

REshaping Assessment Excellence: Pandemic and the New Now

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It is hard to separate teaching from assessment, as assessment drives much student motivation.

1 An Example

The University of Bath has operated a semester system for practically all programmes, with examination assessments in, essentially, January and May.

Before Covid-19, the only option for an examination was Trad-C or Trad-O, nearly all of two hours duration. Though this was not always possible, the aim was that a student should only have one examination per day.

May 2020 Given the timing, **Interim** was the only practicable solution. Since many solutions were “at home” across the world, the examinations were still aimed at taking 2 hours, but all students were given a 24-hour window in which to do them. Very few staff had experience in “open book” examinations, and certainly not when the whole Internet was an open book. Now we needed to have one examination per day, which stretched the examination period.

January 2021 We moved to Electronic-O.

May 2021

January 2022

May 2022

2 Models

Trad-C A university-managed invigilated examination in an “examination hall”, with no technology or other resources except the question paper.

Trad-O As above but students can bring in specified paper resources: often called “open book”. That specification could be very precise: “A clean copy of the fifth edition of ...”, or as vague as “a binder of own notes”. In practice invigilators found this hard to enforce in a large examination.

Interim Use a Virtual Learning Environment to deliver an examination paper, and collect answers. There are no technological constraints on the help students could acquire.

Electronic-C

Electronic-O