



**lumen**  
Leaders in University  
Management

# How to achieve 60% level of student exams digitisation and who benefits from it?

Linda Jerdenius  
University of Gothenburg

Truls Bøhm  
Inspira

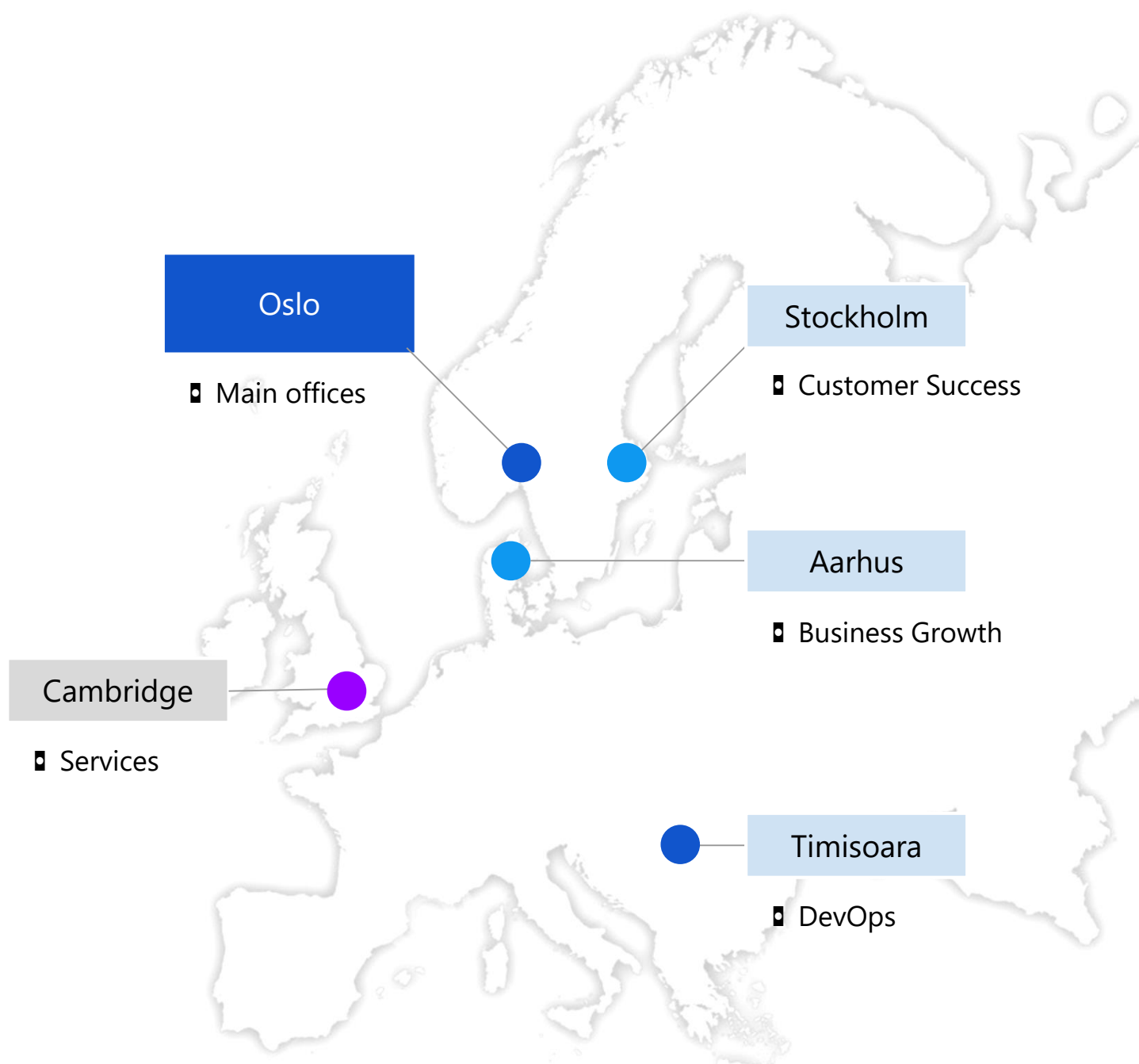
Nov 19th, 2019



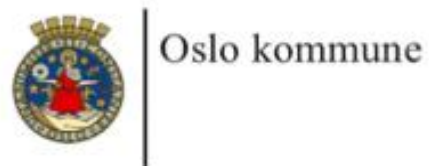
# About Inspera

## Essentially Scandinavian

- 50 employees in Oslo
- 10 employees in Sweden and Denmark
- 14 employees in Romania
- Ambitions to open office in UK



