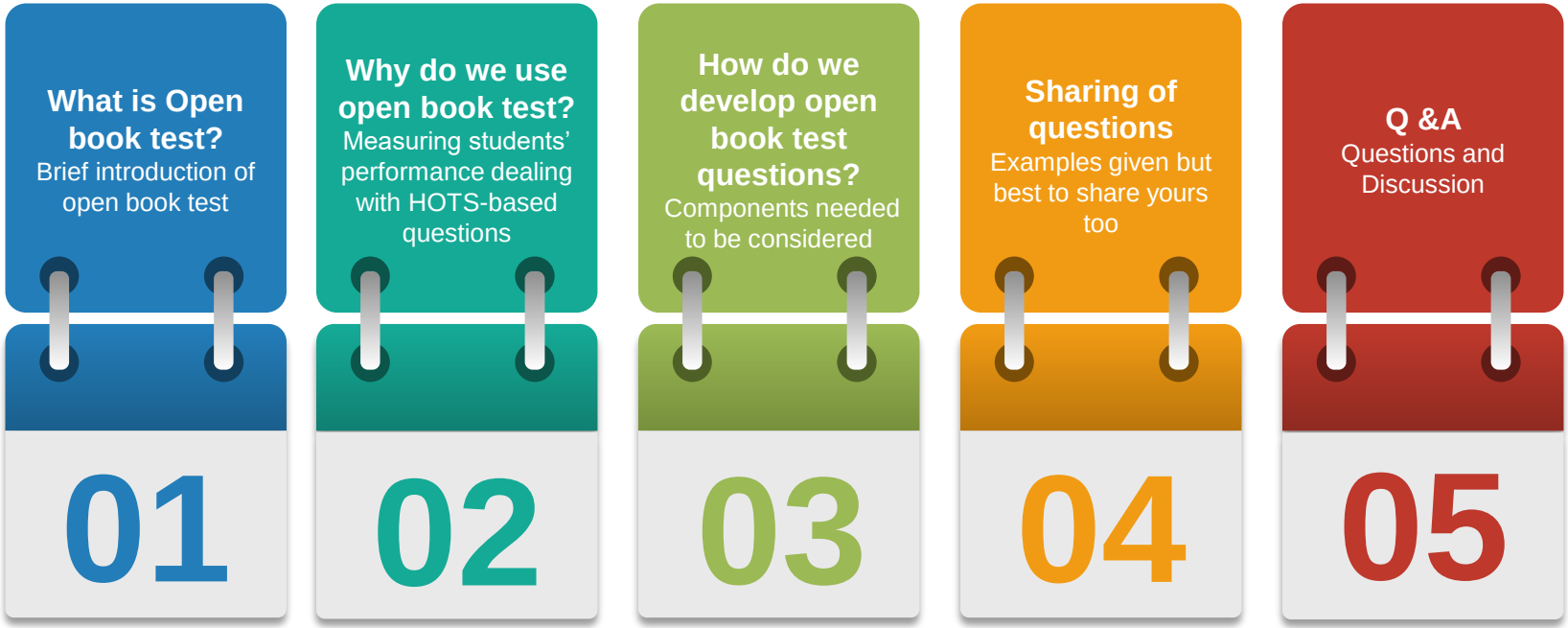
Organised by
UTM via webex

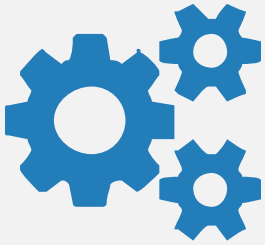
Calendar
15th December 2020

Email:
ziah@uum.edu.my

Outline of the Online Training

An overview





1

What is the purpose of exam?

You need to be clear too

Psychological

Anxiety and stress can impede students' ability to perform well in exam. Would you care?

Contextual

Constraints of meeting face to face requires alternative ways to conduct examinations. Is there a choice?

Intellectual

Learning in 21st century should be challenging. Is learning measured by one's capacity for regurgitating knowledge enough?

