



# The Ground reality of an Open Book Exam

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## 1. Introduction

This is the technology based era. There are the learner has to give an examination for his or her achievement in the defined area of the course or field. The education system has many examination patterns; like closed book exam, an interview, an observation, online exam etc. All these are allowed the learner to do an exam without material on the hand. Here we are discuss about the little bit different concept of examination. In this pattern of exam, the learner has to attend an exam with their own text book and the granted materials... well known as an Open Book Exam.

## 2. Definition

There are some experts who define the open book exam like these. According to the Survival Guide "An open book exams usually allow you to take textbooks, journals, articles and notes into the venue." Centre for Teaching and Learning defines,

"An open book examination is an assessment method designed in a way that allows students to refer to either class notes or summaries of a 'memory aid', textbooks or other approved material while answering the questions."

K P Mohanan says that,

"An open book examination is one in which examinees are allowed to consult their class notes, textbooks and other approved material while answering the questions."

Someone defines that,

"An open book exam allows students to consult some form of reference material in the course of completing the exam."

## 3. Concept

The examination pattern has their own ways for examining. There is also an open book exam has its own ways and form of examine the learners.

The open book examination pattern allows enhancing learning better and better preparation of student for the real world decision making, they encounter. In thus system, the learner has permission to use the materials in the examination hall. The learners have to use the granted materials according to the rules, which are designed by the examination board. The one matter is that, the learner has to use the material or literature like textbooks, self-made materials, notes, articles and also journals in to the venue of examination.

Being prepared or self-made material, the learner has to understand the unit material and be able to apply it to new situation. Use the approved material or literature while answering the defined question. As open book examination can also mean that learner are provided with the exam questions prior to sitting the formal exam or are to complete as a 'take-home exam'.

## 4. Consideration & Administration When Designed

The different method of examination also needs its own consideration for examination.

- First of all the questions must be devised to assess the interpretation and application of knowledge, comprehension skills and critical thinking skills.
- The questions are enquired that the learner has to apply critical skills in response to a trigger scenario.
- The making of questions is like that the learner can spend her time to make the use of her textbook to answer effectively.
- Device the questions that the learner can apply and make use of information from the textbook or approval material not to be re-write the information given in the textbook or materials.
- An arrangement of learner on each bench. So that the materials cannot be exchanged to the other examinee's materials. So it is easier to get the material and also it saves time of the examinee.

### **5. Pitfalls for an Open Book Examination**

The issues may arise when making use of an open book exam is that, the teacher may not be able to know the question pattern or how to develop and devise the exam pattern that require the learner to apply their knowledge through analysis and critical thinking. The learner may be able to lulled into a false sense of security and fail to properly prepare for an open book examination. The learner may falsely assume that the exam will be able to find all the answers in the textbook or on their memory aid.

### **6. Why an Open Book Exam?**

An open book is an exam pattern, which develops the skills of acquiring, modifying and creating knowledge; that is on processing information. This can be done by activating learning through questions, exercise, projects, assignments, and so on; sustaining and guiding it by providing comments, criticism and other form of feedback.

The purpose of this examination is to test the information that the learner have memorized. An open book is appropriate that develops the skill of problem solving and also development of the critical thinking. An open book uses effectively to treat learner into use of active manners.

### **7. Benefits/Advantages**

Every method and matter has their own benefits or advantages. The advantages of an open book exam may be,

- The use of the open book exam acts as symbolic gesture that makes the learner to realize the nature of the course and the examination.
- An open book exam decreases the cramming
- A learner can call upon more information than she could have ever expected to memorize.
- An open book exam may address a variation into the subjects and the objectives of the learning.
- Enhancement of information and retrieval skills.
- Focus on how to use the information and how to answer.
- An inclusion of multistep problems.
- An improvement of the quality of education.
- Permission of the realistic exam question.
- Application of the appropriate skills.
- Integration of information from different sources.
- An encouragement to the educators to investigate and identify opportunities for educational process improvement.
- Enhancement of learning by continuously improving educational process.
- An enhancement of learning and better preparation for the real world decision making what will be encounter.
- An open book exam would be improve learner performance on major exams and better prepare for exam or real world exams too.
- An open book exam being as an excellent mean to stimulate deep learning.

- An open book exam is more authentic and more constructive aligned with stated leading outcomes.
- An open book exam tests as a means to encourage thinking at higher cognitive levels and promote study and teaching methods.
- An open book stimulates learning and note that the test itself could be an arena for learning.
- An open book has tremendous impact on promoting the mental sets in both teaching learning process.
- An open book reduces the anxiety.
- An open book stops rote learning among learners and do less the burdon of rote learning.
- An open book makes to practice of building and modifying knowledge, thinking, creativity and salving problem.
- An open book restores the true meaning of the word of education.