We work with more than 70 educational institutions



# Why digital exams?

## Benefits for Students

- Alignment with learning & workplace conditions
- Students prefer to type than to write, quicker input & editing
- Receiving feedback
- Accessibility





# Why digital exams?

## Benefits for Administrative staff

- Reduces costs involved in archiving, reporting, and circulating paper
- Exam overview, settings & management in one place
- Management of exam stakeholders
- Security & reliability



# Why digital exams?

## Benefits for Academic staff

- Learning analytics supporting reflection
- Embedded anti-plagiarism functions
- New question types for a more meaningful assessment
- More efficient & effective marking is on-screen



## Trusted partner in high-stakes e-assessment

### Over a decade of leadership in supporting transition from pen-and-paper to digital examinations

- **Privacy** by design, while still benefiting from a **scalable** SaaS
- Ensuring **accessibility, equality** and **fairness** for all learners
- **Reliability** and fairness in **marking**
- Complying with **psychometric standards** for educational test construction
- **Integrates** with local LMS / VLE / SIS
- 30+ **native question types** to match diverse curriculum needs



# Fully digital transformation on organisational level

## VLE/LMS

- Support for sharing and distribution of learning and teaching materials
- Submissions of course work
- Interaction on learning and teaching
- Group and peer feedback support
- Reporting on learning and teaching activities and grades/marks allocated

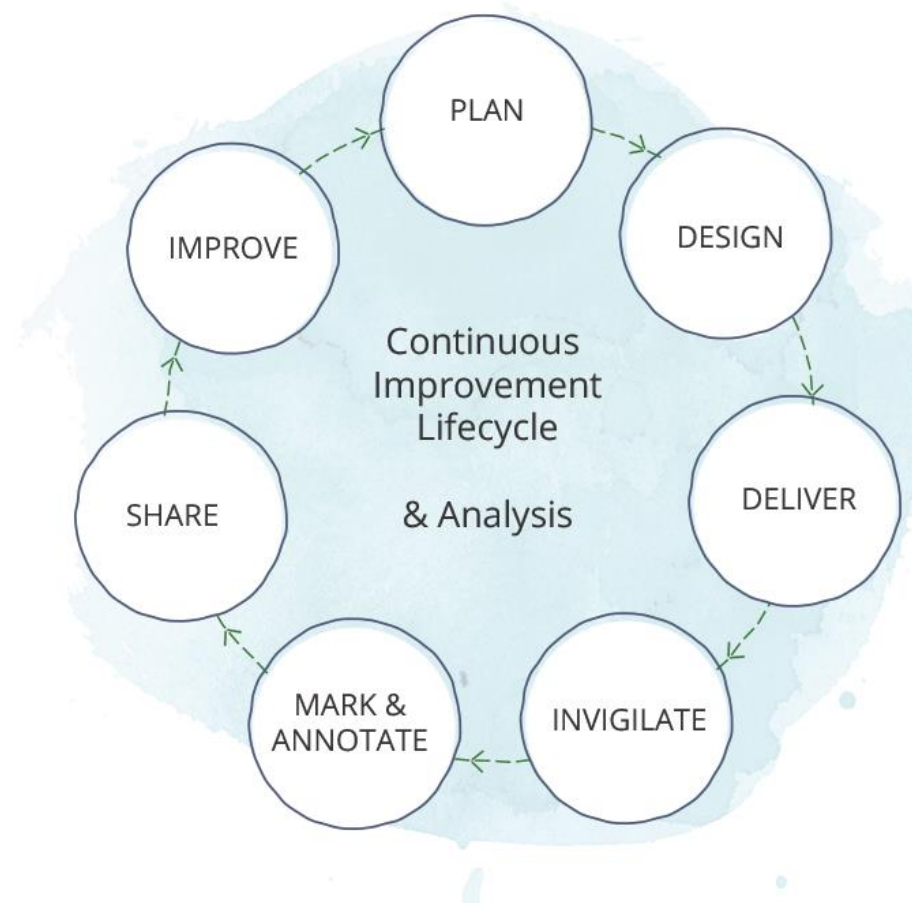
## Inspira Assessment

- Setting up and administering exam and assessment processes
- Authoring questions and assignments
- Writing, editing, submitting assessment and exam submissions in controlled environment
- Workflow for different grading and marking processes
- Monitoring assessment and exams
- Logs on assessment and exam behaviour
- Reports with full audit trail of all actions related to assessment and exams
- Archive of all student submissions and graders' work over time