Alternatives

Flexibility is key in this VUCA world. Would you consider alternative ways to measure learning? .

ical Teacher ›
ne 42, 2020 - Issue 7: COVID-19 SPECIAL ISSUE – Editor Trevor Gibbs

Enter keyword

Personal Views

The prospects of sitting 'end of year' o book exams in the light of COVID-19: A medical student's perspective

Christopher G. Jervis & Leo R. Brown

Pages 830-831 | Published online: 20 May 2020

Download citation https://doi.org/10.1080/0142159X.2020.1766668

Check for updates

Research paper

Access to the learning material enhances learning by means of generating questions: Comparing open- and closed-book conditions

Mirjam Ebersbach

Department of Psychology, University of Kassel, Hollaendische Str. 36-38, D-34127 Kassel, Germany

Received 28 November 2019, Accepted 27 April 2020, Available online 15 May 2020.

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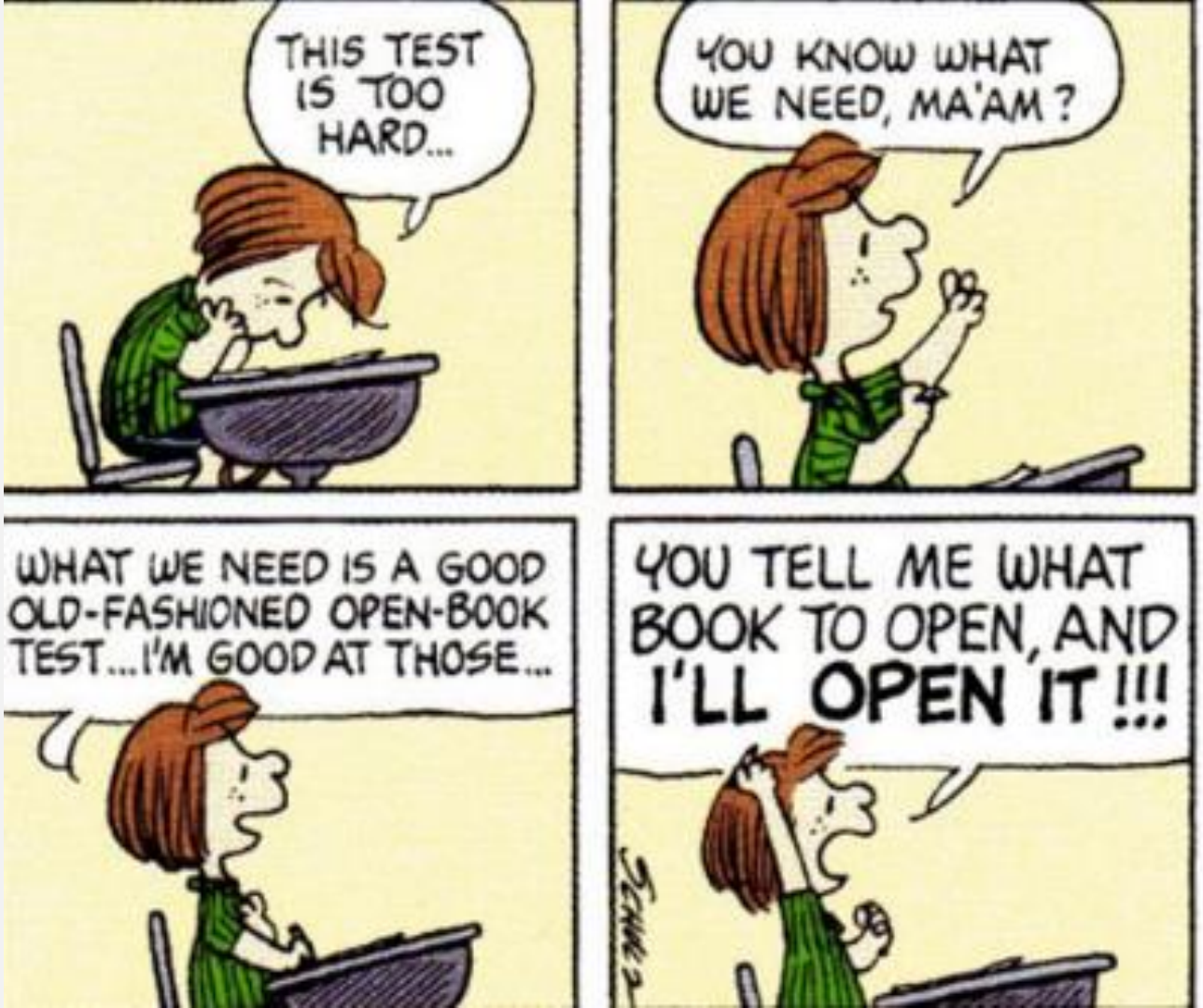
Citing articles (0)

Article Metrics


THIS TEST IS TOO HARD...
YOU KNOW WHAT WE NEED, MA'AM?
WHAT WE NEED IS A GOOD OLD-FASHIONED OPEN-BOOK TEST...I'M GOOD AT THOSE...
YOU TELL ME WHAT BOOK TO OPEN, AND I'LL OPEN IT!!!

