

Approaches to redesign course assessment in response to the COVID-19

Center for Teaching and Learning Development

Office of Academic Affairs

Mid-term / end-of-semester evaluation

report

exam

In-class oral presentation

Written
report

Paper-based exam

Hands-on
Demonstration

Ex. 1

Ex. 2

Ex. 3

Ex. 4

Ex. 5

Online
presentation
+ Online peer
evaluation +
Grading
rubrics

Written
report

Written
report

Closed end
↓
Take-home
Open book

In-class
exam
↓
Online
exam

In-class
demonstration
↓
Online
demonstration

Example 1 : Replace in-class oral presentation with online presentation

- Pre-record oral presentation or PPT presentation with a voiceover. Upload files online for evaluation.
- Move in-class peer evaluation online
- Build peer evaluation mechanism
- Provide evaluation rubrics including criteria for online oral presentation and peer evaluation

Example 2 : Replace in-class oral presentation with written report

- Assign written report to encourage independent/reflective learning
 - Self-regulated learning
 - Inquiry-based learning
 - Personal reflection
 - Hands-on experience

e.g. instructors can assign related readings or provide observed phenomena for students to analyze or discuss based on the theories they learned in a course.

Example 3 : Replace closed-end exam with take-home exam

- Provide guidelines for taking an exam:

Before the exam:

- set NO rules like “no discussion” and “no teamwork.”
- remind students of exam submission details including when (date & time), where, and how (e.g., via email or NTU COOL).
- ask students to sign the “Honor Code”

_____ I pledge on my honor that I have neither given nor received unauthorized aid on this examination. Typing or signing my name on the line above serves as a signature of this pledge.

- Use iThenticate to check originality of assignments.

Example 3: Replace closed-end exam with open book exam/assignment

Suggested steps:

Step 1: Provide reading materials or sources for inquiry (e.g., reports, statistics, research data)

Step 2: Assign source-based open-ended questions
e.g., Please synthesize different views presented in the reading materials.

Step 3: Ask students to design and answer questions, e.g., Based on what we have learned in the previous sessions, please list two questions that you think important, explain why you think so, and provide answers to the questions.

Example 4: Replace in-class paper-based exam with online written exam

How to avoid cheating:

- Set time limit: It should be short enough to avoid students cross-checking answers from other sources.
- Record full screen during exams: Ask students to record full screen during an exam and upload clips as a course assignment.
- Monitor exam process: Ask students to take the exam in front of their webcam.
- Assign questions randomly: Use NTU COOL to randomly assign questions to each student.
- Adjust grade portion for exams: Decrease the portion of each exam to the final grade or increase the number of exams in a course (divide a big test into several small tests).
- Live announcement of exam questions: Announce questions in the online learning platform. Ask students to take pictures of their written answers and upload the picture.

Example 5: Replace in-class demonstration with online demonstration

- Ask students to record demonstrations and upload clips online for evaluation.
- Move in-class peer evaluation online
- Provide evaluation rubrics including criteria for online demonstration and guidelines of peer evaluation.