

Open Book Assessments

What, Why, How?

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Overview

- What is an open book assessment?
- Why choose to use open book assessments?
- How best to implement open book assessments?

What is an open book assessment?

Traditional sit-down, limited time exam

Take home, extended time exam

What

- May or may not be proctored
- May be inside or outside of class time
- May have extended time to complete
- May have location of students' choice
- Students use variety of resources
- Focus on higher-order thinking skills
- Usually high-stakes / summative

Why choose to use open book assessments?

Benefits

Challenges

Why (Benefits)

- Reduced test anxiety
- Promote higher order thinking skills
- Opportunity for learner-directed discovery
- More time for reflection
- Authentic tasks reflect professional environment
- Reduced requests for accommodations

Why (Challenges)

- Academic integrity
- Developing effective questions
- Student misconceptions
- Marking may be more time consuming
- Scheduling

How best to implement open book assessments?

Define task

Provide context

Provide instructions

How to Define Task

- learning outcomes
- focus on analyzing, evaluating, and creating
- contemporary, real-world problem
- clear and unambiguous

How to Provide Context

- Details of task
- Resources required to complete task
 - Course material, policies, articles, media
- Expectations for response
 - Use of resources, length of response, providing argument or explanation, referencing of resources, etc.

How to Provide Instructions for Students

- Release date and time
- Time to complete
 - What will occur when time expires
- Topic(s)
- Approved materials
- Word length
- Referencing
- Format
- How to submit
- How to ask for help once exam released

Student Preparation

- Describe nature of questions and knowledge students will demonstrate
- Review expectations regarding citations and references (esp. for take home exams)
- Provide opportunity ask for clarification
- Review instructions in advance
- Troubleshoot technology ahead of time
- Plan ahead, organize materials
- Manage time allotted
- Set up space to work without interruption
- Study

Student Misconceptions

- Copy answers from book
- Easy
- Don't have to study
- More is better

Student Misconceptions

Resources to help students prepare:

- <https://www.trentu.ca/academicskills/how-guides/how-study/prepare-and-write-exams/preparing-online-open-book-exam>
- <https://student.unsw.edu.au/open-book-and-take-home-exams>

Design of Assessment

Question Styles

Level of challenge and competency

Case studies

Quiz set up

- May use question library in BrightSpace
- Randomize the options
- Random select questions
- Randomize questions
- Randomize sections

Question Styles

- Auto-Graded
- Instructor Graded
- <https://blog.citl.mun.ca/instructionalresources/question-types-in-brightspace/>

