



## Quickstart guide

# Setting up online oral exams

Center for Digital Education (CEDE) and Teaching  
Support Center (CAPE)

Feedback and Support: [flexible-teaching@epfl.ch](mailto:flexible-teaching@epfl.ch)

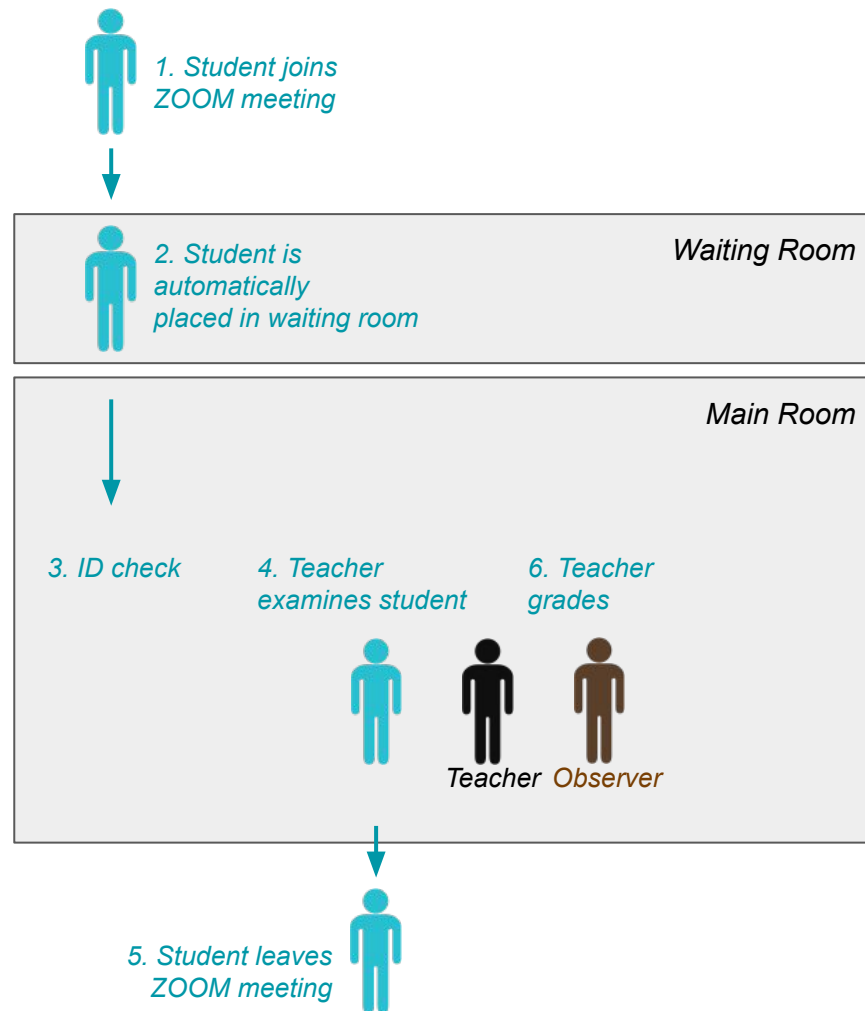
More information: <https://go.epfl.ch/flexible-teaching>

Changing from supervised exams on campus (oral or written) to unsupervised oral exams online means you may have to adapt your questions, set-up a clear schedule, plan your ZOOM meeting, and revise your exam protocol.

This quickstart guide will help you with that.

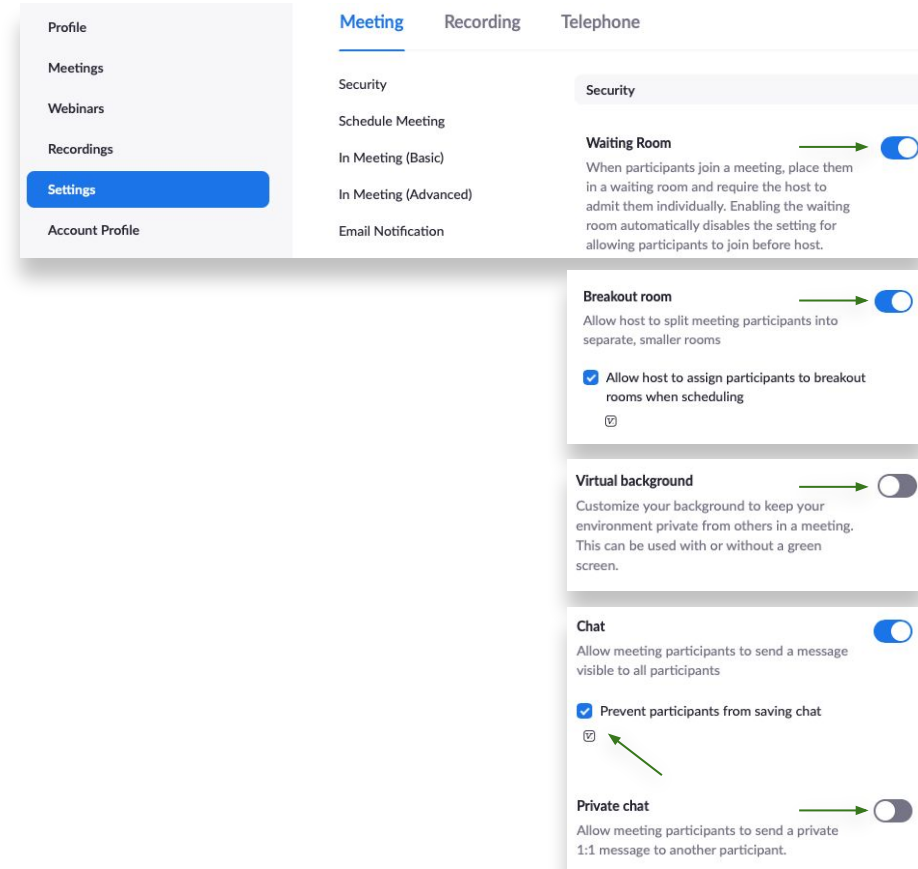
**Default model:** Online ZOOM exams follow the same simple procedure as in presence.

