UNIVERSITÉ DE GENÈVE

Organizing continuous assessment/exams online

Alternatives to traditional forms of continuous assessment and exams that do not involve direct contact with students

Introduction

This document contains a series of suggestions and ideas for moving traditional modes of continuous assessment and onsite exams online. This document is not binding. The charts below present evaluation methods and tools that can be used to conduct continuous assessment and exams online. This document is bound to evolve.

General information for all evaluations

- Various features of Moodle (especially Quiz and Assignment) are very useful for implementing the online formats described. Instructions on how to use these features will be made available on the Distance Learning page.
- When you assign online tests using the tools described below, you do not have absolute control over the test conditions (outside help, verification of students' identities, etc.). You can partially address these problems by limiting the length of tests, randomizing the test questions, activating the tool https://www.compilatio.net/en/ to check similarities with outside content and other students' answers and so on. Moodle-compatible security solutions are being investigated and more information will be provided in due course.
- Online exams require a certain level of trust. We encourage you to have students sign a declaration of honor for the whole exam session in which they declare that they will comply with the instructions given by each teacher.
- As total control will be impossible in most cases, it is best to opt for an **open book and/or open web exam** (access to all notes and papers, and the internet). With oral exams and continuous assessment, this is less of an issue.
- To make the exam session more manageable and limit the amount of work to be turned in and evaluated, instructors can opt for a **joint evaluation** (one exam covers the content of multiple courses).

Exams for courses with over 50 students per session

- According to the information we have at this stage, approximately 250 exams with over 50 students must be held during the 2020 spring and autumn sessions. Administering this kind of exam online is particularly challenging from both a technical and an organizational point of view. This issue requires extended planning and discussion in collaboration with faculties and centers; more detailed information will follow.
- Given certain constraints such as server capacity and the availability of the IT support teams, exams with large numbers of students need to be spread out over the exam sessions. Dates and times will be set by the Faculties and Centers. Limiting the duration of these exams

(maximum 2h) is strongly recommended in order to avoid a technical and logistical overload that could negatively affect many exams.

- Controlling exam conditions (see above) is also more of an issue where these large-scale examinations are concerned.
- A coordinator for technical, IT, organizational and legal matters is designated for each center and faculty. This person will be in direct contact with the support team at the Rectorate. Teachers will need extra support, whether it be before, during or after an exam. Cross-disciplinary support will be provided jointly by the faculty and center coordinators and the E-learning and E-assessment team. The Teaching and Learning Support Center continues to provide support within its areas of expertise.

For more information

Tutorials, webinars and virtual “afterworks” on remote teaching can be accessed via the distance learning page.

Part 1 – Continuous assessment

N. B. Most of the tools described below are used at the institutional level. They are therefore considered to be reliable from a security perspective and are supported internally. Some tools (marked with an asterisk) that are not used at the institutional level but are easy to implement and widely used within the University are also included. No IT support is provided for these tools, and their stability and reliability are not guaranteed.

Classroom-based format	**Possible virtual scenario**
Participation	
Students are evaluated on their participation (mode unspecified) in class	There are many tools that can be used to encourage students' participation in virtual classes, either while the class is going on (synchronously), or before or after a virtual class session (asynchronously): Votamatic.unige.ch (French only) / Speakup* / Pingo* / Socrative* Full documentation on in-class voting (French only) (classroom-based or virtual) Moodle: use the choice feature (students respond to questions posed by the teacher) or the forum feature (the teacher assigns a discussion topic and the students respond, ask questions, debate, provide links, etc.). Padlet board (French only): use Padlet to create a virtual wall for posting comments, suggestions or questions. It is possible to vote, "like", and give star- and comment-ratings (documentation: https://elearning.unige.ch/ressources/padlet/) (French only)
Students ask or answer questions in class (they raise their hands and are called on)	Organize a webinar (online seminar) on Zoom and combine it with a forum activity on Moodle: the teacher posts questions or asks the students to post questions, answer questions (from the teacher or from other students), provide resources, etc. *You can choose between anonymous or attributed responses on most platforms, meaning you can keep track of students' interventions and evaluate their participation (number and quality of interventions, relevance of resources provided).*
Students are evaluated on their participation in class discussions	Organize a webinar on Zoom. You can evaluate participation by counting how many times students speak or post in the chat space (chat conversations can be saved as txt. files). Set up a forum activity on Moodle (you can evaluate participation by analyzing students' participation in the forum, e.g. submission of questions/answers/comments/resources, etc.)
Students are evaluated on their participation in class debates	Organize a webinar on Zoom to hold a debate during class (synchronous activity). You can set up sub-groups