## 8. Disadvantages

The disadvantages or limitations of an open book exam may be like these:

- Emphasis only on reference materials.
- Underestimate the information in reference material.
- Disbelieving no need of study.
- Workload.
- Limited desk space.
- Availability of materials may not possible to all learners.
- Expensive materials and textbooks may be impossible to buy.
- Unfamiliarity with the format of exam pattern.
- No clear procedure and rules for exam.
- All types of questions would not be acceptable in this exam pattern.
- An open book exam also addresses the discontent associated with textbook purchase for course.
- The success in a course may not be dependent on the purchased books.
- Spend considerable time looking for answer in step of formulating their answer.
- It may be result in reduction of preparation time in the studying.
- It requires some more time and effort than the closed book exam.

## 9. Do/Do Not

In every situation the person has to do something and do not something.

### 9.1 Do

- To prepare and ensure about the materials that bring into the exam.
- To be familiar with textbooks for an open book exam time.
- To summarize the key points.
- To organize own note, so that easily access.
- Decide tile schedule for each question. Be sure about the exam materials.
- Take only most useful standard materials in the examination venue. Because more materials more confusion.
- To be flexible and adaptable.

### 9.2 Do Not

- Do not spend much time in thinking.
- Do not over answer.
- Neglect to repeat.
- Do not go over time for planning the preparation.

### 10. Examples Patterns for an Open Book Exam

Types of Socratic Question	Examples Questions and Starters
Clarification questions	<ul style="list-style-type: none"> <li>• What do you mean by...?</li> <li>• Could you put this another way?</li> <li>• What do you think is the main issue?</li> <li>• Could you provide an example?</li> <li>• Could you expand upon that point further?</li> </ul>
Assumption questions	<ul style="list-style-type: none"> <li>• Why would someone make this assumption?</li> <li>• What is _____ assuming here?</li> <li>• What could we assume instead?</li> <li>• You seem to be assuming _____.</li> <li>• Do I understand you correctly?</li> </ul>
Reason and Evidence questions	<ul style="list-style-type: none"> <li>• What would be an example?</li> <li>• Why do you think this is true?</li> <li>• What other information do we need?</li> <li>• Could you explain your reason to us?</li> <li>• By what reasoning did you come to that conclusion?</li> <li>• Is there reason to doubt that evidence?</li> <li>• What led you to that belief?</li> <li>•</li> </ul>
Origin or Source questions	<ul style="list-style-type: none"> <li>• Is this your idea or did you hear it from someplace else?</li> <li>• Have you always felt this way?</li> <li>• Has your opinion been influenced by something or someone?</li> <li>• Where did you get that idea?</li> <li>• What caused you to feel that way?</li> </ul>
Implication And Consequence questions	<ul style="list-style-type: none"> <li>• What effect would that have?</li> <li>• Could that really happen or probably happen?</li> <li>• What is an alternative?</li> <li>• What are implying by that?</li> <li>• If that happened, what else would happen as a result? Why?</li> </ul>
Viewpoint questions	<ul style="list-style-type: none"> <li>• How would other groups of people respond to this question? Why?</li> <li>• How could you answer the objection that _____ would make?</li> <li>• What might someone who believed _____ think?</li> <li>• What is an alternative?</li> <li>• How are _____ and _____'s ideas alike? Different?</li> </ul>

*Resource: Centre for Teaching and Learning*

### 11. Bloom's Taxonomy based questions

Types or level of question	Students are asked to.....	Examples questions and starters
Knowing and remembering	Recall knowledge of subject matter relevant to the discussion.	<ul style="list-style-type: none"> <li>• What, where, who, when, where....?</li> <li>• How many...?</li> <li>• List....?</li> <li>• Describe.....?</li> <li>• Define.....?</li> </ul>
Understanding	Demonstrate understanding by constructing meaning from information.	<ul style="list-style-type: none"> <li>• In your own words....</li> <li>• Explain how...</li> <li>• What did X mean when....?</li> <li>• Give an example of.....</li> </ul>
Applying	Apply knowledge and understanding to a particular task or problem.	<ul style="list-style-type: none"> <li>• How would you use ...?</li> <li>• What examples can you find to ...?</li> <li>• How would you solve_____ using what you have learned?</li> <li>• What would happen if...?</li> </ul>
Analysing	Examine different concepts and make distinctions between them.	<ul style="list-style-type: none"> <li>• What are the parts or features of ...?</li> <li>• What are the competing arguments within....?</li> <li>• Why is X different to Y?</li> <li>• Compare and contrast...</li> <li>• What is the relationship between A and B?</li> </ul>
Evaluating	Make judgments about concepts or ideas.	<ul style="list-style-type: none"> <li>• What is most effective/ important?</li> <li>• Which method is best?</li> <li>• Which is the strongest argument?</li> </ul>
Creating	Develop new ideas from what they know and understand.	<ul style="list-style-type: none"> <li>• How would you design a ...?</li> <li>• What alternatives are there to ...?</li> <li>• What changes would you make?</li> <li>• What would happen if.....?</li> <li>• Suppose you could____what would you do?</li> <li>• How would you evaluate...?</li> <li>• Can you formulate a theory for ....?</li> </ul>

*Resource: Centre for Teaching and Learning*

### Reference

1. Green & others Using Open-Book Exam to Enhance Student Learning, Performance and Motivation. The Journal of Effective Teaching 16(201)
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3. [www.newcastle.edu.au](http://www.newcastle.edu.au)