Basic methodology for

the remote assessment of a course

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Basic methodology for the remote assessment of a course

Assessment of a course may be carried out remotely, in coordination with Act no. 188/2020 Sb., internal regulation Special Rules for Studying at Charles University ("CU")[1], regardless of the form of study stipulated in the accreditation of the specific programme of study or in the resolution of the Council for Internal Evaluation of the Implementation of a Programme of Study and notwithstanding the lack of regulation in the Rules of Organization for Studies at the Faculty. The dean of a faculty decides on introducing the remote assessment of studies at a faculty, and the guarantor of a programme of study decides on the remote assessment of a specific course upon agreement with the guarantor of the course.

The following tools have been selected for distance learning, which are supported by CU:

1) Microsoft Teams;
2) Adobe Connect;
3) Turnitin (for written work);
4) Moodle (for tests, written work).

You may connect the Turnitin system to LMS Moodle using the **Turnitin Assignment** module. Instruction can be found HERE.

For assessing a course, you may even choose a tool that is not fully supported and recommended by CU for use in distance learning (e.g. ZOOM, Google Meet, etc.), but you must comply with all of the security principles and any GDPR measures. A comparison of all tools (pros and cons) together with the option of training for using these tools is available on the web pages of the Lifelong Learning Centre. Instructions for the centrally supported tools and technical assistance can be found on the web pages of the Centre for the Support of E-Learning.

The selected distance methods for evaluation in the specific courses should require a comparable study workload as the on-site methods. Remote assessment of studies is complete assessment, although it differs from the traditional on-site assessment. The transformation from on-site to distance verification of knowledge should not reduce the workload of students disproportionately or significantly increase it. Assessment of studies should demonstrate in

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[1] Source: Special Rules for Studying at CU https://cuni.cz/UK-10446.html

particular professional knowledge and orientation in the subject area. It is, therefore, important to put your trust in the students, but also to try to prevent cheating.

In the event of assessing a course (e.g. credits, exams, marked course credits), we recommend testing in the presence of **at least two students** (or instructors) as for on-site exams so that a student is not alone in the virtual room with the examiner. Setting the rules for the remote assessment of studies is in the competence of the course guarantors.

Recording an oral exam for the assessment of a course **is not recommended and is not required by law**. However, if you believe it is necessary to record an exam for assessment of a course, this is possible only if **all of the participants consent**. This consent must be **demonstrated** by video (i.e. the instructor asks the question before recording and then again after starting the recording) or in writing (by e-mail, a declaration, etc.). If any participant is recorded without the consent of all participants, this is a violation of the regulations on the protection of personal data and the Civil Code. Such conduct could be considered a disciplinary offence or a violation of the Code of Ethics of CU.[2] The video recording together with the consent to recording must be stored/saved, for example, in SIS for a maximum period of one year. If there is more than one file (e.g. video and written consent), these files must be compressed into an archive (e.g. ZIP or RAR). The files will be automatically deleted after one year.

Technical competence and equipment of students for online testing

For remote testing, you must verify whether students have the required technical equipment. Depending on the selected tool, students will need the following: a working computer, a stable Internet connection, speakers, a microphone, a web camera. Students must also have the respective software installed and a quiet environment with no interruptions during testing.

To facilitate online testing, students should acquire certain competencies in advance. It is important that students have experience with the tool being used, responsible conduct (not disclosing personal data and passwords), and do not overload the systems by entering large files. We recommend carrying out a test several days before the exam. In the case of testing in Moodle, you can create, for example, a simple trail test verifying that all students have authenticated access to Moodle and understand the system interface.

If a student does not have appropriate technical equipment (e.g. a notebook with a video camera, a microphone and speakers, and an Internet connection), they may contact the Carolina

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[2] For more information, see, for example, Section 64 of the Higher Education Act and the Code of Ethics of CU: https://cuni.cz/UK-9490.html.

Centre to borrow such equipment: centrumcarolina@cuni.cz (however, the capacity of the Carolina Centre is limited).

