



DIGITAL EXAMINATION

- Experiences from Norway
- Brunel University, April 2018





Norwegian School of Economics (NHH)

- One of the leading business schools in Europe
- 3400 students
- 400 employees





Western Norway
University of
Applied Sciences

Western Norway University of Applied Sciences

16,000 students
1,800 employees

Five campuses:
Sogndal, Førde, Bergen, Stord
and Haugesund





Digital examination

- Digitization of exams started as a student demand
- Now: administrative project(s)

Focus

- Written exams
- The entire administrative process
 - (including digital/automated process for explanation of grades, appeals, archiving)



Norwegian context

- National competitive tender process, autumn 2016
- UNINETT (owned by the Norwegian Ministry of Education and Research) acts a formal coordinator
- Common student administration system (integration with WISEflow)
- Useful formal and informal cooperation across institutions
- BYOD – Bring Your Own Device (laptop)



Status, NHH

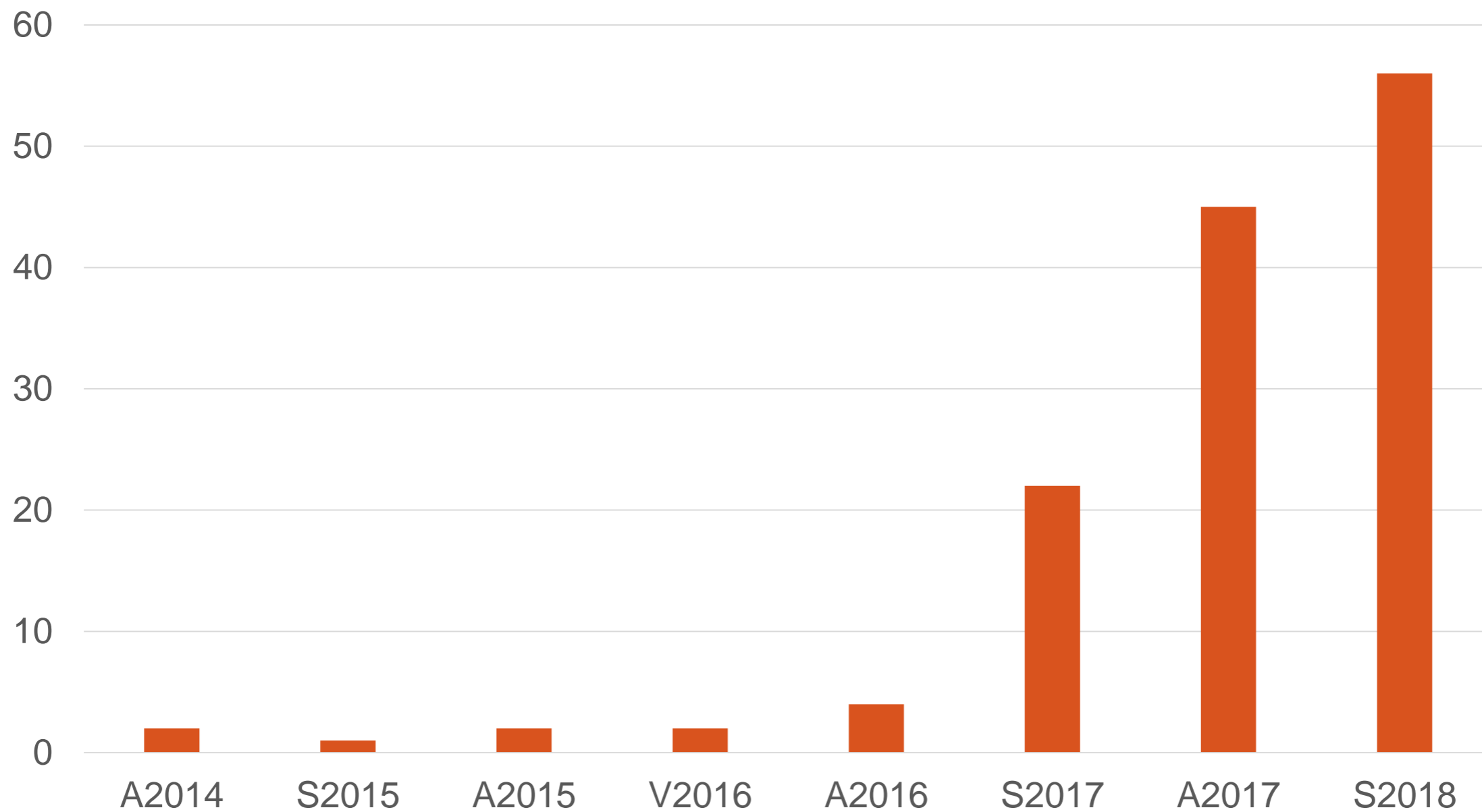
- Pilot autumn 2014-2016
- Implementation project: autumn 2016 – spring 2019
- 3 full time administrative resources

- Status spring 2018:
 - 55% digital written exams, 100% digital take home exams (75% in total)

- Most written exams in FLOWlock, starting to use FLOWmulti



Digital school exams



Western Norway University of Applied Sciences

- › Exams in WISEflow since autumn 2015
- › (7 digital written exams)

- › Status spring 2018:
- › 100% of all take home exams
- › 43% of all written exams
- › (165 digital written exams)



- › Faculty of Education, Arts and Sports
- › Faculty of Health and Social Sciences
- › Faculty of Engineering and Science
- › Faculty of Business Administration and Social Sciences

Scaling written exams

- › BYOD (bring your own device)
- › Emergency computers
- › Wireless
- › Electricity
- › Technical support – students
- › Easier with larger examination halls

Common challenges

- › Written exams
 - › Maths and other science subjects
 - › Use of third party tools in a locked environment
 - › Focus on control and grades more than on learning outcomes
- › Other
 - › Explanation of grades
 - › Managing appeals
 - › What happens in the examination system, and what happens in the learning management system?
 - › Encourage scientific staff to embrace change and possibilities



The first iteration is always a copy

