Q2
2019-2020

EVALUATIONS

UNIVERSITÉ LIBRE DE BRUXELLES | cap+

EDUCATION DEPARTMENT / CAP

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INTRODUCTION

In order to ensure that teaching activities are maintained during the COVID-19 crisis, higher education institutions have been forced to quickly deploy remote teaching solutions. If the lockdown persists, the exam session of May and June 2020 will also have to be drastically restructured.

This note presents an overview of potential solutions to assess learning entirely remotely. Given the current uncertainty of the situation, the possibility of holding certain exams (oral or written) on campus is not considered.
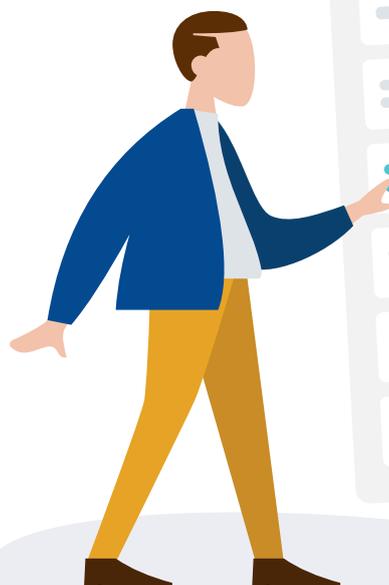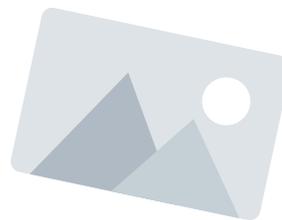
General guidelines

TAKE INTO ACCOUNT THE EXCEPTIONAL NATURE OF THE FULL TERM, NOT ONLY THIS SESSION OF EXAMS

Hodges, Moore, Lockee, Trust, et al. (2020) underline the difference between carefully developed and planned remote teaching as it has been offered throughout the world for decades, and what they refer to as 'emergency remote teaching', which is currently offered in our institutions:

Moving instruction online can enable the flexibility of teaching and learning anywhere, anytime, but the speed with which this move to online instruction is expected to happen is unprecedented and staggering. Although campus support personnel and teams are usually available to help faculty members learn about and implement online learning, these teams typically support a small pool of faculty interested in teaching online. In the present situation, these individuals and teams will not be able to offer the same level of support to all faculty in such a narrow preparation window. Faculty might feel like instructional MacGyvers, having to improvise quick solutions in less-than-ideal circumstances. No matter how clever a solution might be—and some very clever solutions are emerging—many instructors will understandably find this process stressful.

Students, too, are seeing their habits upset and are subjected to increased pressure. They receive a trickle of information for each course, with no overall coordination. Great uncertainty surrounds the date when things will go back to normal. Not all students are in an environment that is conducive to studying remotely, and not all of them have developed the same ability to work on their own. Meanwhile, temporary business closures have deprived certain students of their source of income, putting them in a difficult financial situation.

The threat of the virus, the lockdown and endless mentions of the epidemic in the media can be a significant source of stress for some students. A number of them can fall ill themselves, or have their loved ones fall ill or even pass away. All these factors mean that students cannot devote as much attention to their studies as they normally would.

As a result, it is essential that you adjust your requirements taking into account the exceptional nature of the situation, for instance by:

> decreasing the amount of material covered in an exam, focusing on the main content;

> decreasing the difficulty of exam questions;

> decreasing the weight of the exam in comparison with other evaluations that have already been completed;

> being flexible with assignment deadlines;

> being flexible with evaluation formats;

