Applying task-given-type examination system to the semester examination of a university

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Abstract
A task-given-type examination is a name coined by us to identify a method of school examination. In this method,

1) a group of questions is provided to students with enough time in advance before examination.

2) An appropriate number of questions are randomly selected from these questions to form the actual examination conducted on the examination day.

We experimented with this method in our class of Management System Design in Aoyama Gakuin University. Our objective was to know the characteristics of this method. The questionnaires conducted before and after the examination revealed some facts, such as that the majority of students had a favorable impression of the examination, and that the students could prepare effectively in a shorter period of time than in a normal type of examination.

Key words: practice in higher education, examination system, task-given-type examination

1. Preface

Task-given-type examination means a method for conducting an examination. In this method, the teacher shows a group of questions to students in advance, and makes an examination by selecting some of these questions.

The purpose of this study is to show you the result of our experiment in the class of Management System Design in Aoyama Gakuin University, thereby clarifying the characteristics of this method.

2. Method of experiment

2.1. Synopsis of System Design

This class belongs to the Department of Industrial Engineering and meets once every week.

2.2. The process of system of task-given-type examination

This experiment was conducted as follows;

[Step 1] Pre-exam questionnaire
We conducted a questionnaire to the students about the impression on task-given-type examination on April 27, 2001 after having given them an explanation.

[Step 2] Announcing the questions
We announced questions (a part of which was used in the actual examination) on our website. We did that three times, each time placing a different group of questions corresponding to the progress of the class.

At the end of the semester, we announced all 47 questions on our website. Also, we gave handouts to the students, so that those without access to internet could also be informed.

[Step 3] Preparing Questions
We selected 21 questions among these 47 questions, and created an examination.

[Step 4] Exam and post-exam questionnaire
We conducted the examination. We inserted a questionnaire in the test papers and requested the students to answer about task-given-type examination.

(2001.7.15)

2.3. Outlines of questionnaire

To know the impressions on the examination, we
conducted two questionnaires. One was before the examination (2001.4.27), and the other was just after the examination (2001.7.15). We call it "pre-exam questionnaire" and "post-exam questionnaire". Basically, we wanted to know about two things;

· How was the impressions of students on task-given type examination?
· Which method do students prefer?

We asked similar questionnaires twice to be able to compare the results, check the difference, and to have a precise proof on students’ opinions. One single questionnaire can be misleading as students might hide their true feelings to be "respectful" to the professor.

3. Results of experiment

3.1. The result of examination

The number of examinee was 169, and 67% of them got 80 marks out of 100 or higher. The average score was 89.1.

3.2. pro-exam questionnaire

The result of the pro-exam questionnaire is as follows. There were 161 respondents. The result with one of these questions was as follows;

Question 1: Have you ever experienced a task-given-type examination before this one?
73% of them has experienced it already.

3.3. post-exam questionnaire

There were 167 respondents (two students didn’t answer). The result with one of these questions was as follows;

Question 7: Which form of questions do you prefer in a task-given-type examination? Please choose one.

51% chose “full-blank” type, both "alternative" and "describing" type got 21%. "True-or-False" type got 7%, the lowest.

3.4. Comparison of two questionnaires

Since we requested students to identify themselves in both questionnaires, it was possible to compare their impressions before and after the examination. There were 150 students with whom we could make this comparison. (There were a few students who failed to write their names on the answer sheet). The result was;

"Did the task-given-type examination enable us to study effectively?"

In the second questionnaire, about 90% students answered in affirmative.

4. Postscript

In this research, characters of task-given-type examination are revealed as follows;
[1]Students got a favorable impression on task-given-type examination in general, and their impression improved after having experienced it.
[2] In a task-given-type examination, students preferred "full-blank" questions to "True-or-False" questions.

References

Japan Society for Educational Technology (2000), "Educational technology encyclopedia", Jikkyo Shuppan, Tokyo