Re-imagining Invigilated Exams

Considering what is reasonable and what is feasible.
All in-person exams have been cancelled during the formal winter exam period of April 7-25, 2020.

Details from Senate Executive can be found via this link (https://secretariat.info.yorku.ca/covid-19-information-and-decisions-pertaining-to-academic-activities/)
So what does this mean for your courses?

Senate Executive has confirmed that instructors have flexibility to change the number, type, and weight of assignments as required, and has further elaborated on this flexibility as follows*:

Where a course director has graded assignments that amount to 70% or more of the final grade in a course, the instructor may give individual students the option of receiving a final grade that is based on a re-weighting of assignments already completed, provided the instructor is satisfied that the learning objectives of the course have been achieved and that fairness to students and academic integrity are preserved.

Students must have the option of completing additional assignments that follow the original grading scheme in the course, understanding that this decision may require deferred evaluations which may delay course completion.

*Note: This option does not apply to Osgoode Hall Law School.
In this short tutorial we will consider:

- **What is reasonable?**
  - To expect from ourselves and our students
  - Given our collective time restraints with end of term
  - Given our emergent situation and unknown details.

- **What is feasible?**
  - For us to accomplish given our own experiences and approaches to teaching and online learning.
  - For us to assess what we can/must of our curriculum.
Making decisions

For your assessment plan,

- Consider what outcomes have already been assessed, and what is left that must be assessed
- Consider what are reasonable and feasible assessments

Use the Course Completion Plan Assistant to help you!
This template is designed to assist instructors as they develop their course completion plan.

<table>
<thead>
<tr>
<th>WHAT DID I STILL NEED TO DO IN-CLASS THAT I CAN'T NOW?</th>
<th>WHY DO I NEED TO DO THIS?</th>
<th>IS IT STILL IMPORTANT?</th>
<th>HOW ELSE CAN I DO THIS?</th>
<th>WHAT IS THE IMPACT OF THIS CHANGE ON THE REST OF THE COURSE?</th>
<th>HOW &amp; WHEN WILL I INFORM MY STUDENTS ABOUT IT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is to be done?</td>
<td>What was supposed to achieve?</td>
<td>Can students achieve the learning outcomes without this?</td>
<td>What can I use to substitute for this online?</td>
<td>What else (e.g., follow-up activity) do I need to modify to align the rest of my course with the change I am introducing now?</td>
<td>What do I need to do to communicate this change?</td>
</tr>
<tr>
<td>List all the in-class activities that still need to be accomplished.</td>
<td></td>
<td>Can I successfully complete this course without this activity? What is essential to keep?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [ ] Yes  Do without it
- [ ] No

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Timelines for instructors

- As previously communicated, Course Completion Plans are due to your Chair/Director/Dean (for undergraduate courses) or GPD and Associate Dean Graduate (for graduate courses) by no later than **Wednesday, March 18, 2020**.

- By no later than **Friday, March 27, 2020** all students should be informed by their instructors of any adjustments to evaluation and grading schemes.

- Instructors are asked to also communicate with their Teaching Assistants on these same timelines, to allow TAs to plan for completing their work.
Parameters surrounding final exams

Final Exams are used because...

- Of the logistics of assessment in large classes
- We want to assess students’ abilities and knowledge individually
- We want to ensure academic integrity
- They assess cumulative knowledge across the course
Alternatives to final exams

- Alternative assignments (e.g. essays, posters, portfolios, etc.)
  - See this Resource for other assignment ideas
- Take-home exams
- Open book, timed, online exams and online submissions
Alternatives to exams - what’s reasonable?

For take-home assignments/exams

● Offer fewer, more high level questions which require more application, analysis, evaluation, and/or original thought
● Consider process
● Consider how to make questions more individualized
● Require students to submit through Turnitin in Moodle
Alternatives to exams - what’s reasonable?

For timed, open-book, online exams/submissions

- Balance the time limit with the open-book parameter
  - More complex questions may be possible since it is open-book, but not too complex so that students can complete within the given time
- Moodle can randomize questions in an online exam so students have “unique” exams
Alternatives to exams - what’s feasible?

How many questions are necessary? Is it possible to have only one or two larger, high level questions?

Consider Alternatives to the Essay - https://teachingcommons.yorku.ca/resources/teaching-strategies/alternatives-to-the-essay/
For additional support

- [https://teachingcommons.yorku.ca/course-continuity/](https://teachingcommons.yorku.ca/course-continuity/)
- Teaching Commons Virtual drop-in hours daily, M-F 8:30am to 4:30pm
  [https://yorku.zoom.us/j/7467955013](https://yorku.zoom.us/j/7467955013)