Assessment is not a project, it's a continuous process

**End-to-end assessment process supports blended learning & 21st-century classroom**



# University of Gothenburg

- 47 000 Students
- 3 700 Teachers/Researchers
- 2 150 Technical and Administrative staff
- 8 Faculties
- 38 Departments
- Central University Administration



# Vision 2020

Quality-driven research, education and cooperation in an inspiring environment, strong social responsibility and global engagement enable the University of Gothenburg to contribute to a better future.

Infrastructure for web based learning

- Blended learning
- Active learning classrooms
- Video and video meetings
- Digital pedagogical tools
- Digital exams

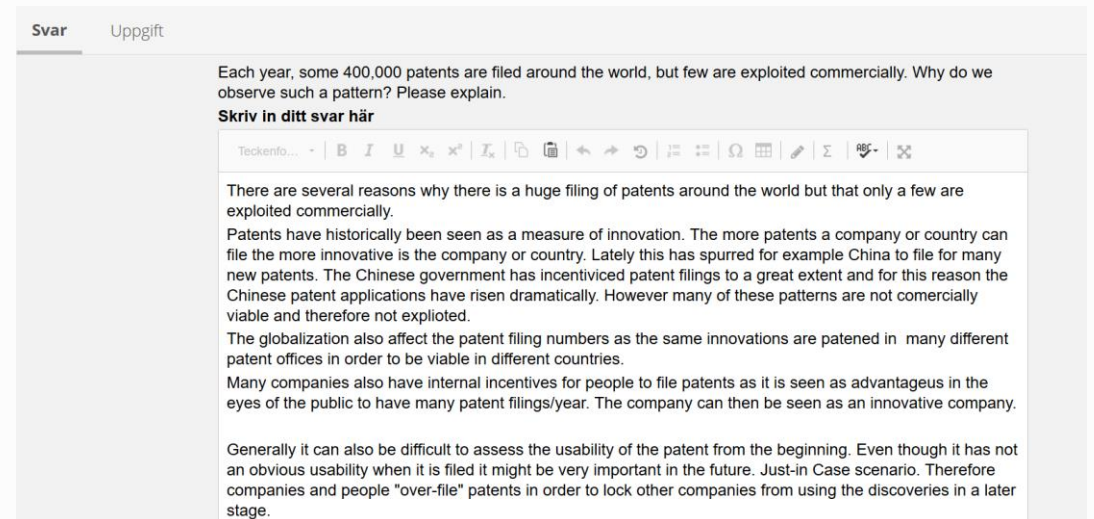
# Background to digitising the written examinations

- More efficient administration of written examinations
- Grading should be independent of time and place
- A better experience for the students



# Advantages for the teacher

- Manually and autocorrected questions
- Reuse of questions
- Can start grading once exam has finished
- Can read the students' responses
- Anonymous = more fair?
- Can use digital artefacts



The screenshot shows a digital assessment interface. At the top, there are two tabs: "Svar" (Answer) and "Uppgift" (Task). The "Uppgift" tab is active. Below the tabs, the question text reads: "Each year, some 400,000 patents are filed around the world, but few are exploited commercially. Why do we observe such a pattern? Please explain." Below the question, there is a text input area with a rich text editor toolbar. The student's response is as follows:

**Skriv in ditt svar här**

Teckenfo... · B I U x<sub>o</sub> x<sub>o</sub> | I<sub>x</sub> | [Icons] | ← → ↻ | Ω [Icons] | Σ [Icons]

There are several reasons why there is a huge filing of patents around the world but that only a few are exploited commercially.