- When students arrive at the exam session, they **wait for their turn**. When it's time, the teacher welcomes them, checks their identity and asks them to **select a question** from a set.
- Teachers hear and see the students, and can **examine students**. Teachers can also ask students to annotate figures or type text. The session must **not** be recorded.
- Once the student left the room, teachers take the time to take notes and **grade the student**. An observer is present during the examination to **ensure fairness**.
- Additional features you might want to consider are a) [giving students time to prepare](#) and b) [allow students to write/draw](#).



# The basic ZOOM settings for the online exam session

- Schedule a ZOOM meeting in <http://zoom.epfl.ch> with these settings:
  - Waiting room enabled
  - Break-out room enabled (if needed)
  - No virtual background
  - No private chat
  - Do not allow participants to save chat (you as a host will save)
  - No recording
  - Other settings default or your own choice
- This should be done in advance and the zoom link shared with students and the observer.



But there are also a **few challenges** to address because of the distance setting.

- **ID Check.** Checking the identity requires students to show their ID to the webcam or teachers to have a picture of the students available.
- **Handwriting and drawing** require a special setup (students' phone or tablet) and should be tested before the exam.
- **Technical issues** could arise with the internet connection, or with the hardware setup.
- **Concerns about academic integrity.** Because students are remote, there might be some concerns regarding academic integrity.

And **possible solutions** which are described in this quick start guide.

- IS-Academia has a “trombinoscope” with a picture of each student. Print out the student list with their pictures before the session.
- If possible, replace students' writing by figure annotations, or instruct students about how to use their cellphone as a secondary camera for writing.
- Teachers should address these issues in the [exam protocol](#) and have an emergency phone line ready.
- Prepare questions that assess higher order skills. Prepare many and randomize. Spend more time asking for explanations than for the presentation of the answer by students.

# Further Options

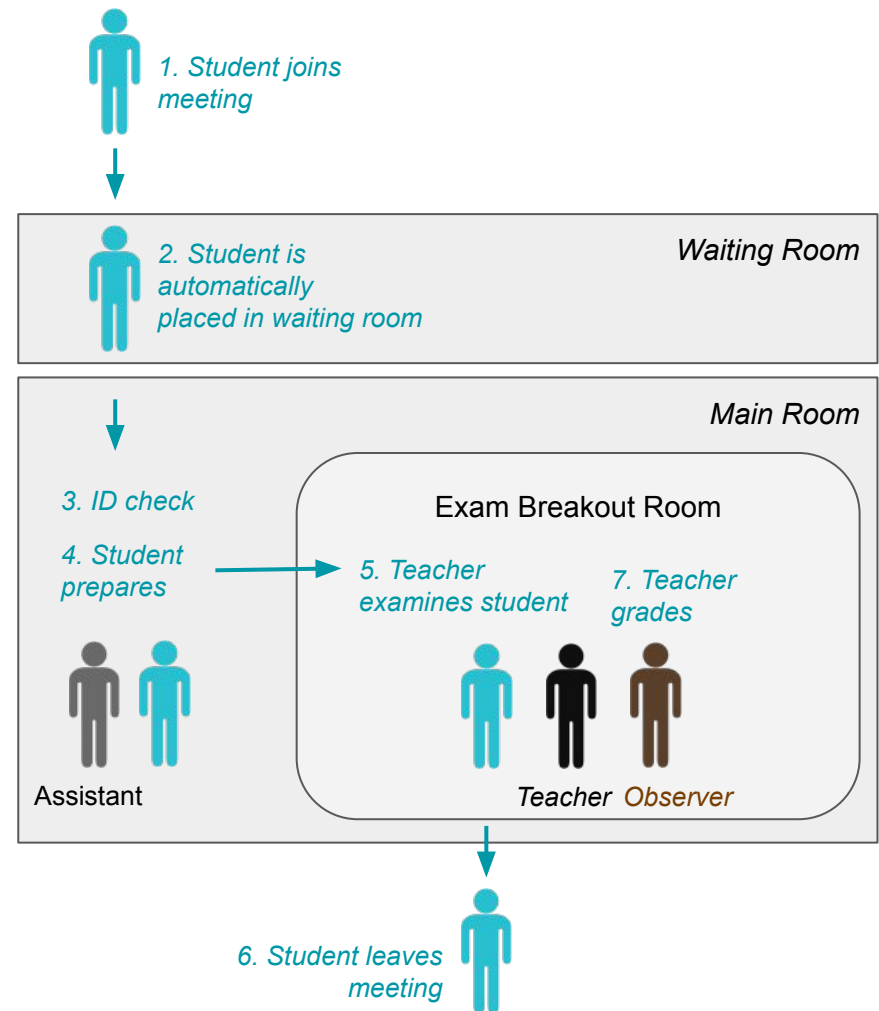
In addition to the [default model](#) you can envisage:

1. Students have time to prepare their answers
  - a. In the Main Zoom room
  - b. In a dedicated Preparation break-out room
2. Students write/draw

## Option 1a: Preparation time in the main room

If you set up an oral exam where students have e.g. 15 mins preparation time before going into the exam presentation, be sure to arrange the following in addition to standard exam:

- Adapt the schedule for students e.g. 5 minutes to check ID and pick question + 15 minutes preparation + 15 minutes examination + 5 minutes grading.
- Students prepare while in the ZOOM call with their camera and audio turned on. They can take notes, which they can share with teachers as a picture or a PDF during the examination.
- Assign an Assistant to be in the Main Room. Their role is to welcome students, check their ID and make sure they do not speak with anyone during preparation.
- Assign “ZOOM host” permissions to the Assistant if you want them to manage students coming in to the main room and students going to the Exam breakout room.
- **Be aware:** if the connection fails during the exam session, the student needs to be admitted again from the waiting room!