> etc.
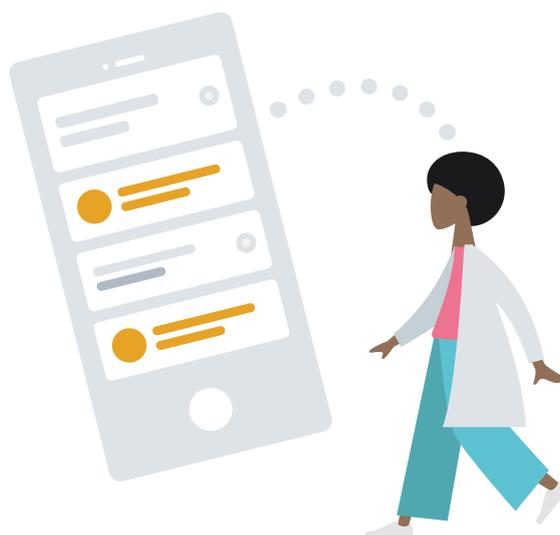
Ensure fairness

All students are not equal in terms of equipment available, internet connection or material conditions. This is true during an ordinary year, but inequalities are exacerbated when classes go remote, especially they require the use of technological platforms. As a result, it is essential that alternatives be available to students who are unable to sit an exam as planned by the teacher (hardware or network failure during an exam, etc.), for instance the possibility to sit an exam orally if there is an issue with the written exam.

As a reminder, students may avail themselves of various support resources (psychological support, help from the Student Welfare Office, free Wi-Fi connections offered by Telenet and Proximus, laptop loans, etc.). Students who require help may be directed to the dedicated FAQ (🔗 https://actus. ulb.be/fr/actus/faq-coronavirus) and the Student Welfare Office (🔗 **sse@ulb.be**). Other solutions are also being looked into for students who do not have the equipment or space required.

## Maintain constructive alignment

According to the principle of constructive alignment, teaching methods are consistent with the goals of a course, and evaluations are consistent with the methods. In spite of this very unusual context, it is important that we use evaluation formats that are aligned with the work done with the students. The evaluation must therefore be consistent with your own teaching goals and with the activities carried out during the term, in order to avoid taking students by surprise.

Making students accountable

The risk of fraud is a major concern expressed by teachers whenever remote evaluations are mentioned. The sections below present, for each type of evaluation, a number of measures that can be taken to mitigate risks. However, it is obviously impossible to remove this risk entirely. We must not be naively optimistic, but we should make students accountable for their own learning—to the extent possible—and call upon their sense of ethics. Students could be asked to sign a 'declaration of academic integrity', as is done in universities in Quebec, for instance . A template for ULB will be made available to the community.

Keeping students informed of changes in your course description

Article 77 of the so-called 'Landscape Decree' provides that course units may not be changed during the academic year, except in cases of force majeure. The current situation meets this criterion. In cooperation with your faculty's authorities, you must notify students by April 27 of the new arrangements for exams, as well as of any changes made to the course description, in order to avoid appeals being made.
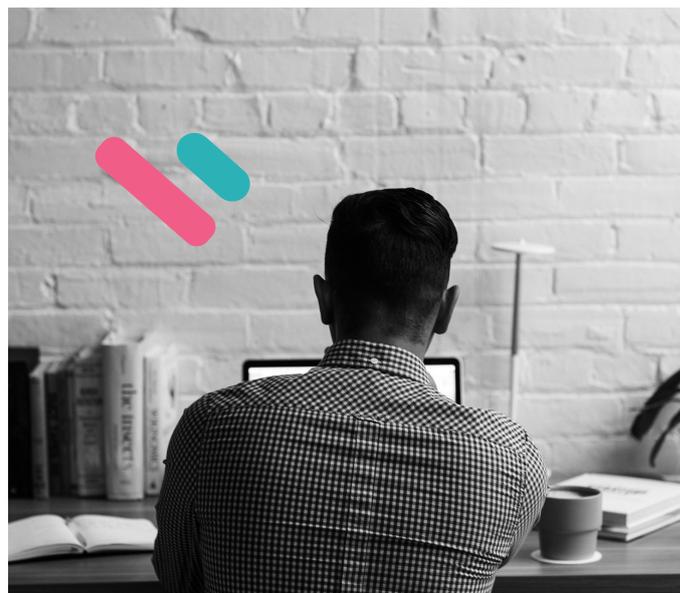
[1]**Example 1** – Université de Montréal :
🔗 https://cpu.umontreal.ca/fileadmin/cpu/images/pages/covid-19/COVID_2020-03-CodeHonneur.pdf

Example 2 – Université de Sherbrooke :
🔗 https://www.usherbrooke.ca/ssf/antiplagiat/jenseigne/declaration-dintegrite/

Main methods
for remote evaluation

The literature on remote teaching, and more recently on emergency remote teaching, suggests many forms of evaluation that can be carried out online (Arend, 2006; Audet, 2011; Institut de développement et d'innovation pédagogiques, 2020; Lefebvre et al., 2020; Nizet et al., 2016). Practices can come with many variants and alternative names, but the 5 fundamental types of remote exams are summarized in the chart below:

