2nd International Conference on Technology in Higher Education
June 1-4, 2016, Marrakech, Marocko

THE INTRODUCTION OF DIGITAL EXAMS – EXPERIENCES FROM A PILOT STUDY

DAN PAULIN AND KAJ SUNESON
CHALMERS UNIVERSITY OF TECHNOLOGY, GOTHENBURG, SWEDEN
PRESENTATION
STRUCTURE

Background

Digital examination pilot project

Observations

Recommendations
Driving forces – External
New national quality assurance system
Nationwide project – Digital Examination
Denmark ahead – Norway similar – Finland similar
Driving forces - Internal

Students expect to use their own computers/tablets during exams

Improve exams as learning opportunities

Quality assured administrative processes
Three management courses, BSc level
Two different webbased examination systems
130 students and three teachers
Evaluation through questions during the exams, the regular course evaluation surveys, a workshop and individual interviews
OBSERVATIONS - STUDENTS

Generally very positive
”Practicalities need improvement”
Demand equal conditions regardless of examination system used
Combination Computer – Paper wanted
OBSERVATIONS - STUDENTS

Advantages

Own computer! "We are not used to write with a pencil"
Editing their answers
Improves anonymity for exams
Better for the environment
Improved teacher feedback
OBSERVATIONS - STUDENTS

Disadvantages

Tiring to sit in front of a screen for hours
Noisy
Worries about system failure
OBSERVATIONS - TEACHERS

Generally positive

Important to ensure that the examination tests the right things

Dual systems (computer and paper) is complex
OBSERVATIONS - TEACHERS

Advantages

Test bank development
Automated grading possible
The exam becomes a learning activity
Grading can be done anytime and anywhere
Grading takes less time (-33%)
Enables the use of films/simulations during the exams
OBSERVATIONS - TEACHERS

Disadvantages

Risk of simplicity before proper examination
Old exam questions may be reused more often
Extended student feedback takes time
Perceived as "easier to cheat"
OBSERVATIONS – ADMINISTRATIVE STAFF

Administrative processes are facilitated
Routines important for everyone
Education needed
OBSERVATIONS – ADMINISTRATIVE STAFF

Advantages

- Decreased use of paper
- Simplifies the grading when multiple teachers are involved
OBSERVATIONS – ADMINISTRATIVE STAFF

Disadvantages

Current examination process cannot deal with the new situation
GENERAL OBSERVATIONS
– ALL GROUPS

Generally very positive / positive
Saves time during grading
Demands a resource demanding hands-on approach initially
Education for all three groups necessary before implementation
Facilities are not adapted for digital examination
RECOMMENDATIONS

Continue to implement – "It will happen whether we like it or not"
Ensure that digital exams capture the desired knowledge
Products on the digital examination system market are immature
Support processes need to be adapted to digital examination
Thank you for your attention!