OPEN BOOK EXAM/TEST

Usually done remotely by students on their own and able to access their textbooks, notes and other resources.

Critical and analytical - HOTS

Questions require students to answer critically and analytically unlike traditional exam that tend to encourage rote learning and memorising (superficial application of knowledge)

Related to Course Learning Outcomes

Especially suitable for higher levels of learning taxonomy

Challenging the mind

What is important is not the *what* but the *why* and *how* and of course contextually situated.

What is open book test/exam?

A quick understanding

Opportunity to look through notes (if they have the time)

Students can look through notes because your focus is not to see how well they regurgitate information but how the information is used in solving a given problem.

Options

Provide options for students to type or write (as long as legible).

Focus on synthesis, analysis and application

Requires students' higher-order thinking and writing skills rather than memorization and rote learning. If set well students have little opportunity to cheat/plagiarise.

Time frame to answer and submit

Though it is open book, students still need to answer within the time frame given.

Time requirements for certain assessment tasks
(Nitko & Brookhart, 2010)

Type of task	Approximate time per task (item)
True-false items	20–30 seconds
Multiple-choice (factual)	40–60 seconds
One-word fill-in	40–60 seconds
Multiple-choice (complex)	70–90 seconds
Matching (5 stems/6 choices)	2–4 minutes
Short-answer	2–4 minutes
Multiple-choice (w/calculations)	2–5 minutes
Word problems (simple arithmetic)	5–10 minutes
Short essays	15–20 minutes
Data analyses/graphing	15–25 minutes
Drawing models/labeling	20–30 minutes
Extended essays	35–50 minutes

IF - Exam length	Then -Technical time allowance
up to and including 75 minutes	15 minutes technical time
76 minutes to 179 minutes	30 minutes technical time
180 minutes or more	60 minutes technical time