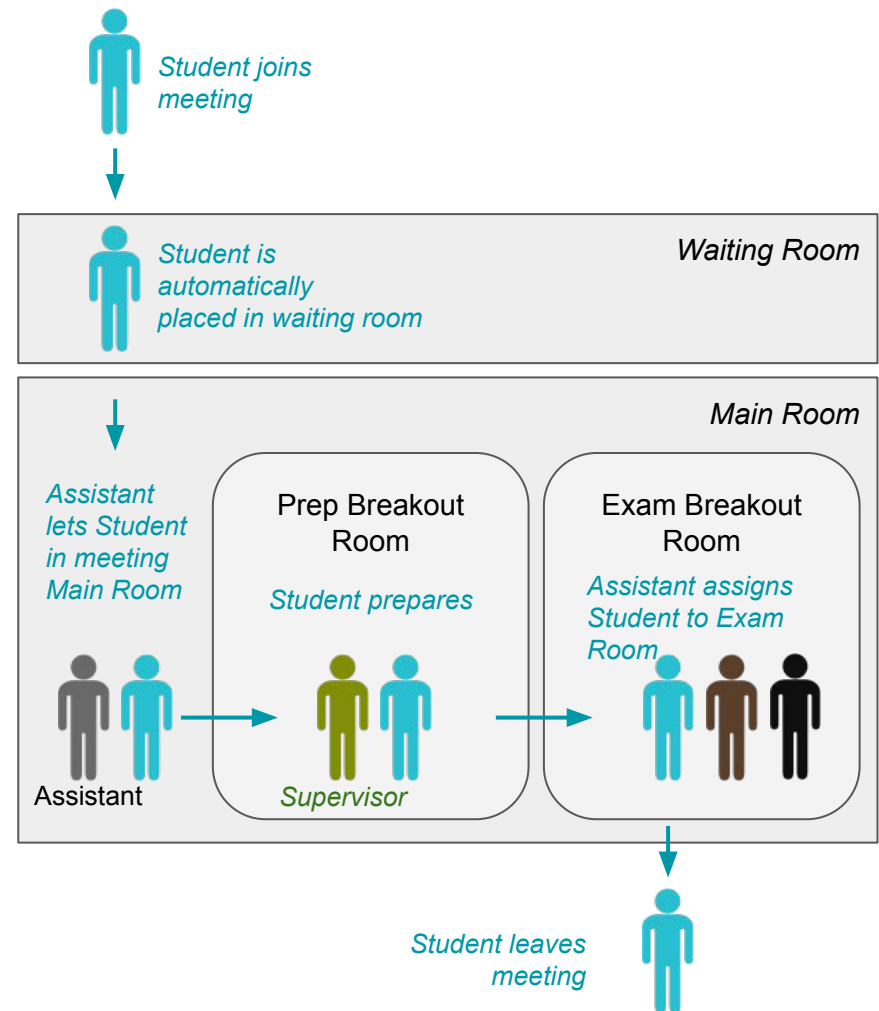


## Option 1b: Preparation Room

### Students prepare in a dedicated room

This setup allows you to process ID checks and preparation in parallel for a fast and efficient exam session:

- Adapt the schedule for students e.g. 5 minutes to check ID and pick question + 15 minutes preparation + 15 minutes examination + 5 minutes grading.
- Create one (or several) breakout rooms for preparation. Students prepare while in the breakout room with their camera and microphone turned on. They can take notes, which they can share with teachers as a picture or a PDF during the examination.
- Assign an Assistant to be the **Supervisor** in the Preparation Breakout Room. Their role is to make sure the student does not speak with anyone.
- Assign an Assistant to the Main Room. The assistant needs to be the ZOOM host. Their role is to do the ID check, let students pick their question and move students from one room to the other.
- Be aware:** if the connection is lost during the exam, the student needs to be admitted again from the waiting room!

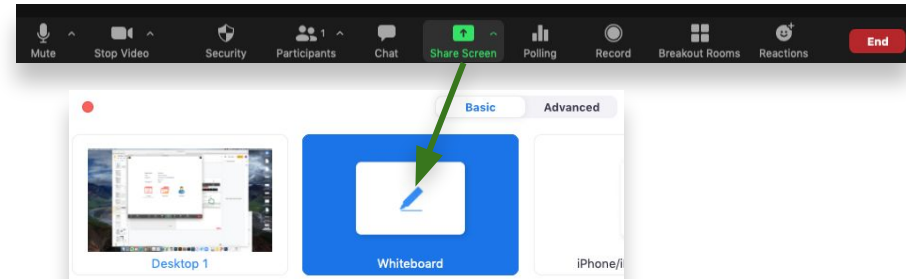
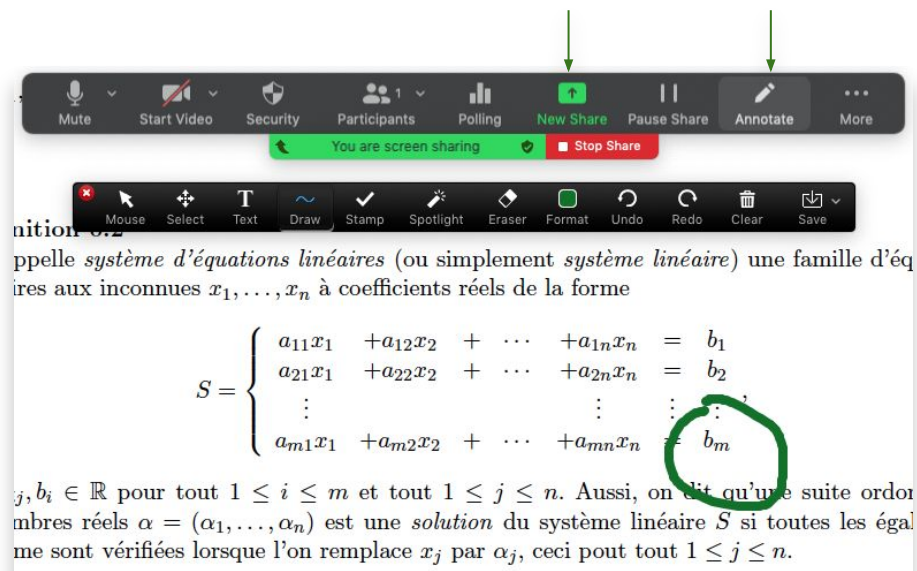


## Option 2: Handwriting and Drawing

Students are able to interactively show resources

Handwriting is easy for students who have an iPad, but it is challenging if students have *only* a laptop.