Loss of the connection during an examination

If the connection is lost or if there is a technical difficulty that leads to the exam being interrupted, the examiner must first and foremost attempt to reconnect with the student. If the exam is definitively interrupted, it is in the competence of the examiner to determine whether the current progress made in the exam is sufficient for verifying the student's knowledge. Either studies will be evaluated in a standard fashion (e.g. if a substantial part has already taken place, and based on this, it is possible to evaluate the student) or the student will be entitled to a new term for the exam, or a substitute question will be asked. A term cannot be missed due to technical problems, either on the part of the student or the examiners. The faculty may specify the rules according to the tool for assessing courses, but it must acquaint the students with them in advance.

Should you have any other experience that you would to share with us, advice, or questions, please contact us at the following e-mail address: distancnizkouseni@cuni.cz.

ONLINE EXAM (verbal assessment)

Preparations for testing

As a part of distance exams, more emphasis should be placed on communication with the student, not only due to sufficient advance notice when announcing terms, but also the method of technical support for the exam. We recommend testing in the presence of **at least two students** (or instructors) as for on-site exams so that a student is not alone in the virtual room with the examiner. The course guarantor may also adjust the conditions of the exam, including the time for preparation, according to the character of the exam.

Prior to commencing an exam, the following steps should be taken:

1) **Set the term and manner** for holding the exam and inform students sufficiently in advance;

2) **Check the technical conditions** prior to commencing the exam.

Terms and method of holding the examination

Students register for the exam via SIS based on the terms announced by the examiner. It is important for the student to be **aware when registering for a specific term that it is a distance exam and what tool is being used.** Students must also be informed of what will be needed for the state exam (technical equipment, Internet connection, etc.).

The instructor creates the **online meeting** in the selected tool. When selecting the tool, the capacity and possibilities of the tool must be taken into account, e.g. reserving the virtual room in Adobe Connect sufficiently in advance. When planning the term, it is also important to consider sufficient breaks between the exams (to account for complications during registration, tuning the settings for ideal transmission, slowness of the transmission, etc.).

The instructor sends the registration link to the student by e-mail to the student's address provided in SIS and also shares with the student the necessary information for holding the state exam (or instructions for installing the tool). It is also possible to set the term for the test call in the selected tool.

Prior to the exam, it is recommended to acquire the telephone contact for the student. This measure is used as an emergency contact in the event of technical difficulties during an exam.

Inspection of technical conditions

Prior to commencing the exam, it is recommended that the exam participants do the following:

- Install the videoconference software, ideally on more than one device (laptop, phone),
- Prior to testing, check that the selected software is functioning and up-to-date (so that it does not start to update when the videoconference starts);
- Check the microphone and earphones (earphones are preferred to speakers because they produce less audio feedback which worsens the sound quality); check the Bluetooth connection for the earphones, etc.;
- Check software controls, switching of windows, opening a chat window for resolving problems, feedback, etc.;
- Make a test call in the software verifying all key functions (sound, picture, sharing desktops, and recording).

If a student does not have appropriate technical equipment (e.g. a laptop with a video camera, microphone, and speakers, Internet connection), they may contact the Carolina Centre to borrow such equipment: centrumcarolina@cuni.cz (however, the capacity of the Carolina Centre is limited).

Commencing and holding the examination

- The examiner and the examinees log in to the online meeting (see the recommendation for testing in the presence of at least one additional student).
- At the beginning of the exam, the examiner also informs the student of the rules and conditions for an interruption in the connection, which may be set by the rules of the faculty.
- The examiner informs the participants of the basic rules for communication, e.g. "When someone is not speaking, they turn off their microphone." However, we recommend that the examinee always have their microphone turned on due to assessment. Initially, the first student is tested, and the second student is just present. After testing the first student, the second student is tested and the first student remains present. The evaluation takes place jointly, after testing both students.

