



Increasing Student Satisfaction with Inspera Assessment

3 International Organisations Share Their Experiences

About Inspera

Who are we?

Inspira is a global company with a Scandinavian approach, on a mission to reinvent educational assessment. We believe that digital assessment is not just about getting rid of the pen, paper, and handwriting. Digital assessment is the bridge between school, work, and active citizenship. It secures alignment between the tools used in everyday teaching and evaluations and those that test-takers will be using in their professional life.

What do we do?

Inspira Assessment supports the entire examination cycle so that institutions can seamlessly plan, design, deliver and mark assessments. Whether assessments are onsite or remote, institutions can choose the right level of security to meet their needs including adding on lockdown browser security and advanced real-time monitoring of students. Inspira's flexible, integrated products give administrators, authors and graders a purpose built, collaborative space to plan, deliver and mark assessments. Plus, students can take their tests in a user-friendly, distraction free environment.

INSPERA IN NUMBERS



2.6M+

submissions
delivered in 2020



160+

countries
with end-users



91M+

sheets of
paper saved



130+

EdTech enthusiasts
working together

University of Bath

About

The University of Bath, founded in 1966, is renowned for its strengths in the fields of engineering, mathematics, and technology, and in recent years, also in management, humanities and architecture.

In order to assist and encourage faculty staff to deliver teaching excellence, the University of Bath established the Centre for Learning & Teaching. Within that unit operates a dedicated Technology Enhanced Learning team, which supports staff in making the most out of educational technology. The University started working with Inspira in December 2017 as a trial at the School of Management and was then followed by a one-year digital assessment pilot in 2019.

Improving Student Satisfaction with Inspira Assessment

In the trial, the university wanted to investigate the following benefits of digital assessment for students:

- **Aligning exam conditions with the everyday conditions students face in the classroom (e.g. submitting coursework in the VLE, taking notes) and later in the workplace.**
- **More accessibility for students with learning support needs.**

During the first trial in January 2018, 70 masters students at the School of Management sat an essay-based formative exam, with Bring-Your-Own-Device mode of delivery. Students were given an option to choose whether they want to hand in their exam digitally or on paper, with 70% opting in for the digital exam. Donald Lancaster, the course leader, said:

“Some students didn’t want to do it online simply because they were nervous. Talking to them afterwards to get informal feedback, all of the students who did it online, reported great satisfaction. All of the students who didn’t do it online, later said they wish they had done it. That is really interesting, when you think about it.”

Later on in the pilot, 7 additional digital assessments with 926 candidates were carried out across the faculties of Management, Electrical Engineering, Chemical Engineering, Biology & Biochemistry and Exercise Science. This allows the university to trial digital assessment in different disciplines, using a range of question types including multiple-choice, multiple response, drag-n-drop, missing words, click select, graphic gap match, graphic text entry, and text area.

The exams in the pilot were conducted without incidents, and “overall, it was a very positive experience”, reports Lancaster. Rowan Cranwell, Solutions and Projects Manager at the Centre for Learning and Teaching, agrees, and adds: “The majority of students with special needs and learning disabilities said they much preferred digital exams to pen and paper.”

[**Learn more about University of Bath's experience**](#)

Caribbean Examinations Council

About

The Caribbean Examinations Council (CXC®) is an awarding body established in 1972, with responsibility for conducting examinations in 19 different English-speaking geographical territories in the Caribbean Community. CXC awards its own qualifications and covers primary and secondary curricula in a diverse range of subjects, including Mathematics, English and Science. CXC has used Inspira Assessment to deliver digital examinations since 2016.

Improving Student Satisfaction with Inspera Assessment

As well as improving operational efficiency and results turnaround times, the Caribbean Examinations Council also hoped to use Inspera Assessment to deliver authentic assessments with new media in the testing environment. In February 2019, Mr. Rodney Payne, Senior Manager in Examinations Administration and Security says:

“Because young people are digital natives, giving them a pen and paper may be considered a backwards step. With the old tests, when there is a scenario, you had to describe it; with the new media, you can show it, meaning that students can have live interaction with the material.”

In the first year of implementation, 1,864 digital exams were delivered. Since then, the solution has been developed and adopted further, and as a result, in 2018 there were in total 19,902 digital exams successfully delivered through Inspera Assessment at the local test centres. Delivery is allowed in both Bring-Your-Own-Device mode and on local test centres' devices.

Initial evaluation showed that whilst there is no significant difference in students' actual exam performance, students' satisfaction levels have greatly increased thanks to the implementation. In the feedback survey recently conducted by CXC, 98% of students, who participated in the survey said that they prefer digital exams over the pen-and-paper alternative.

As CXC works towards their goal of 100% exams digitisation, the future work will be focusing on introducing even more authentic assessment elements into exams, beyond multiple-choice questions.

CXC will also continue to work on their efforts to bridge the gap between formative and summative assessments, and the overall consistency of the classroom experience.

[**Learn more about CXC's experience**](#)

University of Gothenburg

About

The University of Gothenburg (GU) was established in 1891 in Southern Sweden. It has 1,800 courses and 200 training programmes across Faculties of Medicine, Arts, Sciences, Humanities, Social Sciences, Pedagogics. In 2015, the University started a digital exams project, with an aim to digitise more processes within the university. By 2019, digital examinations have become the norm at Gothenburg University with more than 65% of exams conducted digitally.

