

E-assessment - Digital examination with international outlook

MATS BRENNER 15 MAJ 2023 15:18 UTC

What are you doing to design online examination that are secure, reliable, flexible and scalable

"Wrapping" an exam in a secured environment (Inspera in our case) – ANONYMT

We design processes. The students submit more assignments that build on each other so that we as teachers get to follow the learning process rather than seeing the end result. – ANONYMT

We try to include/request aspects that only the individual student can contribute with or which is very up to date, say relate subject content to individual experience or reflection, current news or so – ANONYMT

Information to students, so that they know what kind of design to expect. – ANONYMT

Analysis, Reasoning questions instead of fact checking question – ANONYMT

We are trying to make sure we have an online tool that will be sufficient for everyone at the university to begin with. The design of the exams differ ery much between subjects so it is hard to find something that works for everyone. – ANONYMT

What obstacles have you found?

Students can hack the assessments online before the exam-day – ANONYMT

Finding high quality images/pictures/illustrations relating to health care - allowed to be used - is very difficult. – ANONYMT

ChatGPT – ANONYMT

The process requires a lot of knowlege/competence on several levels. It is not always that staff want/can attain proper level of i.e legal knowledge. – ANONYMT

Colleagues who do not believe in secure online assessment – ANONYMT

Colleagues sometimes focus too much on misconduct detection and not enough of assessment design that minimises fraud in the first place – ANONYMT

How to create good lay out is very important, but eventually a rare skill. – ANONYMT

Making sure special needs students have access to all material/features they need in the platform used for online assessments – ANONYMT

Students who are not used to the technical solutions and cannot find solutions on their own. They have a hard time reading and interpreting instructions, which then takes fokus from the exam at hand. – ANONYMT

Teachers want an intuititive exam system that are able to do many different assessment paths/types. That is not possible to create, as far as I can tell. Teachers and their leaders must know that a system must be learned before understanding it. – ANONYMT

ChatGPT is a problem for written assignments and implies that the examiner has to carefully review an assignment for e.g. made up references etc – ANONYMT

Ways to design, use and grade oral examinations, more than pass or fail. Also, can chat be a threat if we do it asynchronously? – ANONYMT

What solutions have you found?

Not a solution but: Requiring the students to travel to campus to take digital exams (requires the department to have a lot of computers) – ANONYMT

Question banks with randomized questions – ANONYMT

I believe meta communication on the values for students to perform honestly, and what is lost by cheating, is powerful. I do sympazise with the talk of the importance of trust previously. That is a fundamental valute, – ANONYMT

Oral examinations online increased and grew – MATS BRENNER

If you want to have a summative exam, would it not be a good idea to create a bank of questions and assign random questions to different students? – ANONYMT

Working with many assignments, that builds on each other. Talking to the student along the way to see if they know what they have written to make sure it's their work. It makes it almost impossible to cheat. (but of course students can always cheat - even if they write the test on campus). – ANONYMT

Working with examiners to make sure that what you want to assess really is assessed in the best way. Maybe an on-line written exam is not always the answer. – ANONYMT

Assessment of processFormative elements which makes the summative assessment only confirming a knowledge level which is already known to the student and assessor bothAssessment of competency rather than only facts – ANONYMT

ChatGPT/AI is pretty good at creating questions. (Fact checking and editing are still needed to be done by the teacher) – ANONYMT

My experience of chatGPT designed MCQs is that the facts is not reliable – ANONYMT

Anything else...

test – ANONYMT

Assessment and Chat GPT or any other AI? – ANONYMT

We have had a lot of home exams before, during and after the pandemic in the form of essays, pm and reports. During the pandemic it became more or less the only solution. Since then AI and chat GPT has entered the scene and caused a lot of questions and concerns. Especially since essays are considered part of academia, how to learn and develop academic literacy – ANONYMT

How can you assure that the internet connection works for all students during an exam? It has to be equal for everyone. – ANONYMT

Has anyone tried to use (generative) Ai to create summative randomized questions created in real-time during an exam? – ANONYMT

What would you like to see in the future?

What kind of assessments, if any would be for the future? – ANONYMT

More of formative assessment – ANONYMT

That we design assessment with student wellbeing in mind – ANONYMT

A tool that is stable, easy to use, that prevents / complicates cheating and does not feel / is surveillance. – ANONYMT

I dream of a full paradigm focusing more on assessment for learning, assessments thar are meaningful to teh students and their learning, rather than only assessment of learning and assessment as a control devise. – ANONYMT

Assessment tasks that are exciting and enjoyable, that get students in a state of flow and that can make them proud of their achievement – ANONYMT

More critically informed discussions about technology. For example, what do we mean by calling on-line assessment "a tool". Normative statements on 'how to use' are of help but only some extent. – ANONYMT

More collaboration between teachers teaching the same subject at different universities? – ANONYMT
