**2.4 Implementation of time question session**

1. **Using online exams & quizzes**

When transitioning exams to an online format, instructors face a unique set of considerations, particularly concerning the time allocation for each question or the overall time limit for the exam. In the context of online proctoring, these considerations become even more crucial. Straub (2024) emphasizes the importance of structuring online exams to align with course learning goals while acknowledging the challenges of administering tests in an online environment.

One key aspect highlighted by Straub is the need to assume that online exams are open book, prompting instructors to design questions that assess higher-order thinking skills rather than mere memorization. This shift towards assessing application and critical thinking skills necessitates careful planning of the exam format and question types to promote deep learning and discourage cheating. Furthermore, Straub suggests using quizzes for low-stakes assessments to reduce the pressure on students and minimize the likelihood of cheating.

In terms of practical implementation, Straub provides guidance on selecting appropriate quiz settings within the Canvas platform. Notably, instructors are advised to consider the accessibility and flexibility of exam deadlines and time limits, taking into account potential challenges such as slow internet connections and differing time zones among students. Moreover, the provision of adequate preparation and clear instructions for students is emphasized to alleviate anxiety and ensure a smooth testing experience.

The inclusion of sample test instructions for students underscores the importance of clarity and transparency in exam administration. By clearly communicating the exam format, time limits, and other relevant instructions, instructors can help students navigate the online testing process effectively. Additionally, the suggestion to address potential technical difficulties and clarify the open book nature of the exam reflects proactive measures to promote fairness and integrity in online assessments.

In summary, Straub's recommendations highlight the significance of thoughtful exam design and administration in the online learning environment, particularly with regard to time management and clear communication of expectations. These considerations are essential for fostering a conducive testing environment and maintaining academic integrity in online exams.

References

Straub, E. O. (2024). Using online exams & quizzes. Retrieved from <https://onlineteaching.umich.edu/articles/using-online-exams-quizzes/>

1. **6 key benefits of implementing per question timer in online exams**

Online exams are increasingly being utilized for various academic, entrance, and scholarship exams. In order to ensure the effectiveness of these exams and to test the multiple skills of the users, it is essential to consider configuring online exams with per-question timer settings.

By setting a specific time frame for each question, such as 30 seconds, 45 seconds, or 60 seconds, the exam becomes more secure and can more accurately test the various skills of the user.

This is because the time constraint forces the user to think quickly and efficiently, and also prevents them from engaging in activities such as cheating or seeking outside assistance.

In the realm of online exam administration, the implementation of per-question timers emerges as a promising strategy to enhance assessment integrity and effectiveness. This approach, characterized by assigning specific time limits to individual questions within an exam, offers several key benefits that contribute to its widespread adoption and preference as a malpractice prevention mechanism.

Time Pressure: The utilization of per-question timers instills a sense of urgency and focus among students, compelling them to allocate their time efficiently and avoid lingering on any single question excessively. By imposing time constraints, students are prompted to think quickly and make timely decisions, thereby enhancing their cognitive agility and test-taking skills (Straub, 2024).

Testing Skills: Per-question timers serve as a means to evaluate students' ability to perform under pressure and think critically within constrained time frames. This assessment approach not only measures content knowledge but also assesses students' decision-making skills and their capacity to navigate complex problems within limited time constraints (Straub, 2024).

Improving Focus: The structured time limits imposed by per-question timers foster student concentration and minimize distractions during the exam. By delineating clear boundaries for each question, students are less prone to deviate from the task at hand, thereby promoting sustained focus and attention throughout the assessment process (Straub, 2024).

Encouraging Accuracy: Per-question timers incentivize students to prioritize accuracy over speed by allocating sufficient time for thoughtful consideration of each question. This approach diminishes the likelihood of rushing through the exam and making careless errors, thereby fostering a culture of precision and thoroughness in student responses (Straub, 2024).

Reduced Malpractice: The integration of per-question timers contributes to mitigating malpractice during online exams through various mechanisms. By imposing time constraints, these timers discourage cheating behaviors by limiting students' opportunities to access external resources or communicate with peers during the assessment (Straub, 2024).

