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University Network for
Innovation, Technology
and Engineering

**The new
European
Universities**



Bottom-up networks of universities across the EU
Enable students to obtain a degree by combining studies in
several EU countries

2019-2022
Pilot phase

2023-2025
Implementation phase

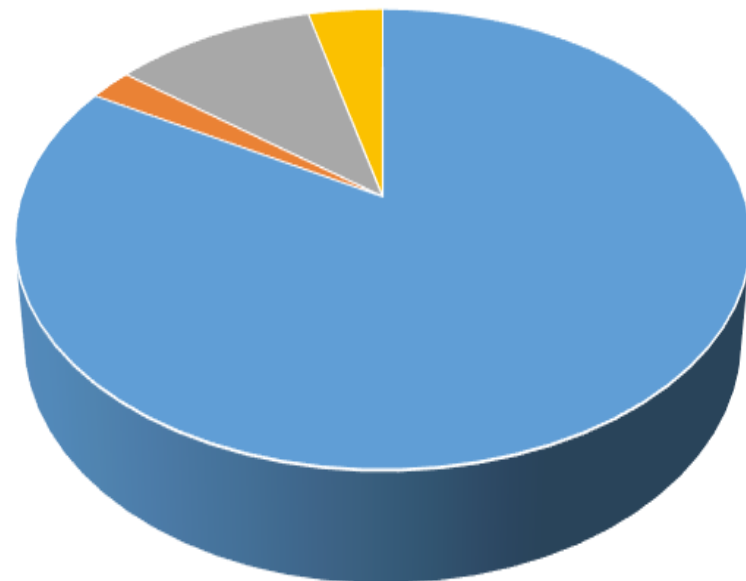
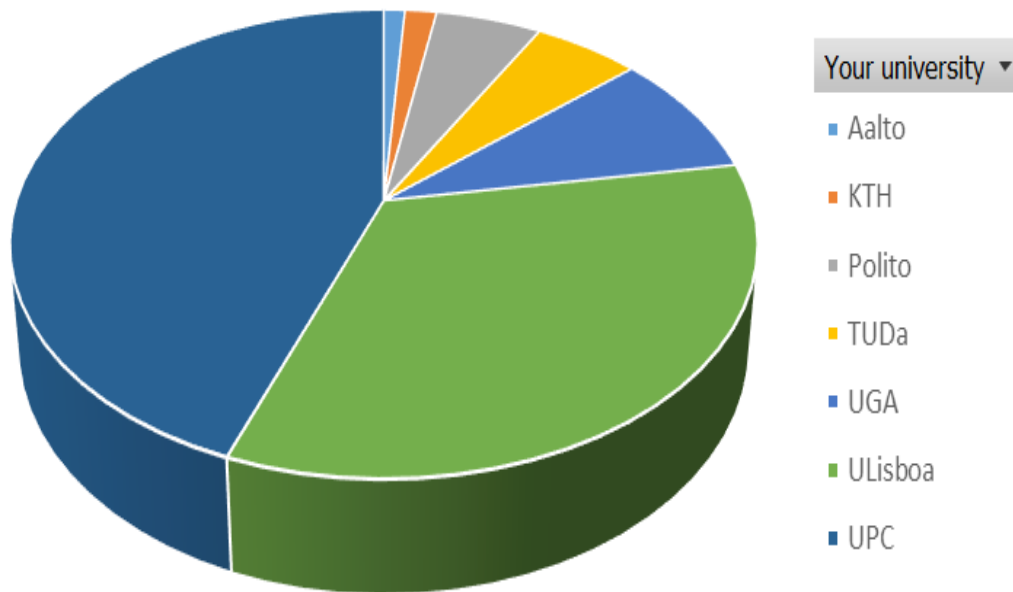
2025+
UNITE! as a European University



Who are you ?

- 191 registred persons (today 2pm)
- 149 faculties

Universities



■ Faculty ■ IT staff ■ Other ■ Pedagogy Expert



UNITE!

