

## **Online Open Book Examination Guide for Faculty Members**

HEC has very kindly allowed Universities to take online examination therefore, it has been decided in the meeting of Online Academic Council (OAC) that Online Open Book Examination of Finals and Mid Term followed by Viva will be taken through Google classrooms and Google meet. Furthermore, grading criteria for mentioned semesters has also been revised. Detail of revised grading criteria is a under:

- Mid Term: 30 marks
- Sessional: 30 marks
- Finals: 40 marks
  - Open Book Online Exam: 20 marks
  - Online Viva: 20 marks
- Practical 50 marks
  - Theory: 20 marks
  - Online Viva: 30 marks

Online Open Book Exam will consist of 2-4 Open Book Questions (20 marks from theory and 20 marks related to written of practical including marks of Lab Manual where applicable). Duration of Examination will vary from course to course. Duration of any Online Open Book Exam shall not exceed from 4 hours. Duration will be mentioned at the front page of the exam paper. All faculty members will prepare and share the Open Book Exam with Examination Department latest by 22<sup>nd</sup> May 2020 as per the guidelines provided in Faculty Open Book Examination Guide. In case if any student is not comfortable in submitting the paper on Google form/MS Word he/she can submit the image of his handwritten paper.

Online Viva will be taken by the concerned faculty members through Google meet recorded session (20 marks from theory and 30 marks related to practical where applicable). Duration of Online Viva for each student shall be up to 3-5 minutes. Examination will notify group wise schedule of Online Viva at least one week before the Online Viva. Recording of the session will be mandatory otherwise marks of Viva will not be awarded.

### **Definition**

An "Open Book Examination" is an assessment method designed in a way that allows students to refer to class notes and summaries or a "memory aid", textbooks, or other approved material while answering questions. Open book exam focuses on understanding of the unit materials and ability to synthesize and apply information in specified situations.

### **Why Open Book Exam**

Open-book exams allow you to take notes, texts or resource materials into an exam situation. They test students ability to find and apply information and knowledge, so are often used in subjects requiring direct reference to written materials, like law statutes, statistics or acts of parliament.

### Duration of Exam

The duration will also be included on the front page of the exam paper. Duration of Examination will be decided by faculty member and reviewed by Examination.

### Weightage of Examination:

The weightage for both Final and Mid Term Exam will be 30% therefore two to three questions will be preferred

### Considerations when designing open book exams

- Questions in online open book exams need to be devised to assess the interpretation and application of knowledge, comprehension skills, and critical thinking skills rather than only knowledge recall.
- Make use of case-based exam questions that require students to apply critical reasoning skills in response to a trigger scenario.
- Devise clear and unambiguous questions to limit student confusion and time spent interpreting the question so students can spend their time making use of their textbook or memory aid to effectively answer the questions.
- Devise questions that require students to apply and make use of the information from their textbook or notes rather than simply requiring them to locate and re-write this information.
- Design your questions and overall exam paper with the learning outcomes in mind i.e. what skills and knowledge are you assessing?

### Example ways of designing open book exam questions

- Structure your exam questions around problem-based scenarios or real-world cases, requiring students to apply their skills and knowledge to the given problem or scenario.
- Provide information or background information on a given topic or area of study.
- Present relevant qualitative or quantitative data and then ask students interpretative and application questions – What does the data show? What relevance does this data or does the scenario have in terms of [component of current topic]? What other factors could potentially affect this data? How would you test for these?
- Structure content or topic questions in a way that tests for an ability to apply, analyze, evaluate, create, synthesize, interpret etc.
- When devising questions to probe student understanding, skills and knowledge, the Socratic questions and questions reflective of levels and stages of learning may be useful (please see below).

