

## THEMENSCHWERPUNKT: E-ASSESSMENT UND E-EXAMINATIONS

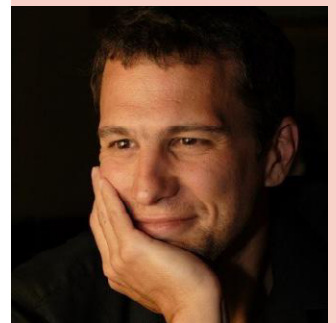
## > ASSURING ACADEMIC HONESTY IN ONLINE ASSESSMENTS

In mid-July, as a tumultuous, Covid-addled semester wound to a close, a story appeared in the local paper about a group of university students who had performed exceptionally well on a final exam. However, rather than being celebrated, the students were called before the professor to answer questions about their academic honesty. Reading this story, we felt for the students, who described the “humiliation” of the interview. However, we could also understand the professor’s point of view. Unfortunately, years of experience have shown us that there are always some students who are willing to violate the rules of academic honesty, and one of the greatest challenges we faced in this extraordinary semester was to devise fair evaluation schemes that would assure that those who did the work would be properly rewarded. Here, we would like to discuss two important lessons we learned this past semester: how to adjust overall course assessment schemes and how to administer online exams in the most cheating-proof way.

In terms of course assessment, we follow the principles of constructive alignment, which seek to maximize the synergy between learning objectives and assessment forms by carefully balancing formative and summative methods of evaluation. Covid-19 shattered these careful plans overnight and forced us into what Charles Hodges, et al. (2020) call “emergency remote teaching”. Our first step was to revisit the planned “evaluation portfolio” for each course and determine if changes could be made to maximize the effectiveness and fairness of the overall course evaluation under the new circumstances. For some courses, we were forced to accept that constructing a cheating-proof online exam would be impractical. In these cases, we shifted the balance towards increased formative assignments, such as Moodle quizzes or cumulative e-portfolios, which were designed to show that students were engaging with the different topics covered throughout the semester. Another change that proved effective was a shift towards “oral” assignments. Once all parties had become versed in the relevant video-conferencing tools, online student presentations and small discussion groups became useful for monitoring student engagement and understanding of the material. In total, these adjustments allowed us to give the students credit for their ongoing efforts and to decrease the weighting of a potential summative exam.



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For some courses, we decided that a final online exam was a viable component of the overall evaluation scheme. Here, we adjusted two important aspects. First, regarding question types, we favored competence-oriented questions when possible, for which the answers cannot be copied from a handout or the internet. However, since such questions tend to be open and require more writing, the resulting increased marking time sometimes meant we had to limit the number of such questions or supplement them with knowledge-based questions, which the system marks automatically. The second adjustment involved altering the exam administration to minimize possible cheating. We eventually settled on the following Moodle settings and procedures:

### Settings

- Show questions in random order.
- Set exam navigation to “sequential” (i.e., students must answer questions in the order they appear).
- Set a tight time limit to restrict the use of unauthorized aids or student interaction (e.g. via WhatsApp). This was one of the greatest challenges. We estimated the time each question should take for a prepared student and added a 20% buffer. However, results were mixed, as we heard from our students, and in rare cases we added a few minutes to the time during an exam.
- Set the review options such that students only see their marks and not the correct answers (to prevent early finishers from sharing screenshots of correct answers).

### Procedures

- All students take the exam at the same time.
- Students must be logged into the videoconferencing room used in the class, and cameras and microphones must be switched on.
- Provide two options (e.g., Moodle chat room and video conferencing room) for students to contact you during the exam (in case of problems/questions).

Ultimately, this approach proved effective. Although the students were not overly pleased with some of the rules (e.g., no free navigation), they were generally accepting of these measures once the reasoning behind them was explained. The most important factor was ensuring maximum transparency for the students: that is, the rules and procedures were clearly explained well in advance of the exam, and practice exams were offered whenever possible.

In the end, the semester was a learning experience for teachers and students alike. Despite some hiccups, we feel that we developed a solid basis for future efforts, so that hopefully we can move from “emergency remote teaching” to “proper” distance learning in future semesters.

Hodges, C., Moore, S., Lockee, B., Trust, T., Bond, A. (2020). The difference between emergency remote teaching and online learning. Available at: <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

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## References



## SOCIAL DISTANCING FÜHRT ZU DISTANCE TESTING – ERFAHRUNGEN FÜR DIE ZUKUNFT

### Vielfalt von E-Assessments

Laut Müller/Sperl (2018) beschreibt E-Assessment – E-Prüfungen, digitale Prüfungen oder auch elektronische Prüfungen – kein einzelnes Verfahren, sondern soll als Sammelbegriff verstanden werden. Der Begriff beinhaltet die Summe aller elektronisch gestützten Methoden/Instrumente, die zur Ermittlung des Leistungsstands der Lernenden verwendet werden.

Wird von einem E-Assessment gesprochen, so sind für die Praxis die Unterschiedlichkeiten ausdifferenzieren, um Unklarheiten und Missverständnisse zu minimieren. Insofern sind für E-Assessments bspw. unterschiedliche „Kategorien“ auszuweisen:

- Klausur (Test)
- Produktassessment
- synchrone / asynchrone Durchführung



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