University Network for
Innovation, Technology
and Engineering

<https://www.unite-university.eu/>



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How to go online for my students' evaluation?




Elements for choosing student assessment modalities
in distant learning

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Ground rules

- **Tolerance!** 
- **Microphone off** 
- **Camera off** 
- **Use *Thumbs up / down* to vote**  
- ***Clap hands* to talk** 
- **Use the chat**

**Good questions to
start from**

Our (current) context : a scheduled examination.... which has to be switched "quickly" to online assessment.

Before going further, let's consider **3 types of concerns** :

- **Educational** : cognitive process evaluated, targeted and / or evaluated learning, methods...
- **Technical** : which technological tools ?, robustness for number of participants, viability
- **Legal** : making our wishes fit the regulatory framework set by my institution.

Going a bit further...

Elements to take into account:

- Time to devote to the evaluation (before, during, after)
- Cognitive process I want to assess (Bloom Taxonomy : remember, understand, apply, analyze, evaluate, create) - evaluation criteria
- Security level I consider essential.
- Is it a very selective test or not?
- Time I can devote to prepare my students to this new type of assessment.
- Technical robustness



Down the complexity line...

Level of learning and corresponding descriptors (action verbs):



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1. **Memorization:** enumerating, quoting, stating, defining, identifying, associating, naming, reconstructing
2. **Comprehension:** explaining, describing, extrapolating, abstracting, calculating, paraphrasing, establishing similarities or differences, highlighting common features, making parallels
3. **Application:** organizing, planning, choosing, interpreting, calculating, linking, demonstrating, communicating
4. **Analysis:** separating, breaking down, recognizing, evaluating, differentiating, problem solving
5. **Synthesis:** conceiving, putting in order, developing, generalizing, integrating
6. **Evaluation:** appreciating, investigating to form an opinion, judging, estimating the importance, making assumptions, integrating, inventing, creating, imagining new things

References on taxonomy

Bloom, B. S. (1954). *Taxonomy of Educational Objectives*. New York: Longmans, Green and Co.

Krathwohl, D.R., Bloom, B.S., and Masia, B.B. (1964). *Taxonomy of educational objectives: Handbook II: Affective domain*. New York: David McKay Co.

3 types of assesment :
Quizzes - Written productions - Oral exams

Examples :



Before

During

After



Cognitive process evaluated



Examples :

- Traditional multiple choice questions
- Matching questions
- Put in order / sort
- Questions with numerical answer
- True / False
- Gap texts
- Questions with short answers (most of the time: cannot be automatically corrected)

Cognitive process evaluated

complexity

1. Remember
2. Understand
3. Apply
4. Analyze
5. Evaluate
6. Create



Before



During



After



- allows to test knowledge and direct applications

- correction and feedback is fast

- not easy to measure higher cognitive levels

- very long to prepare if you want to switch to a « smart » MCQ

- difficulty to prevent cheating


- good mastery of an LMS platform needed

Asynchronous production/exam

Examples :

- Portfolio
- Report
- Multimedia product (Posters, Videos)
- Articles
- Solving technical problems
- Technical simulation report
- Computer code

Cognitive process evaluated

- 
1. Remember
 2. Understand
 3. Apply
 4. Analyze
 5. Evaluate
 6. Create



Before



During



After



- easy to manage for the teacher
- can evaluate high cognitive level
- strong commitment from students



- tedious /long to evaluate
- tests other skills than the subject (writing / communication etc.)

Synchronous production/exam

Examples :

- Essay
- Case study
- Problem
- Processing and analysis of a data set
- Calculation resolution
- Programming (Code)
- Poster
- Etc.

Cognitive process evaluated

1. Remember
2. Understand
3. Apply
4. Analyze
5. Evaluate
6. Create

complexity



Before



During



After



- easy to manage for the teacher
- can evaluate high cognitive level
- strong commitment from students



- tedious /long to assess
- tests other skills than the subject (writing / communication etc.)

