Course and Exam Development: Experience with Exam as Part of the Course Roundtable

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What Do We Need?

We want to assess the advantages and disadvantages associated with incorporating the English exam into the final evaluation of the English II course.

Our objective is to find out about the feasibility of this integration and understand its implications on course content, activities, assignments, exam structure and student motivation.

Mapping the room

Can you tell us whether:

- you teach a course that leads to an exam?
- this course is a high-stake one?
- this course is an obligatory one?
- you have developped that course?

How does having an exam as part of the course changes the course curriculum?

Can we narrow down the exam content and integrate parts of it into the course workload?

Or, is it better to go for continuous assessment altogether?

How do we avoid teaching for the exam?

(And students seeing the course as mere preparation for the exam?)

Do the expectations of the students for the course content change?

How does this change affect the contents of the examination?

How might the integration of the exam affect students in terms of their motivation an learning experience?

How do we deal with various levels of students` language proficiency?

How do we deal with students who fail the exam?

Do they repeat the course or just the exam?

What challenges have you faced when incorporating the exam into the course?

Do you see more challenges or benefits in incorporating the exam into the course?

How does this change affect the workload of the teaching staff?

What other questions should we ask ourselves?

Is there anything we have failed to address?

Your Questions to Us:

Thank you for helping us!