

# OPEN (BOOK) EXAM1

(ADAPTED FROM FROM DIFFERENT SOURCES FROM THE  
INTERNET)

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# Acknowledgement

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- I have lost track of the sources and their origins and this is my way of recognizing and thanking them.

# What we should accept ....

- We are caught in this quagmire ... it's not our doing
  - telling students about open book exam now is different from telling students about open book exam at the beginning of the semester
  - fulfilling requirements (regulatory and accreditation bodies, other institution)
  - things are not the same for all (science-based vs arts-based)
  - short-term vs long-term methods of handling the issue

# TOC OF OPEN-BOOK EXAMS GUIDE FOR CANDIDATES

## University of Oxford 2020

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# Closed Book vs Open Book <https://petition.parliament.uk/archived/petitions/200299>

- Conservative government 2017-2019 debated Book or Open Book Exam?

Petition

## **Change the GCSE English Literature exam from closed book to open book.**

Last year, lots of students struggled with GCSE English Literature as it was a closed book exam. Because of this many failed. How can they expect us to remember quotes from 15 poems, plus how to analyse them, plus remembering the whole plot, themes, characters and quotes from another book.

[More details](#)

Is it really fair that students have to remember so much, whilst also doing revision for other exams. It is important to know how to do all that is asked in the exams, but when in life will you ever have to remember lots of information about lots of texts, then be expected to recall it perfectly under pressured conditions, on top of loads of other stresses, then write about it for strangers to judge whether or not you are worthy of a good grade or not.

# Outline

- Concept
  - what is it?
  - types
  - avoiding plagiarism
- Procedure
  - what to do?
  - formulating test items
- Process flow (beginning to end)
- Platform/Medium
  - training
  - “UAT” or sort of.....

# Concept: What is it?

- allows students to take/use materials/aids in exams
- requires students' to display/prove their abilities in discussing critically the applications and the interplays of different elements in a body of knowledge that have and/or have not been covered in a class
- test items are more real and authentic, mimicking what's is going on in the discipline of studies or in real life
- process leading towards grading is stringent since the amount of time given to students is generally long to complete the exam
- heavy on the instructor to set open book exam – must be very clear

# Concept : Types of Open Book Exam

- Traditional\* (Type 1)
  - sitting-in exam
  - normally paper-and-pencil
  - venue- and time-determined
  - variable amount of notes and facilitative materials
- Take home\* (Type 2)
  - almost opposite of the above
  - the answer can be returned in a longer specified time
  - variable amount of notes and facilitative materials

\*printed, digital or student-prepared facilitative materials depend on the instruction



# Concept: Avoiding plagiarism

- different set of questions that are comparable to each other (TOS)
- manage time well, like .... very well
- Turnitin
- items should be from HOTS and require critical thinking rather than mere “lifting” from the materials
- students’ integrity declaration and code of conduct

# Procedure: Making decisions

Have all these items handy:

- Course outline (pay attention to statement of LOs, TnL methods, Assessment Methods and weightage)
- Resources available (for lecturers and students)
- Classroom make-up
- Assessment instruments
- TOS or plan for assessment

# Procedure: Formulating integrative test items

- if students must produce something, the product must be something that can't be purchased or customized by other people
- at the most two (2) test items
- fulfilling the identified LOs in the course outline
- do students have resources available to complete the tasks given
- number of students in the class – the more the worse
- **MUST** clearly indicate what is expected of the students to do. **DO NOT** create confusion among students about how exactly they should answer the questions
- prepare assessment instruments – marking scheme, rubrics (holistic or analytic)

# Process Flow (beginning to end) ... proposed

- Lecturers notify kulliyah to conduct Open book exam
- Lecturers submit Examination Materials for vetting
- Lecturers submit the approved/endorsed Examination Materials to the relevant offices
- Relevant offices administer the examination using the agreed platform (so what's the issue)
- Relevant offices compile all students' answers/responses
- Relevant offices pass all students' answers/responses to respective lecturers
- Lecturers mark paper within the stipulated time given
- Lecturers submit marks to relevant offices
- Other processes continue accordingly

# Platform/Medium for Open Book Exam

- to be determined by technical individuals or experts in IT, Education and Assessment
- not the same as the platform/medium for online TnL
- available and accessible to lecturers and students?
- if the platform/medium is identified, does it require training or not?
- once training has been given can we have a UAT (User Acceptance Test)?
- never assume anything or everything