Synchronous production/exam

Recommendations for synchronous written exams:

- Manage the stress level
(consider organizing mock exams)



- Take special care configuring your tool for the event

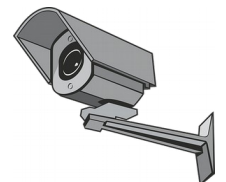


- Combine with quizzes? (Yes if you want to evaluate the acquisition of basic knowledge)

- Combine with oral exams? (Yes if you want to evaluate argumentation and in-depth understanding)

- Consider proctoring?

This distant surveillance can be done via a webcam or a recording of actions on the computer itself – we recommend it only for highly selective exams.



Oral exams

Examples :

- Project Defense
- Case Analysis
- Poster
- Report
- Practical and lab work report
- Portfolio
- Debate
- Role play

Cognitiv process evaluated

complexity

1. Remember
2. Understand
3. Apply
4. Analyze
5. Evaluate
6. Create



- allows you to assess learning close to real life situations
- allows you to test all levels of learning including the highest
- allows you to test communication and oral argumentation skills
- fast evaluation and feedback
- can take a long time to get all the students through the evaluation
- student stress can be high

Summing it up

- **Trust** the students and take into account the unprecedented times we are living
- **Communicate** as early as possible on the terms and conditions of the assessments, as well as the evaluation criteria (KPIs)
- **Prepare students** for the new terms and conditions, in order not to overload the students with several new things to handle and cope with
- Take into account the **constraints of the teacher** (available time!)
- Take advantage of the period **to test new methods**, and **minimize the usual assessment biases**
- Go as far as possible towards **high levels of learning**

