Addressing Assessment in an Open-Book Context

Moving from Closed-book to Open-Book may….	Potential for Open-Book to Enhance Teaching, Learning, and Assessment
• **Require modification of broader assessment strategy,** e.g. re-thinking (expanding) the role of 'continuous assessment'. *N.b. Continuous assessment = discrete summative assessment tasks taking place across the term such as essays or lab reports, as opposed to traditional end-of- module exams.*	• Open-book assessment tasks are best used to probe conceptual or applied knowledge, or test students' capacity to manipulate knowledge. • Can improve depth of learning rather than shallow engagement, e.g. less 'binge-learning' before a closed-book exam. • Can enhance engagement with disciplinary content (capitalising on role of assessment as driving learning). • Can support redistribution of assessment load more evenly across the module/programme, e.g. through reduction in prevalence of high-stakes final exams (and recognizes iterative nature of student learning across a module/programme).
• **Place additional workload on staff as they re-design or re- purpose assessment tasks for open-book use.**	• Can reduce 'bottlenecks' in volume of exam assessment to correct. • Can reduce need for 'special accommodations' in a diverse group of learners. • Can reduce invigilation resourcing needs (e.g. staff time, printing costs).

• **Make it challenging, if not impossible, to test 'recall' effectively** 1. Un-proctored remote assessment is likely to be open-book - whether access to supporting resources is authorised or not. 2. Proctored remote assessment is not an automatic solution to the need to test recall effectively (data storage risks/privacy concerns/cost of proctoring/infrastructure).	• 'Live' short oral exams may be an appropriate way to test 'recall'-style tasks, where these are essential.
• **Be challenging to familiarise students with the concepts or practices of an open-book assessment.**	• Can enhance informational retrieval skills (e.g. students still need to be able to locate appropriate notes/reference materials to support them with an assessment in a time window). • Can reduce exam stress (e.g. less pressure on 'one-shot' assessment where students know they can support their work with notes).
• **Jeopardise academic integrity** 1. Not all assessment tasks are suitable for open-book use, particularly those focused predominantly on factual recall. Solutions to recall-style tasks can be easily located online by students, even within a strict time limit. 2. Context inequity is more of a risk than with in-person proctored exams (e.g. addressing connectivity). 3. Potential risk of undesirable. collaboration/collusion between students, especially e.g. where a time window is extended.	• Can facilitate greater academic integrity e.g. where steps are taken to minimise 'recall'-type tasks (See <u>'Repurposing Exam Questions'</u> resource). • Tasks (re)designed for a hybrid context can facilitate greater assessment integrity. This acknowledges that in a remote context, all assessments carry some risk of open-book behaviours. • Can take context inequities into account. • Can be supported through the integration of digital technologies such as similarity report checkers such as TurnItIn. • Can have a transformative effect on learning (e.g. can enable shift in student mindset from knowledge acquisition to knowledge production). • Can enhance 'authenticity' of assessment experience (see 'Enhancing 'Authenticity' in Assessment').

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