



Enhancing Assessment Integrity in Open-book Assessment

Considerations and action points	Implication for Learning
Success strategies for use in closed-book environments do not automatically work in open-book assessment.	An extension of the challenge students face in transitioning to university learning, e.g. moving away from the rote learning of model answers. Encourage students to create 'revision documents'/content maps that they can use to support themselves in open-book contexts (e.g. capitalise on the role of assessment in driving student learning).
Think about the nature of the task.	Open-book assessments should require students to manipulate and apply knowledge, not just locate or summarise/rewrite it.
Consider revising the nature of module assessment.	<p>Substitute a small number of high-stakes assessments (e.g. 3 essays in 1 three-hour exam) for lower-stakes regular tasks (e.g. 3 shorter essays + oral exam to test ownership, or equivalent).</p> <p>In an online environment, a greater number of lower-stakes assessment tasks is likely to reduce dropout and encourage engagement.</p>
Consider revising the 'boundaries' set on a task, e.g. around word-limits, time-limits, access to resources.	<p>Encourage students to be discerning and selective about what they include in a response.</p> <p>Students should be aware of the reasoning behind the decision to limit their suggested resource list.</p> <p>Set boundaries around time available to students to complete a task, e.g. making your expectations of 'task duration' explicit, is key to ensuring that academic integrity is ensured. This approach could be promoted through e.g. the use of an honour code or through automation/ adaptive release through the VLE.</p>
Question phrasing matters in open-book environments.	<p>Adding the words 'critically evaluate' to a task does not automatically make it suitable for an open-book context.</p> <p>Without additional limitations, students can resort to 'Google' or another search engine to contextualise a task without interrogating it closely.</p>



<p>Remove/ minimise 'google-ability'</p>	<p>If students can find an answer to an assessment task using 'Google' or another search engine, it is likely unsuitable for open-book delivery.</p> <p>Consider modifying the assessment task, requiring students to submit 'Part B' (e.g. justify your answer/evidence calculations) to test thought ownership.</p>
<p>Increasing surveillance does not mean increasing student success. Where assessment and teaching take place remotely, it is harder to control student actions completely.</p>	<p>Consider carefully whether the use of online proctoring software is appropriate for your context. Online proctoring/invigilation technologies can be used to 'take control' of a student's computer during an allotted period of time. In theory this 'proves' that students do not have access to resources or assistance outside of the device on which they are taking the exam. However, the use of these technologies raises significant privacy issues. Proctoring tools also do not guarantee that students cannot access materials, resources, or access the open internet on alternative devices.</p>

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