

Decision scheme - Considerations and options for remote assessment

1A) Are knowledge and skills assessed which are also covered and assessed later in the programme (often at a higher level)? Can it be ensured that based on these later assessments students meet the final attainment levels? (Check via the assessment programme at programme level).

1B) Are the knowledge and skills also largely reflected in the project work or an assignment? (check: assessment scheme on module/course level)

Yes. Options are:

NO. This subject really needs to be tested now.

Omit the test

>> Draw students' attention to the fact that the knowledge in a later module/course will be discussed again at a higher level and that making the knowledge your own now is important for later success. Point to self-responsibility for the learning process.

Formative test (with feedback, not a grade).

Online testing. Open and closed questions can be used. Participation can be made mandatory. Students can take part online at a joint moment in time. Due to formative testing, fraud measures are less needed.

>> Explicitly indicate that it is a possibility for student to check whether the subject matter is sufficiently mastered. That this is a learning moment for the future. See further 1.1 Feedback (individually or e.g. via online lecture).

Simultaneous online test

Perhaps only pass/fail as a result.

Advisable: consider the test as an open book test. Ask questions at a higher cognitive level (not factual knowledge; ask for insight, explanations, elaborations, own examples, contrasting concepts, reflections on... etc. If possible, use different test variants that test similar knowledge (Tip: test specification table as blueprint.).

MC testing is more susceptible to fraud and extra measures may be needed. Consider a combination of MC + open questions; MC + ask for an explanation of the answers. Online proctoring can be considered, but check UT policy, decisions by the Examination board and prog. director and availability of TELT-tools.

>> Prepare students well for online tests or different question forms. Consider a simulation/mock test. Point to code-of-conduct or let it sign.

Take home test, open questions, small tasks or assignments.

To be handed in within a certain period of time (e.g. 1-5 days). See further 1.3.

Not suitable for MC testing.

Consider other test forms and options.

Tip: involve the students in the choice of a test form; indicate the goals and let them contribute ideas.

- If there already is also an assignment (e.g. project in a module), can it be extended to cover all learning objectives?
- Assignment(s) instead of a written test. Maybe earlier homework assignments can be used for this?
- An oral, individual or in groups.
- Presentations with (peer) questions.
- Reflection on the subject matter on the basis of leading questions.