Feedback of students post online examination

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Abstract
Background: The academic year for first year medical students has been amid the covid crises. During the pandemic students underwent online lectures conducted by the institute. Since this was the first online examination, we decided to take a post exam feedback of students regarding difficulties faced during online exams.
Material & Methods:A feedback was taken from the students about their experience with online examination through google form. Responses were collected using Likert scale. Suggestion for improving online examination was taken from the students. Data was analysed in google sheets.
Results: 46.7% students found the experience of giving exam was good. On the task of online submission, 30.7% gave a good response. 14.6% of students found the task to online submission to be not good. 40.9% of students reported good communication with faculty during online exam difficulty. 40.4% students reported good facilities at home for giving online exams. 8.8% students reported that facilities were not good at home for giving exam.74.5% students reported the paper was closely linked to the syllabus but 65% reported slightly short time allotted for paper.
Conclusion: There were lot of challenges faced by students during the exams. During the sessions problems were faced by the students regarding poor network, lack of contact with the faculty and no hands on technical training of using online platform.Online assessments have to be feasible, economical, valid and reliable. With changing times we need to develop better assessment methods which will be challenging task.
Key words-online assessment, experience, satisfaction

I. Introduction

The world over is been affected by the Covid pandemic. Education system has been affected with uncertainty of students about their careers. Education system has undergone a transformation with technology and university is considering taking online examinations. Guidelines were issued by the university about online pattern and format of examinations.

Online learning has become the new pattern. Online exam is completely first for the first year medical students in our college. There are many difficulties in conducting an online exam. Medical students will take exam without supervision. Some students may take help of books and the whole purpose of assessing students will be lost.   There are many difficulties which the students will face while giving online examination. In our medical college students come from rural areas as well. They face challenges of poor net connectivity. They may not be able to take exam or may complete it late. This may affect their performance and grades. Another disadvantage of online examination is proper identification of student taking the exam has to be done. These may otherwise lead to malpractice.

Imperial College London put 280 sixth-year medicine undergraduates through two online exams . They randomized the order of questions so that the students could not help each other. The papers are marked automatically online. Some students believe that online exams are flawed. At Oxford University more than 1,200 students, including almost 30% of the final year reported that some students may not have a quiet environment in their homes to take a timed online exam and would prefer take-home exams. Yet others may need to take care of their ailing family members and have to delay their exams entirely. There are the students who, went home because of the medical school closures, face the most challenging learning circumstances because of a comparative lack of books, learning resources, IT and parents with the capacity to help.(1)

II. Materials and Methods

In the present study post exam feedback was taken from first M.BB.S students. 200 students were supposed to appear for the online exam. This year the university has given a new format of exam pattern.
Study Design: Observational study

Study Location: This was a tertiary care teaching hospital based study done in Department of Physiology at HBTMC & Dr R.N.Cooper Hospital, Mumbai.
Study Duration: 1month.
Sample size: 200.
Subject: All first year medical students appearing for their preliminary examinations
Procedure methodology: The duration of the exam was 3 hrs and marks allotted were 80. The examination started at 11 pm and students were told to submit a pdf copy of the exam paper by 2.30pm. Extra half an hour was given to the students to upload the documents. An email id was sent to the students prior to the exam. A batch of 50 students had to submit to a particular email id sent to them. This was done to ease the process of correction by respective faculty. Google Forms was the online platform chosen to deliver the self-administered survey. A link was send to the students to fill the form on the whatsup group. In order to maintain anonymity, the email addresses were not collected. The student's response were collected with the outcomes regarding the experience of giving online exam and the format/pattern of the online exam.
Statistical analysis: The student's response were collected using a 5 point Likert scale for each item. Responses were analysed automatically in the google sheet.
Results:46.7% students found the experience of giving exam was good. On the task of online submission, 30.7% gave a good response. 14.6% of students found the task to online submission to be not good. 40.9% of students reported good communication with faculty during online exam difficulty. 40.4% students reported good facilities at home for giving online exams. 8.8% students reported that facilities were not good at home for giving exam.74.5% students reported the paper was closely linked to the syllabus but 65% reported slightly short time allotted for paper. (Table1)

Tableno 1: Post exam feedback

Sr no	Responses	1	2	3	4	5
1.	Experience of online exam	3(2.2)	5(3.6)	33(24.1)	64(46.7)	32(23.4)
2.	Task of online submission	12(8.8)	20(14.6)	42(30.7)	42(30.7)	21(15.3)
3.	Communication with faculty during online exam	4(2.9)	9(6.6)	28(20.4)	56(40.9)	41(29.9)
4.	Facilities at home	5(3.7)	12(8.8)	24(17.6)	55(40.4)	40(29.4)
5.	Difficulty level of the paper	1.5(2)	43(31.6)	86(63.2)	5(3.7)	0 (0)
6.	Satisfaction with online exam	3(2.2)	9(6.6)	28(20.4)	56(40.9)	41(29.9)

