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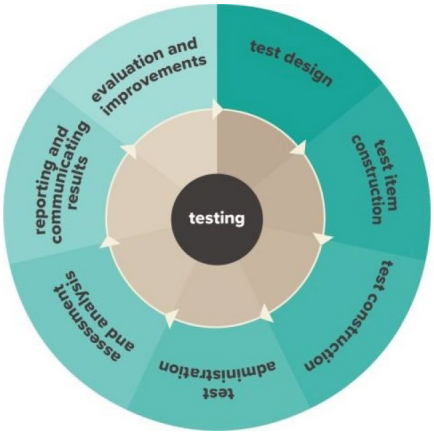
How to design and execute an online oral exam

CELT, 2020



0. Read the UT Framework for remote assessment: https://www.utwente.nl/nl/ces/sal/remote-assessment-for-teachers.pdf

1. Test design
   Make an overview linking the learning objectives and the questions, so that you can be sure that the test covers the learning objectives to be tested. For example in a test matrix – See CELT toolbox: https://www.utwente.nl/en/examination/toolbox-testdesign/designing-test

2. Test construction:
   - Design appropriate questions for each learning objective. Questions in an oral exam almost always test higher order skills. Learning objectives with lower order skills are less suitable. It is important that students add arguments to the answer to the question. Preferably questions with multiple answer(s) (strategies) are also possible.
   - Tips for constructing questions, see, a.o.
     Website TELT :https://www.utwente.nl/en/telt/online-lectures/remote-assessment/online-examination/open-book-exam/
   - Because you can expect a lot of different answers, it is wise to create an answer model / follow-up questions that is simple to use. Content expert assessors judge the final answers on their value. An answer model helps with this:
     - Ask a fellow instructor to think along with you about the follow-up questions and/or answer model beforehand.
     - Make sure that scores per question, criteria, norms and caesura are transparent.

3. Organisation and administration
   - Inform the students in advance in writing about general matters, with information about the duration, the desired type reply, procedure, etc.
   - Advise students to set up online in advance and check that everything works.
   - More tips for how to take this test online: https://www.utwente.nl/en/telt/online-lectures/remote-assessment/oral-exam/ Two ways are explained:
     a) Create a virtual room and time slots in Canvas
     b) Create a signup list and call an individual student

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4. Online assessment[1]
    - Start each oral test with a clean slate or be unbiased
    - Spend more time on important topics.
    - Put students at ease by asking them easy questions in the first place. If necessary, have students introduce topics of their own.
    - Do not ask follow-up questions if the students do not know the answer, better to switch to another topic.
    - If the answers are unclear or the level of the answer is insufficient, ask for more information.
    - At the end, in order to determine the result, give a summary of the interview and ask if the student agrees.
    - Make short notes of the answer given and let students give it to initialling the end before they get a grade.
    - For more guidelines: https://www.utwente.nl/en/telt/online-lectures/remote-assessment/oral-assessment-guidelines.pdf

5. Analyse, evaluate and improve

[1] Berken, van. H. E., a.o. (2014*). Toetsen in het hoger onderwijs*. Houten: Bohn Staflee van Loghum