**Functional analysis for different types of
assessment**

Criteria for analyzing remote assessment methods



V1 du 07/04/2020

Criteria for analyzing remote assessment methods + a few tips and precautions

Possible remote assessment methods	Estimated teacher workload	Estimated exam time	Estimated grading time	Simplicity of teacher set-up time	Simplicity for Students	Level of modification compared to initial assessment methods	Reliability of the method	Advice and precautions
Add a request for a "Declaration of Academic Integrity" to my individual examination in limited time (standard certificate for Grenoble INP)	Very low : add a document to be returned and signed.	None: if the students have anticipated the drafting of the attestation on honour.	Very low: check that each student has completed and submitted his or her "Declaration of Academic Integrity"	Very easy: just add the request for "Declaration of Academic Integrity" in the documents.	Easy: no need for a PC, the "Declaration of Academic Integrity" can be drafted digitally or on paper and then transformed into an image or PDF.	None	Risk of plagiarism and possible identity theft may be limited: students should be well informed about their responsibility and the consequences in case of plagiarism.	Ask for the "Declaration of Academic Integrity" to be filled out in advance with information in order to free the student from this constraint during the exam. Transmit clear instructions in advance about intellectual integrity and set an example by systematically citing one's sources.
Add an oral assessment to make sure the student did the work (10' / student)	Medium : instructions, planning and time must be included in the diary.	Medium to high: count 30' / student, 5 students / h with a regular break and margins. This work can be spread over the teaching team.	Low: you need to have designed an assessment grid; assessment is done according to the criteria during the interview...	Easy: know how to use remote conferencing software (Zoom, Discord, Skype ...) or do it by phone.	Easy: using dedicated conferencing software or via phone.	None or Medium: Provide a criteria-based assessment grid to be more objective and if there are several correctors.	Very reliable: in addition to seeing the student, possibly to request specific information such as student card number, date of birth ...	Check that each student has a sufficient connection and is familiar with the conferencing software. Arrange for telephone calls if necessary.
Add a quiz on course concepts	High: building Quizze takes a lot of time, which can be profitable if there is a large number of students; make sure that all students will be able to connect easily to the platform; send clear instructions well in advance.	Low: activate the quizzes and check that everyone has access to them.	Low: results are obtained directly.	Complex: checking pedagogical alignment, ensuring that this is not the only means used for all courses; making Chamilo's MOQ tool and building MOCs that effectively assess the targeted learning objectives.	Medium to high: requires a PC and a connection to Chamilo for all students.	Low to High: Sometimes examination conditions and question need to be reviewed.	Risk of cheating and identity theft: cheating especially if the questions are too simple (knowledge check type), identify theft difficult to control.	Build MOCs that respect the writing rules and that effectively verify the targeted learning (contact Perform for more information). Trouble-shooting: - Avoid shortening the exam time under the pretext of reducing the risk of cheating, otherwise as you will assess the student's stress management skills. - Avoid complex formulations under the pretext of reducing the risk of chance, otherwise you will assess the mastery of the French language instead.
Replace the written exam with a 15' oral exam per student with the following question: "What grade do you think you will earn on this course in relation to each of the pedagogical objectives?"	Low to medium: prepare students for this type of assessment and prepare themselves on follow-up questions to guide them in this new exercise of awareness and argumentation on their learning.	Medium to High: count 15' / student, 3 students / h with a regular break and margins (Oral time is equivalent to the time it takes to correct a written assessment). This work can be distributed among the teaching staff.	Low: you need to have designed an assessment grid; assessment is done according to the criteria during the interview...	Easy: know how to use remote conferencing software (Zoom, Discord, Skype ...) or do it by phone.	Easy: using dedicated conferencing software or via phone Medium to high: new exercise in analysing one's own learning.	High: change in examination conditions and type of question asked (very complex).	Very reliable: analysing one's own learning is very personal.	Prepare the students as much as possible for this new modality: teach them to become aware of and verbalize their learning and analyze it. (why, how, other options, ...?).
Replace the individual written exam by a collective project/ assignments to be carried out over several weeks requiring the mastery of the different notions studied and to be handed in via a platform at a designated time.	Medium to high: depending on the material it is sometimes easy to construct a more complex subject but it can be time-consuming in some cases. Accompany students who have little access to collaborative tools from a distance and/or are not used to group work.	Low: collect the production on a dedicated platform (e.g. Chamilo).	Medium: Fewer assignments to correct but each report can be longer to grade than an examination paper.	Easy: create a homework folder (e.g. in Chamilo), and communicate the instructions to the students.	Medium to high: the exercise will be more complex but many students will solve it. Depends on the students' ability to work in groups and their access to remote collaboration tools.	Medium: change in the level of complexity of the exam. Provide a criteria-based assessment grid to be more objective (specially if there are several markers).	Risk of "show-aways": in group work, some students may not invest time in this task. A more individual moment may help to overcome this concern.	Depending on the grading scales, possibly provide for a collective defense with individual questions or individual questioning on the assignment (5 per student is sufficient). Check that the students have the skills and tools to work in groups at a distance.
Ask each student to construct an examination topic that will allow them to check that a learner has assimilated certain key points of the course, either those listed beforehand by the teacher, or those left to the appreciation of each student, who must therefore focus on those he or she considers most important (the second option being much more difficult for students).	Low: especially if the main learning objectives of each course have been clearly explained. It is then enough to explain the instructions for this assignment. If this is not the case, the learning objectives must be explained first.	Low: collect the production on a dedicated platform (e.g. Chamilo).	Medium: Probably equivalent to a written exam.	Easy: create homework folder (e.g. in Chamilo), and communicate the instructions to the students.	High: requires insight and is a complex task to which they are probably not accustomed.	Medium: change the level of complexity of the exam. Provide a criteria-based evaluation grid to be more objective and if there are several correctors.	Very robust: a student able to do this will most likely have learned the essential points of the course very well.	Check that the students are sufficiently comfortable with this modality and give clear instructions on the personal aspect of the production.
Ask for an individual summary from each student which answers the following question: "What do you personally retain from the course and why?"	Medium: plan adapted assessment criteria well in advance and communicate them to the students; prepare the students for this type of assessment (new awareness exercise and argumentation on their learning).	Low: collect the production on a dedicated platform (e.g. Chamilo).	Medium: Probably equivalent to a written exam.	Easy: plan the instructions to be sent well in advance to the students.	Medium to high: new exercise in analysing one's own learning.	High: change in examination conditions and type of question asked (very complex).	Very reliable: analysing one's own learning is very personal.	Prepare the students as much as possible for this new modality: teach them to become aware of and verbalize their learning and analyze it. (why, how, other options, ...?).
Ask the students to make a synthesis of the course, log of lecture notes, to produce a mind map, a poster, ...	Medium: plan appropriate assessment criteria well in advance and communicate them to the students.	Low: collect the production on a dedicated platform (e.g. Chamilo).	Medium: Probably equivalent to a written exam.	Easy: plan the instructions to be sent well in advance to the students.	Low to medium: depending on the novelty of the exercise.	Medium: according to originally-planned examination conditions.	Reliable: personal production, fairly complex level; possibility of checking for plagiarism (e.g. Complicite).	Check that the students are sufficiently comfortable with this modality and give clear instructions on the personal aspect of the production.