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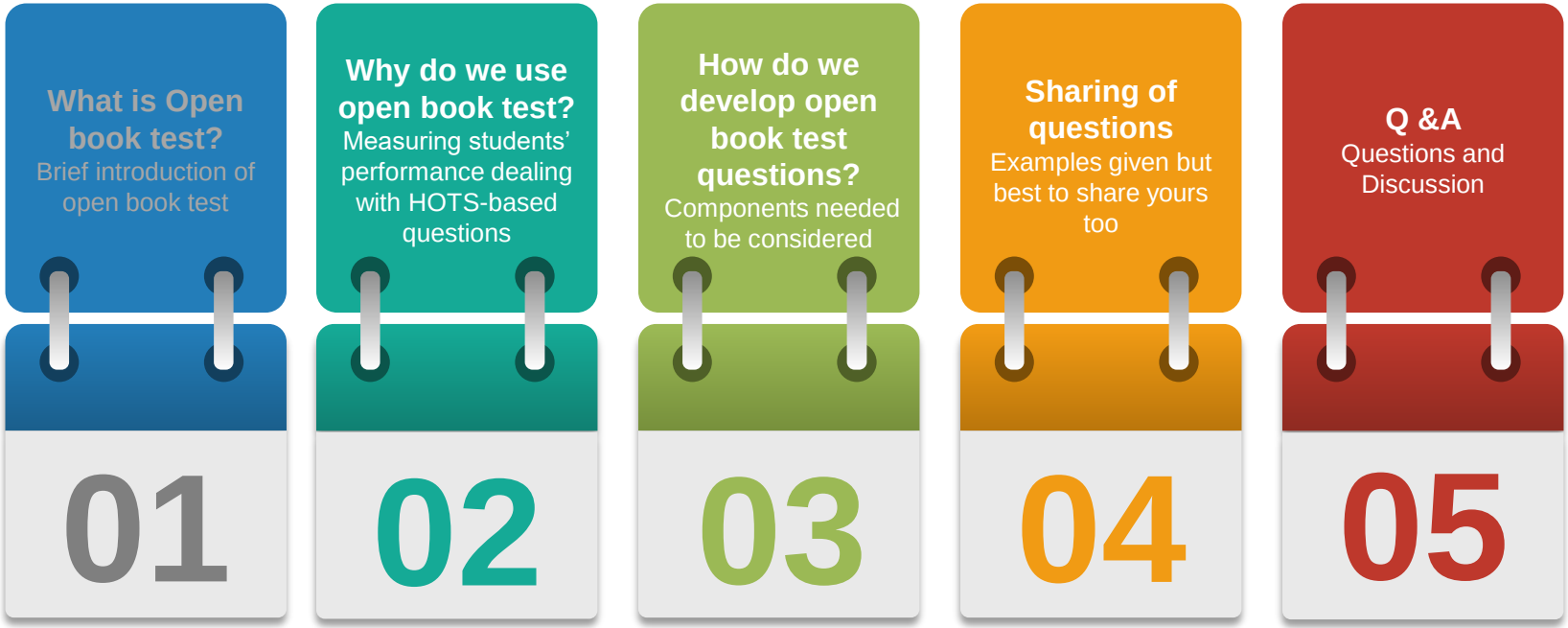
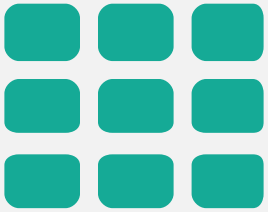
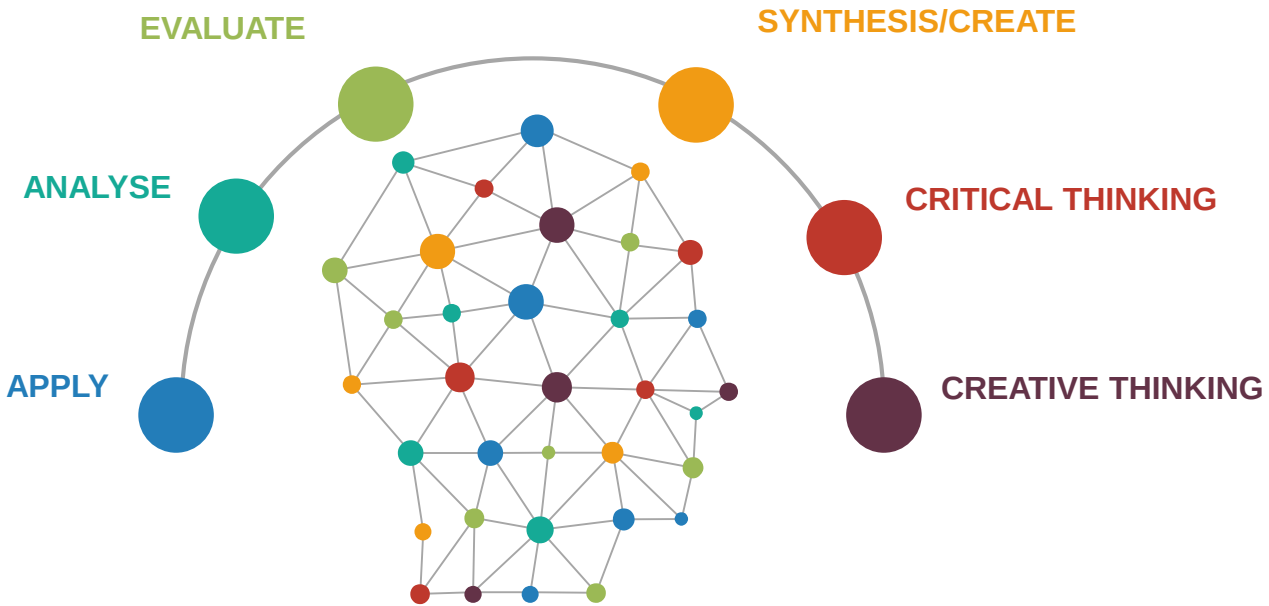




2

THERE IS A PURPOSE

TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO ENGAGE IN THESE LEVELS OF THINKING



