



Keep Teaching: Alternatives to Midterms and Finals

This presentation was created by The Ohio State University and contains good, general information, much of which is applicable to the CSUMB context.

[Link to Recording](#)

Here's a timeline (minutes into presentation) and outline of [the presentation](#) so you can jump to sections of interest to you.

- [2:00: Workshop Outcomes](#)
 - List consideration for **student access to technology** for taking exams
 - Make decisions about how to **modify exams and finals** that best align with the course content
 - Plan for **limitations inherent in the technology** solutions for various assessment types
- [3:25: Agenda](#)
 - Exam **limitations** for students
 - Possible **modifications** to exams
 - Making decisions based on **learning outcomes**
 - **Communication** with students
 - Grading and **academic integrity**
 - Questions about **Zoom chat**
- [5:25: Proctored Exams](#)
 - Exhaust all other options first
 - Must have permission from chair
 - Use only if required by accreditation
 - Consult with program/college leadership
- [11:35: Initial Questions](#)
 - **Postpone:** Can the timeline change?
 - **Adapt:** What can be modified?
 - **Substitute:** What can it be replaced with

- **Support:** What do students and I need?
- **14:10: Exam Limitation for Students**
 - **Stress** caused by disruptions and global health crisis
 - **Unfamiliarity** with online learning
 - **Access** to devices and internet
 - **Time Zones**
 - **Housing** situations
 - **Illness**
 - Family **obligations**
- **18:20: Possible Modifications**
 - Extend due dates
 - Reduce stakes; change point values
 - Break up exams into smaller parts
 - Replace with multiple-choice questions; break up into quizzes
 - Essential outcomes only
 - Contracts
 - Provide multiple options and choices for meeting outcomes
- **22:40: Possible Exam Structure**
 - Timed open-book or untimed take-home style
 - Carmen [iLearn] Quizzes
 - Multiple-choice, fill-in, or short-answer questions
 - Written answers uploaded to Carmen [iLearn] assignment
 - Individual or group discussion threads
- **28:30: Deciding What to Test**
 - Focus on **broader skills** and concepts
 - Start with learning outcomes
 - How can students show they've met those **outcomes**?
 - Learning outcomes & Blooms Taxonomy
- **48:50: Alternatives to Midterm Exams**
 - **Drop** the exam
 - Replace it with a **smaller assignment**
 - **Reduce** the stakes, point value, questions
 - Use **Carmen [iLearn] Quiz** tool
 - **Take-home** style; submit as a file
 - **Extend** the time for taking the exam
- **51:05: Alternatives to Final Exams**
 - Use **Carmen [iLearn] Quiz** tool
 - **Take-home** style; submit in assignments tool
 - Offer options for submission type if possible

- Make sure the assignment type is **Online**
 - **Extend** the time for taking the exam
- **53:20: Using Open Book Exams**
 - Add more **open-ended questions**
 - Add questions about how they arrived at the an answer, **thinking process**
 - Use **quiz bank**; randomized option
 - **Timed**
- **58:30: Alternative to Performances**
 - Recorded: Use **Carmen [iLearn] assignment** tool
 - Real time: Use **Zoom**
 - Offer multiple time slots and alternatives
 - Change group presentations to **individual**
 - If sharing work with peers, use a **Carmen discussion** threat
 - Text and video responses in comments
 - Reduce the stakes; focus on **essentials** only
- **1:03:25: Communicate with Students**
 - As far in advance as possible
 - Be Transparent
 - Syllabus
 - Carmen [iLearn] announcement
 - Carmen [iLearn] video
 - Assignment description
 - Grading Criteria
- **1:08:15: Grading**
 - Use instructional team (including GTAs [ISAs]) when available
 - Assess only the **essentials**
 - **Carmen [iLearn] rubric** tool
 - **Automate** feedback and grading
 - **Limit** feedback
 - Use audio/video to summarize
 - When feedback will be useful moving forward?
 - **Reassurance** and positivity on growth, resilience, final project
- **1:13:55: Academic Integrity**
 - Heightened **anxiety** in times of crisis
 - Unable to meet deadline
 - Misunderstand expectations
 - Confusion and changes
 - **Reduce stakes**
 - Give **clear expectations**, especially about citations, collaboration
 - Enable **Turnitin** for final papers

- Ask for **commitment** to integrity as a test question