Auto Graded

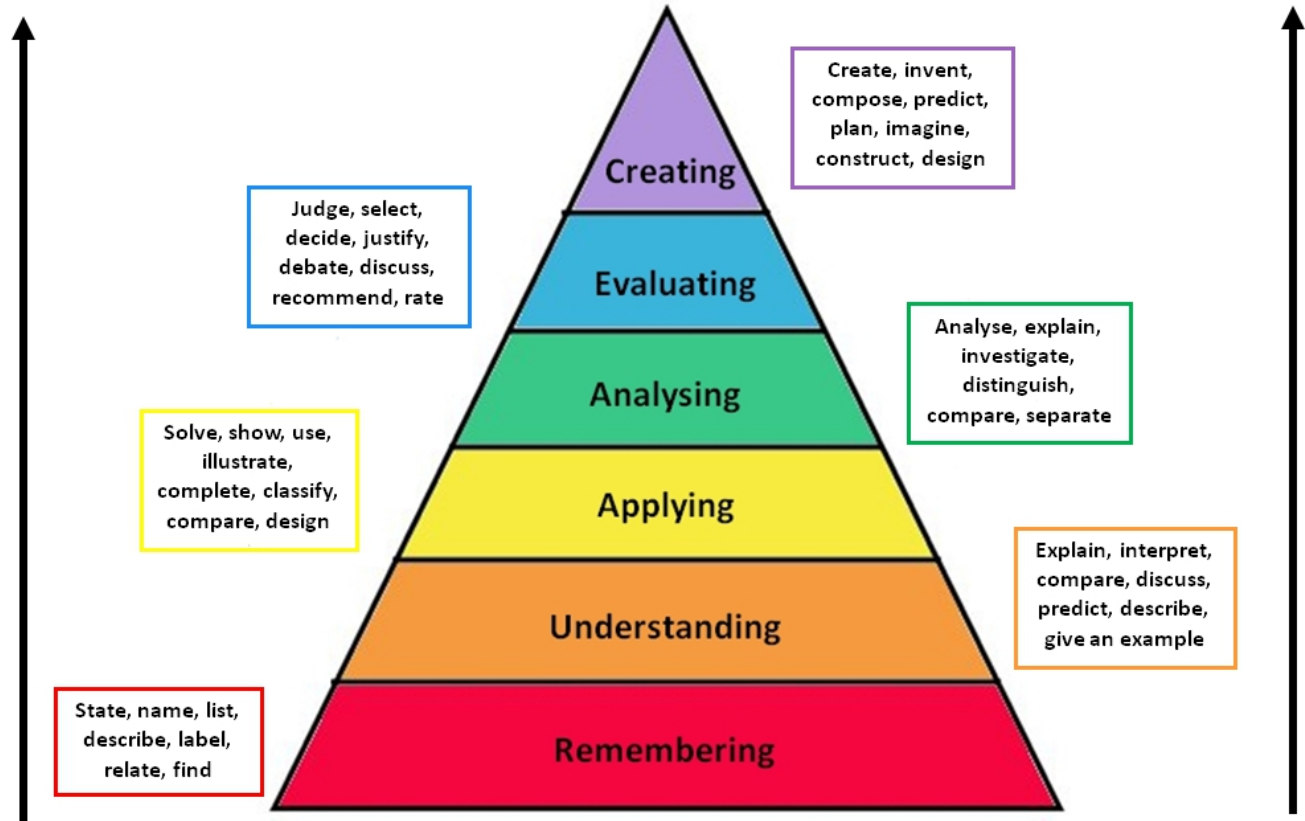
- Multiple Choice
- Multiple Select
- Matching
- Ordering
- Fill in the blank

Multiple Choice

- Look at higher order thinking (See Bloom's Taxonomy, next slide)
- Avoid questions that can be answered directly. Use multi-step questions.
- Use case studies wherever possible.

Bloom's Taxonomy

Bloom's Taxonomy



Creating a Case Study

- Authentic
- Realistic
- Full information
 - Just enough to provide scaffolding required to answer question
- Check with colleagues
- Questions are higher order
- Questions are contextual

Instructor Graded Questions

- Short answer
- Essay
- Consider integrating at least one short answer or essay question.

Academic Integrity

Accountability

Question design

Expectations

Academic Integrity in the Syllabus

- Refer to the University Regulations: 6.12
<https://www.mun.ca/regoff/calendar/sectionNo=REGS-0748>
- Remind students of Integrity 1000
- Direct students to writing centre, or academic support centre,
- Citations, lead by example, demonstrate

Academic Integrity

- Accountability
- Question design
- Expectations

- Highly contextualize to course
- Personalized
- Open-ended, requiring higher-order thinking
- Randomly assigned
- Justification for answers
- Proper citing and referencing (especially for take home exam)
- Responsible and accountable
- Ask to sign a pledge or use First Question

Example First Question

I understand and will abide by Memorial University's academic regulations.

Specifically, I will:

- Not consult with classmates or other people throughout this exams
- Not share questions or answers with others
- Use only explicitly permitted resources

A. Yes

B. No

Academic Integrity

- Focus on learning experiences
- Avoid relying solely on publishers testbanks
- Multiple quizzes and drop the lowest
- Build confidence

References

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- University of Waterloo. (n.d.) *Encouraging academic integrity in remote, online and in-person learning contexts*. <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/encouraging-academic-integrity-remote-online-and-person>