Inspera assessment

Kozminski University

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Introduction

About this document

The purpose of this document is to document Inspera's capabilities in delivering digital examinations software and support for Higher Education institutions.

Who should use this document?

This document should be used by:

- Sales at Inspera
- Customers

Summary of change

This section records the history of significant changes to this document. Only the most significant changes are described here.

Version	Date	Author	Description of change
0.1	23.02.2019	Anja Sisarica	Initial version
0.2	27.02.2019	Anja Sisarica	Edits based on feedback from KU
0.3	28.02.2019	Anja Sisarica	Edits based on feedback from KU
1.0	01.03.2019	Valeriia Gorlushko	Review and approval by the institution

Where significant changes are made to this document, the version number will be incremented by 1.0. Where changes are made for clarity and reading ease only and no change is made to the meaning or intention of this document, the version number will be increased by 0.1.

1   About Kozminski University

Kozminski University (KU) is a prestigious private business school based in Warsaw, Poland. Founded in 1993, Kozminski already accomplished to be the first-ranked private university in Poland and among top business schools globally (43rd on Financial Times 2018 ranking[1], making KU the highest ranked business school in Central and Eastern Europe), holding triple crown international accreditations (EQUIS, AMBA, AACSB). About 8 000 students are attending its courses in 2019, delivered by 3 faculties: Management, Law, and Finance and Accounting. In KU's community there are over 60 000 alumni, and a high number of international students and staff, from over 75 countries.

Since 2014, Kozminski University has a dedicated Examination Centre that promotes and enables continuous improvement of teaching and learning by technology. Introducing digital examinations with Inspera Assessment in 2017 has been a part of those efforts, and therefore for the purpose of this case study we spoke to Valeriia Gorlushko, Head of Examination Centre at Kozminski. She has been responsible for selecting and implementing edtech solutions into study process and managing the associated training and adoption.

Left: Kozminski University campus in Warsaw; right: KU business school students working at a computer lab.

2   Objectives

Initially, the main motivation drivers for introducing e-assessments at Kozminski University were: i) reducing time spend on marking and grading; ii) improving readability of exam submissions to open-ended questions.
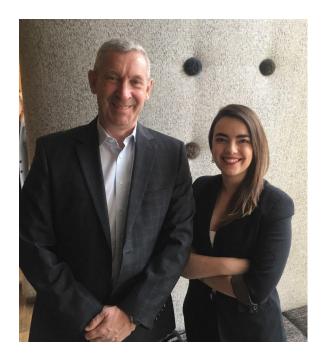
The first trial of another provider was held in the period 2014-2016. *"It was a simple online assessment tool, but it raised interest of faculty members who didn't want to go back to paper and wanted an improved solution"*, says Valeriia, and adds: *"Those improvements we were looking for focused on administrative benefits of workflow optimisation, and required a provider with scaling capabilities in product and training. After a thorough research of competitors, we realised Inspera Assessment would be*

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[1] http://rankings.ft.com/businessschoolrankings/kozminski-university-warsaw/

a perfect fit, with its features and layout." Furthermore, another important factor was improving e-assessment adoption by having a product with a wide range of question types, so that complex exam question sets, such as those within Finance and Accounting courses, could be delivered digitally as well.

Left: Inspera's representative Truls Bøhm, with Valeriia Gorlushko, Head of Examination Centre at Kozminski University, at a conference in Warsaw

Collaboration with Inspera Assessment was made through a partner company PCG Academia that adapts Inspera Assessment product to the Polish market by e.g. captions translation in-app. The contract between Kozminski and Inspera started from September 2017, and involved integration with the local student information system (SIS) and its VLE (Virtual University), which have been the key requirements for optimising the administrative workflow, in order to achieve a more effortless e-assessment ecosystem.

2.1   Benefits

The following benefits were targeted and accomplished for the stakeholders involved in digital examinations at Kozminski University business school.

