

# THOUGHTFUL EXAMINATION ONLINE AND ON CAMPUS

## UNIVERSITY:

Stockholm University

## DATE:

September 13th, 09.00-12.00 CET

LANGUAGE: English

## TARGET GROUP:

Teachers, course leaders and staff involved in the examination of students.

Up to 25 participants.

## REGISTRATION LINK

## CONTACT:

### Una Cunningham

Professor of English language education, Department of Language Education, Stockholm University

[una.cunningham@isd.su.se](mailto:una.cunningham@isd.su.se)

## BRIEF DESCRIPTION:

The workshop participants consider examination from the perspectives of:

1. Regulations
2. Validity
3. Reliability
4. Integrity
5. Security and cheating
6. Constructive alignment in course design

During the workshop we will:

- Consider advantages and disadvantages of various kinds of examination: formal proctored exams, open-book examination, continuous assessment, oral examination;
- Identify differences and similarities, between campus and online examination;
- Discuss the need for change in how courses are examined;
- Consider available tools for digital examination;
- Share and discuss problems and solutions.

## AVAILABLE RESOURCES:

Deeley, S. J., & Bovill, C. (2017). Staff student partnership in assessment: enhancing assessment literacy through democratic practices. *Assessment & Evaluation in Higher Education*, 42(3), 463-477.

<https://doi.org/10.1080/02602938.2015.1126551>

Haikari, T., Virtanen, V., Vesalainen, M., & Postareff, L. (2021). Student perspectives on how different elements of constructive alignment support active learning. *Active Learning in Higher Education*,

<https://doi.org/10.1177/1469787421989160>

Logan, C. (2021). [Against online proctoring library](#)

## FOCUS ON INNOVATIVE PEDAGOGIES:

Technology-based pedagogical innovation; assessment literacy.