- **Static content.** As an alternative to handwriting, student could share static material via screen sharing, via file sharing, or via the camera. The document can be annotated in ZOOM.
  - Slides, e.g. a PDF
  - Scanned material, e.g. a picture of a handwritten paper.  
See [proposed Apps](#).
- **Live editors.** As an alternative to handwriting, students could edit a shared document (students and teachers edit the document live) or share their screen showing any application.
  - A [Google document](#) to draw a schema or write text.
  - An [Overleaf](#) document for LaTeX.
- **Live handwriting.** This is the trickiest setup. Students need to join the exam with two devices. a) their laptop as a main channel and b) their tablet or their cell phone to share handwriting. They might need a [phone holder](#), but this would require complex logistics and **testing** for students !





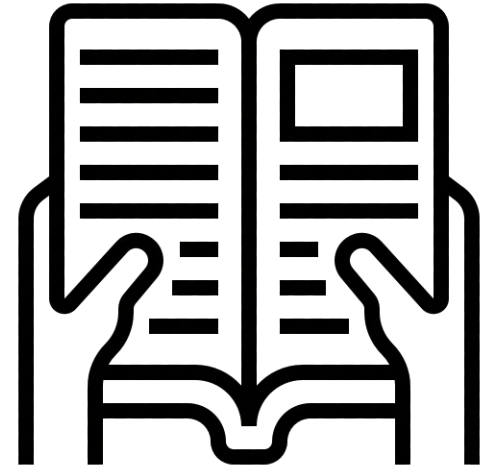
# Academic considerations

1. Revising questions
2. Adapt exam protocol
3. Academic integrity

# 1. Revising questions

Choose the options that seem most suitable to your content and exam to adapt to the format:

- Create questions that are complex enough that students still have to demonstrate knowledge and skill even after they have drawn on external information
- Have a set of questions from which you give students one or two questions randomly at the exam
- For scoring in a consistent way, a rubric or marking guide with explicit criteria and standards will be useful. Structured forms can be useful for making notes and scoring
- Allow time to ask spontaneous follow-up questions to check further understanding during the exam.
- Prepare some model answers with typical follow up questions
- Prepare a randomization schedule for the questions



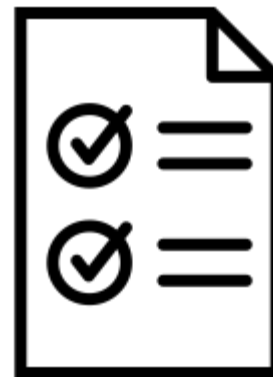
## 2. Protocol for an online oral exam

Prepare your exam protocol to include what you expect from students, e.g.:

- alone in a room
- with video and audio constantly open
- logged in the ZOOM exam meeting through their epfl-account
- what to do in case of technical problems
- what happens in case of suspected cheating

### **Schedule and procedure**

- Set-up your exam-schedule to include breaks and account for technical setup time
- Assign a TA to help you with procedural and technical details during the exams
- Invite the exam Observer
- Communicate dates, scheduler, and protocol through Moodle



[Example protocol](#)

### 3. Guidelines to improve academic integrity in online oral examinations

| Concern  | Methods to reduce it   |
|--|--|
| Students copy the exam while they are taking it (copy and paste into a word doc or make a screenshot) and then distribute to others in class | <ul style="list-style-type: none"><li>• Have a large set of questions for students from which they only answer 2 during the exam</li><li>• Change question numbering so they can't inform each other of specific question numbers</li><li>• Do not allow private chat during the exam meeting</li><li>• Do not allow students to save the chat</li><li>• Have the TA present during preparation time</li></ul> |
| Students consistently have "computer issues" and ask you to reschedule their examination   | <ul style="list-style-type: none"><li>• Make suggestions in the exam protocol that students should not use wireless internet connections to take their exams</li><li>• Re-schedule the exam session with the student, with again a random selection of exam questions</li><li>• In case of persistent issues, schedule an on-campus session for when this is allowed.</li></ul>                                |
| Students have a web browser open in another page and look up answers to questions while taking an exam                                       | <ul style="list-style-type: none"><li>• Create unique and true open book questions such that it will not matter if students have access to additional materials during the exam</li><li>• Keep time limits to the exam such that students don't have the time for elaborate searches in external materials and will only be able to answer if they have prepared properly.</li></ul>                           |
| Students will have someone else prepare and answer the questions   | <ul style="list-style-type: none"><li>• Have the student photo ID at hand during video meeting, so you know who you are talking to</li><li>• During the video meeting, ask spontaneous elaboration questions to check for understanding</li><li>• Ask students to sign a statement that they have not received given or unauthorized assistance</li></ul>  |

Sources: [Guidelines to Reduce the Risk of Cheating in Online Examinations: Mode of Cheat](#), [Fourteen Simple Strategies to Reduce Cheating on Online Examinations](#), [How to discourage student cheating on online exams \(opinion\)](#), [Teaching: How to Reduce Cheating in Online Exams](#)

# Useful Zoom and Moodle functions

Short overviews of the functions



## Option 3: Scheduling in Moodle

Students can choose their exam time to accommodate their schedule

To schedule your exam sessions you could use the Moodle scheduler:

- For a detailed description, see [this quickstart guide](#)
- For a 25 min exam, plan 30 mins to allow for evaluation.
- In Moodle scheduler settings, allow only one response per choice option (time slot)
- Schedule breaks every hour or two

### Oral exam

The results of this activity will not be published after you answer.