Patents have historically been seen as a measure of innovation. The more patents a company or country can file the more innovative is the company or country. Lately this has spurred for example China to file for many new patents. The Chinese government has incentivized patent filings to a great extent and for this reason the Chinese patent applications have risen dramatically. However many of these patterns are not commercially viable and therefore not exploited.

The globalization also affect the patent filing numbers as the same innovations are patented in many different patent offices in order to be viable in different countries.

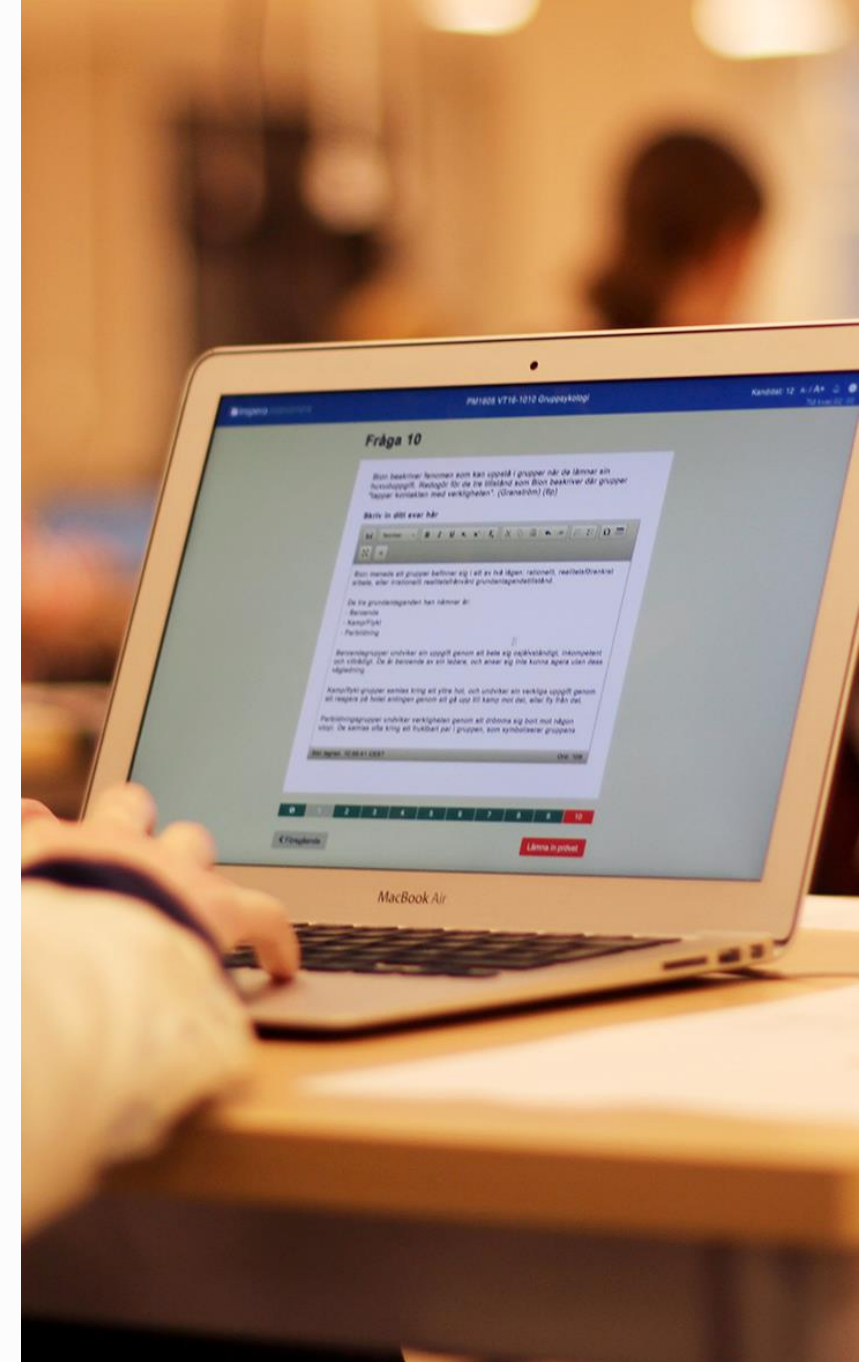
Many companies also have internal incentives for people to file patents as it is seen as advantageous in the eyes of the public to have many patent filings/year. The company can then be seen as an innovative company.

