

PROCEDURE

Proposing changes in exams for online exams for Q4 & Q5 courses

Because of covid-19, in many courses the form of examination must be modified in Q4 and Q5. In situations such as these, the Board of Examiners (BoE) may allow you to deviate from the agreed type of examination and method of assessment, e.g. to facilitate an online assessment.

Changes in examination include:

- 1.1. Changing the assessment's method, e.g. written (open or closed book, paper, etc.)
- 1.2. Changing multiple exams to fewer exams
- 1.3. Adjusting the weighting of exams

This document describes the procedure for examiners to propose changes in their examination to the BoE. This is mandatory for all changes in examination method, without approval by the BoE a modified exam can be declared invalid.

Please use the standards for alternative assessment and Best Practices documents to make your proposal.

Procedure: Proposing Alternative Assessment For Written Examination

1. No later than 2 weeks before the exam period the examiner sends the proposal form for alternative examination (see below) to Ewoud van Luik and Sabrina van de Velde ([3mE Education organisation](#)) and cc to [Linette Bossen](#) and [Puk Sies](#).
2. BoE discusses the proposals in consultation with the Educational Coordinators and Educational director and makes a decision.
3. The examiner is informed of the decision by email.
4. The examiner informs students about the changed exam(s) as soon as possible, though at the very latest 4 working days prior to the exam.

Proposals will be processed and answered as soon as possible. Urgent requests can be sent to [3mE Education organisation](#) and [BoE](#).

Proposal: Proposing Alternative Assessment Q4 & Q5

Send proposal to: [3mE Education organisation](mailto:3mE.Educationorganisation@tudelft.nl) and cc to R.H.Bossen@tudelft.nl and P.H.J.sies@tudelft.nl

Please describe in email subject: **Proposing Alternative Assessment Q4 & Q5**

Original exam date	26-06
Responsible teacher	Andrei metrikine
Course	OE44105
Course code	Marine pipelines
Group size students	20-30
Original methods of assessment	Written exam closed book
Weighing original assessment (final grade)	100%
If written exam: Alternative type of assessment/ proposed assessment	Written exam open book
If not written, short description of proposed alternative assessment/ proposed assessment.	<ol style="list-style-type: none"> 1. My exam is divided in three sections: Section A (MCQ questions) (30%), Section B (- half page answer questions) (30%), and Section C (full page answer questions including calculations) (40%). 2. Template Section A https://oe46536.wixsite.com/exam; Section B https://oe46536.wixsite.com/exam/short-answer-questions and Section C: https://oe46536.wixsite.com/exam/long-answer-questions 3. Total time for A, B and C 45 minutes. Section A via google form/brightspace, and B and C via Brightspace pdf. 4. I will divide the whole class (~20-30) in three random groups. One group will solve section A the others B and C respectively. 5. After 45 minutes the students will be asked to submit answers to his/her section. So schedule wise: Exam Date:-26-06 Course OE44105 09:00-09:45 Exam time (First section of the paper) 09:45-09:50 submission and upload time 09:50-10:00 break and trouble shooting 10:00-10:45 Exam time (Second section of the paper) 10:45-10:50 submission and upload time 10:50-11:00 break and trouble shooting 11:00-11:45 Exam time (Third section of the paper) 11:45-11:50 submission and upload time 11:50-12:00 Over/ trouble shooting 6. Before exam having 1 hour session with students to explain exam procedure and schedule.

	7. After exam I will have a 15 minutes interview with the students to judge if there was a fraud or not.
Weighing alternative assessment (final grade)	100%
If written exam, tool	Brightspace Quizzes
Fraud prevention measures	<input checked="" type="checkbox"/> Oath of integrity ¹ <input checked="" type="checkbox"/> Oral check after exam ² <input checked="" type="checkbox"/> Plagiarism check <input checked="" type="checkbox"/> Shuffled questions (The order of difficulty for questions must be the same for students) <input checked="" type="checkbox"/> Parametrize questions ³ <input type="checkbox"/> Different versions of one question (level of difficulty must be the same) <input type="checkbox"/> Shorter timeslot <input checked="" type="checkbox"/> Use of several time slots for different questions ⁴ <input checked="" type="checkbox"/> Shuffling answers multiple choice <input checked="" type="checkbox"/> Check handwritten explanations/ answers on similarity ⁵ <input type="checkbox"/> Written explanation is added to closed questions <input type="checkbox"/> Additional measures: (add short description):
Expectation management for students	<input checked="" type="checkbox"/> Practice with example questions ⁶ <input type="checkbox"/> Practice with exam procedure (for example tooling and uploading scans)
Confirmation	<input checked="" type="checkbox"/> Students receive confirmation email of submitted exam

¹ Oath of integrity: Mandatory Fraud Prevention

² Oral check: Mandatory Fraud Prevention For Written Exams (no more than 30% of students, up to 30 students).

³ Parametrization: Ask students the same numerical question, but with different numbers, so they cannot exchange the numbers.

⁴ The assignment/ questions can be strictly timed or spread out over a longer time frame. If you use this fraud prevention please make sure that students have enough time depending on the difficulty level of each question.

⁵ Have students upload pictures of handwritten assignments. Allow them enough time to do this.

⁶ Mandatory: Prior to the exam students receive sample questions of the same type of questions they can expect on the exam.