Useful advice for distance examinations and digital open source examinations

Distance examinations

WHAT DO I NEED TO PAY ATTENTION TO?

Check your examination schedule, read the guidelines in the chamilo course of the subject, read the mails you received from your teachers and make sure you know the following things beforehand:

- What time the examination starts and what time you need to submit your answers;
- Under which title you need to save your file: make sure you at least mention your first name & last name, e.g. SurnameFirstname.docx. If the teacher does not know who submitted, he/she will not be able to grade the document (!);
- Under which format you need to submit your answers, e.g. a Word-document. Other extensions (such as pages, txt, or pdf) may often not be accepted. Word is available for free for all students at HoGent. Contact your IT-helpdesk asap through IT-helpdeskportaal or via helpdesk@hogent.be if you do not have Word or Office at your disposition. Not submitting your files on time or submitting your files in a different format because of a problem with Word will not be accepted as a valid reason.

For the oral examinations you will need to find out through which channel the chat will be organized: Teams, Skype …

Find a quiet spot to take the examination and make sure you have prepared the required material/tools beforehand.

TECHNICAL PROBLEMS AND SUPPORT

If you experience technical problems during the examination, you need to notify the student affairs department immediately per phone through either Rob Meuleman (09 243 36 14) or Patrick Dombrecht (09 243 36 11). You will also need to do this if you do not succeed to connect with the examinator or if your connection is cut off. Not notifying the student affairs department of possible technical problems, may result in an absent score for your examination.

After you have notified the student affairs department, you can also contact the University College helpdesk for technical support (helpdesk@hogent.be or IT-helpdeskportaal)

If you do not have a laptop or internet connection at your disposal and you cannot borrow a computer, please contact the study path coach for your graduating option.

RULES OF CONDUCT

Do not plagiarize material from other authors or other students during an examination. Plagiarism is defined as:

> (…) a form of examination fraud that consists of any way of copying (a part) of a body of work (ideas, texts, structures, images, plans, …) by another person in either identical way or in slightly altered form without adequate source reference (art. 63 Examination and Education Regulations)

Be aware that all documents uploaded to chamilo are automatically verified for plagiarism.

Plagiarism is severely sanctioned: you can be graded with a score of 0 for one, several or all subjects and for one or even all of the examination chances of the current academic year.

Besides plagiarism, it is not permitted to make sound or image recordings of an evaluation and it is not permitted to keep or distribute study material, image material, examination questions and other documents that were made available in digital format by HoGent, unless explicitly stated otherwise.

Individual education or examination measures

During distance examinations, students with individual education and examination measures can still benefit from these measures. Teachers will be provided with a list of names of students and an overview of the measures that were arranged for these students.

Students who are allowed to verbally answer written questions need to contact the teacher of the related subject(s) as soon as possible to find out when and how (Teams, Skype, …) this is possible.

Some pointers for open source examinations

WHAT IS EXPECTED FROM YOU DURING AN OPEN SOURCE EXAMINATION?

During an open source examination you are allowed to use study materials such as your course book, powerpoint presentations, a reader with articles, notes, material you assembled yourself, etc. … Open source examination often have a stricter time limit than regular examinations.

Consequently, the questions asked are different. The teacher will mostly try to gauge your insight in the subject matter. Reproductive questions for which you can find the answers literally in the study material will seldomly be asked in an open source examination (Examination forms, 2020). You will need a more thorough knowledge of the matter than in the case of a regular examination in order to answer insight questions within the time limit. In an open source examination the teacher can try to establish:

- If you can apply the subject matter to examples other than the ones in the study material (e.g. proposed theoretical frameworks, principles, ideas …)
- If you can make connections between different themes spread over the subject matter and/or can compare concepts in a creative way.
- If you can formulate a viewpoint with regards to a given problem and whether you can present valid arguments for your opinion based on information from the subject contents.