Discouraging Cheating: The time-bound nature of per-question timers deters students from resorting to illicit means of obtaining assistance or external resources, thereby bolstering the integrity of the assessment process and fostering academic honesty (Straub, 2024).

Promoting Fairness: Per-question timers ensure equitable assessment conditions for all students by preventing unauthorized assistance or unfair advantages. By standardizing the testing environment, these timers uphold the principles of fairness and impartiality in evaluating student performance (Straub, 2024).

Improving Security and Credibility: The implementation of per-question timers enhances the security and credibility of online exams by safeguarding against unauthorized sharing of exam content and bolstering the perceived reliability of assessments. Through measures such as time-bound question responses, online exams demonstrate their robustness and legitimacy, thereby instilling trust in the assessment process (Straub, 2024).

In conclusion, the adoption of per-question timers in online exams represents a multifaceted strategy aimed at fortifying assessment integrity, enhancing student performance, and reinforcing the credibility of online learning environments. By leveraging time-bound question settings, educators can effectively address malpractice concerns while fostering a conducive and equitable testing environment for all students.

Reference

Straub, E. O. (2024). Using online exams & quizzes. Retrieved from <https://www.eklavvya.com/blog/per-question-timer-exams/>

1. Now Online Exams are not new to the market. It’s been 6-7 years since this advanced assessment process take place in the government examination like SSC CGL. The central government decided to conduct online exams in 2016. When online exams are newly implemented then it’s market is not that big but after the Covid pandemic, everything changed. Now online exam software captures a big market in the education industry.

Technology advancement happened every year and online exams need more and more advanced tools to stop cheating. Online proctoring is a big part of the online examination, It reduces the risk of losing the integrity of one institute or organization because it stops almost 99% of cheating in exams.

Nowadays AI(Artificial Intelligence) used algorithms in online proctoring. It helps to implement facial recognition feature more effectively. It also helps in the browse proctoring, student can’t open another tab in the online exam is taking in web-based online exam software.

Implementing per question timer has significant benefits. It also reduces students’ cheating practice in exams. In this blog, we will discuss the advantages of a per-question timer. But first, let’s see what is per-question-timer because some of you don’t know what it is.

Link: <https://www.conductexam.com/blog/online-exams-5-advantages-implementing-per-question-timer?need_sec_link=1&sec_link_scene=im>

1. **Title: User Experience of Online Examinations and Proctoring: A Case-Based**

**Study (Foreign 2022)**

The study examines at how common academic dishonesty is in higher education, with an emphasis on online tests and anti-cheating strategies. It addresses many ways to cheat in both traditional and online exam environments, emphasizing the challenges in maintaining integrity in distance learning environments. The use of proctoring systems both live and recorded is investigated as a way to keep an eye on and prevent exam cheating. It's also covered how proctoring software uses modern technologies like Al and machine learning. In addition, exam design techniques including time restrictions and unique question structures that are meant to make cheating more difficult are discussed. Exams that are remotely proctored have several challenges, including increased student stress levels and technical difficulties. The study establishes the selection criteria for proctoring systems, underscoring the significance of conformity, expandability, and amalgamation with learning management systems. Based on its purpose, the Quiz can be configured to run for a set time limit and for multiple or unlimited numbers of attempts. It can be also ordered systematically or randomly. The use of quiz in our teaching methodology prior, during and after the classrooms is a practice that helps reflective teaching and deep learning (Knutson Wedel,2011). This enhances students’ experience and optimises the achievement of the intended learning outcomes and development of students which in turn uplift the performance and reputation of the institution

Link: [User-Experience-of-Online-Examinations-and-Proctoring-A-Case-Based-Study.pdf (researchgate.net)](https://www.researchgate.net/profile/Alice_Macharia_Njuguna/publication/361808864_User_Experience_of_Online_Examinations_and_Proctoring_A_Case_Based_Study/links/62c66f288f4dd63324aeddfb/User-Experience-of-Online-Examinations-and-Proctoring-A-Case-Based-Study.pdf)

Reference: Njuguna, A. M. (2022). User experience of online examinations and proctoring: A case based study. International Journal of Current Science Research and Review, 5(07), 2326-2335.