ANS MANUAL

FOR THE FACULTY OF ARCHAEOLOGY

Contents

Introducing Ans: For all

This section aims to introduce the necessary basics for the use of Ans Software. Please read this part carefully and subsequently refer to your respective parts in the manual.

Introduction

ANS is an online assessment platform used by the majority of the faculties at Leiden University. From September 2020 onwards, ANS is the official tool at the Faculty of Archaeology for timed exams with multiple choice and/or open questions.

In this ANS Manual we describe the most important steps to be taken when preparing exams in ANS for the Faculty of Archaeology. The main audience of this document are lecturers; however, some sections of the manual are specifically designed for use to Administrators (brightspace@arch.leidenuniv.nl).

The division of roles is indicated in the subject headings. Generally, the division of tasks is as follows:

Lecturer/Examiner:

- Creating and maintaining the contents of Questionbanks
- In the ANS Question bank, check questions and enter new questions.
- Ask other examiners for feedback on the content and exam design. ('vierogenprincipe')
- Creating Assignments (=exams, see *ANS Terminology*) – i.e. Compose the exam in ANS
- Grading, doing authenticity check and publishing grades

*There is a lot of support available to examiners when preparing the Ans Exam. Please for this see the Ans Roadmap below, which also describes more in detail the role of examiners in creating Ans exams, as well as an exam work timetable.

Teaching-assistants:

- Editing questions on behalf of the Lecturer

Administrator:

- Creating Courses
- Enrolling students and staff
- Making Assignment available to students

Lecturers/Examiner can plan an ANS walkthrough session with the Coronaproof studentteam.

! Throughout this manual, there are rectangular windows called '**Shortcut**' that are designed to let the reader of this document quickly revisit the steps further described in the text. The shortcuts are a purely mnemonic efficiency-driven visual aid and should only be used once the teachers, TAs and others read the manual and made themselves familiar with it.
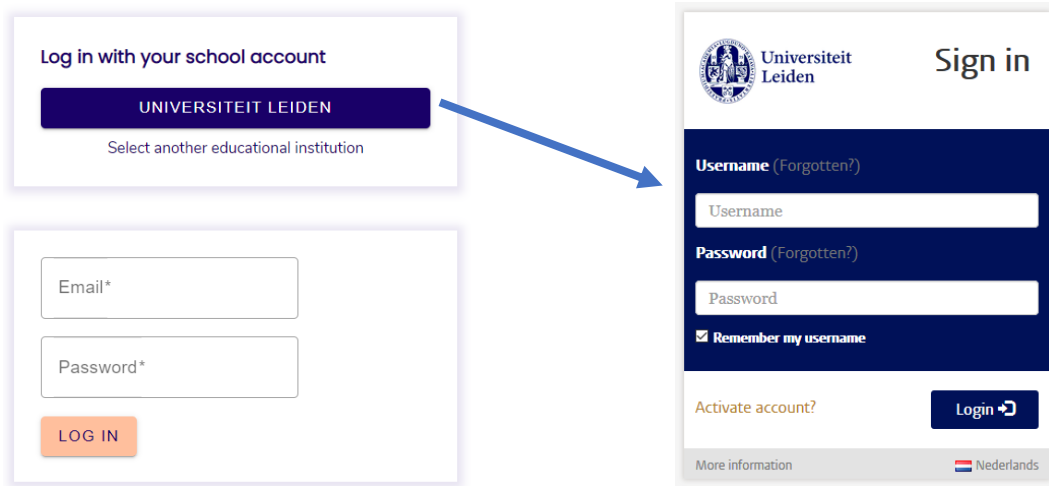
Logging-in
- Visit www.ans.app

The satisfying gr*ding platform

- Choose **Sign In**
- To log in with your school account, click the drop-down button **Select your school** and choose your institution.

ans*
The satisfying gr*ding platform

Log in with your school account

UNIVERSITEIT LEIDEN

Select another educational institution

Email*

Password*

LOG IN

Universiteit Leiden   **Sign in**

Username (Forgotten?)

Username

Password (Forgotten?)

Password

☑ Remember my username

Activate account?   **Login →**

More information   🇳🇱 Nederlands

- You are redirected to the ULCN-login page. Fill in your credentials.