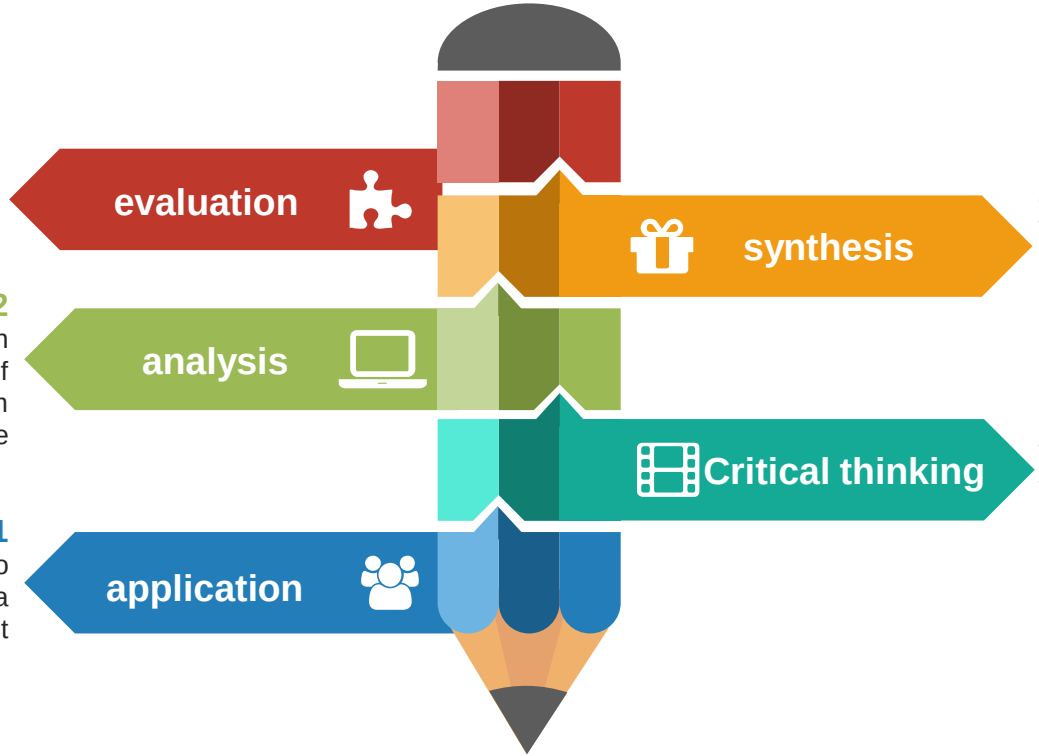
Why and when we use open book exam/test?

A note to consider

3
When students receive the multiple sources that requires them to evaluate

2
When students are given stimulus in the form of data/information/case for them to analyse

1
When students are required to apply theories/concept/formula that they have learnt



4
When students are given a problem, not only they have to evaluate but to synthesise the information before providing solution

5
What is measured is the extent to which the response exemplifies students' ability to perform critical thinking and provide creative solution based on a given context.

On the day of your exam, log in to Weblearn from wherever you are.

Before taking your exams, please read the '*Open-Book Exams Guide for Candidates*' (PDF) – available at: ox.ac.uk/open-book-exams

In Weblearn, click on the 'Sites' drop-down menu (top right corner) and select the paper number for the exam you are about to take. This will take you to your exam site.

Click 'Assignments' (left menu) to see a page with a link to your exam paper – you will only see this after the start time of your exam.

Read the Open-book exam instructions before proceeding.

Before clicking the exam paper, open the 'Open-book Exam Response Template' document and save it on your computer. You must use this for your exam response (answers).

When you're ready to start your exam, click the link to download your exam paper (PDF). This is the equivalent of 'turning over your exam paper.' **Your time starts now.**

On the first page of your response template, remember to fill in your candidate number, paper number, and paper title.

Type your exam response. Include the question number next to each of your answers. **Save your work regularly.**

When you're ready to submit your response, save your document as a PDF. Use the filename format: candidateNumber_paperNumber e.g. *01234567_A15947W1.pdf*

Double-check that you are uploading the correct exam response.

Back in Weblearn, upload your exam response PDF. It is only possible to submit one PDF (maximum file size is 40 MB).

If your response includes any graphs or images, please insert these into your body text just as you would when writing any report or assignment.

You will receive an auto-generated email confirming receipt of your response.