	during the webinar so that students can work together to prepare for the debate. Set up a forum activity on Moodle where the debate can take place either during class time, or outside of class (asynchronous activity)
Students are evaluated on their participation in a role-play activity in class	Organize this role-play activity via Zoom. You can set up sub-groups during the webinar so that students can prepare the role-play together. The forum feature on Moodle can be used beforehand to prepare the activity via a question/answer session.
Group work	
The students are evaluated on a poster that they design (individually or in groups) and present orally	Students can work in virtual groups using collaborative writing tools: OneDrive / https://framapad.org/en/* / GoogleDrive* The poster presentation can be done (in the presence of the teacher or the whole class) via Zoom (students use screen sharing, upload the document to the platform (in the chat space) or send the document to the teacher in advance).
Students are evaluated on the basis of a jointly written report.	Students can work in virtual groups using collaborative writing tools: OneDrive / https://framapad.org/en/* / GoogleDrive* The group paper can be uploaded to Moodle using the assignment feature. The teacher can also set up a wiki on Moodle that allows students (all together or in groups) to draft content, and the teacher can track their progress. It is possible to evaluate individual and collective contributions.
Students are evaluated on the basis of audiovisual productions (podcasts, videos)	Training sessions take place via webinar (methodology, demonstrations on how to use equipment, how to conduct interviews, etc.) on Zoom, or they are recorded in class/at home (by the teacher or speaker) and uploaded to OneDrive. Students can conduct interviews via Zoom (the interviews can also be saved for subsequent transcription). The production is uploaded to Moodle via the assignment feature (MP3 file, video file).
Students build a portfolio during the semester/a research project in the course of their training (e.g. Capstone projects)	The teacher can set up a wiki on Moodle that allows students (all together or in groups) to draft content, and the teacher can track their progress. It is possible to evaluate individual and collective contributions.
Students complete a project and write a final report	Group work can be done with students via the Zoom platform. Multiple groups can be created in parallel so that they work together under the teacher's supervision. The report can be written using a collaborative writing tool: OneDrive / https://framapad.org/en/* / GoogleDrive*

	The report can be submitted on Moodle via the assignment feature.
Students read and present articles in a group, a "journal club"	Articles can be presented and discussed via Zoom. Articles can be uploaded to Moodle (add an activity or resource) and discussed via the forum, which allows students to ask and answer questions or provide other resources.
Homework assignments	
Students are evaluated on a library search	Students access the library's online resources using a VPN connection. The results of their searches can then be uploaded to Moodle (assignment feature) or used as the basis for discussion on a Moodle forum.
Students are evaluated on exercises and activities related to professional practice	Exercises / activities related to professional practice can be completed directly on Moodle using the test feature, and feedback can be provided. Certainty-based assessment can also be used, as well as various types of questions. Correction is automated.
Students are evaluated on a memo, an essay	Students draft their memo/essay at home on their personal devices. They upload their report to Moodle using the assignment feature. The same feature can be used to provide feedback (via comments, an evaluation grid, a document, etc.).
Oral presentations	
Students are evaluated on an oral presentation in front of the class or the teacher	The presentation can be done live via Zoom (with or without recording). The other students can be asked to watch and ask questions during – using the chat feature – or after the presentation. Presenters can share their presentation materials via screen share or upload their materials to the platform (using the file transfer option within the chat space). The presentation can also be done for the teacher alone. The presentation can also be recorded and then uploaded to Moodle using the assignment feature, with "Online text" checked under "Submission type" (MP3 file).
Experiments	
Activities in the computer lab Laboratory activities, practical work	Live via Zoom with screen sharing activated for all participants. The end products are then uploaded to Moodle (assignment activity). Demonstration filmed by an assistant or instructor, followed by a quiz on Moodle to test students' comprehension, for example. Students can write up a lab report (individually or as a group): OneDrive / https://framapad.org/en/* / GoogleDrive* and upload it to Moodle (assignment activity)

Other	
Follow-up interviews with students	Interviews can be conducted via Zoom, by telephone, or in written form on Moodle using the forum feature. Feedback can also be provided via the assignment feature (if students have uploaded a document beforehand)
Simple participation in class	Make a list of webinar participants (verify participation using the list of participants or via comments posted to the chat space. This conversation can be saved in text format in order to check student participation). Verify participation through use of a learning tool (for instance, using the Moodle features choice or quiz, a one-minute paper, posts on padlet, etc.)

*Note: * non-institutional tools.*

Part 2 – Exams

Written exams	
Students are evaluated on a written exam (multiple choice, short answer)	Students can take the exam at home by connecting to Moodle (test feature). Various types of questions can be used. The auto-save option ensures that students' answers are saved. As you (most likely) do not have remote control of the computer used or the place where the exam is being taken, it is best to opt for an open book and/or open web exam. Time constraints can be added to make it less likely that students will use outside resources. It is also possible to randomize the order of test questions in order to limit possibilities for cheating.
Students are evaluated on a long-answer or essay exam	Students compose their answers at home on a personal device. They upload their exams to Moodle using the assignment feature. Students can also take the exam directly on Moodle (via the test feature). The auto-save option ensures that students' answers are saved.
Oral exams	
Students are evaluated on an oral exam	The exam is taken live via Zoom. The question can be communicated to the student via the chat space or the white board. Students can be given preparation time (and filmed via webcam while they prepare). However, managing preparation time can be complicated (it is impossible to verify whether the student is only using authorized material). It is best to opt for an open book and/or open web exam. Zoom allows you to set up "waiting rooms" so that students wait their turns and appear in the right order.
Defense of theses / dissertations / final projects	The presentation can be done live via Zoom (with or without recording). Students can share their presentation materials via screen share or upload their materials to the platform (using the file transfer option under chat).

*Note: * non-institutional tools.*

If none of these solutions fits your needs, please contact us so that we can guide you towards other alternatives:

1. sea@unige.ch for basic training
2. polepedagofc@unige.ch for continuing education