Improving Student Satisfaction with Inspira Assessment

One of the key aims for the digital exams project was to improve the student experience during onsite exams by allowing them to take their exams on their own devices. Prior to the start of the digital exams project, a number of different digital platforms and virtual learning environments were used for submission of coursework and home exams but onsite exams still took place with pen and paper. Digitising exams with a Bring-Your-Own-Device (BYOD) strategy therefore closes the gap between exams and existing assessments as well as allowing students to take exams in an environment that they are comfortable in.

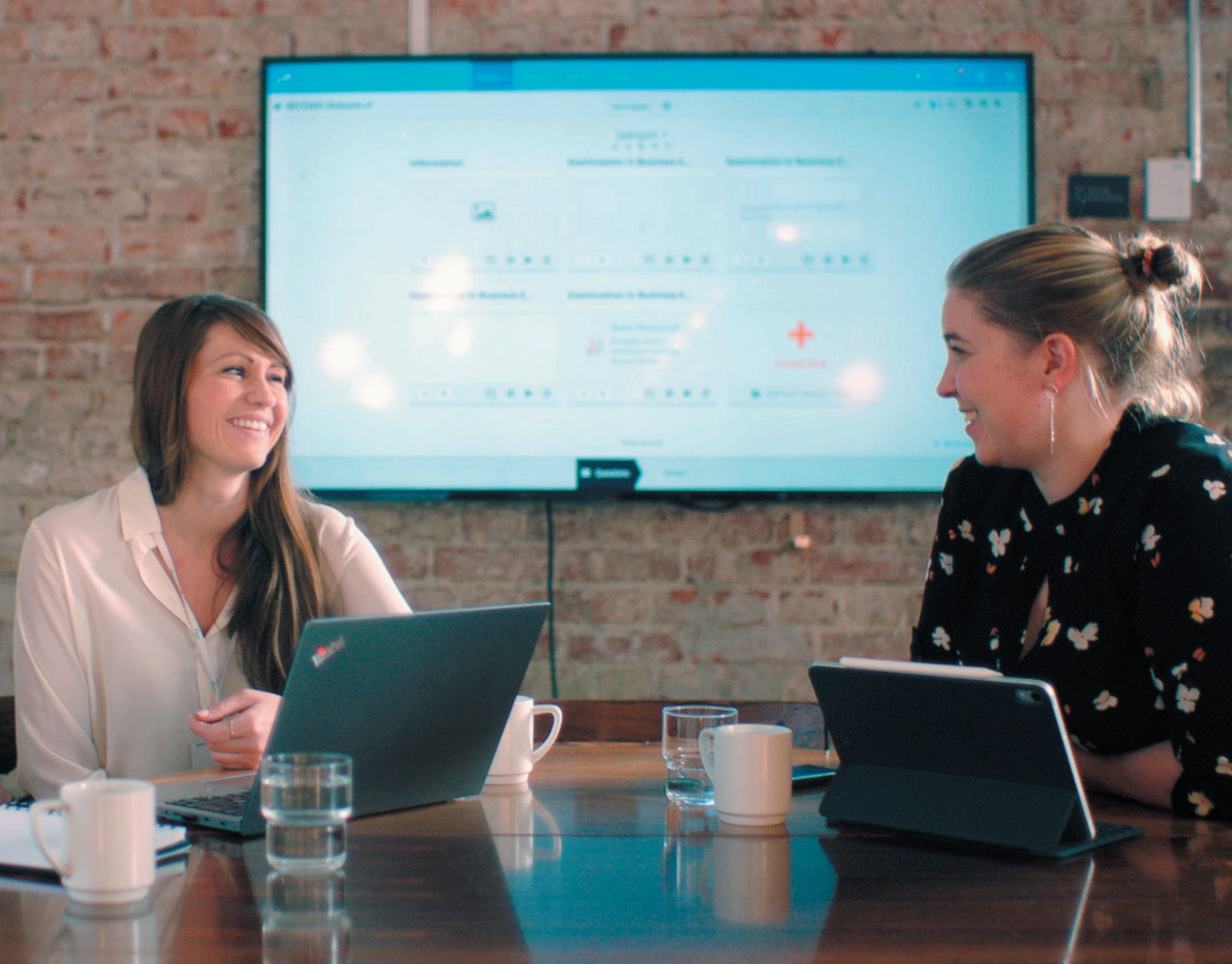
The BYOD strategy also gave the university the bandwidth to focus on process support, exam platform requirements and start piloting solutions without having to first invest in buying and setting up university computers in exam labs. However, they provide spare devices, extra wifi and power outlets in the exam room to facilitate digital exams.

To help students transition to digital exams, the university provided demo sessions, held mock exams, and ensured that students were aware of device and software requirements. Linda Jerdenius, System Administrator at GU, who has been one of the key champions of GU's digital transformation, says that students have adapted quickly.

The implementation was fully voluntary, with individual academics deciding whether or not to hold digital exams for their course. It's a testament to the success of the project that the number of digital exams has been rising exponentially. In 2018, there were 21,717 exam submissions through Inspira Assessment, and in the autumn of 2019 the total number of submissions has doubled. Jerdenius says:

The project has been met with positive uptake by all staff groups and students are overwhelmingly satisfied.”

[Learn more about University of Gothenburg's experience](#)



Do you want to improve student satisfaction
at your institution?

Get in touch to find out how Inspera can help:

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