You will need to be online for this part.

You do not need to be online for this part.
Continue to save your work and monitor your time.

You will need to be online for this part.

NEED TECHNICAL HELP ON THE DAY?

1. **Before** contacting us, check the Open-Book Exams Guide for Candidates to see if your issue is already covered

2. *UK office hours*: Mon to Fri 08:30–17:00 UK BST
Contact the support team via the help form:

3. If it is outside UK office hours, or you have no internet connection:

TAKING YOUR OPEN-BOOK EXAMS
FOR HANDWRITTEN RESPONSES

UNIVERSITY OF OXFORD

On the day of your exam, log in to Weblearn from wherever you are.

Before taking your exams, please read the '*Open-Book Exams Guide for Candidates*' (PDF) – available at: ox.ac.uk/open-book-exams

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If you need to handwrite your response, use a ballpoint pen and write on A4 paper.

On the first page, remember to write your candidate number, paper number, and paper title. Include the question number next to each of your answers.

When finished, scan your response using the Microsoft Office Lens app (free to download online from iOS, Android, or Google Play).

Number each page and scan all sheets (including any images, notes, etc.) as one document and export as a PDF.

Send the PDF to your computer. Review your PDF to make sure all scanned items have been inserted correctly. Use the filename format: candidateNumber_paperNumber e.g. *01234567_A15947W1.pdf*

Double-check that you are uploading the correct exam response.

Back in Weblearn, upload your exam response PDF. It is only possible to submit one PDF (maximum file size is 40 MB).

You will receive an auto-generated email confirming receipt of your response.

You will need to be online for this part.

You do not need to be online for this part.

You will need to be online for this part.

How to submit your exam response

Remember: **You can only submit your exam response once.** You will be unable to submit an additional or amended version in Weblearn.

Once you are ready to submit, you can follow the instructions in the quick reference guide in this Guide, making sure that you have worked through the submission checklist above before you do this. After you submit your exam response, you will receive an email confirmation. You should save this email for reference.

12. Your wellbeing during exams

Navigating exams can be difficult, but the University is committed to supporting you as you engage with the process. Your particular exam-related issues and challenges may be the same as those of your peers or they may be different. But whatever it is that makes the exam experience difficult for you, we would like to support you to address the challenges of exams as effectively as you can, so that you can feel proud of yourself and positive about how you approached the process.

You can find advice on the University's Exam Wellbeing page: https://www.ox.ac.uk/students/academic/guidance/skills/revision.

The page has been updated to account for open-book exams and has been developed together with the Counselling Service, and in line with Wellbeing at Oxford - the University's campaign focused on student mental health and wellbeing.