ANS Terminology

ANS uses the following terminology:

- An **Assignment (= Exams)** belongs to a **Course** which belongs to a **Study.**
- An Assignment contains **Exercises (= Questions)** according to a certain **Flow** (=Order).
- An Exercise contains one or more **Questions**, and possibly a header with an introductory text.
- Exercises can be stored in a **Questionbanks.** Questionbanks are like databases with questions and can be updated independently of exams.

Support staff Contact:

- ANS administrators: Eric Dullaart and Wouter Kool
- Support staff during exam: Eric Dullaart (Wouter Kool and Eric Mulder are backup)
- Coronaproof studentteam (coronaproof@arch.leidenuniv.nl)

Ans Roadmap for examiners and support staff

Action	Whose responsibility	When
• Create list of all exams and assessment methods • Create a sub list of exams that will be assessed in ANS • Put dates and times of ANS exams in calendar of examiner and support team (LMS-coordinator, Education administration, Invigilators and Karen van Muiden)	Education office	First week of the semester
Sent list of all ANS exams to ICLON	Team leader Education Office	First week of the semester
Introduction meeting about how to set up exam. All relevant information offered to examiner: *exam date + test date + Assessment Roadmap (this doc) + info template to students*	Director of Education	7-5 weeks before the exam
Schedule a meeting with examiner	ICLON	5 weeks before the exam
If desired: plan an ANS walkthrough session with the Coronaproof studentteam.	Examiner	5 weeks before the exam
In the ANS Question bank, check questions and enter new questions.	Examiner	5-3 weeks before the exam In preparation of meeting with ICLON
Compose the exam in ANS	Examiner	5-3 weeks before the exam In preparation of meeting with ICLON
Ask other examiner for feedback on the content and exam design. ('vierogenprincipe')	Examiner	5-3 weeks before the exam In preparation of meeting with ICLON
Get feedback from ICLON about content and exam design.	Examiner	3 weeks before the exam
As soon as the exam is prepared, notify LMS coordinator and send the settings document	Examiner	3-2 weeks before the exam
Check all settings from the settings document ('vierogenprincipe')	LMS coordinator	2 weeks before the exam
Provide a default announcement with test instructions for students and general information to examiner.	Education office	2 weeks before the exam
Enroll students for exam in Usis	Education office	2 weeks before the exam
Communicate test instructions for students via BrightSpace. (See template send by Education office)	Examiner	10 days before the exam

Ans Roadmap for examiners and support staff

Create list of students (and indicate extra timers) and put in Teams.	Education office	2 days before the exam
Add students to the course	LMS coordinator	2 days before exam
Support during an online exam 1 person will be available via email and phone for technical issues.	Coronaproof studentteam/LMS coordinator	During exam
LMS coordinator will report to the examiner if there were any irregularities during the (online) exam	Coronaproof studentteam/LMS coordinator	Directly after the exam
Examiner will report to the Board of Examiners if there were any irregularities during the exam	Examiner	Directly after the exam
Examiner checks the exam: • Check for unclear multiple-choice questions • Check answers to open questions	Examiner	All steps need to be taken within 12 days after the exam date
Session with ICLON for test analysis and determining grades.	Examiner	Two days after exam
In case of open questions check for fraud in Turnitin export question results and send them to the ICTO-coordinator for doing the check and determine whether fraud has occurred	Examiner	1 day after exam
Include grade from ANS to Excel file of the education office. Send the final grade to Education Office.	Examiner	Within 15 working days after the exam
Improve questions in the question bank in ANS for next years	Examiner	Within 15 working days after the exam
Register final grades	Education Office	Within 2 working days after receiving grades of examiner.
Organize access for students	Examiner	After publication in USIS

PART 1: For Lecturers

Roles:

- Creating Assignments (=exams, see *ANS Terminology*)
- Creating and maintaining the contents of Questionbanks
- Grading the open questions in ANS and checking for fraud in Turnitin