Sr.no	Responses				
7	How close was the paper to the syllabus	Closely Linked	Linked some parts	Not very close	Distant from syllabus
.		100(74.5)	32 (23.7)	1(0.7)	2(1.5)
8.	Time allotted for the paper	Too much time	About right	Slightly short	Not enough time
		1(0.7)	39(28.9)	65(48.1)	30(22.2)

Table no 2: Students Responses on Experience of online examination

Online exams were you're pretty relaxed
Submission takes time.
Network issue is a big problem sometimes the submitted paper doesn't get uploaded. Also you have to keep looking into the computer screen for the questions and that puts a lot of stress on our eyes.
Online exams should be conducted in all format. It becomes easier for students as well as for teachers.
It's an exam & everyone will thrive for marks no matter what. So feeling of guilt after exams
Faced a lot of network issues
The paper format makes it very lengthy and it's very difficult to complete it in the allocated time.
Syllabus is too much and time to write is not enough
Syllabus was not taught physically which was obvious, but that affected a lot....
Time was not sufficient and problem with internet at our place
I was frustrated during the sending email it was not loading and seen in outbox and too much time was taken during scanning the papers

Table no 3: Suggestions given by students

Exam should be converted to all MCQ format
Department should divide the 30 students in batches and gives them one teacher for any of the inquiry related exam.
Online lectures frequency should be increased.
Consult the engineers in technology field and discuss about most fair means of taking exams.
Google forms were better option.
Too much writing per subject for an online exam. Amount of questions and duration should be reduced if it is an online exam
Make it strict, so students won't be able to cheat.

III. Discussion

Covid 19 has brought about sudden changes in the education system. It caused immediate closure of universities and forced medical students staying in the campus to return home. Examinations were postponed initially but where then decided to be taken online due to the unchanging circumstances. Online assessment of examination raises concerns over the honesty and fairness of this process. These are unsupervised online assessments which rely on an individual's integrity. (2)Students have themselves admitted to falling prey to such activities as in the present study(Table 2). To tackle this Fontanillas et al prepared the online assessment where each question was presented on a separate page with forced completion of these questions—students were not allowed to return to the previously-submitted question.(4) A backup version of the questions with the same difficulty index was prepared for those students who experienced technical difficulties during submission. The answers were not displayed to the students until the examiner's permission was obtained and all participants had completed answering.Imperial College London carried remote online medical examinations using an 'open-book examination' (OBE) approach.(1) Such an up roach definitely reduces student's anxiety to perform but whether such examinations are helpful or not has to be studied.As we move towards CBME, we need to assess the students to attain the defined curriculum objective and outcomes. Hence we need to continuously assess students. With online examination we need to rethink the way we assess. A much more efficient and coordinated process is required.

Students faced lot of difficulties ranging from completion of paper, scanning and uploading the paper and network issues. (Table1,2)Rural areas face power cuts and poor connectivity. These findings where similar in other institutes of developing countries (3).Reliable connectivity should be provided to the students.The new CBME has introduced foundation course for first year medical students where computer learning has been given a lot of significance. So we need to teach students to use online platforms as this will help in smooth conduct of online examinations. Each institute should provide enough computers for conducting the classes and proper budget allocation should be done for it. Apart from this a technical department should be there to guide the faculty to develop better reliable online assessments. Collection and retrieval of online examination data was found to be a tedious part. Technical department could give solutions and ease out faculty work. Faculty also needs to be updated on various platforms available for online assessment. Improved reliable online assessments and better internet connectivity in all areas is the need of the hour.

Many students have suggested MCQ and google forms for assessment. Standard assessment tools like MCQ, SAQ, LAQs and the way we conduct practical examination has to be restructured. The Internet enables many more features than paper allows, and these features will be increasingly exploited in the future (5). Apart from assessment the way we take online lectures also has to be redefined. Time duration and pattern of online examination has to be worked out so that students complete their examination on time effectively.

IV. Conclusion

The major concern of online assessment is the unreliability of online systems. This is due to poor network issues and students not having technical computer skills. India being a developing country, remote rural areas still face electricity power cuts and non-availability of network. Online assessment has now made us rethink the way we take examination. It has to deliver learning outcomes designed for the course. Online assessments have to be feasible, economical, valid and reliable(5). Along with online assessment, the way we will teach has to be redefined too. Assessment and learning should go together. With changing times we need to develop better assessment methods which will be challenging task.

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