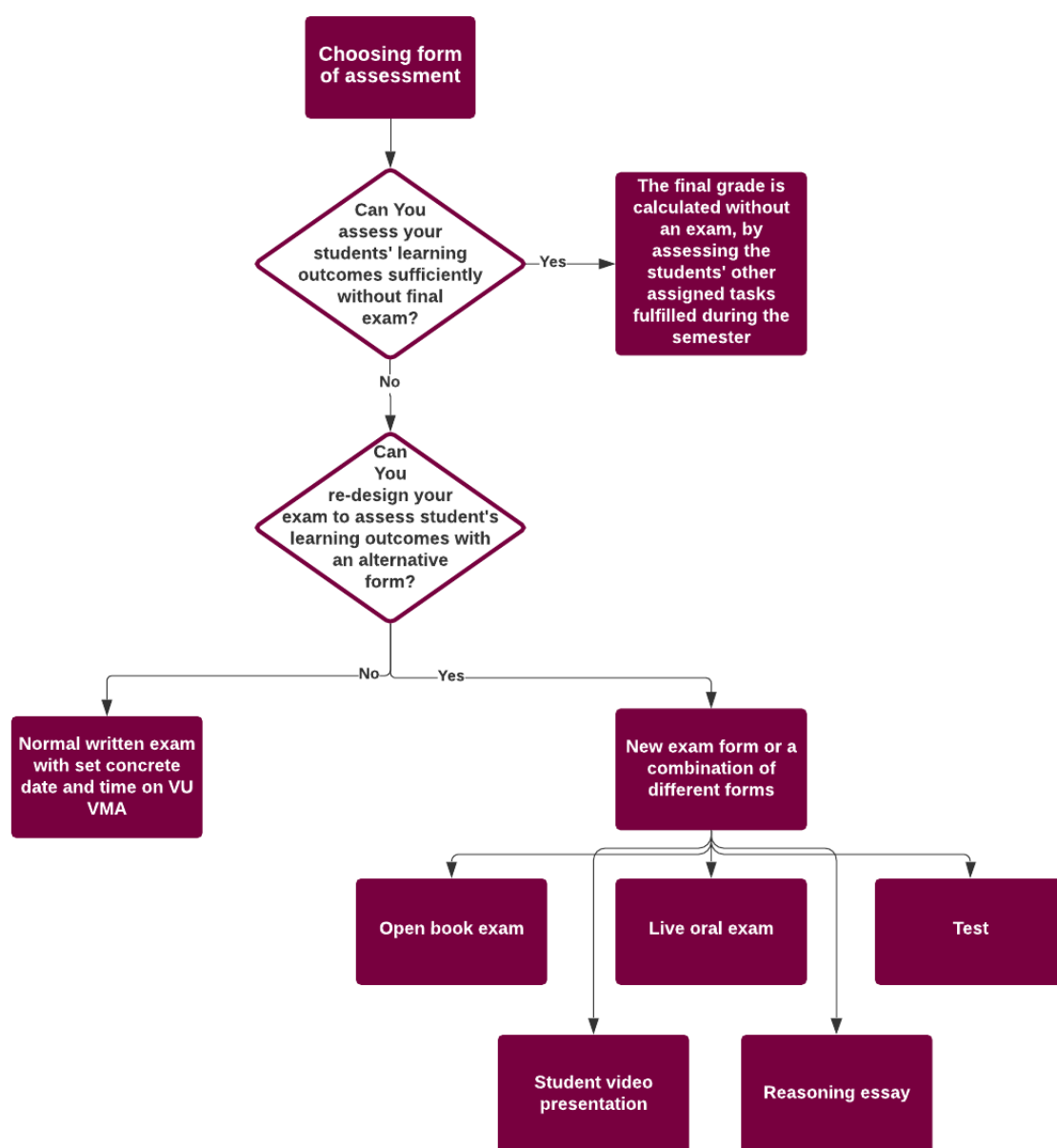


CONDUCTING EXAMS AND OTHER ASSESSMENTS REMOTELY

In order to achieve the goals, set in the study program, it is important to ensure the achievement of study results by appropriate and objective evaluation. When organizing studies at Vilnius University in the usual way, various methods and forms and their combinations can be chosen for the evaluation of the results of study subjects (modules). While implementing online learning, where students and teachers are separated by distance and learning materials are delivered using information and communication technologies (ICT), the same assessment methods provided at the beginning of the semester may be used, adapting their form to remote assessment or they can be reviewed and updated in agreement with students, providing new forms and methods of assessment. This tool can help the teacher to choose assessment methods and construct tasks for an exam or other form of assessment.