### Socratic Questions

Type of Socratic Question	Example questions and starters
Clarification questions	<ul style="list-style-type: none"><li>• What do you mean by...?</li><li>• Could you put this another way?</li><li>• What do you think is the main issue?</li><li>• Could you provide an example?</li><li>• Could you expand upon that point further?</li></ul>
Assumption questions	<ul style="list-style-type: none"><li>• Why would someone make this assumption?</li><li>• What is assuming here?</li><li>• What could we assume instead?</li><li>• You seem to be assuming.</li><li>• Do I understand you correctly?</li></ul>



<b>Reason and evidence questions</b>	<ul style="list-style-type: none"> <li>• What would be an example?</li> <li>• Why do you think this is true?</li> <li>• What other information do we need?</li> <li>• Could you explain your reason to us?</li> <li>• By what reasoning did you come to that conclusion?</li> <li>• Is there reason to doubt that evidence?</li> <li>• What led you to that belief?</li> </ul>
<b>Origin or source questions</b>	<ul style="list-style-type: none"> <li>• Is this your idea or did you hear it from someplace else?</li> <li>• Have you always felt this way?</li> <li>• Has your opinion been influenced by something or someone?</li> <li>• Where did you get that idea?</li> <li>• What caused you to feel that way?</li> </ul>
<b>Implications and consequence questions</b>	<ul style="list-style-type: none"> <li>• What effect would that have?</li> <li>• Could that really happen or probably happen?</li> <li>• What is an alternative?</li> <li>• What are you implying by that?</li> <li>• If that happened, what else would happen as a result? Why?</li> </ul>
<b>Viewpoint questions</b>	<ul style="list-style-type: none"> <li>• How would other groups of people respond to this question? Why?</li> <li>• How could you answer the objection that _____ would make?</li> <li>• What might someone who believed _____ think?</li> <li>• What is an alternative? § How are _____ and _____'s ideas alike? Different?</li> </ul>

### Bloom's Taxonomy

Type or level of question	Students are asked to ...	Example questions and starters
<b>Knowing and remembering</b>	Recall knowledge of subject matter relevant to the discussion.	<ul style="list-style-type: none"> <li>• What, where, who, when, where ...?</li> <li>• How many ...?</li> <li>• List ...</li> <li>• Describe ...</li> <li>• Define ...</li> </ul>
<b>Understanding</b>	Demonstrate understanding by constructing meaning from information.	<ul style="list-style-type: none"> <li>• In your own words, ...</li> <li>• Explain how ...</li> <li>• What did X mean when ...?</li> <li>• Give an example of ...</li> </ul>
<b>Applying</b>	Apply knowledge and understanding to a particular task or problem	<ul style="list-style-type: none"> <li>• How would you use ...?</li> <li>• What examples can you find to ...?</li> <li>• How would you solve ___ using what you've learned?</li> <li>• What would happen if ...?</li> </ul>
<b>Analyzing</b>	Examine different concepts and make distinctions between them.	<ul style="list-style-type: none"> <li>• What are the parts or features of ...?</li> <li>• What are the competing arguments within ...?</li> <li>• Why is X different to Y?</li> <li>• Compare and contrast ...</li> <li>• What is the relationship between A and B?</li> </ul>
<b>Evaluating</b>	Make judgments about concepts or ideas	<ul style="list-style-type: none"> <li>• What is most important/effective?</li> <li>• Which method is best?</li> <li>• Which is the strongest argument?</li> </ul>
<b>Creating</b>	Develop new ideas from what they know and understand.	<ul style="list-style-type: none"> <li>• How would you design a ...?</li> <li>• What alternatives are there to ...?</li> <li>• What changes would you make?</li> <li>• What would happen if ...?</li> <li>• Suppose you could ___ what would you do?</li> <li>• How would you evaluate ...?</li> <li>• Can you formulate a theory for ...?</li> </ul>

### **The Indiscipline for Online Open Book Exams**

When you submit your exam answers at the end of your online open-book exam, you will be asked to agree to the following pledge:

“I acknowledge the Indiscipline for Online Open Book Exam and I hereby confirm that the submitted work is entirely my own and I have not (i) used the services of any agency or person(s) providing specimen, model or ghostwritten work in the preparation of the work I submit for this open book examination; (ii) given assistance in accessing this paper or in providing specimen, model or ghostwritten work to other candidates submitting for this open-book examination.”

In the context of online open-book examinations:

- The University considers that accessing the question paper via any other means than directly, via the designated online platform, and/or sharing the question paper with other students, falls within its definition of cheating and of acting dishonestly.
- The University reserves the right to use software applications, such as Turnitin, to screen submitted work for matches either to electronic sources or to other submitted work.

