

CTE FACULTY PEER NETWORK

ADAPTING YOUR FINAL EXAM PLAN FOR REMOTE TEACHING

FACULTY PANEL DISCUSSION

APRIL 22, 2020

KU THE UNIVERSITY OF
KANSAS

INTRODUCTIONS

- Molly McVey- School of Engineering
- David Johnson- Electrical Engineering and Computer Science
- Susan Marshall- Psychology
- Carl Luchies- Mechanical Engineering
- Amy Leyerzapf- Institute for Leadership Studies
- Phil Duncan- Linguistics
- John Bricklemeyer- Engineering Management
- Lisa Sharpe Elles- Chemistry
- Carolyn Huffman- Biology

WHY NOT USE LIVE, TIMED, CLOSED-BOOK EXAMS?

- **Inequity-** students are not all in similar situations
 - Availability and responsibilities have changed
 - Different access to technology and resources
- **Direction from provost, experts**
 - Anxieties are high- we need to do our part to minimize anxiety right now
 - Technology headaches may be more common during finals week with so much increased use
 - Importance for all students to have an equitable chance to demonstrate knowledge
- **Importance of communication!**
 - Be explicit in your expectations and instructions
 - Seek input from students often, learn what obstacles they have and how you can accommodate them

GENERAL TIPS

- ✓ Make the exam open-book/open-note
- ✓ Extend the time for the exam
- ✓ Clearly communicate expectations around troubleshooting
- ✓ Consider using question banks
- ✓ Randomize the questions and answers
- ✓ Consider using Gradescope
- ✓ Consider partial credit and/or multiple attempts
- ✓ Reach out to CODL for help!

PANEL DISCUSSION

- What did your exams look like before?
- What obstacles did your students have that you had to consider when creating your online exam? How did you become aware of these obstacles?
- Describe your online exams and what you have learned
- What advice do you have for people utilizing online exams for the first time?

Q&A, RESOURCES

- codl@ku.edu
- Faculty Peer Consultant Network:
<https://remote.ku.edu/faculty-consultants>
- <https://remote.ku.edu/finals>

THANK YOU!