

# MAKERERE

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# UNIVERSITY

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## OFFICE OF THE ACADEMIC REGISTRAR

**DATE** : AUGUST 10, 2021

**TO** : THE PRINCIPALS OF COLLEGES  
THE DEANS OF SCHOOLS, COLLEGE  
REGISTRARS AND ALL STUDENTS

**FROM** : THE ACADEMIC REGISTRAR  
MAKERERE UNIVERSITY 

**SUBJECT** : COMPLETION OF EXAMINATIONS FOR SEMESTER I 2020/2021 FOR  
FIRST YEARS AND OTHER CONTINUING STUDENTS

Senate at its Emergency meeting held on 9<sup>th</sup> August 2021 deliberated on Alternative modalities of Assessment/examination to enable students who were affected by the second lockdown against Covid-19 pandemic complete Semester 1 2020/2021.

### Senate noted the following:

1. There are alternative assessment tools and methods to assess learning outcomes used and tested in educational institutions across the globe.
2. There was ongoing sensitization of staff and students on the alternative assessment methods.
3. Students were required to first complete Semester I before embarking on Semester II teaching and learning.

### Senate agreed as follows:

1. To approve and include the alternative online assessment tools/modalities (**attached on Appendix I**) in the General Academic /Examinations Regulations for both course work and final examinations.
2. To approve the following roadmap for completion of Semester I 2020/2021.

<b>ROADMAP FOR COMPLETION OF SEMESTER I 2020/2021</b>		
<b>Activity</b>	<b>Proposed Timelines</b>	<b>Comment/ Notes</b>
Ongoing stakeholder engagement/ Training and sensitisation of students	1 July – September 2021	Ongoing stakeholder engagement: (Students, Government, Telecom Companies, seeking grants)
Ongoing Training of Staff in online assessment using MUELE	27 <sup>th</sup> July – September 2021	Ongoing with a lot of staff enthusiasm
Submission of ODeL status to Mak Senate	9 <sup>th</sup> August 2021	Report ready for submission
Submission of Emergency ODeL implementation progress report and application to NCHE for extension	16 <sup>th</sup> August 2021	Report is ready
Ongoing Training of Staff in Online module design and facilitation	18 <sup>th</sup> August 2021	To resume after training in online assessment
Application to NCHE to conduct multiple/ alternative assessment methods	20 <sup>th</sup> August 2021	Content of application to come from 9 <sup>th</sup> August 2021 Special Senate
Practical demonstration to NCHE of the online assessment strategies adopted by Senate on 9 <sup>th</sup> August 2021	27 <sup>th</sup> August 2021	Date TBC
<b>ONLINE TEACHING AND LEARNING FOR SEMESTER II 2020/2021 (GROUP 1)</b>		
Opening of Semester 2, resumption of teaching & learning for Final Year and Graduate Students using ODeL	30 <sup>th</sup> August 2021	Unit academic leaders and faculty to update MUELE course shells with Semester 2 training materials.  DICTS to ensure all necessary upgrades of the E-Learning System
<b>EXAMINATIONS FOR SEMESTER 1 2020/2021</b>		
Completion of 1 <sup>st</sup> Semester examinations	6 <sup>th</sup> – 24 <sup>th</sup> September 2021	As training for alternative assessment methods continues, College/ School Academic Boards should draw and submit plans alternative assessment to complete the pending examinations.
<b>ONLINE TEACHING AND LEARNING FOR SEMESTER II 2020/2021(GROUP 2)</b>		
Opening of Semester 2 for First Year and other continuing students	Monday 27 <sup>th</sup> September 2021	Unit academic leaders to monitor and ensure faculty update of MUELE course shells with Semester 2 training materials

The purpose of this circular is:

