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 **COLLEGE OF EDUCATION AND EXTERNAL STUDIES**

***Office of the Principal***

**REPORT ON THE EQIP PEDAGOGY WORKSHOP HELD VIRTUALLY, ON THURSDAY 16TH DECEMBER, 2021**

**REPORT DATE: TUESDAY 21ST DECEMBER, 2021**

***THEME: NAVIGATING ONLINE EXAMINATIONS***

**CAPTURED BY: MS. TEDDIE NASSALI**

**Introduction:**

The Enhancing Quality and Internationalisation of study programmes through mobile transformative Pedagogy (EQIP) project is a collaborative project between the University of Agder (UiA), Makerere University (MAK) and University of Rwanda (UR) aiming at reviewing curricula, increasing student and staff mobility, and building capacity to produce graduates with access to international networks, with the 21st century skills and competencies.

The project focuses on internationalizing and transforming teaching and learning methods for educational sciences and ICT master programmes to produce competent professionals capable of meeting the demands of tomorrow’s employment world.

**Welcome Remarks (Prof. Paul Birevu Muyinda)**

Prof. Paul Muyinda welcomed everyone on call and thanked them for sparing time to attend the workshop. He thanked the EQIP team for organizing the workshop. Welcomed colleagues from the Uganda Christian University (UCU), Islamic University in Uganda (IUIU), Makerere University (MaK) and everyone on call. He also thanked the partnering universities for accepting to collaborate on the project.

He explained that, the EQIP Goal is to increase mobility of graduates through student and staff mobility, internationalisation of study programmes and promotion of transformative pedagogy to transform learners for tomorrow’s jobs.

He further explained that, the Uganda Christian University and Makerere University were permitted by the National Council for Higher Education, to conduct online examinations during the Covid 19 lockdown on schools and UCU being a private university, has a lot of flexibility to implement many things hence Makerere sought to use this workshop to benchmark from them to share ideas and compare notes on how best the alternatives modes of teaching, learning and conducting examinations can best be handled.

He concluded by asserting that it was the right time as universities to try and investigate into these new innovations to fit into the 21st century, well aware that institutions cannot be able to work without challenges but there is need to research and find better solutions to the emerging challenges.

He then invited the Principal, College of Computing and Information sciences (COCIS), Prof. Tony Oyana to address the participants.

**Opening Remarks from the Principal, COCIS (Prof. Tony Oyana)**

Prof. Oyana thanked Prof. Paul Muyinda for welcoming him and everyone for logging on. He informed members that transformative pedagogies require change; a complete change of mindsets and way of doing things.

As one of the effects of Cocid-19, Makerere University has been transformed to manage online education. For effective quality education, we need to rebuild relationships with each other to ensure solidarity, equity, peace, stand up for human rights and all other aspects embedded in the acquisition of quality education. Technical support and resources are required to be able to do this.

He expressed gratitude towards those that have supported Makerere University to take on this journey and thanked the team for organizing. He thanked members from the Islamic University in Uganda and Uganda Christian University for joining, Mak COCIS and CEES staff and everyone in their capacities. He formally opened the engagement and invited Rev. Dr. John Kitayimbwa to take the floor for his presentation.

**Session 1: Online Examination Practices at UCU (Rev. Dr. John Kitayimbwa, DVC AA -UCU)**

He welcomed everyone and thanked Prof. Oyana for the opening remarks. He cautioned participants not to miss an opportunity to turn Covid-19 into real life changing opportunities urging them to embrace change and very quickly. Managing during a crisis calls for adjustment and adaptability to be able to evolve and grow. The more adaptive/responsive to change one is, the more the survival rate. He encouraged everyone to get involved and be amongst the people that are going to win.

He advocated for equipping of students with relevant skills required to enable them search for and use information appropriately, to better their experience and enable them evolve. He shared Blooms Taxonomy Cognitive Domain (2001) to this effect, explaining what to examine and how using the alternative means. He further informed participants that, using the alternative methods of learning, UCU assesses students on completeness of education for a complete person to evaluate students’ attitudes, knowledge and skills, where under knowledge assessment is on;

1. Recalling
2. Comprehension
3. Application
4. Analysis and
5. Evaluation

Under Skills assessment is on;

1. Communication
2. Time management
3. Problem solving
4. Self-learning

Under Attitudes assessment is based on;

1. Behaviour
2. Teamwork
3. Key personal qualities
4. Professionalism
5. Motivation

The higher the level, the higher the increase in level of complexity from testing knowledge to comprehension, application, analysis, synthesis and evaluation.

UCU uses assessments in the following four main areas, and these four assessment areas are summarized into diagnostic, formative, integrative and summative learning.

1. Assessment for learning
2. Assessment during learning
3. Assessment after learning
4. Assessment of learning

Types of ODeL assessments at UCU

1. Multiple choice
2. Short answer
3. Essay
4. Open questions
5. Open book
6. Take-home examinations
7. Oral examinations
8. Case analysis
9. Practicals
10. Project based work
11. Simulations and prototypes
12. Videos and case studies
13. Gamification and game-based assessment

Integrity of online assessments

Problem: During the examination, if the student is stuck on any particular question, he/she might attempt to copy the question and paste I on another tab with a search engine to look out for the correct answer

* Platform prevents copying of questions during the exam process. All the copying keyboard shortcuts like pressing control key, the shift key is prevented. Once logged on, all copying tabs/avenues are enslaved and you can only access your exam page.

Problem: Screen sharing, where the user can share the content of his/her screen with another user on a different device. Sharing the screen with someone in an online exam is as good as sharing ones answer sheet, an act of copying.