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                    ┌──────────────────┐
                    │       Q2         │
                    │ Evaluations in   │
                    │   2019–2020      │
                    └────────┬─────────┘
             ┌───────────────┴───────────────┐
   ┌─────────────────┐              ┌─────────────────┐
   │     Small       │              │  Large groups   │
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   │ Assignment │ │ Oral exam  │   │  Online    │ │ Open book  │
   │ (long form)│ │ by video   │   │   quiz     │ │   exam     │
   │            │ │  chat      │   │            │ │            │
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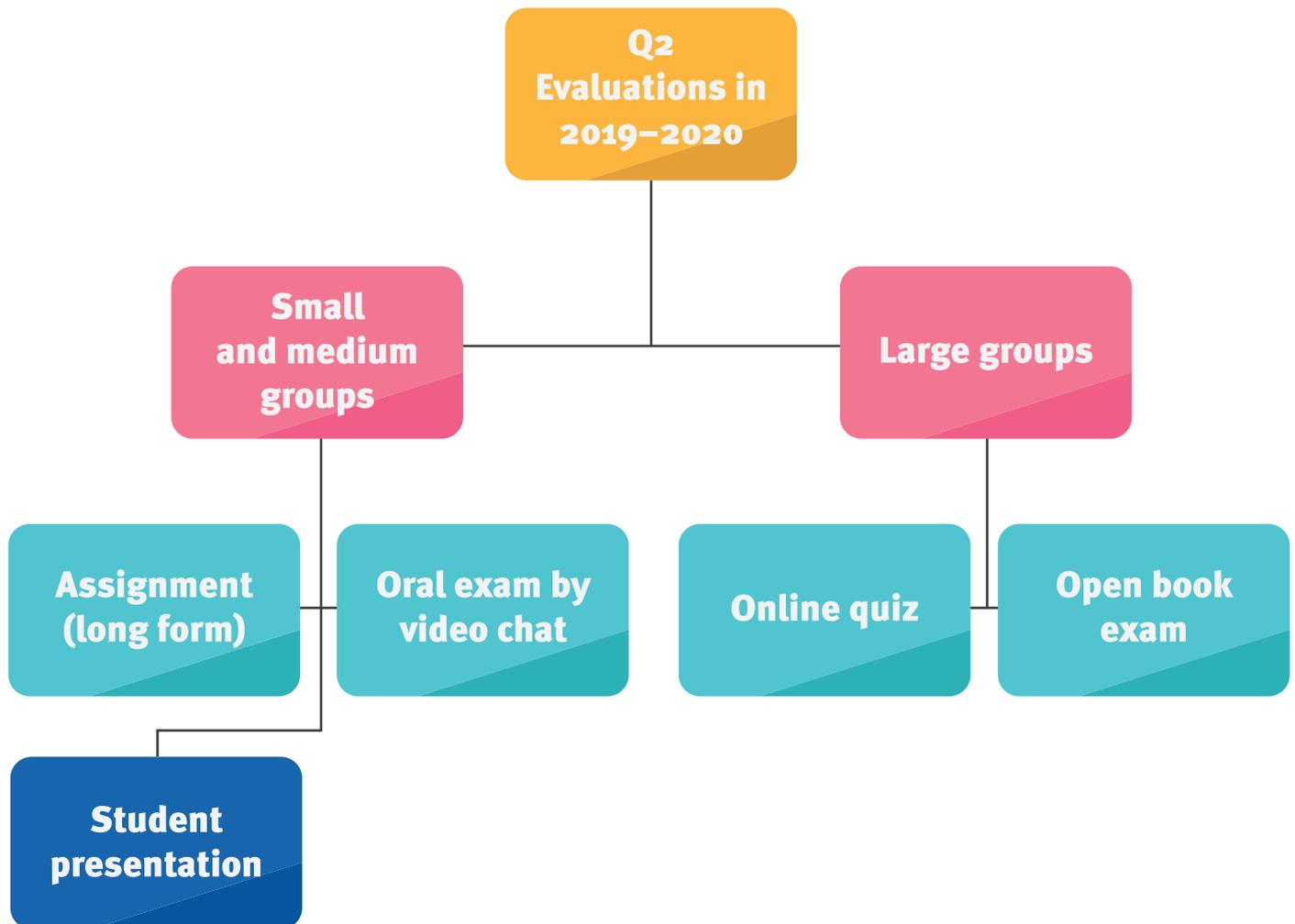
These can, of course, be combined as required (assignment followed by an oral exam, or assignment with student presentation, etc.). Each of these options is presented in a specific section below.