1. To inform you about the decision of Senate on inclusion alternative assessment modalities/tools in the General Academic /Examinations Regulations for both course work and final examinations, and
2. That College School/ Academic Boards to convene, review the nature of their respective course disciplines/ requirements in order to select the most appropriate alternative assessment/ examination methods,
3. That College School/ Academic Boards invite resource persons from the Institute of Open, Distance and E-learning (IODEL) to facilitate the training and decision process and draw a schedule for completing Semester I.
4. That academic units complete and communicate their decision/choice of assessment methods/technique in two weeks (In any case not later than **Friday, 27<sup>th</sup> August 2021**) to the Deputy Vice-Chancellor (Academic Affairs).
5. That further sensitization of students be conducted up to **3<sup>rd</sup> September 2021**.
6. That Examinations for Semester I 2020/2021 for Year I and other continuing students be conducted from **6<sup>th</sup>-24<sup>th</sup> September 2021**.

Cc: The Vice-Chancellor  
The Deputy Vice-Chancellor (Academic Affairs)

Table 1: Online assessment types with examples

Assessment Type	Examples
Traditional assessment submitted online	Essays, Case studies, Article reviews, Proposal writing, Report writing
Automated online assessment	Online Quizzes (Multiple choice questions, Multiple response questions, fill in the blanks, True and False, matching, ordering)
Online interactions	Contributions to forums, Chats, Blogs and Wikis, Reading summaries, Collaborative learning, Critical reviews
Group assessments online	Online presentations, Group online projects , Online debates
Critical reflection and meta-cognition	Electronic portfolios, Online journals, logs, diaries, blogs, wikis, Embedded reflective activities, Peer & self-assessment
Authentic assessment	Scenario based learning, Laboratory/field trip reports, Simulations, Case studies/Role plays, Online oral presentations

Table 2: Online assessment types and how they are used

Assessment Type	Setting up	When to use	What can it assess	Considerations (workload, timings, inclusiveness, etc.)
Take-home papers and open-book exams	<p>Require appropriately designed questions that do not over-rely on memory and recall, but instead on interpretation and analysis.</p> <p><i>Questions are set using verbs from the Application, Analysis, Evaluation and Creation levels of Blooms Taxonomy</i></p>	<p>These are accessed online, completed, and then submitted by a specific deadline in the LMS or using e-mail</p>	<p>Skills in organizing large quantities of information, synthesize information rather than just recall it, and the ability to identify key data and information quickly and accurately</p>	<ul style="list-style-type: none"> <li>• State the duration students are expected to do the exam or write a paper</li> <li>• Guidance on the referencing standards required</li> <li>• Provide a word limit</li> <li>• Appropriate question-setting and student preparation</li> <li>• Students should have access to materials during the exam</li> <li>• Use of Turn-it-in</li> <li>• Provide a rubric</li> </ul>
Multiple choice questions	<p>Requires time to build the questions depending on the complexity of the questions. Marking is automated</p> <p><i>Questions that require facts, e.g. parts of a machine, parts of a human body, etc.</i></p>	<p>Efficient for rapid testing of factual material, suitable for large groups and gives instant feedback to students</p>	<p>Tests student knowledge recall and can also test higher-level thinking especially where answers are similar but only one is correct. Also tests quick thinking and decision making in aptitude tests</p>	<ul style="list-style-type: none"> <li>• Technical support for staff to set up Moodle quizzes</li> <li>• Time required for moderation</li> <li>• Provide a shorter time window for completion</li> <li>• Can connect with Moodle gradebook</li> </ul>

