ONLINE EXAMS

Do this...   ## Don't...

[4] Set a practice assessment during the term, using the same types of settings you will use in the final exam e.g. timed vs. untimed; multiple submissions vs. single submission.

Assume that your students are familiar with the assessment tools in UM Learn and know how to submit and assignment or use the quiz tool.

[2] Allow for sufficient time, within a set period, for students to complete the assessment. Remember that internet reliability is frequently hard to predict.
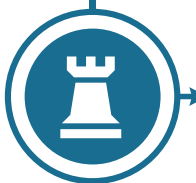
Make the assessment/exam window so short that a student's lack of typing speed becomes a deterrent to success.

[1] Remind students about online test taking protocols with a statement at the beginning of every assessment. The statement should cover basic technology 'know-hows'.

Assume that students are familiar with online test taking protocols.

[2] Promote Academic Integrity by reminding students with a statement at the beginning of every assessment. For further assistance with Academic Integrity in online assessments: https://centre.cc.umanitoba.ca/integrity/promoting-integrity-in-online-courses/

Use 'one-way exams' – students need to be able to move back and forth between questions in an exam. A one-way exam is not the way to manage academic integrity issues.

[2,3,4] Design exam questions that rely on higher order/critical thinking, application of knowledge and discussions that occurred in class. Please visit: https://centre.cc.umanitoba.ca/assessment-alternatives/

Set mainly factual recall types questions that can be easily found by a quick Google search or text book check.

[2] Use multiple means of assessment throughout the term to collect grades, e.g. Short essays, iClicker responses, short answer questions, class discussions, podcasts, video projects, research papers. Please visit: https://centre.cc.umanitoba.ca/assessment-alternatives/

Rely heavily on one type of assessment, e.g. a multiple-choice final exam to collect most of your grades in the term.

[1] Best practices for delivering online tests and quizzes
https://uvacollab.screenstepslive.com/s/help/m/assessments/l/613778-best-practices-for-delivering-online-tests-quizzes

[2] Nilson, L., Goodson, Ludwika A., & ProQuest. (2018). *Online teaching at its best: Merging instructional design with teaching and learning research / Linda B. Nilson, Ludwika A. Goodson.* (First ed.).

[3] Strategies to reduce cheating in online exams. Retrieved from:
https://www.uregina.ca/cce/assets/docs/pdf/distance-online/instructional-design/strategies_to_reduce_cheating.pdf

[4] Williamson, Margaret H. (2018) "Online Exams: The Need for Best Practices and Overcoming Challenges,"
The Journal of Public and Professional Sociology: Vol. 10 : Iss. 1, Article 2.
Available at: https://digitalcommons.kennesaw.edu/jpps/vol10/iss1/2

University **of Manitoba**