



## In this Issue: Final Assessments...yes, already.

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### DEU Digest reader feedback

The Instructional Design team at the Distance Education Unit would like to invite you to share your feedback and comments on our weekly DEU Digest. This short survey should only take a minute or so, but will help us curate more relevant content and deliver it in ways that work for you in the future. Thank-you to all who have reached out already with kind words and helpful suggestions. We appreciate the communication immensely.

[Complete the short DEU Digest Reader Feedback Survey](#)

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## Administering Written Exams via Canvas

The **Canvas Assignments tool** can be used for replicating a “**take-home**” style of exam, or a **written exam**, in an online or remote course setting.

This blog post will discuss how to decide if this is the right approach for your course, how to set it up in Canvas, and offer some details for administering it to ensure a smooth launch come exam time.



[Find out more about administering written exams via Canvas](#)

Photo by [Jeswin Thomas](#) from [Pexels](#)

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## "New Quizzes" Gradebook issue resolved in Canvas

From the *Move To Canvas* team:

Faculty using the beta version of **New Quizzes** (rather than **Classic Quizzes**) have reported an issue where New Quizzes was not transferring data to the Canvas **Gradebook**. Canvas reports this issue has now been resolved and data has not been lost. We'd like to thank everyone who reported the issue to Canvas Help, as it assisted USask in seeing the issue early and working directly with Canvas to ensure it was resolved expediently. If the problem is not resolved for you, please add additional commentary with your Canvas ticket or a related ticket at USask so we can be certain it is addressed. We will continue to monitor tickets to Canvas closely.

As a reminder to everyone, **Classic Quizzes** continues to be recommended by the *Move To Canvas* team at USask, as it is fully operational. When **New Quizzes** reaches that level of functionality, it will become the major tool in our Canvas instance. While some of the tools in New Quizzes are very helpful, we anticipate there may be other issues with it while it is under development. Faculty should consider both the features and the reliability of the beta when they make the choice about which tool is best for their courses.

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# Helpful final assessment ideas from the University of Alberta's Teaching Plus podcasts

## Academic Integrity in Online Teaching Environments: What do instructors need to know?

- In this episode, Dr. Roger Graves and Ellen Watson, Senior Educational Developer, discuss how instructors might promote academic integrity (and prevent infractions) in their courses while teaching online.



## Oral Exams in Undergraduate Courses

- In moving to online learning spaces, oral examinations are an option many are curious about exploring. In this episode, Dr. Brian Rempel, Associate Professor of Chemistry, Dr. Ingrid Urberg, Associate Professor of Scandinavian Studies, and Dr. Shauna Wilton, Associate Professor of Social Sciences, all share their experiences using oral examinations in their courses and offer advice to those wanting to explore using oral exams in their courses.

# USask recommended options for remote end of term exams and assessments

On-campus exams and finals with in-person monitoring will not take place this Fall term. It will, therefore, be necessary to adapt traditional exams to new formats while considering efficiency, academic integrity, accessibility/bandwidth limitations, evidence-informed assessment practice, and the technological tools needed. TLSE have published guidelines on [Final Exams and Course Assessment](#) that outline these considerations, as well as options and supports available to instructors.

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End of term summative assessment approach

	Assessment(s) due within term time	*Take home* exam due within exam period	Exam delivered and returned**	Exam using LMS (examlets only)	Exam using LMS (examlets and others)	Exam using purchased exam software only	Exam using purchased exam proctoring tool
	Intended as OPEN BOOK			Intended as CLOSED BOOK			
Student connectivity concerns	Low connectivity issues	Low connectivity issues	Limited connectivity issues	Moderate connectivity issues	Moderate connectivity issues	High connectivity issues	High connectivity issues
Resources required to administer	Low	Low	Fairly low	Medium	Medium	High	Very high
IT support required	Very low	Very low	Low	Fairly low	Medium	High	Very high
Extra supply cost	None	None	None	None	Moderate, covered institutionally	High, not covered institutionally	Extremely high, not covered institutionally
Administrations for end of term assessments	Exam exemption approval required by college/department	Use scheduled exam date from Registrar's office for submission deadline	Use scheduled exam date and time from Registrar's office	Use scheduled exam date and time from Registrar's office	Use scheduled exam from Registrar's office, request IT support with set up	Available in only some colleges. Use scheduled exam from Registrar's office	Available in only some colleges. Use scheduled exam from Registrar's office

Where exams are scheduled centrally, complete Exam Information Sheet

\* extended window for exam completion (i.e. typically 2 days to a week). Note: the duration for completion should be no longer than the time typical for preparation and writing of a final exam.  
 \*\* exams are 3 hours or less in duration.  
 \*\*\* data and require uninterrupted internet access.  
 † requires uninterrupted internet access.

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For example, changing your final exam to a final assignment is a proven way to address these concerns. See [Open Book Assessment Option 1: An Assignment](#) for more resources that can help you reimagine your final exam as a final project.

For more information on planning your courses for remote 2020/2021 terms, on the [USask Remote Teaching](#) web pages, see step [2. c\) Plan for Assessment and Provision of Feedback](#) and the [comprehensive guide for adapting your assessment strategies for remote teaching](#).

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## DEU support and contact information

The Instructional Design Team at the Distance Education Unit can help you design online activities, assessments and other online appropriate elements to your remote teaching or fully online offerings. Visit <https://sites.usask.ca/edtech/> for more helpful tips and tutorials as well as information on our support services and contact information.

Our **Instructional Design Team** is always happy to chat with you about learning technologies and strategies for using them effectively in your online or blended classroom. Our staff can help you with questions about,

- Full Online Course Development Projects
- Hybrid, multi-access and blended learning strategies
- Open Textbook and OER developments
- ePortfolios
- Engaging Online Assessments and Learning Activities
- Copyright Clearances, Acquisitions and OER Licensing
- Ensuring Accessibility standards are being addressed
- Ed Tech Support before and during delivery
- Course Quality Reviews and Recommendations
- Media resource development
- Resource curation and dissemination
- Non-Credit Learning Design

And much more. Just drop us a line to start a conversation [deu.support@usask.ca](mailto:deu.support@usask.ca)

If you wish to be added to the DEUD mailing list, please send your **NSID** to [deu.support@usask.ca](mailto:deu.support@usask.ca)

Visit [DEU Digest Archives](#) to download PDF versions of past digest issues.

*This message was sent to those who teach at the University of Saskatchewan. If you think you have received this email in error, please reply to this email.*

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*We acknowledge that the University of Saskatchewan's main campus is situated on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.*

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