- ☐ 8:00
- ☐ 9:00
- ☐ 10:00

Save my choice

### Oral exam

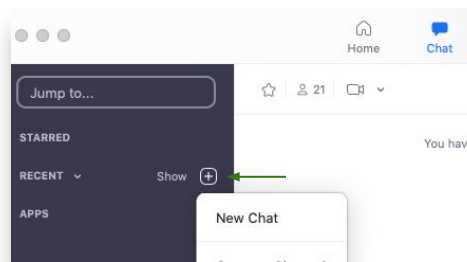
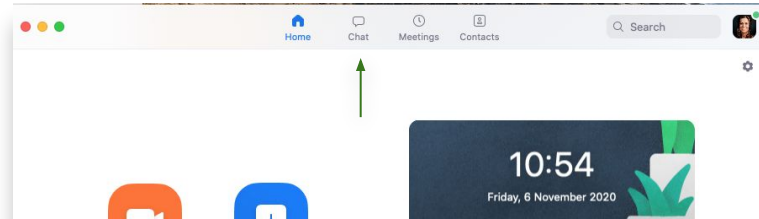
#### Responses

| Choice options              | 8:00 | 9:00 | 10:00 |
|-----------------------------|------|------|-------|
| Number of responses         | 0    | 0    | 0     |
| Users who chose this option |      |      |       |



## Setting up a chat channel

- Open the **Zoom App** on your device
- Select the 'Chat' option on top of the screen
- Hover over + sign in left bar and select 'Create a channel'
- Select a meaningful name
- Set chat to private
- Invite TA, Observer,...
  - They have to be in your Zoom contacts
  - If not, 'add external' to contacts
  - They will receive email and accept
- The chat channel is permanent
- You will be notified of new messages with red dot in your ZOOM App



**Create a Channel**

Channel Name  
Exam PSY-101

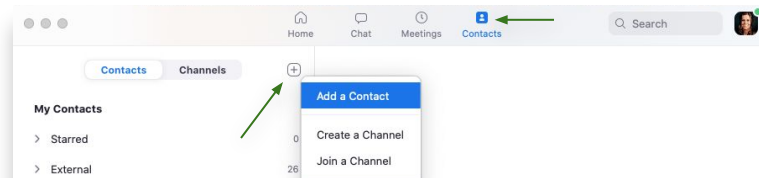
Channel Type  
☐ Public Anyone in your organization can find and join  
☒ Private Invited members in your organization can join

Privacy  
☐ External users can be added

Add Members (Optional)  
matthew.goodman@epfl.ch x

[Manage Posting Permissions](#)

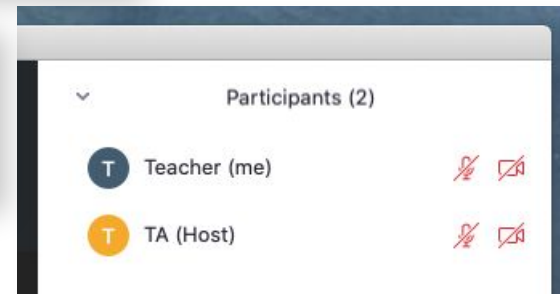
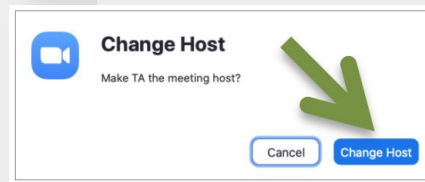
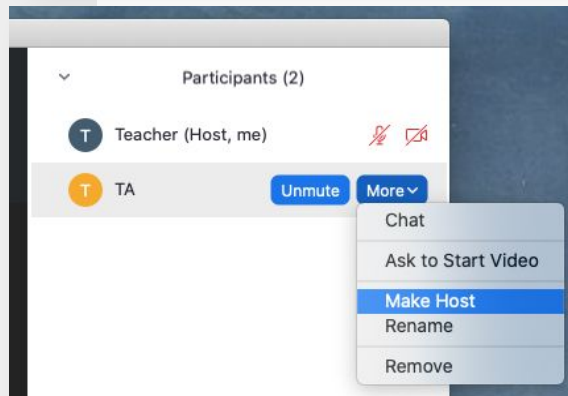
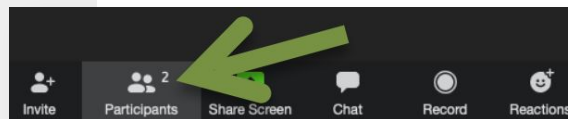
Cancel Create Channel





## Make a TA 'Host'

- Click on 'Participants' (bottom toolbar)
- The participants panel opens on the right hand side
- Hover TA's name, click 'More' and 'Make Host'
- Confirm the change of hosts
- '(Host)' appears aside TA's name
- You can take back your role by clicking on the Reclaim Host button at the bottom of the Participants panel.