- The examiner **requests that the examinee turn on the microphone and the video camera.**
- The examiner requests that the examinee show the environment around them using their video camera (circling the room with the camera to ensure that nobody else is in the room and that there are no textbooks or other devices, etc. behind the computer or on the desk).
- The examiner requests that the examinee share the entire screen of their computer, not just one application (verify the visibility of the Windows/MacOS/Linux main application panel).
- The examiner requests that the examinee turn off all active applications or applications running in the background, except the application in which the exam is running (possible to check using Task Manager).
- If it can be verified that a student has cheated, this is considered a disciplinary offence.

Drawing questions:

- If questions need to be drawn, we recommend following the regular rules. The drawing can be done in this case by the examiner. However, the credibility of the process must be verified (e.g. show that set of questions is complete and will be drawn in front of the camera; drawing by an electronic tool guaranteed by the faculty, etc.). Drawings may be organized, for example, by using Microsoft Forms.

The instructor tests the student:

- The instructor verbally asks the student a question, and the student verbally answers the question;
- The instructor lets the student complete the test, which is prepared in advance (e.g. in Microsoft Forms, Moodle, or some other tool) and shares the link with the student in the chat during the exam (which will also log the student's answers);
- A combination of both of the above options;
- The instructor observes how the student performs something, e.g. a student's interview with a patient, certain procedures (on a simulator, on the screen), independent solution of examples, case studies, etc.;
- For the entire period, the instructor inspects the screen, the video, and the audio of the examinee.

After finishing the testing of the first student, the instructor calls the second student for testing and the procedure is repeated. The first student remains present for the testing of the second student. After finishing the testing, the students are verbally informed of the results, which will then be entered into SIS.

In certain cases, **practical examinations** may be carried out in a similar fashion. For practical performance, assistance with the video conferencing may be desirable for the student, e.g. in case of movements or capturing details when processing the assignment.

ONLINE COLLOQUIUM

It is also possible to organize colloquia remotely, i.e. an oral exam that takes place in the form of group testing or a discussion. The examiner verifies not only the knowledge of students but also their ability to interact with each other.

Preparations for testing

As a part of distance exams, more emphasis should be placed on communication with the students, not only due to sufficient advance notice when announcing terms, but also the method of technical support for the exam. Prior to commencing an exam, the following steps should be taken:

1) **Set the term and manner** for holding the exam and inform students sufficiently in advance;

2) **Check the technical conditions** prior to commencing the exam.

Terms and method of holding the examination

Students register for the exam via SIS based on the terms announced by the examiner. It is important for the student to be **aware when registering for a specific term that it is a distance exam and what tool is being used.** Students must also be informed of what will be needed for the state exam (technical equipment, Internet connection, etc.).

The instructor creates the **online meeting** in the selected tool. When selecting the tool, the capacity and possibilities of the tool must be taken into account, e.g. reserving the virtual room in Adobe Connect sufficiently in advance, or the number of camera views at one time (in MS Teams, a maximum of 4).

The instructor sends the registration link to the students by e-mail to the students' addresses provided in SIS and also shares with the students the necessary information for holding the state exam (or instructions for installing the tool).

For this form, we select the number of students that the videoconference platform can manage without larger technical difficulties (ideally three to four students).

Inspection of technical conditions

Prior to commencing the exam, it is recommended that the exam participants do the following:

- Install the videoconference software, ideally on more than one device (laptop, phone),
- Prior to testing, check that the selected software is functioning and up-to-date (so that it does not start to update when the videoconference starts);
- Check the microphone and earphones (earphones are preferred to speakers because they produce less audio feedback which worsens the sound quality); check the Bluetooth connection for the earphones, etc.;
- Check software controls, switching of windows, opening a chat window for resolving problems, feedback, etc.

Note that, during this form of an exam, it is desirable for all colloquium participants to be connected with a camera, which could cause technical difficulties. If a student does not have appropriate technical equipment (e.g. a laptop with a video camera, microphone, and speakers, Internet connection), they may contact the Carolina Centre to borrow such equipment: centrumcarolina@cuni.cz (however, the capacity of the Carolina Centre is limited).