Benefits for students:
- Students demand fair assessment;
- Speed of marking, grading and feedback is important to improve student learning outcomes;
- Decreased the level of cheating on digital exams.

Benefits for academic staff:
- Optimising time for marking assessments;
- No handwriting;
- Security for the question sets;
- Wide range of the question sets;
- Even more senior professors want e-exams,
- Once faculty try e-exams they never want to go back to paper.

Benefits for administrative staff:
- Scalable product
- Optimising human resources costs

- Opportunities for BYOD
- Independent e-exam delivery

3   Planning and development

Introducing digital examinations was a significant cost increase for Kozminski University, but this challenge was overcome by careful planning and committed project development. *"We needed to get management support, but it was worth it. Already in the first year of Inspera Assessment implementation, the number of digital exams doubled"*, shares Valeriia.

The following actions were taken by KU's project team:
- Personal training support for teachers;
- Build credibility for e-assessment internally and grow organically - participation is voluntary;
- Planned time for learning the system;
- Organised Examination Team of 7 people, who provide IT support at the exam day, and their dynamic rota calendar.

KU's project team has 2 full-time members. Regular meetings with Inspera representatives took place, and the ideas and improvements coming from KU's users are reported and followed up through Inspera's Service Desk. Custom features, such as integrations support, have also been a significant part of the collaboration. Valeriia adds: *"We work together in an agile way. Inspera gives great training opportunities, my advice is to go as much as you can"*. Inspera and Kozminski representatives gave together several talks at education conferences in Poland, promoting digital assessment.

Valeriia Gorlushko, Head of Examination Centre at Kozminski University business school, at a computer lab where digital exams in Inspera Assessment regularly take place.

4   Implementation and outcomes

Kozminski University delivers digital exams in Inspera Assessment in a computer lab, on university-owned computers that have installed Inspera Safe Exam Browser (SEB) for security, with a small number of bring-your-own-device (BYOD) exams also delivered (4 in 2017, the first year of implementation). *"Cheating prevention has been an important requirement for us, and Inspera SEB is very efficient in that"*, says Valeriia.

Each digital exam day is overseen by a member of academic staff who answers questions about the exam, and a Examinations Team member for IT support. Digital exams at KU are conducted in the context of final and mid-term exams. Not all exams are eligible for digitisation with Inspera Assessment, for example, ACCA exams that KU offers are requiring a provider exclusively certified by the awarding body. However, the adoption has been steadily rising, and already in the first year of implementation 25% of staff was trained and conducting exams in Inspera Assessment.

Here is more information about KU's digital examinations adoption rates:

- **Fall semester 2017-18**
    - Number of exams: 458
    - Number of assessments:10 477
- **Spring semester 2017-18**
    - Number of exams: 930
    - Number of assessments: 17 569
- **Fall semester 2018-19**
    - Number of exams: 1 354
    - Number of assessments: 28 378

The number of exams and assessments are counted as a progressional sum of previous exams and current semester exams.

Business school subjects often have question sets that involve case studies, which have been successfully delivered in Inspera Assessment using composite question type. That, for example, often includes a PDF or Excel attachment and related questions. *"KU's language departments are happy to take advantage of multimedia options in Inspera Assessment, and statistics-based subjects are benefiting from auto-marking. Most often used question types, apart from composite, are numeric entry, multiple choice, upload assignment, and essay"*, shares Valeriia.

Integration with KU's SIS has been delivered with delay, but with success. *"It is a major step forward, being able to share student profiles when configuring an exam, having then everything accessible from one place"*, says Valeriia. There is an outstanding work remaining to extend the integration beyond exam delivery administration workflow, to marking and grading workflow.

5   Reflections

Some lessons learned by KU from the implementation so far include the following points:

- Be patient about organisational process, add 20% of time to what was planned by the project: time for learning, time for people to adapt and to adopt;
- Academic staff become very independent in digital exam planning once given the right training resources;
- Academic staff are coming up with great ideas, and create engaging and interactive exams, so listening to them can be very helpful.