RECOMMENDED FORMS OF EVALUATION OF STUDY RESULTS

It is very important that even after changing the form of assessment, it would allow to determine the achievement of learning outcomes planned at the beginning of the semester.

Some forms of assessment and their examples can be used to organize the final assessment remotely:

- Final assessment without the exam
- Open book exams
- Oral assessment/exam
- Tests

Form	Advices	Examples	Advantages	Disadvantages and threats
Final assessment without the exam	the final assessment of a subject (module) can take various forms (not only exam, but also a written work, presentation, final project, etc.). Using a cumulative grade, the final assessment can consist of several interim reports, written assignments, activity during seminars, and so on.	<ul style="list-style-type: none"> • Cumulative grade - students pass two tests during the semester and make a presentation of the final project at the end of the semester. • Final written work. • Presentation of the final project. 	If the right option is chosen the risk of student academic dishonesty is small.	The workload of students and teachers can increase significantly.
Open book exams	<p>it is a form of examinations, when students can use any literature. Questions and assignments are compiled in a way that even with access to literature, in order to answer a question, students need the knowledge of the course material and be able to apply it. Three highest levels of Bloom's taxonomy are most commonly used.</p> <p>Tell students in advance what the evaluation criteria will be used; for example, selecting the appropriate formula to be used in solving the problem may be a worthy accomplishment (if it requires choice or verifying the conditions of applicability), while reproducing the formula from the book is not.</p> <p>If it is necessary for students to draw graphs, diagrams, etc. during the exam, there is an</p>	<ul style="list-style-type: none"> • Reverse exam - At the beginning of the exam, students receive questions with already written answers. The students' task is to evaluate the answers, find and correct mistakes, identify what is missing in the answers, what exceptions are not mentioned, and so on. • Case study - a specific case is presented, which needs to be analyzed, demonstrating the knowledge and methods provided during the course. • Data Analysis - students are given a data set that they need to analyze using methods or aspects learned during the semester. • Problem solving - provides a specific problem that needs to be solved, thus demonstrating the abilities acquired during the course. 	This method of assessment is time-consuming for both the teacher and the students as the traditional exam. If questions are selected properly, the risk of academic dishonesty of students is small because using additional literature does not help to properly respond to questions.	For some subjects, it can be very difficult to come up with questions that are not answered online and / or in the course literature. Students may underestimate the complexity of such an exam and fail to prepare for it adequately.

	option to allow students to do this on paper and upload a photo of the final result to a virtual learning environment.			
Oral assessment/ exam	students may be tested by asking questions and listening to the answers over MS Teams platform. A smart phone, or a computer with a video camera and microphone should suffice for quality verbal assessment. More devices should not be required from the students.		Low risk of student academic dishonesty.	For a large number of students, the assessment time can increase significantly. When conducting an oral exam over the internet, students are likely to have no time to prepare after receiving a question. This can be more stressful for students.
Tests	in VU VMA you can create tests for student assessment. This method of assessment requires a responsible consideration of what the student's abilities are being assessed. It is important to choose the right time to answer the questions (too long means students can seek external help, and very short time means the questions are from the lowest level of Bloom's taxonomy). The technical possibilities of the VMA should also be used to randomly select the order of questions and answers (instructions) for each student.		Allows you to test the knowledge of a large number of students in a short time.	The risk of student dishonesty is increased.

If possible, we recommend choosing a final assessment without an exam. If such choice is not available, we offer to combine at least two forms of evaluation (for example, you can read an open book exam answers, and then ask the students a series of questions orally as verification that they really knows what they wrote).

CUMULATIVE GRADE

We recommend, if possible, the use of a cumulative grade during this semester, with a special focus on providing feedback to students.

