

# Selected Examples of Alternative Assessments to Replace Face-to-Face Final Examination

The alternative assessment examples below range from more traditional assessment methods to new innovative ones, and include implementation via SPeCTRUM, collaborative online platforms, as well as low-tech platforms such as email and phone calls.

## METHODS

### Multiple Choice Questions (MCQ)

Order of questions can be randomized

### Open-Book Test/Exam

Questions should be problem-based and/or require critical thinking or Higher Order Thinking Skills (HOTS)

### Written Assignment

### Submission of Lab Report

Submit report based on prior lab work

### Final Project Report

### Individual Interview /Viva via phone

Lecturer can present students questions via phone for the student to answer verbally

### Portfolio of Works

Compilation of student's works showcasing the student's best efforts or their skills/understanding related to the course.

### Reflection on Learning Experience (Written Reflection)

Students recall, describe, analyze and synthesize what they learned in the course, and share their personal experiences and thoughts about it.

### Reflection on Learning Experience (Video Reflection)

Students recall, describe, analyze and synthesize what they learned in the course, and share their personal experiences and thoughts about it.

### Project Video

Student can record their project activities in a video file or create a video as their course project

### Virtual Lab Work

Conduct lab-based assessment using online virtual lab or virtual lab apps

### Social Media-Based Project

Students demonstrate understanding or skill in a subject by creating social media posts/stories around a specific question or theme

### Poster/Brochure /Infographic

Students demonstrate understanding or skill in a subject by creating social media posts/stories around a specific "big question" or theme

### Video Clip / Animation

Students demonstrate understanding or skill in a subject by creating social media posts/stories around a specific "big question" or theme

## PLATFORMS

- SPeCTRUM Online Quiz function

- SPeCTRUM Online Quiz Function  
- SPeCTRUM Assignment Function  
- Submit answers via email attachment  
- Submit answers via personal messaging (PM) in Facebook, WhatsApp or other instant messaging platform

- SPeCTRUM Assignment Function  
- Submit assignment via email attachment  
- Submit assignment via personal messaging (PM) in Facebook, WhatsApp or other instant messaging platform

- SPeCTRUM Assignment Function  
- Submit file via email attachment  
- Submit file assignment via personal messaging (PM) in Facebook, WhatsApp or other instant messaging platform

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- Any regular phone  
- Online video conferencing / calling applications (e.g. Skype, Zoom)

- Padlet and other online "walls"  
- WordPress, Medium and other online publishing platforms  
- Submit portfolio via email attachment  
- Submit portfolio via personal messaging (PM) in Facebook, WhatsApp or other instant messaging platform

- SPeCTRUM Assignment Function  
- Submit file via email attachment  
- Submit file assignment via personal messaging (PM) in Facebook, WhatsApp or other instant messaging platform

- Smartphone video-recorder and MP4 file AND/OR YouTube, Vimeo etc.  
- Submit MP4 file/video link via SPeCTRUM Assignment Function  
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- PraxiLab and other virtual lab applications

- Instagram Stories  
- Facebook Page/Posts

- PowerPoint  
- Piktochart  
- Other visual communication applications/platforms

- Powtoon and other video animation applications



The above list is not exhaustive, and there are many other alternative ways of assessing student learning at the end of the semester. As course lecturer/coordinator, you are the best person to determine the most suitable and most pragmatic assessment method.

In general, there are several things that all course instructors must consider when redesigning your end-of-semester assessment method.

## TIPS

Check if all students have access to the technology needed for the assessment you planned. If most students have access, but only a small number do not, consider giving special consideration to these students. You can assign them a less technology-intensive assessment, for example a phone interview (see "Individual Interview/ Viva via phone").

If you instruct your students to use apps with limited-access in the free version, make sure they keep track of the time they have left to complete and save their work in a permanent file.

As much as possible, try to conduct asynchronous assessments and learning activities so that students with poor connectivity don't lose out.

Deadlines may be a bit more difficult for students to meet. So you may need to be more flexible. Before setting a deadline for submission, get input from your students whether the deadline is viable. Some students may require special consideration and extended or more flexible deadlines (e.g. students stuck with at home with younger baby/toddler siblings or children who may disturb them when they are trying to study)

For assessments that are labour-intensive to mark/grade, do you have co-instructors who can help to carry the burden, or will you do the marking alone? If you are marking alone, select less labour-intensive assessments like the Multiple Choice Question.

For more tips and resources on online teaching, visit [bit.ly/onlinemode\\_UM](http://bit.ly/onlinemode_UM)

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