



Guidance for fair examinations via Zoom/at a distance due to the coronavirus

This guidance supplements the guidance in guidance in designing written examinations, which was also sent with the managerial email on 24 April 2020.

The intended learning outcomes in the syllabus and the assessment criteria are the basis for fair and equal examinations. The forms of examination that are stated in the syllabus may need to be changed if they are to be viable in distance teaching. Such changes must be approved by the course coordinator's line manager and must be documented, see the Rutin för dokumentation av anpassning av kursplan med anledning av coronaviruset [Routines for adapting syllabuses due to the coronavirus].

Obligatory seminars with active participation are among the forms of examination that may need to be replaced by another form of examination due to the move to distance teaching. Another type of adaptation you can do make seminars that must now be held remotely more effective is to reduce the size of the group. This type of adaptation does not need to be documented.

You can also refer to Att undervisa på distans under Verktyg tab on the employee web (the information is also available in English if you scroll down).

Recommendations from Student Support Services:

- The number of students who participate in a seminar that is held in a conferencing tool, such as Zoom, affects the examiners ability to evaluate each student's individual performance. Decide whether an examining seminar should be held more than once and with fewer students on each occasion. Alternatively, the seminar can be replaced by another form of examination.
- Provide the students with information about how the examination will be conducted and assessed. Give this information to the students as far in advance as possible.
- Encourage the students ask questions about how the exam will be conducted in advance, so they do not wait until the exam is about to start to ask their questions. Inform the students about which channel they should use to ask questions and get responses.

- Give the students information about the ICT tools that will be used in the examination, e.g. Zoom. One example of information that can help students is that Zoom often works better in a smartphone than via a computer.
- *The examiner decides* whether the students are visible or not when an examination is conducted via Zoom. Make sure that you inform students in advance about the requirement for an image/functioning camera.
- Inform the students that they may use a computer in the university's ICT suites if they cannot participate using Zoom via a smartphone or a private computer. Students must have a keycard and code to enter university buildings.
- Addition 6 May 2020: Before processing a student's personal data, there must therefore be an assessment of whether the situation can be dealt with in a way that does not require the student's personal data to be processed. If an ID check is not necessary to definitely establish someone's identity, an ID check must not be performed.
- At campus seminars, attendance is rarely checked using students ID documents and so this should not be necessary for seminars that are held via Zoom. *The examiner decides* whether an ID check is necessary for an examination that is conducted via Zoom. If so, the ID check is conducted individually in a "break-out room".
- The examiner must decide in advance whether students may arrive late to an examining seminar that is held in Zoom. Make sure that you inform students if they will not be allowed to join a seminar that has already started in Zoom. Closing the Zoom seminar to additional participants after checking attendance is also a way of preventing Zoom-bombing, when uninvited people come in and disrupt the meeting using sounds, etc.
- A student who deliberately tries to disrupt or sabotage teaching, such as by Zoom-bombing, may be subject to disciplinary action. Deliberately disrupting teaching is regarded as disorderly behaviour and may lead to disciplinary action.
- Set aside a time for questions from students to the teacher in the class/examination, e.g. by the teacher answering the students' questions via the chat.
- Take breaks even when the seminar is conducted digitally. Start the Zoom seminar by informing the students about when the breaks will be.
- Examiners or teachers can decide on a code of conduct for their seminars.

The following rules can be published on SH-StudyWeb, or sent to students as preparation for a digital class:

- When you are participating in classes or examinations that are held via digital meeting tools, such as Zoom, please:
 - Choose to participate in a quiet place without too many disruptions in the background.
 - If you are participating in a lecture, mute your microphone so that teaching is not interrupted by background noise.
 - PS. If you deliberately try to disrupt or sabotage teaching, such as by irrelevant or offensive chat messages (Zoom-bombing), this counts as disorderly behaviour and may lead to disciplinary action.