Portfolio	Students collect evidence of achievement of the course learning outcomes in hard or, electronic format Evidence can be in videos, photos, graphics, audio, text	Used in practical / applied disciplines where evidence is provided in hard or electronic format. Students can also use a portfolio as a modern CV. Visualizes evidence of knowledge, skills, competencies learned	Digital and academic skills; knowledge; personal growth; development of ideas	<ul style="list-style-type: none"> <li>• Guidance on maximum timings for video/audio material</li> <li>• Specify portfolio content</li> <li>• Design a matrix demonstrating how evidence aligns with learning outcomes</li> <li>• Support students to appreciate critical reflection</li> </ul>
Reflective Journals	Students write about what they have learned, drawing upon their experiences or practice, and relating it to their reading.	Used to produce an analytical piece of work describing an event or idea, using a range of differing perspectives thereby reducing on plagiarism	Development of reflective, and critical thinking, and documenting a learning journey. Students can demonstrate creativity and originality	<ul style="list-style-type: none"> <li>• Guided discussion of illustrative examples are useful</li> <li>• Suggest indicative word limits on each sections</li> <li>• Develop a rubric to assess, content reflection, personal growth and advancement</li> </ul>
Group / collaborative assignments	Students are grouped and each group is allocated a case study or topic	It works well for authentic cases or topics linked to the students' circumstances or Programme	Critical thinking and other soft skills	<ul style="list-style-type: none"> <li>• Requires online platform</li> <li>• Inclusivity of group members</li> <li>• Encourage groups to design a plan for their interactions</li> <li>• Encourage students to engage in deep critical thinking of the case or topic</li> </ul>
Wiki	A website developed collaboratively by students allowing any user to add or edit content	Students use the essay-writing services to do this type of work for them, and thus it is harder to plagiarize	Improved technical competence and students can demonstrate where they have worked collaboratively	<ul style="list-style-type: none"> <li>• Platform to host the wiki</li> <li>• State the duration student are expected to use the wiki</li> <li>• A digital footprint is kept to evaluate how and when students are accessing information</li> </ul>
Individual Peer Assessment of Contribution to group work	Students grouped and each student is required to review another person's work	Used to assess the level of contribution of each student to the group work, assessed by their peers	General engagement with the task, ability to work in teams, leadership, communication.	<ul style="list-style-type: none"> <li>• Assessment method should be explained to students at the start of the group work activity</li> </ul>

		Used to track individual student development	Students learn how to provide constructive feedback to their peers	<ul style="list-style-type: none"> <li>• Students do not need long to complete peer feedback</li> <li>• Encourages students to participate in the group work</li> </ul>
Video/audio recordings, podcasts	Students gather information on a subject and present it in audio or visual form within a specific time duration	Used to promote a more inclusive approach to assessment and these are relatively difficult to plagiarize	Students ability to portray complex ideas in an accessible way	<ul style="list-style-type: none"> <li>• Provide technical support in compiling the video/audio</li> <li>• Indicate expected recording duration</li> <li>• Assessment based on students' knowledge rather than technical specifications</li> <li>• Suitable for group or individual assignment</li> </ul>
Blog	Students will need to register for a blog	Used for ideas or concepts that are developed over an extended period of time. Useful for reflective learning	Application of theoretical connections with the real world, transferable skills and digital skills	<ul style="list-style-type: none"> <li>• Guide students on when, what and how much to post</li> <li>• Ensure the blogs have academic validity</li> <li>• Training students to use the platform</li> <li>• Monitor students' progress</li> </ul>
Claim	Students are required to claim the extent of achievement of different learning outcomes and give evidence of their claim	Used in practical subjects, for example if a student claims mastery of writing an App, they show evidence of writing the same, etc.	Application, analysis, evaluation and creation skills and competencies	<ul style="list-style-type: none"> <li>• Guide students on the learning outcomes from which claims should be written and evidenced</li> <li>• Provide a grading rubric</li> </ul>

### Online Assessment and Examination Routes

Since there are challenges to full implementation of digital assessment; also taking into account the different demands and requirements of the different programmes/courses, the following online assessments routes are considered;

1. Record videos showing a demonstration of a science experiment that would have been done in a lab or a presentation of monographs for a language course
2. Producing an independent study project relevant to student course while following a rubric.
3. Quizzes that randomize the order of questions and shuffle the answers within a question.
4. Writing a ready-to-submit manuscript for a journal or a script for a play
5. Write field/lab reports examining concepts, obtained in a previous semester.
6. Open book/open world examinations where answers cannot be readily extracted from the material
7. Case studies **analyzing** a real life instance of an event
8. Forum Discussions can **benefit** any discipline, including math and science courses
9. Oral examinations conducted over Zoom