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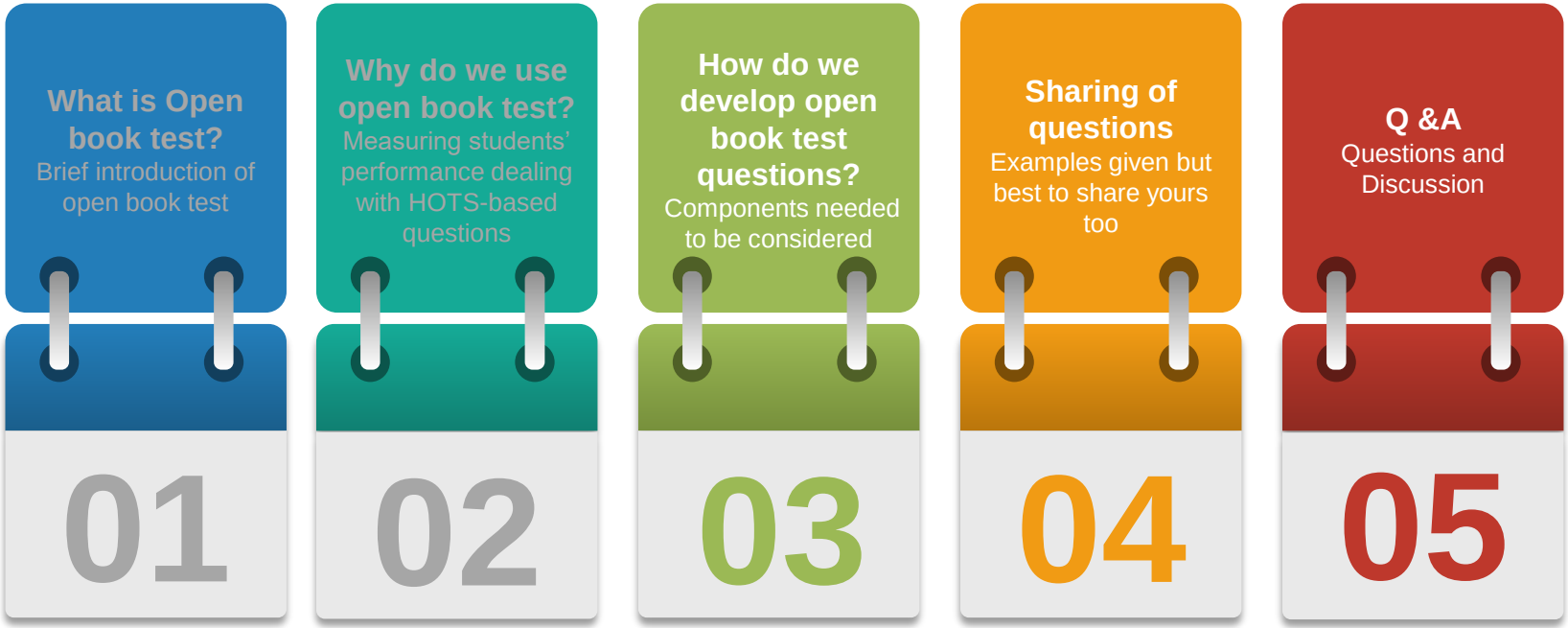
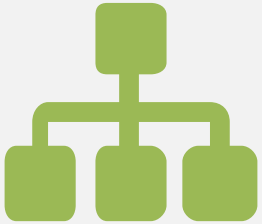
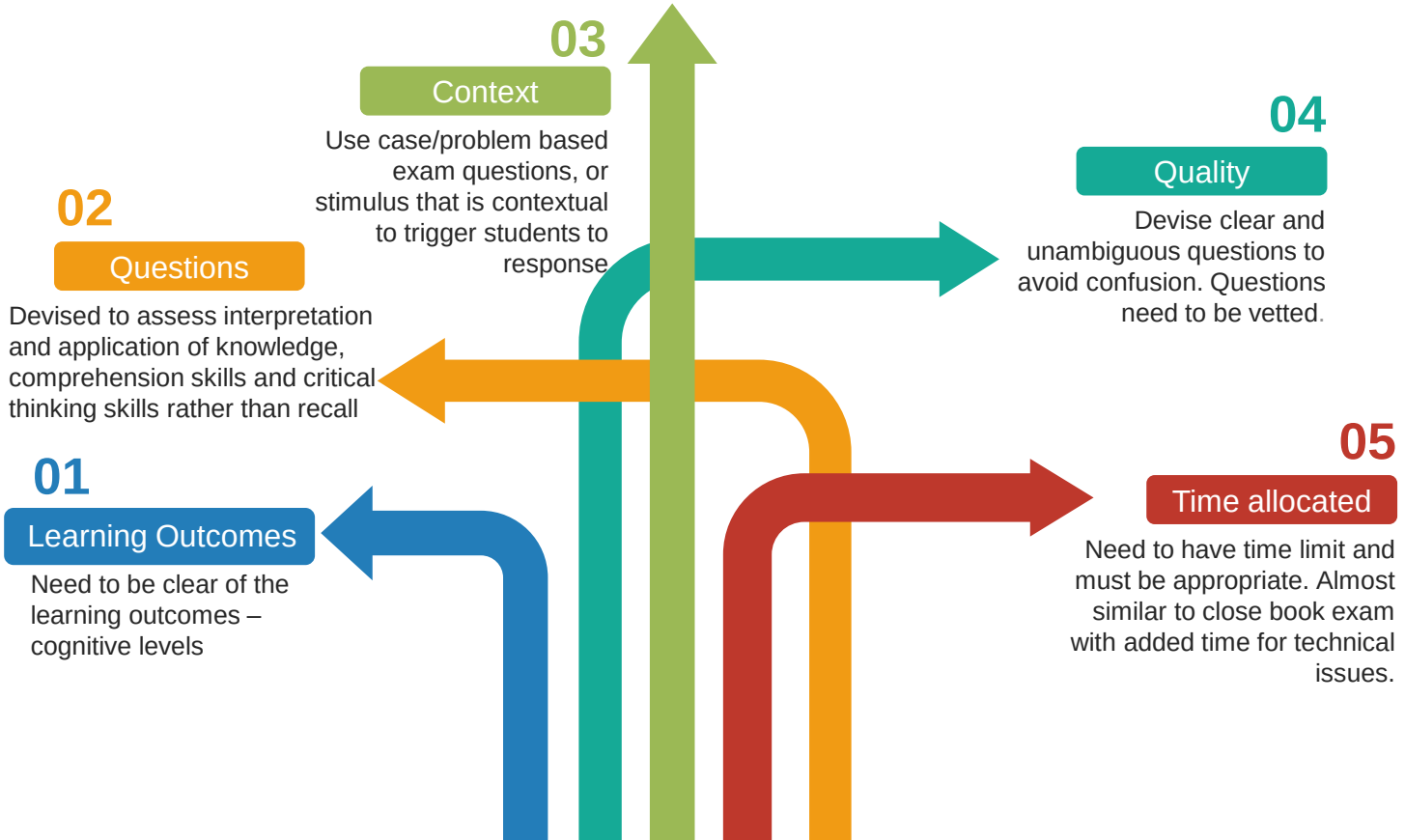