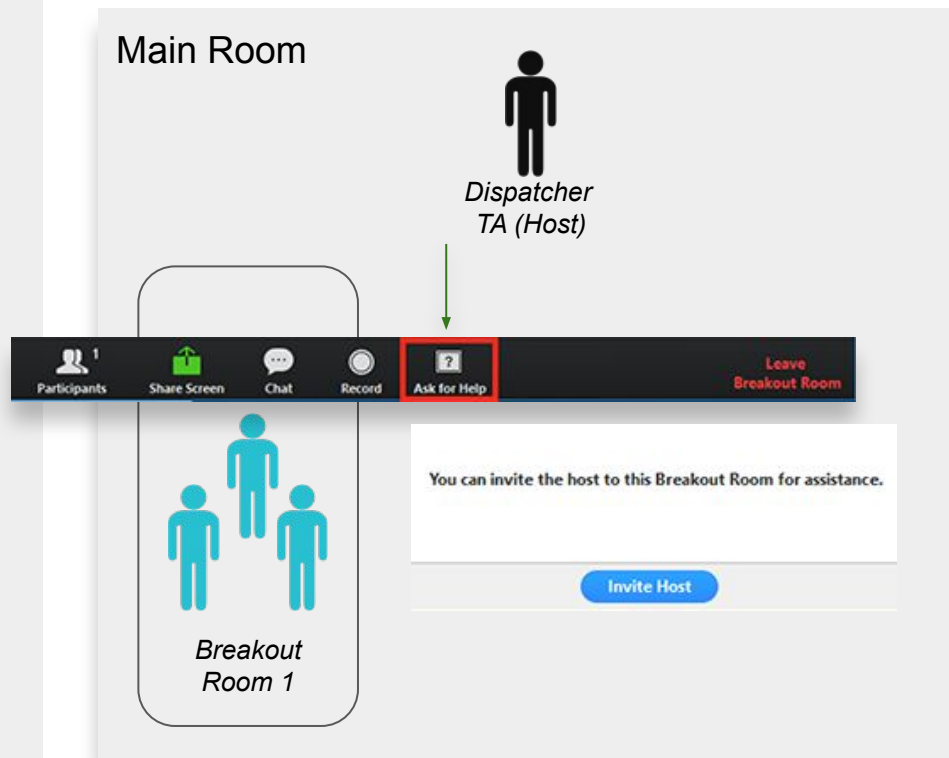




## Students ask for help

While students are in a breakout room, they can ask the teacher or the TAs for help.

- Click on “Ask for Help” in the ZOOM bar.
- The Meeting Host then gets notified and can join the breakout room to answer the question (or dispatch someone else to go answer the question on his/her behalf)

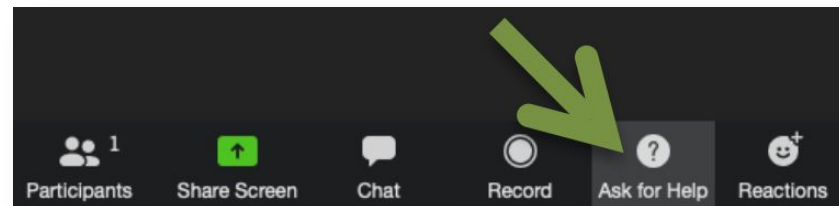




## Other Useful ZOOM functions

- Setting up a **ZOOM meeting**, see the guide about [Zoom Essentials](#)
- Setting up a **Breakout room**, see the guide about [Breakout Rooms](#).

- **Students ask for help** in a breakout room: 'Ask for Help' button (bottom toolbar).



- **Students ask for help** in the main room: 'Raise Hand' button (participants panel, bottom toolbar). Teacher will see a blue hand aside student's name.



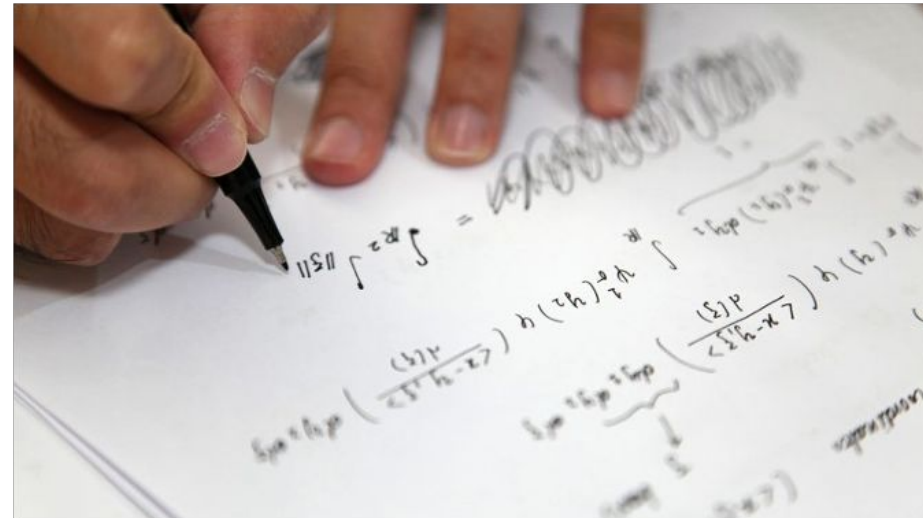
# Students handwriting

Students can write their answers to your questions and you can observe and assess their writing either 'live' in real-time (**option 1**), or after they've uploaded a scan of their work (**option 2**).

Center for Digital Education (CEDE) and Teaching Support Center (CAPE)

Feedback and Support: [flexible-teaching@epfl.ch](mailto:flexible-teaching@epfl.ch)

More information: <https://go.epfl.ch/flexible-teaching>



# Option 1: Students live stream handwriting



## Sharing written work using a phone

Students use a cell phone that they place on a pile of books (or anything flat which is ~40 cm high) and film a sheet of paper that is placed below. Students will participate to the ZOOM call with their phone and their laptop at the same time. This [short video](#) explains how to set it up.



## Sharing your written work using a mirror

Students use a small mirror placed in front of their laptop's webcam and film a sheet of paper placed on the keyboard. This [short video](#) explains how to set it up.

Teachers who need such a device can get one by writing to [flexible-teaching@epfl.ch](mailto:flexible-teaching@epfl.ch).

# Option 2: Students capture a picture and share it

## Ink

- Write only in dark (blue or black) ink. Do not use lighter ink or pencil.

## Paper

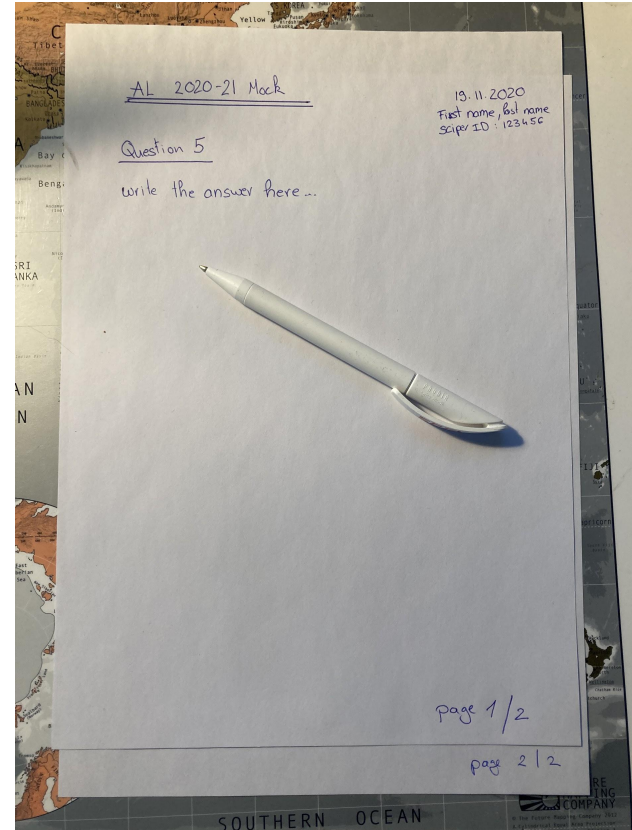
- Write only on one side of the white paper sheet (avoid lines or squared paper if possible).
- If students must write double-sided (to save paper), they must check the thickness of the paper is not translucent.