Criteria for analyzing remote assessment methods

Add a request for a "Declaration of Academic Integrity" to my individual examination in limited time

Estimated teacher workload	Estimated exam time	Estimated grading time	Simplicity of teacher set-up time
Very low : add a document to be returned and signed.	None: if the students have anticipated the drafting of the attestation on honour.	Very low: check that each student has completed and submitted his or her "Declaration of Academic Integrity"	Very easy: just add the request for "Declaration of Academic Integrity" in the documents.

Simplicity for Students	Level of modification compared to initial assessment methods	Reliability of the method	Advice and precautions
Easy: no need for a PC, the "Declaration of Academic Integrity" can be drafted digitally or on paper and then transformed into an image or PDF.	None	Risk of plagiarism and possible identity theft may be limited: students should be well informed about their responsibility and the consequences in case of plagiarism.	Ask for the "Declaration of Academic Integrity" to be filled out in advance with information in order to free the student from this constraint during the exam. Transmit clear instructions in advance about intellectual integrity and set an example by systematically citing one's sources.

Criteria for analyzing remote assessment methods

Replace the written exam with a 15' oral exam per student with the following question: "What grade do you think you will earn on this course in relation to each of the pedagogical objectives?"

Estimated teacher workload	Estimated exam time	Estimated grading time	Simplicity of teacher set-up time
Low to medium: prepare students for this type of assessment and prepare themselves on follow-up questions to guide them in this new exercise of awareness and argumentation on their learning.	Medium to high: count 15'/student, 3 students /h with a regular break and margins (Oral time is equivalent to the time it takes to correct a written assignment). This work can be distributed among the teaching staff.	Low: you need to have designed an assessment grid; assessment is done according to the criteria during the interview..	Easy: know how to use remote conferencing software (Zoom, Discord, Skype ...) or do it by phone.

Simplicity for Students	Level of modification compared to initial assessment methods	Reliability of the method	Advice and precautions
Easy: using dedicated conferencing software or via phone Medium to high: new exercise in analysing one's own learning.	High: change in examination conditions and type of question asked (very complex).	Very reliable: analysing one's own learning is very personal.	<i>Prepare the students as much as possible for this new modality: teach them to become aware of and verbalize their learning and analyze it. (why, how, other options, ...?).</i>

En français

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[Vade-mecum pour l'évaluation à distance des étudiant.e.s. Éléments de choix des modalités d'évaluation à distance.](#)

Université TÉLUQ : [L'évaluation des apprentissages en 20 questions \(fiche synthèse\)](#)

Université de Sherbrooke : [Tableau des modalités d'évaluation alternatives](#)

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In English

Boston University : [Options and Opportunities](#)



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