* UCU platform provides application to manage online examinations which can prevent all the other activities, including screen sharing, print screen options during online exam activity. The user is not able to do any other activity during the examination process. This bars the candidate from doing any other sort of malpractice during the entire examination.

Problem: The candidates are undoubtedly tech-savvy enough to open up a new tab or say search engine during the examination to surf for the correct answers.

* At the moment, the platform prevents candidates from opening other windows during online examination. The process is highly secure

In addition to the already mentioned, the University is in the process of implementing the following to bar cheating

* If a candidate tries to open another window during an exam, the system shows a warning message that one is trying to move away from the exam window
* System keeps log of number of times the user moved away from the main exam window. If the user tries to move away from the exam window more than the set times (2-3 times) their examination process gets terminated or locked up.
* If the user tries to use the keyboard shortcuts, the user may be thrown out of the exam process after three warnings.

Problem: Even with manual examinations, there have been cases of students going to some really weird limits to cheat, including hiding chits in any possible places, masquerading candidates, writing answers on any surfaces found, etc

* The platform captures candidate photographs during live exam. It was configured to capture photos of candidates after every 30 seconds. If the exam is for 30 minutes, the system would be able to capture around 60 photos of the candidate after each 30 seconds interval. This helps verify if the valid candidate appeared for the exam and authenticity is maintained from the entire exam duration. This helps verify if the valid candidate is appearing for the exam and authenticity is maintained for the entire examination period.

Problem: More authentication and authorization of the online exam process where illegitimate persons sit for exams.

* Coupled with CCTV audit software, the platform will offer live video streaming or remote proctoring as a feature of the online examination system which enables the examiner to keep track of each and every activity or movement done by the candidate. This allows remote invigilation and identity verification of the right candidate.

The Uganda Christian University has been teaching in both blended and fully online modes since September, 2020. They have continuously and successfully conducted examinations both physically and remotely. Policies are in place for laptops and examinations.

Staff have been trained on how to write thoughtful, rigorous and creative take-home and online examination questions based on a faculty guide. They have also been trained on how to assess students’ take home and online examination answers. Take home and online examination questions have been subjected to a rigorous vetting process by both internal and external examiners.

The University has also invested in other examination security features for take-home examinations. These include;

1. A watermark with the UCU logo has been added to the answer script, submitted examinations must contain the water mark.
2. All submitted examinations must be run through Turnitin for similarity checking
3. UCU integrity covenant is on every script; submitting the examination indicates concurrence
4. All examinations are time-bound with only one examination being circulated at a time.

He concluded by calling upon Makerere University, being a bench mark for all the other universities, to save the country by pioneering a system that will change everything in education.

**Session 2: Transition to online examinations at Makerere University: Lessons learnt and Recommendations (Dr. Godfrey Mayende- Ag. Director, Institute of open Distance and e learning)**

Covid-19 crisis disrupted teaching and learning activities. Higher Education Institutions switched to technology mediated teaching and learning. However, technology-mediated or online-based assessment and examination is yet to be embraced. The Covid-19 lockdown has affected the in-person examinations. Makerere completed teaching of semester 2 (2019/2020) and semester 1 (2020/2021) using blended learning and staggered-in-person exams.

In implementing the blended teaching and learning model, leadership support is key. There is need for support right from Council, Management, Senate, Vice Chancellor, Deputy Vice Chancellor and College Leadership.

Assessment Modalities at MaK

Makerere University uses the Constructive Alignment Model to implement and run the blended learning mode and this model includes:

1. Learning activities, this elaborates how the students will learn
2. Assessment tasks which measure the learning process
3. Learning outcomes which checks what students know or can be able to do

Makerere has benchmarked from the University of Agder- prof. Isabwe’s Eqip presentation, Regional Universities, the IoDeL internal capacity building. They have also trained facilitators on;

1. Online assessment modalities
2. Assignment tools
3. Quizzes
4. Online grading

The university has trained students on;

1. Online assessment modalities
2. Assignment access and submission
3. Quiz access and attempting

Assignment types and examination examples

1. Traditional Assessment submitted online – essays, case studies, article reviews, proposal writing, report writing
2. Automated online assessment - Online quizzes (multiple choice questions, multiple response questions, fill in blanks, true and false matching, ordering)
3. Online interactions – Contributions to forums, chats, blogs and wikis, reading summaries, collaborative learning, critical reviews
4. Group assessment online – Online presentations, group online projects online debates
5. Critical reflection and metacognition – Electronic portfolios, online journals, logs, diaries, blogs, wikis, embedded reflective activities, peer and self-assessment
6. Authentic assessment – Scenario based learning, laboratory field trip reports, simulations, case studies/role plays, online oral presentations

Technologies employed by MaK

1. MUELE Moodel platform
2. Facilitator support
3. Learner support
4. Stress test

Recommendations:

1. Leadership support is very key
2. There is need for additional infrastructure\provision of effective 24/7 learner support
3. Provision of effective 2/7 facilitator support
4. Recruitment of both eLearning and ICT staff
5. Allocation of more resources to eLearning in the budget
6. Formalization of eLearning champions

**Closing Remarks (Mr. Arthur Mugisha, CEES)**

Mr. Mugisha expressed gratitude for having been part of the workshop, which he referred to as a very timely intervention. From the sharing, he emphasized that there was a lot we could learn from each other to better what we already have and doing currently.

He thanked the DVC AA of UCU, Dr. John Kitayimbwa for sharing such vital insights employed at UCU and called upon other universities to invest in their teaching staff, to have these policies driven home.

He thanked all participants that labored to join and attend the workshop and hoped they learnt something.

The workshop was officially closed by Ms. Fiona Ssozi and she wished everyone a nice lunch.