## Information to include

- Students identify themselves at the top of the first page, including the time and date in this order: Name, Last Name, sciper ID, exercise title, date and time.
- Add the page number on each page of the exam solution. Include the total number of pages.

## Taking pictures

- Take the photos in a well-lit area.
- Check that the photos are readable (not blurred, not too light or too dark (balanced contrast)).



# Smartphone App

## Iscanner (iOS)

Application with limited functions on the free version, but upgradable.  
This application allows you to easily convert photos into PDF.

iOS : [iScanner on App Store](#)

## EasyPDF (Android)

Free application available for Android.  
This application allows you to easily convert photos into PDF files but does not allow you to rearrange the order of the pages (keeps images in the order in which the photos are added).

Android : [EasyPDF on Google Play](#)

## Books app (iOS): Beware of its limits!

Used to read e-books and audiobooks. This application allows you to convert photos to PDF files easily. It does not allow you to move or rearrange the order of the pages (the images are kept in the order in which the photos were taken).

**Important:** Books does not compress pdf files so may take long time to upload the PDF(s). We recommend that you limit the size of the photos taken by your smartphone to **2MB** in advance in the phone's settings.



Apple Books

Apple

OUVRIR



EasyPDF - images to PDF converter - JPG to PDF

Arypex Initiative

Contains ads



iScanner - Scanner document




Numériser un document en...

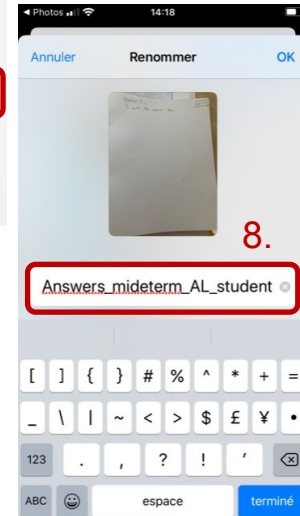
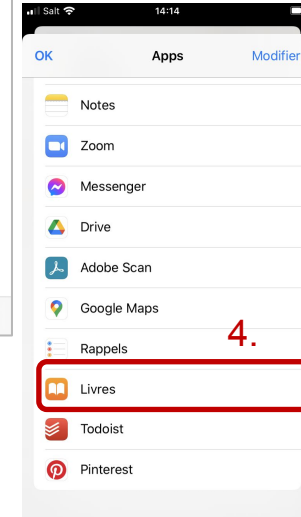
OUVRIR



# Convert to PDF with Book App

## For iOS only :

1. Take pictures of the answers on paper with your smartphone
2. From the Photo app 
3. Press on select (to select several photos) or long-press the pictures that you want to convert. On the context menu, select Share.
4. Select Book App 
5. In the Books app, tap the Library tab, then find the PDF that you want.
6. Tap  the More Options button in the lower-right corner below the PDF.
7. Select save to files
8. Rename the PDF  
(For example :  
'SciperID \_QuestionNumber\_ CourseCode'  
(e.g. '123456\_Q1\_ENG624')).
9. Select a folder to save on local your PDF



# Convert to PDF with EasyPDF

## For Android :




1. Open EasyPDF and click on Add Media
2. Select the pictures you want to convert and then click Apply(...)
3. Select HIGH IMAGE QUALITY and then click on CREATE PDF
4. Enter file name  
(For example :  
'SciperID \_QuestionNumber\_ CourseCode'  
(e.g. '123456\_Q1\_ENG624'))  
and then click OK
5. The PDF file will be generated and the location displayed on the top

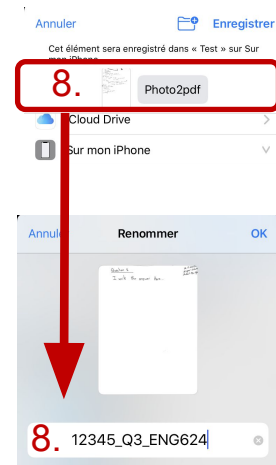
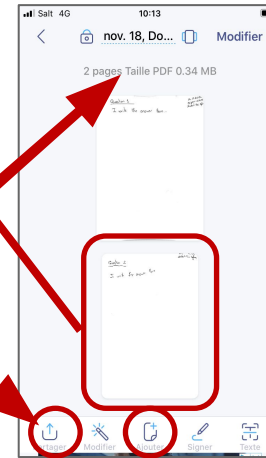
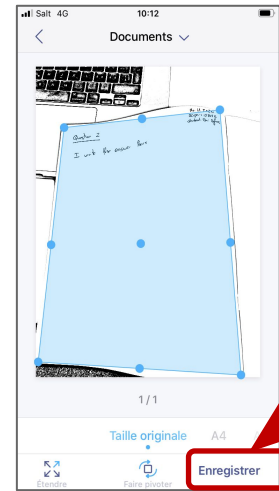
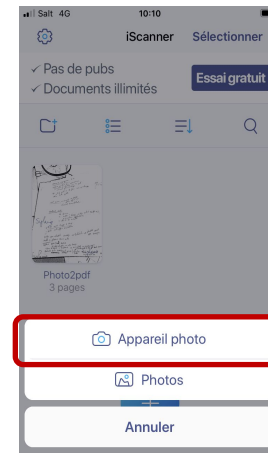