You will usually not be presented with knowledge questions to establish how well you memorized the subject matter, but mostly questions targeted at insight and application of this insight in various contexts (Examination Forms, 2020).

PREPARE THOROUGHLY

Although study sources may be consulted during an open source examination, a thorough preparation is crucial!

First of all, you need to make sure that you have a good understanding of the subject matter and additionally you will need to have a good overview over the broader meaning of the subject matter (Open Source Examinations, 2012). Make sure that you know where you can find referenced matter in order not to lose time in looking up information or text in a linear way (Open Source Examinations, 2012).

Your study source material therefore needs to be handy tool you can easily consult during the examination to prevent from losing time. It is therefore important to implement a good structure to your sources in order to familiarize yourself with the lay-out and contents.

This can be done as follows (Examinations, 2020 and Open Source Examinations, 2012):

- Create a table of contents: if you have powerpoints, a text book and a syllabus, it may prove useful to create one table of contents and add references and page numbers to refer to other sources;
- Create diagrams with keywords from the contents of your syllabus and in which you connect your ideas or models;
- Create a list of keywords with page indications;
- Make notes in or mark your texts;
- Create a list of sample questions per chapter and write down the important arguments pro and contra;
- Use post-its: add them in such a way that you can still write keywords or chapters on them; use structure in your post-its (e.g.: right hand side for chapters, left hand side for keywords);
- Assemble loose documents in order to prevent them getting mixed up during the examination.

You gain insight in subject matter by processing your study sources material in active way. Go through the subject matter with attention and ask yourself questions:

- What does this mean?
- What will be the result of this?
- In which chapter was this theme a topic as well?
- What is the connection between the different frameworks, chapters, cases?
- Can I apply the examples from my source material to new situations?
- Can I think of examples myself?
- Can I give my own opinion on certain chapters?

If you cannot immediately find the answer, it can help to rephrase the question or to look for the answer a bit further ahead. Consult possible other sources and write down your findings in your course book (Examinations, 2020).

FORMULATE YOUR ANSWER

Do not start writing entire chapters of text from your source material. During an open source examination the teacher will gauge your insight and not whether or not you can reproduce the source material. Per question you can run through following steps (Steenhout, 2014);

Step 1: assemble your work material

- Start by orienting yourself in your study material: try to bring to the surface what is relevant to the question: bits of ideas, suspicions, keywords, etc. and make short notes;
- Check your table of contents, list of keywords, your diagrams, etc. … ;
- What are the different aspects related to your topic? If the issue is a problem: what are the different angles to approach the problem? Balance the different angles and compare;
- Lay out the findings from your various sources and check for connections. Do your sources exclude one another, or are they similar? Do they complement each other or do they bring nuance to points of view in other sources?

Step 2: make a diagram of your answer.

The information you assembled should now be organized, allowing you to compose a written text:

- Select the core elements from various sources that you will use to answer the central question or to illustrate the problem.
- Follow this by organizing the arguments or building stones of your answer.
- Illustrate the connection between the selected elements. Use a mindmap or diagram to do this.

Write down a general structure of your answer on a page.

Step 3: formulate your answer in a written text

- In your answer, try to demonstrate the teacher as much as possible that you understand the subject matter in detail and that you can apply this knowledge: use the correct jargon, terminology from certain theories, mention important names of people, make connections, provide arguments for your findings …
- Make sure your answer is structured. For texts, it is best to use introduction/middle/ending. Divide your text into paragraphs/alineas.
- Formulate in a precise way and strive to make the text comprehensible for someone who has no knowledge in the matter.

Step 4: conclude your answer

- Check your answer. Is your reasoning logical to follow?
- Check whether you answered all (sub)questions.
- Mark keywords in your answer. That way the teacher will see faster whether you understand the question. Do not make the teacher look for the essence of your answer. Clear structure and marked keywords may lead to a better result.
- Verify your spelling and style.

Divide your allocated time and spend one third on assembling source material, one third on creating a diagram and one third on formulating and concluding your answer.