1. Evaluation based on a long-form assignment or project

GENERAL PRINCIPLE

You do not hold an 'exam' as such, but mark students based on a project that they must turn in by a deadline you will define.

VARIANTS

The tasks involved can be extremely varied: critical reading, experiment, research, case study, problem-solving, individual or group project, etc. The result may also take on various forms; the following list is not exhaustive, and its categories are not mutually exclusive:

Deliverable	Examples
Text	❯ Written assignment ❯ Essay ❯ Analysis of an article ❯ Book report / critique / analysis ❯ Reflective essay / blog / journal ❯ Informative or critical summary ❯ Overview ❯ Research on a given topic ❯ Analysis report ❯ Project report ❯ Research report ❯ Experience report ❯ Article
Visual / graphic	❯ Poster ❯ Infographic ❯ Conceptual / mental map
Audio	❯ Audio recording
Video	❯ Video recording ❯ Slideshow with sound
Object **(filmed or photographed)**	❯ Physical object ❯ Prototype ❯ Model

Projects may be completed alone or as a group.

THINGS TO KEEP IN MIND

Excessive student workloads

If students are required to turn in too many assignments, they may end up overwhelmed by a huge amount of work that must be produced in a short period.

Teachers must communicate with one another in order to ensure evaluation methods and deadlines are distributed evenly.

Fraud prevention

The risk of fraud (assignments completed by a different person, plagiarism, etc.) exists, but it is the same as for projects or dissertations completed during an ordinary academic term; this risk may be mitigated by keeping track of the students' work, or by requiring them to turn in working copies when the circumstances allow it. Another possibility is to ask students to sign a declaration in which they confirm that their work was done in accordance with ethical rules.
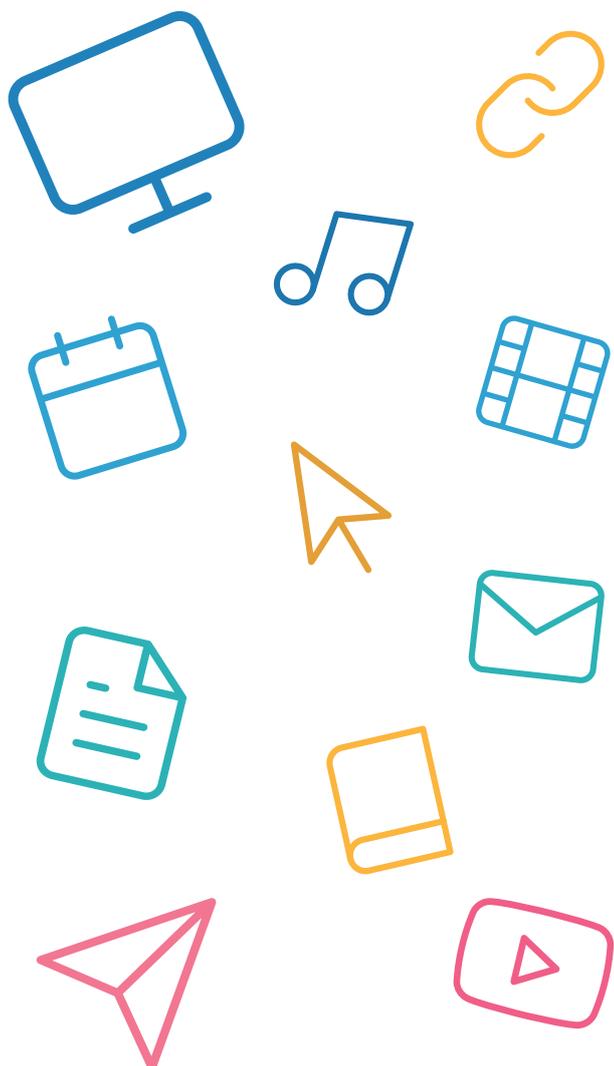
TECHNICAL ASPECTS – TOOLS

For this evaluation format, the recommended tool is Moodle's 'Assignment' activity, which can require students to turn in one or several files by a certain deadline and enables the teacher to see which assignments have already been turned in.