# Convert to PDF with iScanner










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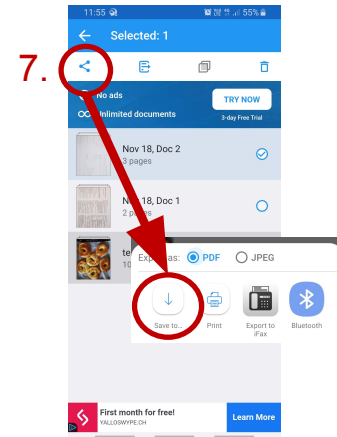
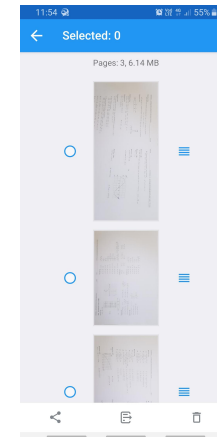
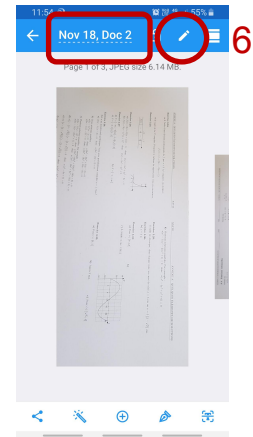
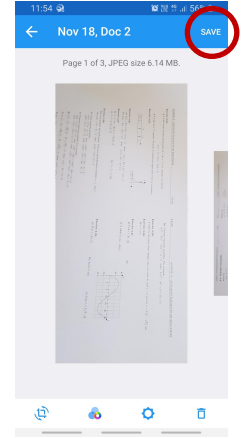
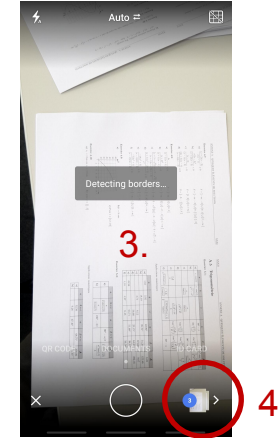
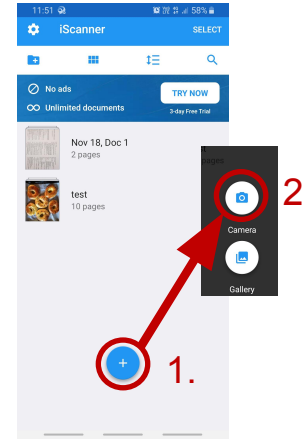
1. Open iScanner and press on 
2. Select "camera"
3. In "auto" mode, pictures will be taken automatically each time borders are detected. So be careful not to stay on the same page for too long (3 seconds) or you will have several times the same page.
4. Press on "save", then press on "finish".
5. To add a page : press on  and repeat the steps 2 and 3.
6. To reorganize the pages, long press on a page and drag and drop up or down.
7. Press on  to save your PDF
8. Select "PDF". Rename the PDF: long press on the name of the PDF and write the name (for example : 'SciperID \_QuestionNumber\_ CourseCode' (e.g. '123456\_Q1\_ENG624')).
9. select a folder in your smartphone to save it on local



# Convert to PDF with iScanner

## For Android :

1. Open iScanner and press on 
2. Select "camera" 
3. In "auto" mode, pictures will be taken automatically each time borders are detected. So be careful not to stay on the same page for too long (3 seconds) or you will have several times the same page
4. Press on the icon at the bottom right to finish 
5. Press on  if you want to add pictures
6. To reorganize the pages, press on  and then drag and drop using the four bars icon   
Rename the PDF : long press on the name of the PDF and write the name (for example : 'SciperID \_QuestionNumber\_ CourseCode' (e.g. '123456\_Q1\_ENG624')).
7. To save your PDF :
  - a. press on 
  - b. select  Export as: PDF
  - c. press on 
  - d. and choose where you want to save the file.

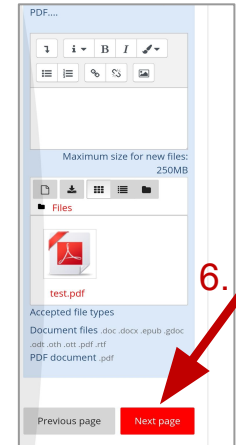
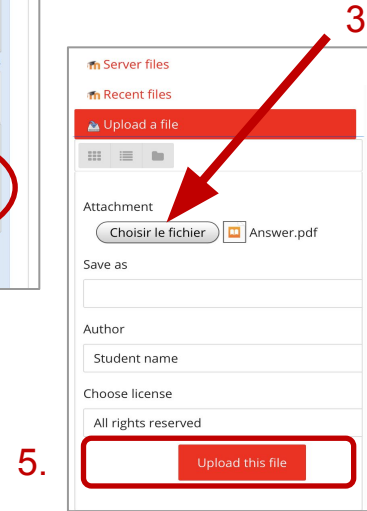
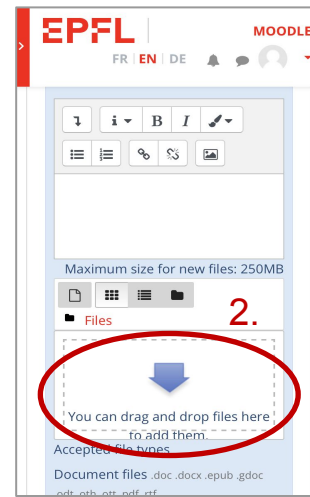


# Upload PDF(s) on Moodle Assignment

**Info:** to upload files in Moodle Quiz open questions. The steps are similar to the following.

1. From your smartphone : use your browser and connect to your EPFL Moodle account (You will find the same question than in your computer)
2. Press on the drag and drop field
3. Press on Choose a file
4. Select your PDF file from your folder
5. Press on Upload this file
6. Press Next page

You can then go back to your computer and refresh the page to see the uploaded.



# Support

<https://go.epfl.ch/flexible-teaching>

flexible-teaching@epfl.ch