3

How to design questions for open book exam/test

Things to be considered



03

Context

Use case/problem based exam questions, or stimulus that is contextual to trigger students to response

04

Quality

Devise clear and unambiguous questions to avoid confusion. Questions need to be vetted.

02

Questions

Devised to assess interpretation and application of knowledge, comprehension skills and critical thinking skills rather than recall

05

Time allocated

Need to have time limit and must be appropriate. Almost similar to close book exam with added time for technical issues.

01

Learning Outcomes

Need to be clear of the learning outcomes – cognitive levels

What is The Process ?

The process before the product

01

CLO

Need to identify the levels of your Course Learning Outcomes and suitability of exam question types.

02

Time for Topics

Based on the CLO and topics assigned. How much time is spent on the CLO and topics assigned over total time spent for the course = weightage

03

Prepare ToS

Table of Specification/ Exam Blueprint (*Jadual Spesifikasi Item/Ujian*). ToS helps you to plan not only questions related to the levels according to CLO but also help you determine the time given/allocated for students to answer.

What is The Process ?

The process before the product

04

Design

Design the test/exam questions based on ToS. Need to vet the questions for quality assurance. Also to prepare answer key or even rubric.

05

Administer

Needs coordination from various stakeholders – Academic Affairs department and IT department to ensure smooth running and quality of governance (including security) of exam administration.

06

Improve

Do item analysis and item discrimination so that there is a clear evidence of which questions that can be used and which ones need revision or be removed.

Question Development for open book exam

What to consider?

Course Learning Outcomes

There is a need to understand the levels of taxonomy and learning clusters attached to the course

Topics covered

Topics covered by the course learning outcomes

Thinking about the context

The context/scenario given must be related to topics covered and suitable for the learning outcome. A clear context reduces plagiarism.

Clarity in question

You need to be clear about what is assessed this is related to quality of question

Access to assessment

This is fundamental and need to be addressed. Can students gain access to internet if this is done online.

Collaboration

Needs coordination from various parties from item development to administration of exam as well as moderation of marking.

5
Top 5 Techniques to Make your Online Examination System Secure
1
Secure Browser
Secure Browser Technology prevents users from opening any other window while the online examination process is going on.
2
Remote Proctoring
In the Remote Proctoring system, a supervisor is not required to be present at the examination centre. The test can be proctored even from remote locations.
3
Data Encryption
Data encryption tightens the nozzles of security. The data is encrypted while transit takes place.
4
Audit Logging
All the activities like Login, Logout, Question Navigation, Etc.
5
IP Based Authorization & Authentication
Access and Operations to the Examination Program is restricted with IP authorization & authentication.

4

For the sake of confidentiality the example used is removed

5

Q & A

Let’s UNMUTE and discuss – one at a time

Number One
Take turn

Number Two
Only unmute if it’s your turn

Number Three
you can use the chat

Number Four
Host I would need your help if I missed a question

THANK YOU