

Before Starting an Online Exam

- Do you need an online exam? The online quiz tool in UR Courses is not the only option for final assessment. There are a host of other ideas such as projects, essays, research, literature reviews, summary of learning, or open book take home exams. See this link for to [explore alternative assessments](#).

Quick Steps

- To get started here are [basic instructions and short videos on Creating a Quiz](#) and a [video playlist](#).
 1. Create quiz tool link on course main page, adjusting 'Edit Settings'
 2. Create questions in the 'Question Bank', using categories for organization
 3. In quiz administration, 'Edit Quiz', add questions, determine marks
 4. Lastly, preview the quiz.

'Edit Settings' Tips

Note: Hide quiz link, using 'eyeball' icon until finished setting **Timing** or students will potentially see questions ahead of the exam.

- Final exam **Description** box. Add instructions. [Standard Instructions can be found here](#).
- Timing - Advise to keep open and close time in line with what is listed in UR Self-Service, Registrar's office final exam matrix. NOTE: 24 hour time. **Regina time zone**. 10 minutes early as a buffer is fine. Example:
 - **Open the quiz** 14 April 2022 14:50
 - **Close the quiz** 14 April 2022 17:10
 - **Time Limit** – 3 hours. Timing is crucial and it provides students with a countdown clock. Too much time and students will look up answers, too little time and students are stressed. Suggested timing for multi/choice and true false type exams are 45 secs to 1 minute per question and a few additional minutes if you feel it is needed.
 - **When time expires** – 'Open attempts are submitted automatically'
 - **Note:** Do not create multiple exams or use groups or groupings for student with accommodations such as more exam time. Instructors can instead set up a quiz user override. Instructions can be found here:https://youtu.be/UY_tSMr0oDE
- **Grade** - attempts allowed set to 1
- **Layout** - 'every question' for saving purposes for long questions. Short questions 1-3 questions per page. Choose 'show more...' and the navigation method can be set to 'Free' or 'Sequential'. Sequential locks down all movement and does not allow student to revisit any question already answered.
- **Question Behaviour** - if you keep shuffle within questions set to yes. Confirm you have no 'all of the above' or 'none of the above' type questions' or 'A and B' type. Instructor will need to change to 'all of these choices' or 'none of these choices' and write out A and B.
- **Review Options** - 'After the quiz is closed' column should not checked. Instructors will be deciding if they want student to see this.
- **Appearance** – defaults; if invigilating - in the 'Show the user's picture' drop down select 'large image' option
- **Extra restrictions on attempts** - Ensure the browser security is set to 'none'
- **Overall feedback, Common module settings, Restrict access, Activity completion, Tags** – defaults

'Question Bank' Area Tips

- If time, create a bank of more questions than needed which can help thwart cheating.
- Create a categories to store all questions.
- Seek advice on **categories** prior to using the random feature. More than one category is needed to do this correctly.
- When creating questions, **avoid numbering or lettering** questions in your source document. Most times this will have to be deleted as Moodle has its own number/lettering
- The 'duplicate' feature may save time here.

- In the **question preview** – use ‘fill in correct responses’ to double check accuracy.
- Multichoice, true/false, matching and essay are the most commonly used. Flip easy memorization questions into **application of knowledge** that can't be looked up on the internet
- Remember, you can add images, graphs and have a multichoice based on what they see.
- When faced with 300 plus multichoice and/or TF. **Seek advice on importing MC and TF questions from a .txt file using the Aiken format.** Note: if these tools fail, it is because of formatting. If using publisher questions, seek permission before importing.

‘Edit Quiz’ Area Tips

- Confirm ‘Total of marks’ and ‘Maximum grade’ (% of final grade) is correct. Total of quiz marks can be different than the maximum grade. Example: quiz added up to 102 marks but it is worth 15 percent of final grades. Change the maximum grade to 15. UR Courses will automatically recalculate the grades based on this.
- Use + from question bank or + a random question. **Seek advice on categories prior to using the random feature**
- Once exam is built. Use ‘**Preview**’ to see what that the exam looks and functions properly.
- In this area, you can have multiple section headings, each with their own shuffle order of questions. For example, one section could be called ‘Multiple Choice & True False’ and Shuffle could be check marked on. And the next section could be called ‘Essay’ and Shuffle could not be checked.

‘Preview’ Area Tips

- Add student **UR Course Practice Quiz** url created by Information Services. [How to add URL found on this page.](#) This will give student the opportunity to have unlimited attempts and time to test their equipment and familiarize themselves with the online quiz environment.
- In the **question preview** – use ‘fill in correct responses’ to double check accuracy

Student Accommodations

- **Note:** It is not necessary to create multiple exams or use groups or groupings for student with accommodations. To give a student 1.5X or 2X time, instructors can instead set up a quiz user override. [Instructions can be found here.](#)

Before the Exam

- Double check exam settings and review all questions for accuracy. Once a student attempts the quiz, very few settings can be changed.
- Consider hiding all course content by clicking the ‘eyeball’ next to each topic and/or file just before the exam starts
- Make sure the final exam is located at the very top of the course or in a separate section called Final Exam
- Communicate to students the best method of communication during the exam (UR Courses messaging, course email etc.)

Brief Journal Articles

- Tips for non-proctored online exams.
 - [Unproctored Online Assessments](#)

Advanced Settings

- Embedded answers (cloze), drag and drop type questions allow for more complex questions. More time for building these types and testing them in the preview is needed.
- Depending on circumstances, essay questions can enable drag and drop of attached files. Example: a math student submits an image of work on a math equation. For questions that involve attaching questions, maybe a timed assignment would be a better option; less to go wrong.
- Essay question also allows for a response template to be created that prompts students.
- PoodLL Recording allows for audio response, video response, and picture response. To obtain access to PoodLL, contact IT.Support@uregina.ca
- Consider a two part exam: part 1: quiz in UR Courses; part 2: submitting assignment with pictures of work; part 3: Oral exam in Zoom

Getting Help

- Technology Training & Support: Technology.Training@uregina.ca
- IT Support Centre: IT.Support@uregina.ca, 306-585-4685