❗ IMPORTANT NOTE:

In order not to overload our servers, the platform used for tests and assignments during this exam session will not be the Virtual University; another instance of Moodle (which will work identically) will be deployed and made available to you. There you will find an (empty) page in which you can create any evaluation activity you wish. As this platform is only intended to be used for the June exam session, the content of your VU courses will not be copied. Your students will automatically be registered to each course on Moodle.

The platform's address will be provided to you in the coming weeks. If you are not familiar with the 'Assignment' activity, you can experiment with it on the current VU; the new platform used for the exams will have the same features.

Content may be imported from one platform to the other, allowing you for instance to transfer student projects to the VU at a later date.

SUPPORT AND RESOURCES

The teaching support centre (CAP) and your faculty's teaching advisors can help you design evaluation material. Depending on your needs and preferences, you may:

> sign up for a training session on the VU's 'Assignment' activity, offered online through Teams (find the schedule and sign up at

  🔗 https://uv.ulb.ac.be/course/view.php?id=89387);

> follow the tutorial on how to add an 'Assignment' activity to a course

  🔗 https://uv.ulb.ac.be/mod/page/view.php?id=491852

> for teaching aspects related to group projects, read our tips at

  🔗 https://portail.ulb.be/fr/enseignement/creer-et-innover-dans-un-enseignement/ressources-pour-les-enseignants

> contact your usual teaching advisor, or 🔗 **uv@ulb.be**.

2. Oral exams using video chat

GENERAL PRINCIPLE

Traditional oral exam held on a video chat platform.

VARIANTS

The exam may be based on material provided in advance to the students.
It is also possible to conduct the exam with groups of 2 or 3 students.

THINGS TO KEEP IN MIND

Get acquainted with the tools

Teams is relatively user-friendly, but it is preferable to familiarize yourself with it in advance, in order to avoid any last-minute stress. The section dedicated to help and resources will show you how best to be prepared.

Students will also receive messages in advance of the exam, reminding them to check they can access Teams properly.

Fraud prevention

Considering that students cannot easily divide their attention in the middle of a conversation, the risk of fraud during an oral exam is low. It can be further reduced by asking the student to:

1) show their ID and student ID before the exam begins;

2) be alone in a silent room;

3) leave their ears visible (no headphones, earphones, etc.);

4) place the camera so that their face and upper body are visible;

5) look at the camera and not offscreen.

Students are sometimes asked to take a photo of themself and/or their student ID.

Alternatives

What if a student does not have the necessary equipment (e.g. microphone and camera)?
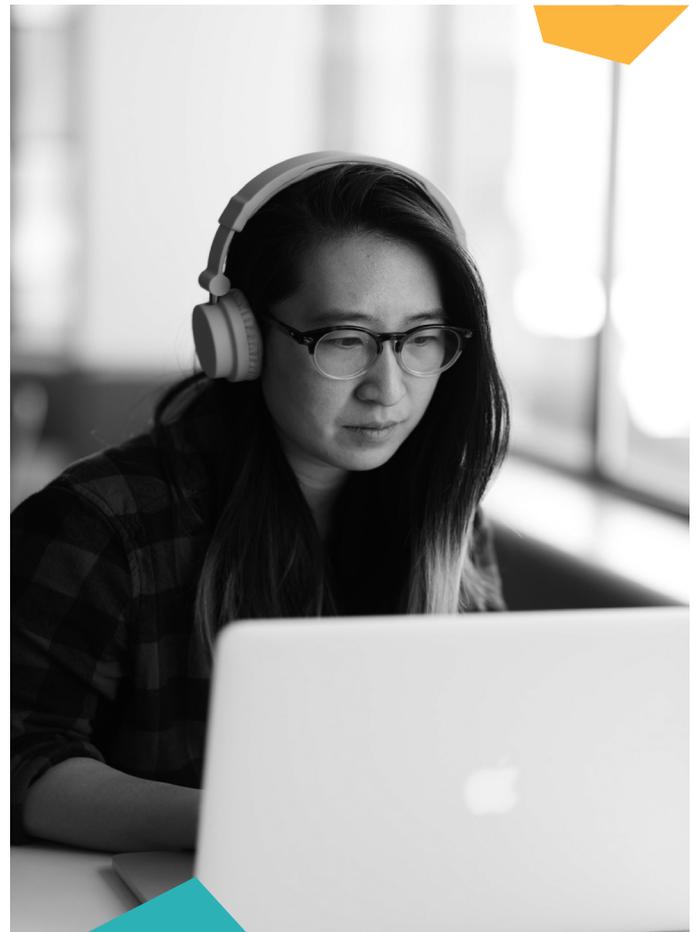
As a reminder, students may borrow a laptop from the Community Services Department or the Student Welfare Office. Other solutions are also being looked into for students who do not have the equipment or space required. Another solution is to use a smartphone and a common app such as WhatsApp.

