FRAMEWORK FOR GUIDELINES FOR SETUP
OF ALTERNATIVE COURSE EVALUATION METHODS

Emergency procedure due to COVID -19 pandemic

INTRODUCTION

The severe restrictions imposed because of the pandemic COVID -19, have forced the University from March 16, 2020 (9th week Spring Semester 2019-20) to continue to offer all courses through distance education methods.

In this new framework designed, it is necessary to design and implement alternative methods / forms of evaluation of the courses offered. The achievement of learning outcomes on the part of students, including official interim and / or final exam, must be evaluated by the academic staff with proven and fair alternative remote ways.

The completion of all courses is intended to take place within the specified calendar of the academic year 2019-20.

In this guideline it provides a summary for:

A. Examples of alternative remote methods / forms of evaluation, to be used depending on the specifics of each School, Department and / or individual courses of a study program.

B. Basic principles will need to be taken into consideration when selecting a method of examination for each Faculty and how it will be done remotely for the final exam (A.1) or midterm exams (A.2) still pending.

C. Details about additional information and guidance.

A. EXAMPLES OF ALTERNATIVE DISTANCE EVALUATION METHODS / FORMS

A.1 ALTERNATIVE METHODS FOR FINAL EXAMS

These three methods, separately or in combination, generally reflect the approach of the official final examination:

A1.1 Assignment of individual work:

This can take the form of a project or other type of individual work. The assignment and submission can be done through Moodle (assignment tool) or by e-mail or otherwise within a specified period. The task can be

controlled using the Turnitin APP theft control tool (which is built into Moodle). Alternatively, teachers who do not use Moodle can access Turnitin with the help of the University library staff, and request that the work be submitted through Turnitin for testing for possible plagiarism.

A1.2 Examination with open questions (Take - home exams):

Students can receive instruction / text of the exam through Moodle (or another tool) and submit their answers within a specified period of time (eg the same day / next day or until some final day and time) via Moodle (or other tool). Students will work remotely, without supervision, and will have access to online resources / books for the specified period. Make sure there is proper communication with the students about the instructions on how to complete and submit their answers. These tests require exercises that require critical thinking, are complex, do not involve encyclopedic knowledge, and require the use of multiple sources to answer.

A.1.3 Online quiz evaluation (online quiz):

There are a number of online quiz options that can be implemented through Moodle, such as a mix of multiple choice questions and short answers, with a timed duration.

In this method:

- The test begins and ends for all registered users at the same time.

- There is a timer (minimizing opportunities for student interaction).

- Questions appear randomly for users (so copying becomes more difficult).

- Questions can be chosen randomly based on questions, so each student may see a different question from the other. E.g. for 10 questions, each question chosen randomly from base queries comprising three similar type questions (ie. 30 questions in the base).

- In case of formulas and equations, there are suitable additional tools in Moodle. The most practical option is for the student to prepare the solution on his computer, e.g. with the equation editor in Word or any other tool that wants to post the final file. However, a pencil and paper can also be used and an image of the solution can be attached for evaluation (with the student's responsibility to make the image legible / clear).

Note:

- The duration of the test is recommended to be shorter than the traditional test. It must be adapted to the way it is evaluated and the peculiarities it has. Exceptions should be applied for students who had special testing circumstances as before.

- It is helpful for teachers to prepare a trial examination process with their students to familiarize themselves with the examination method and to identify any problems with this audience early enough. This will reduce students' anxiety about using the tools and will have a better picture of how they are being tested.

- Negative scores should be avoided for any incorrect answers to quiz questions.

- It is emphasized that in any case the severity of the final examination cannot exceed 60%.

A.2 ALTERNATIVE METHODS FOR PENDING ISSUES CONTINUE WITH EVALUATIONS

These methods could be considered as an online alternative to classroom assessments (in a classroom / laboratory) and / or through face-to-face interaction. They could also be used as a supplement to final exams, as they can contribute satisfactorily to the evaluation of the learning outcomes of the course.

A.2.1 Alternative proposal for the submission of a paper or exam paper in printed form

• The assignment tool work (assignment) in Moodle (or other tool) can be set for individual or group submitting work or examination essay, hosting a variety of file formats and allows setting start and end dates. Students will either be able to write the file with the topics and submit it online, or write the solutions on their own paper, photograph it with their mobile phone and post the photos at the submission point.

A.2.2 Alternative proposal for the oral examination

• Oral exams should be used with caution and as always an additional form of evaluation method. Students and teachers can use Moodle tools or other tools (eg MS Teams, Google Hangouts / Meet, Skype, Big Blue Button / etc.) by using structured questions. It is recommended that the oral test be stored at Moodle or elsewhere for quality assurance purposes.

• Individual or group oral examination through a modern communication tool can be used in a random or deliberately selected sample of students for the purpose of confirming / controlling other methods.

A.2.3 Alternative proposal for the midterm examination in the classroom

• Online quiz (see. A.1.1 more above).

A.2.4 Alternative proposal for attendance in a class

• Small video segments may be submitted by a student or groups of students through the tool - assignment work of moodle. Other creation tools (eg snagit) and video submission (eg Youtube) can also be used. The same goes for audio presentation (without image), which the student can record on a mobile phone or computer and submit. Alternatively, students can also share this presence by connecting real-time with screen sharing (screen sharing) and they can also share their presentations with teacher and classmate online.

A.2.5 Alternative proposal for group work / project

• Online group discussions, using various tools of modern communication.

• Electronic submission of group work (assignment) via Moodle.