Generally it can also be difficult to assess the usability of the patent from the beginning. Even though it has not an obvious usability when it is filed it might be very important in the future. Just-in Case scenario. Therefore companies and people "over-file" patents in order to lock other companies from using the discoveries in a later stage.



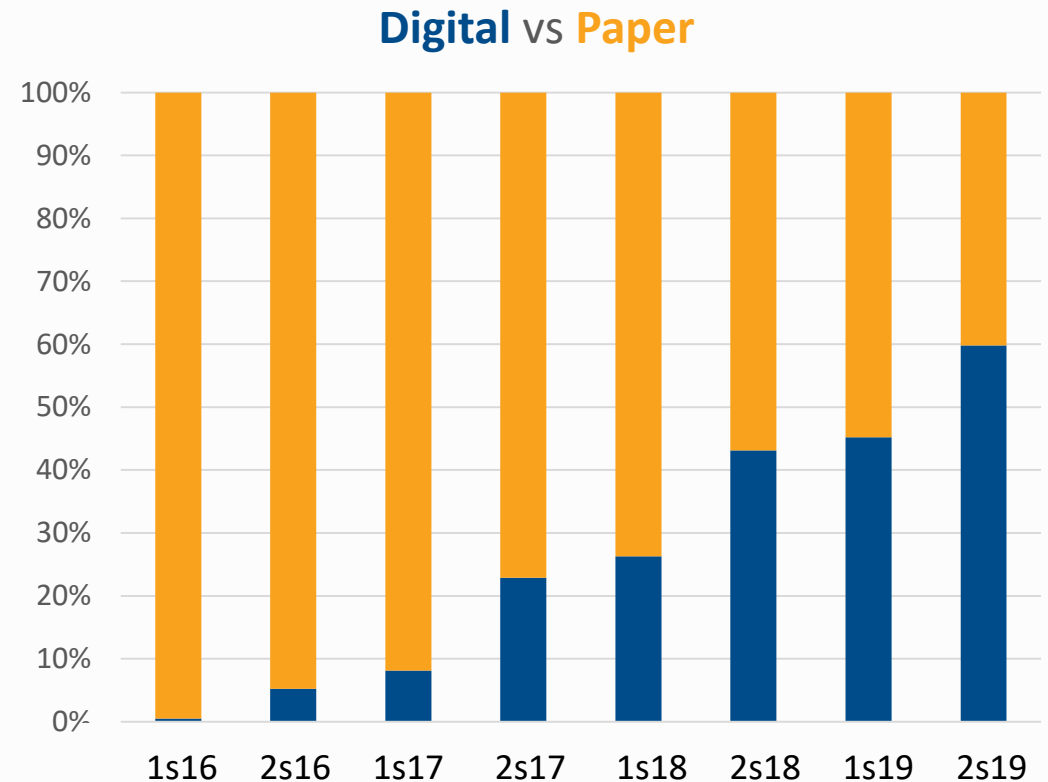
# Implementation project

- IT architecture to facilitate
- Exam hall prepared for computers, 420 seats
- Pedagogical opportunities
- Quicker grading
- Technical solution to reduce risk for cheating



# Where are we today?

- Voluntarily at the departments
- ~ 20% increase each autumn semester
- Training for authors and planners
- Student information online and in classrooms
- Student starts within 1.5 minutes



# Where are we heading?

- Incorporate and use digital tools in teaching and examination
- Formative assessments
- Improved feedback functionality
- Solution for STEM-exams



# Contact us

## Presenters:

### **Linda Jerdenius**

System Administrator  
University of Gothenburg  
[www.gu.se](http://www.gu.se)

### **Truls Bøhm**

Vicepresident at Inspera  
[truls.boehm@inspera.no](mailto:truls.boehm@inspera.no)  
[www.inspera.com](http://www.inspera.com)

## Inspera's Distributor: PCG Academia

**Magda Sochacka**, Director for Channel Partnerships

[magda.sochacka@pcgacademia.pl](mailto:magda.sochacka@pcgacademia.pl)  
T: +48 502 044 265

[info@pcgacademia.pl](mailto:info@pcgacademia.pl)

T: 17 777 37 77

[www.pcgacademia.pl](http://www.pcgacademia.pl)