TECHNICAL ASPECTS – TOOLS

We recommend using Teams, which is part of the Office 365 suite available to all members of the university community, including teachers and students.

We realize that some of you prefer other platforms, but we encourage you to use the University's recommended solution for a number of reasons:

> support is available for the entire community, which is not the case for third-party platforms;

> students will be asked, ahead of the session, to make sure they can access Teams in order to be ready for the exams;

> it is preferable not to require students to use a variety of online platforms;

> Teams complies with the GDPR and content is secure, which is not true of all online platforms (e.g. Zoom).

SUPPORT AND RESOURCES

The teaching support centre (CAP) and your faculty's teaching advisors can help you design evaluation material. Depending on your needs and preferences, you may:

> sign up to one of our workshops dedicated to Q&As and good practices related to Teams, offered online through Teams (find the schedule and sign up at

🔗 https://uv.ulb.ac.be/course/view.php?id=89387

> follow the Teams presentation and access tutorial

🔗 https://uv.ulb.ac.be/mod/page/view.php?id=525437

> follow the tutorial on streaming live classes using Teams

🔗 https://uv.ulb.ac.be/mod/page/view.php?id=525460

> find a series of questions teachers should ask themselves in order to prepare an oral exam: Berthiaume, D. (2011). Scénario de préparation d'un examen oral.

🔗 https://pedagogieuniversitaire.files.wordpress.com/2011/02/examen_oral_3etapes.pdf

> contact your usual teaching advisor or 🔗 **uv@ulb.be**.

3. Oral presentation using video chat

GENERAL PRINCIPLE

The student, or group of students, makes an oral presentation on a topic that they will have prepared before the exam. Presentations are typically followed by a Q&A session. This exam format is therefore generally a mix of the two formats referred to above: students are required to work on a project before the exam, then make an oral presentation of their work.

VARIANTS

Presentations may be given alone or as a group.
They may be related to an assignment that must also be turned in.
They may use visual aids such as a PowerPoint slideshow.

It should be noted that if the student's or students' presentation is simply recorded and sent to the teacher with no real-time interaction, this amounts to an assignment (covered above).

THINGS TO KEEP IN MIND

Excessive student workloads

As is the case for student projects, teachers must communicate with one another in order to avoid requiring too many projects in the same period.

TECHNICAL ASPECTS – TOOLS

We recommend using the same tools as for student projects (Moodle's 'Assignment' activity) and oral exams (Teams), presented above.

SUPPORT AND RESOURCES

The support and resources available are the same as for the student projects and oral exams mentioned above.

4. Online quiz

GENERAL PRINCIPLE

This format involves sitting an online exam within a predetermined time frame, typically consisting in closed questions (multiple-choice questions, matching, etc.).

VARIANTS

Many types of question are possible:

> single-answer questions;

> multiple-answer questions;

> calculated questions, i.e. numerical questions whose parameters are chosen at random when the test is taken;

> matching: two lists of items that must be matched correctly;

> ordering: randomized items that must be dragged into the correct order;

> missing words: missing words are selected from a drop-down list;

> drag and drop markers: markers are placed on a background image;

> etc.

Many parameters can be adjusted to determine timing (window of availability, duration), the number of attempts, the selection of questions, the feedback offered to the student, etc.