Note: Where required, a longer deadline can be given for submission

A.2.6 Alternative proposal in the evaluation of active participation in the course

• To take into account the participation in courses that have been done beforehand in class by physical presence.

• Online contributions during online discussions so that the active participation of each student can be evaluated.

B. BASIC PRINCIPLES FOR PLANNING AND APPLICATION OF ALTERNATIVE EVALUATION FORMS

VALITY AND TRANSPARENCY

• The learning objectives of the course and the teaching and learning methods should be in line with the proposed alternative assessment. For example, if the questions in a final exam control critical thinking, then alternative assessment should also test this skill.

• To ensure that students have sufficient skills to demonstrate their learning distance, they should have the opportunity, where possible, try to advance the new alternative methods, without being scored. If the proposed solution does not introduce new methods, this is not considered necessary.

• Students should receive clear detailed instructions on all aspects of the tasks and the completion of the remote evaluation, including information such as the required forms file, any time restrictions if they can make corrections / appeal, although how many times they are allowed for the electronic submission of answers / assignments, etc.

• Students should be informed of any changes to the assessment methods in relation to the course schedule distributed at the beginning of the course.

EQUITY AND INCLUSION

• The alternative evaluation should require an equivalent effort by the students, eg estimated hours of student effort in assessment or word counting, time required to complete an online test, etc., such as if the test was performed using a conventional method.

• The responsible lecturers of each course must bear in mind that some students, for various reasons, may have difficulties in accessing remote attendance and evaluation. The students they should be encouraged to inform in advance so that they can be made individual arrangements where needed.

• For students who are eligible for additional exam time or other facilities, such as those determined by the Student Development Center, appropriate and equivalent arrangements should be made on remote assessment issues.

• Each student, due to the exceptional circumstances, has the right to apply for one or more courses and to receive an "incomplete degree" (ASY), as defined in Article 2.7 of the General Study Rules.

RELIABILITY & ASESSMENT INTEGRITY

• Students should be evaluated taking into consideration that not all are familiar with the distance learning and learning context they have experienced.

• The evaluation criteria / and percentage initially assigned to each course may need to be adjusted to align with the alternative evaluation. It is important that any revised weighted criteria and that this is communicated

to students, and that their opinion is taken into account, and that in any case they are not placed in a more disadvantaged position.

• If it is decided to use the Moodle for the evaluation purposed, the academic staff and the students will need be sure they have access to each module from beforehand.

• Alternative evaluation should be of equal importance to the one it replaces.

• The value and the calculation of the assessment that have already been completed (before the start of distance learning) should not be adapted in a way that is unfavorable to the students.

• To ensure the recording and storage of remote assessments of enrolled students in each course, a Moodle or other similar (eg Google Classroom) tools that provides similar recording and storage capabilities is recommended. This does not preclude teachers and students from using a range of online tools to support communication, collaboration and participation.

• If during an online examination teachers are faced with connection problems, the examination will be scheduled again, with the responsibility of the instructor in consultation with students. In case of connection problem or other problems during the examination by students, students should immediately notify the teacher (by phone) and / or keep evidence (eg screen shots). It is understood that in this case a similar arrangement will be made.

ACADEMIC INTEGRITY

• In order to minimize concerns about academic integrity, appropriate care should be taken when designing and implementing any alternative remote assessment. Here are some **general tips** for academics:

   - Adjust the assessment by asking students to relate the topic / data to their experience or a specific context where possible.

   - Make the assessment in such a way that students are required to justify their argument, including documenting their choice with evidence.

   - A final written exam essay with complex problems, particularly in natural sciences, can be broken into smaller quizzes with multiple choice answer to Moodle.

 • Some of the **more specific** application **techniques** for remote examination include:

   - Use of a test with a reasonable time frame.

   - Randomization of multiple choice questions / short answers.

   - Use plagiarism control software for text-based tasks, not photos (Moodle has this tool).

   - In case the final examination where the method needs to be shown and the work done, students can use a pencil and paper and send with a picture the work done.

   - Use online proctoring (surveillance using camera of the computer) for final examination, whether it is few or randomly selected students.

PRIVATE DATA PROTECTION

The use of any tools should take the protection of participants ' personal data seriously. Particular attention should be paid to file cases that include video and image.

In particular, in the case of an oral examination:

- Audio and / or image recording requires explicit consent from all participants (teachers and students)
- The safekeeping of any records is the responsibility of the evaluator should be destroyed after a period to be determined at a later stage.

C. ADDITIONAL INFORMATION AND QUIDANCE

- All University teachers and students have access to the Moodle distance learning platform at https://elearning.cut.ac.cy/

- Academics and students should confirm their access and if they have a problem or need guidance contact them directly at helpdesk@cut.ac.cy or by phone 25002700

- If there are students who do not have access to a computer and / or the internet, contact helpdesk@cut.ac.cy or 25002700 or Elias Vassiliou at elias.vasiliou@cut.ac.cy or 25002415.

- Academics who need help in selecting and designing alternative forms of distance assessment can contact the University helpdesk@cut.ac.cy or tel 25 002700 or with Christos Rodosthenous at c.rodosthenous@cut.ac.cy .

- The final exam program is prepared by the Student Services, in collaboration with each Department and based on the choices and needs of each program and each course. The exam period is extended until June 7th.

- Trainings will be organized by the Technical Department for all instructors, for the use of the tools of the distance learning platform https://elearning.cut.ac.cy so that they can design the distance examination correctly.

It was approved by the Committee on Studies, Library and Student Life on 3 April 2020 and ratified by the Senate on 8 April 2020.