

Adapting End-of-Year Assessments for Remote Implementation

The guidance from Trinity as of March 18th is to curtail any scheduling of in-person examinations in favour of the remote implementation of assessments for the academic year 2019/2020. This document sets out considerations for academics to bear in mind when designing remote assessments in line with the guidance from the Senior Lecturer's communiqué. It is generally understood that 'remote' implementation of assessment implies the use of technological tools such as the Blackboard virtual learning environment (VLE), but this is not prescriptive.

There are three key modes of remote implementation available to you:

- 1) Remote submission of an assignment.
- 2) Remote delivery and submission of a time-limited assessment.
- 3) Remote delivery, completion, and submission of assessment in real-time.

- 1. Remote submission of an assignment:** students submit an essay/lab report/presentation etc. by a specific date, typically using Blackboard.

This is a mode of assessment that is already in extensive use in College across the disciplines and follows a format that students and staff are familiar with, likely requiring minimal adaptation of assessment task for students or assessors. There is significant value in using the VLE to manage submissions to minimise administrative and email burden on individual Schools and/or academics, as well as clear benefit in using tools within the VLE (e.g. TurnItIn) to mitigate against plagiarism risk.

- 2. Remote delivery and submission of a time-limited assessment:** students are provided with a wide time window to complete an assessment and must submit the assessment via the VLE within e.g. 48 hours of the assessment task being released.

This mode of assessment is already in use in some areas of College. In this approach, students are given advance warning of a time of release of task and a stipulated time 'window' within which they should complete and submit/upload their assessment to the VLE. Open-book assessment approaches are highly appropriate in this mode. Assessment questions are written (or re-purposed) to take into account that, during this time window, students are likely to be able to access extensive sources and potentially collaborate with peers to support their work. In order to maximize academic integrity, consideration might be given to how to re-purpose or shake up, or add to the assessment by requiring students to produce work with significantly tighter word limits, or by providing annotated bibliographies with their submissions to demonstrate their own engagement with the assessment of learning outcomes, or by requiring the use of meaningful images to support and ground reflective modes of assessment. It is also likely that 'adaptive release' functions within the VLE are of use here, e.g. for multi-stage assessments that take place within the determined time window. **3. Remote delivery, completion, and submission of an assessment in real-time.**

3. Remote delivery, completion, and submission of an assessment in real-time.

As per the Senior Lecturer's email (18th March 2020), real-time assessment should be reduced to the minimum consistent with the maintenance of academic integrity. Conducting synchronous exams is likely to be complex under current conditions, e.g. with queries around stability/speed of internet connectivity enabling access to the exam; the lack of a suitable quiet space for students to 'sit' synchronous assessments as families shelter; the challenges in accommodating students with disabilities; the difficulties of remote invigilation, etc. Minimising the number of such exams is important.

This document is not a statement of formal university policy, but a teaching and learning resource written from a pedagogical perspective. It is not intended to be prescriptive.

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