THINGS TO KEEP IN MIND

Fraud prevention

The risk of fraud cannot be eliminated completely, but it can be reduced using a combination of strategies, all of which can be implemented on Moodle:

> writing enough different questions, grouped into categories (related to the course's goals) and picking questions at random from these categories;

> randomizing the order in which questions are displayed;

> randomizing the order in which possible answers are displayed;

> restricting the time available to sit the exam;

> displaying only one question at a time (in order to make copying the entire quiz more difficult);

> not showing the correct answers, or even the score at the end of the quiz;

> for certain subjects, using calculated questions in which numbers are picked at random between a predetermined range of values.

Alternatives

Especially for tests that must be taken within a specific time frame, connection issues are a problem that cannot be dismissed. In the event of technical difficulties, you may want to plan for the possibility of oral exams using a video chat platform.

TECHNICAL ASPECTS – TOOLS

For this evaluation format, the recommended tool is Moodle's 'Quiz' activity, which can be used to combine many different types of question and define a number of parameters (duration, number of attempts, etc.).

❗ IMPORTANT NOTE :

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The platform's address will be provided to you in the coming weeks. If you are not familiar with the 'Quiz' activity, you can experiment with it on the current VU; the new platform used for the exams will have the same features.

Content may be imported from one platform to the other, allowing you for instance to transfer your questions and quizzes to the VU at a later date.

SUPPORT AND RESOURCES

The teaching support centre (CAP) and your faculty's teaching advisors can help you design evaluation material. Depending on your needs and preferences, you may:

> sign up for a training session on the VU's 'Quiz' activity, offered online through Teams (find the schedule and sign up at

🔗 https://uv.ulb.ac.be/course/view.php?id=89387;

> follow the tutorial on the 'Quiz' activity (available at

🔗 https://uv.ulb.ac.be/mod/page/view.php?id=525015);

> for help on writing multiple-choice questions, read our tips at

🔗 https://portail.ulb.be/fr/enseignement/creer-et-innover-dans-un-enseignement/ressources-pour-les-enseignants

> contact your usual teaching advisor, or 🔗 **uv@ulb.be**.

5. Unsupervised written exam (open book)

GENERAL PRINCIPLE

In contexts where fraud is not thought to be a major concern, an unsupervised open book exam may be held. This is closer to the first format described above (assignment), the difference being that the exam question is provided only as the exam begins, and students have a limited time to answer.

VARIANTS

As is the case for assignments, many different tasks are possible depending on the course and context: essay, translation, case study, problem-solving, etc.

THINGS TO KEEP IN MIND

Increased difficulty

Open book exams are generally 'smarter' than simple knowledge tests, but they are also more demanding. This must be taken into account as you design and mark the exam, especially with BA1 students. You should also remind students that an open book exam does not mean they need to study or prepare less.

Fraud prevention

In order to reduce the risk of fraud, students can also be asked to sign a declaration confirming the work is their own.

TECHNICAL ASPECTS – TOOLS

For this evaluation format, the recommended tool is Moodle's 'Assignment' and possibly 'Quiz' activities.

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The platform's address will be provided to you in the coming weeks. If you are not familiar with the 'Assignment' activity, you can experiment with it on the current VU; the new platform used for the exams will have the same features.

Content may be imported from one platform to the other, allowing you for instance to transfer student projects to the VU at a later date.

SUPPORT AND RESOURCES

The teaching support centre (CAP) and your faculty's teaching advisors can help you design evaluation material. Depending on your needs and preferences, you may:

- ❯ sign up for a training session on the VU's 'Assignment' activity, offered online through Teams (find the schedule and sign up at

  🔗 https://uv.ulb.ac.be/course/view.php?id=89387):

- ❯ follow the tutorial on how to add an 'Assignment' activity to a course

  🔗 https://uv.ulb.ac.be/mod/page/view.php?id=491852

- ❯ sign up for a training session on the VU's 'Quiz' activity, offered online through Teams (find the schedule and sign up at

  🔗 https://uv.ulb.ac.be/course/view.php?id=89387);

- ❯ follow the tutorial on the 'Quiz' activity (available at

  🔗 https://uv.ulb.ac.be/mod/page/view.php?id=525015);

- ❯ contact your usual teaching advisor, or 🔗 **uv@ulb.be**.

6. References

❯ De Clerck, O. (2018). Questionnaire à choix multiples : quelques règles de rédaction.

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