Commencing and holding the examination

- The examiner verifies if all exam participants are connected and **requests that the students turn on their microphones and video cameras.**
- The examiner informs the participants of the basic rules of communication, e.g. "When someone is not speaking, their microphone is turned off."
- At the beginning of the exam, the examiner also informs the student of the rules and conditions for an interruption in the connection, which could be set by the rules of the faculty.

The instructor tests the students:

- The instructor verbally asks questions, and the student who is asked the question verbally answers;

- The instructor may request that another student respond to a specific answer, either in a chat or verbally;
- An open discussion may also take place (moderated by the instructor) where the participants freely converse with each other (after logging in and being called on);
- Another option for testing may be:
  - **An individual presentation** – one student presents the results of their work;
  - **A group presentation** – all students progressively present the results of their work.

- The examiner enters the results of the exam for the students into SIS.

ELECTRONIC SUBMISSION OF INDEPENDENT WORK

Independent work can be in written form (a theoretical work – research, an analysis, a seminar paper) or it could include the creation of models, videos, works of art, or other independent creative activities.

To submit a written work, you may use the **Turnitin** system (the manual is available [HERE](#)) or **LMS Moodle** (you can find the instructions [HERE](#)).

The following may be used to submit other types of work:

- MS Teams (based on contracts, student of certain faculties may use OneDrive and Stream when submitting work);
- By e-mail (smaller files);
- YouTube with restricted access; see instructions [HERE](#).

The Moodle environment is not intended for submitting videos and other large files. Saving large files **slows down the functionality** of Moodle (capacity limit – 250 MB). In these cases, we recommend saving large-capacity files on other stream servers and then using the URL addresses when submitting in Moodle (the instructions for saving videos via YouTube can be found [HERE](#)[3]).

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[3] https://dl.cuni.cz/wp-content/uploads/N%C3%A1vod-Odevzd%C3%A1n%C3%AD-videa-v-Moodlu-pomoc%C3%AD-YouTube.pdf

Submitting written work and testing in Moodle

1. Submitting written work

Students must be acquainted in advance with the process of submitting written work, with the location of the assignment in Moodle, and with the rules for fulfilling the assessment of studies. Moodle is a suitable tool for submitting the independent activities of students. Moodle is not intended for directly uploading videos and other large files; see above.

2. Testing in Moodle

Students must be acquainted in advance with the process of submitting written test work, with the location of the test in Moodle, and with the rules for fulfilling the assessment of studies. It is advisable to give students in Moodle at least one practice test before the exam to get acquainted with the Moodle environment.

Recommendations for setting up the exam (test credits)

- Selection of the appropriate type of test questions. Questions with partially correct answers complicate the evaluation of the test. Particularly suitable are multi-choice, single-answer, and short-answer questions.
- Ask questions in order to verify understanding, not only knowledge.
- Use a databank of questions to randomly generate questions of the same difficulty.
- Use the option of bulk import of test questions into the databank.

It is also possible to use long-answer questions for an exam; they do not have set answers, but verify more in-depth the knowledge of students.

Before going live, you must verify the functionality of the exam, ideally from the standpoint of the student.

Access to the test should be limited time-wise. It is possible to set a time limit for taking the test. The student must be notified of the time limit before the start of the test in order to submit the test in time. If a student does not perform any activity in Moodle, they are automatically logged out after 120 minutes. The student has a set number of attempts to pass the test. The test can be password protected.

In the event of technical difficulties during the test, an alternative term should be considered. An alternative attempt can be provided by individual or group reconfiguration. It is not necessary to make the test available again to the other students.

After passing the test, students should be informed of their result by a set deadline. You should not inform students about the correct answers to the test questions so that they do not divulge the answers and thus prevent the test from being used again.

The advantage of testing in Moodle is that, when making corrections, it is possible to gradually correct the answers to the individual questions from all students, i.e. the teacher can verify, especially for open-answer questions, whether the question was correctly asked, or to what extent the students cooperated in completing the test.

The results of assessment of studies may be archived in Moodle up to the end of the following academic year. They may also be exported to an Excel file.