Examination types/methods of assessment (large classes) – guidance for teachers

Recent years' development in admission to TEK has led to more students and thus larger classes. The forms of examination/methods of assessment we have used up to now are perhaps no longer suitable for these large classes for financial reasons and due to the amount of time they take. Any focus on reducing the amount of resources for examinations/assessments must, of course, be in the least detrimental way to the quality of the examinations/assessments and the principles of DSMI. In DSMI, evaluation of the students' work forms an integrated part of the SDU's principles of 'Active learning and activating teaching' and is used to support the student's active learning.

The purpose of the examination/assessment is to provide quality assurance for the students' learning, while also having a large determining effect on the students' learning. Ongoing assessment can (for example) encourage the students to remain consistently active throughout the course and give the student extra opportunities to gain feedback and learn during the process. Furthermore, ongoing assessments that are also 'Counting Activities' can be used to form a basis for the final mark. A final exam at the end of the semester results in a final mark for the student. Elements of the ongoing evaluation can easily be incorporated into the final assessment (examination) based on legal considerations (the current Examination order). The aforementioned evaluations often get combined, so consideration can be given to whether non-Counting Activities can replace the final examination in its entirety in selected subjects.

These kinds of changes do of course require formal changes to be made to the programme regulations/course descriptions in advance, so it is advisable to bear the programme as a whole in mind when making said changes. (Cf. the document 'Methods of assessment – Guidance for UK-UUV' and the accompanying 'Methods of assessment – Guidance for UK-UUV' appendix.)

A series of tools have been developed with the aim of helping and inspiring teachers at TEK to find new ways of evaluating their courses. This may either take the form of ongoing evaluation/testing or final evaluation/testing, which themselves may take the written/oral form etc.

The tools were developed by a 'TEK Programme' work group, working in collaboration with several of TEK's teachers.

The purpose of the tools is to ensure that the teachers at TEK collaborate and share knowledge across the sections and reduce the amount of time spent on conducting examinations/assessments while at the same time ensuring that the examinations/assessments remain a high quality.

In addition to proposals for saving on the resources used to hold an exam, an indication will also be given as to how resources can be redistributed such that the amount of time spent on an exam can be redistributed across the entire semester.

If a teacher wishes to use a new examination type/method of assessment, it is important for this to be agreed with the programme coordinator; likewise alignment between the new examination type/method of assessment and course description must also be ensured.

The tools are categorised according to whether they are relevant to ongoing assessments/examinations or to final examinations.

The table below shows the general principles (left-hand column) plus tools/inspirational examples for ongoing evaluation and final examination in the two right-hand columns. When the university teacher clicks the respective link, s/he gains access to the tools/examples/descriptions that have been prepared. The tools are a dynamic pool of experience that is undergoing constant development, with university teachers across sections working together to expand both the principles and add good examples to the catalogue.

Tools	Ongoing evaluation/examination	Final examination
Clear advance instructions Clear written instructions can boost the quality of the product or the process, encourage learning, reduce the need for ongoing supervision and make the assessment process easier.	Project/report Test Laboratory work Checklists Rubrics Examples of responses	Oral Written Project
'Just-in-time' Teachers can conduct evaluations of Counting Activities as part of the learning process during class time and, in doing so, shorten the examination duration, time spent correcting and, at the same time, promote active learning.	Poster presentations in-time Student presentations Electronic tests Team-based learning Portfolio tasks	
Self/peer assessment By using self/peer assessment, the university teacher can reduce the time spent on supervision, feedback and assessment and promote active learning. In general, self/peer assessment requires clear advance instructions to be issued (see clear advance instructions principle).	Project Test Portfolio assignments	Link
Group assessments Teachers of large classes can save time by assessing a smaller number of group products/activities rather than a larger number of individual products/activities. In Denmark, issuing the same mark to the entire group against the background of a joint project is not permitted. An individual mark may, however, be obtained by weighting both the group product and the individual contribution to the group product as part of an overall assessment of the individual level.	Link Poster PowerPoint Contracts 360-Degree evaluation	Link Poster PowerPoint Oral project exams in selected shorter parts of the project (business case, executive summary)
Automation and streamlining University teachers can automate or streamline assessments (summative or formative) to the extent possible and save time on correction.	Potential short summary of their corrections. Aimed at making the projects easier to read. Electronic test formats with automatic/semi-automatic correction options. Purchase access to question formulations Establish pools of questions and reuse the questions	It can be necessary to set limits for the number of pages, possibly in a main report (20 pages at BYG – the whole project is perhaps 200 pages) Draw lots for questions (oral examination) Station-based oral examination Electronic test formats with automatic/semi-automatic correction options.

	Clone questions Questions produced by students Pool of standard comments (formative evaluation)	Purchase access to question formulations Establish pools of questions and reuse the questions Clone questions Questions produced by students