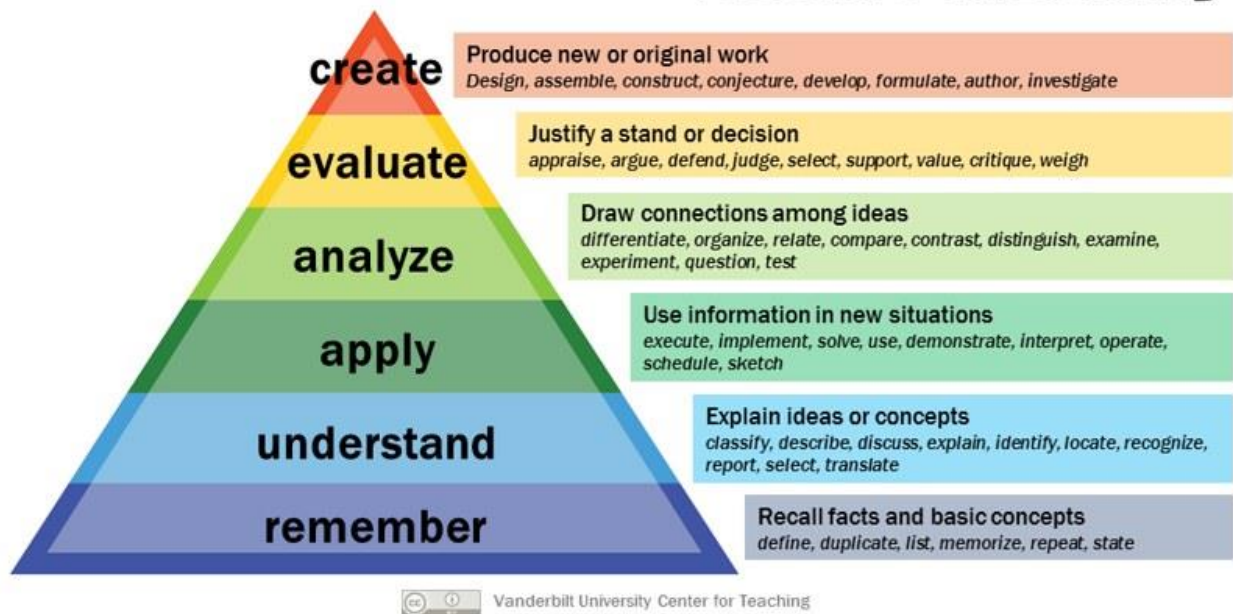
INFORMING STUDENTS

Students must be informed of the new assessment strategy as early as possible and no later than 1 week before the earliest scheduled assessment, clearly indicating the timing, format and evaluation criteria for each assessment. We also recommend discussing technical nuances of the assessment with students in detail and, if possible, testing the procedures.

EXAM QUESTIONS

When considering how to choose the right questions for an exam or other assessment, we recommend using Bloom's taxonomy and the possible types of question formulations.

Bloom's Taxonomy



Bloom's taxonomy¹

BLOOM'S TAKSONOMY LEVEL	EXAMPLES OF QUESTIONS
<p>Remember. Remembering involves recognizing or remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean.</p>	<p>List all possible ... Which ...? When did ... happen? Define ...</p>
<p>Understand. Understanding involves demonstrating an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas.</p>	<p>What facts or ideas show that ...? How would you compare ... and ...? How would you classify ...? Can you explain what's going on ...?</p>

<p>Apply. Applying involves using acquired knowledge—solving problems in new situations by applying acquired knowledge, facts, techniques and rules. Learners should be able to use prior knowledge to solve problems, identify connections and relationships and how they apply in new situations.</p>	<p>What if ...? What facts would you choose to show that ...? Which method would you choose ...? How would you use ...?</p>
<p>Analyze. Analyzing involves examining and breaking information into component parts, determining how the parts relate to one another, identifying motives or causes, making inferences, and finding evidence to support generalizations.</p>	<p>What can you do ...? What is the relationship between ... and ...? What evidence can you find ...? What things justify ...?</p>
<p>Evaluate. Evaluating involves presenting and defending opinions by making judgments about information, the validity of ideas, or quality of work based on a set of criteria.</p>	<p>How could you choose ...? How could you prove ...? How would you prioritize ...? Does ... meet the ... criteria? Why or not? ...</p>
<p>Create. Creating involves building a structure or pattern from diverse elements; it also refers to the act of putting parts together to form a whole.</p>	<p>What can be changed, easily improved ...? How would you try ...? How would you design ...? What results do you think you can expect ...?</p>

When choosing questions for remote assessments, we would suggest to include no more than 20% of the first level questions - demonstration of knowledge and to try to formulate higher level questions.

FEEDBACK

Feedback must be provided to students within 5 business days from assessment.

LIST OF USED LITERATURE

1. <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
2. <https://wabisabilearning.com/blogs/literacy-numeracy/blooms-taxonomy-question-stems>
3. <https://mitt.uib.no/courses/25566/pages/assessment-and-exams-in-times-of-korona>
4. <http://faculty.academyart.edu/faculty/teaching-topics/teaching-curriculum/enhancing-teacher-student-interaction/different-types-questions-blooms-taxonomy.html>