ANS Overview

Here we give an overview of the most relevant menu-items of ANS for lecturers.
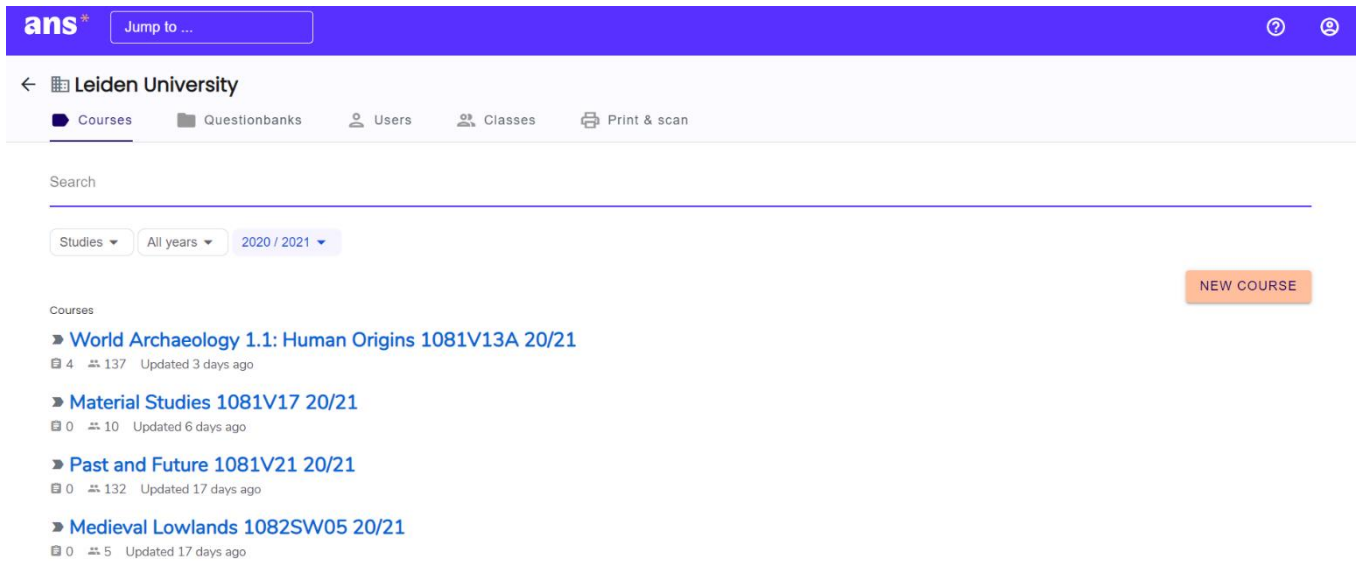
After logging in to ANS, you see the following page:

- All your courses, Questionbanks, Assignments and your recent activity are listed here.

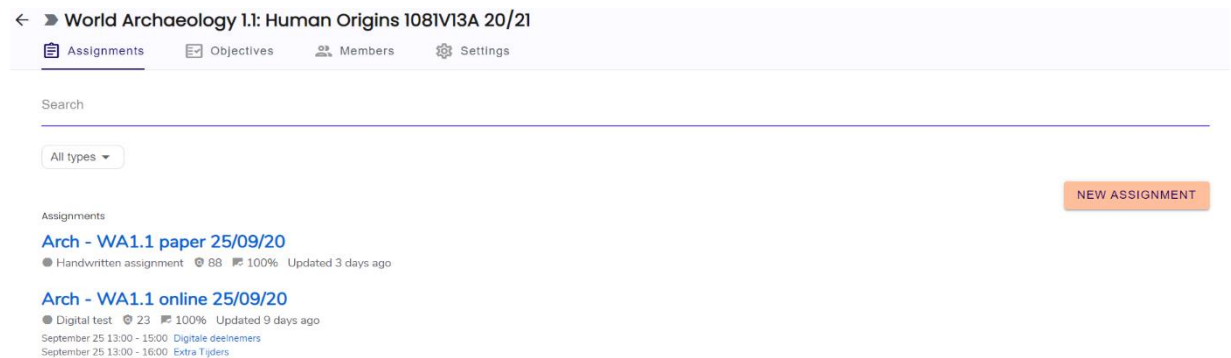Click on 'Leiden University' tab and...

...the following page will appear:

The menu on top shows the most used options in ANS. These are: Courses, Questionbanks, Users, Classes and Print&Scan.
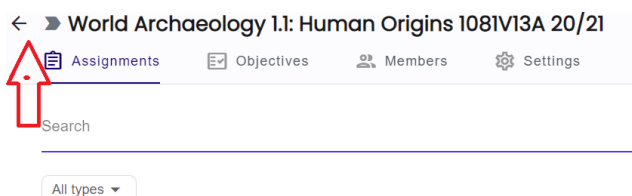
The current menu option is **Courses**

- If you click on a specific course in the 'Courses' list, you will see all the Assignments that have been created for this course, for instance:
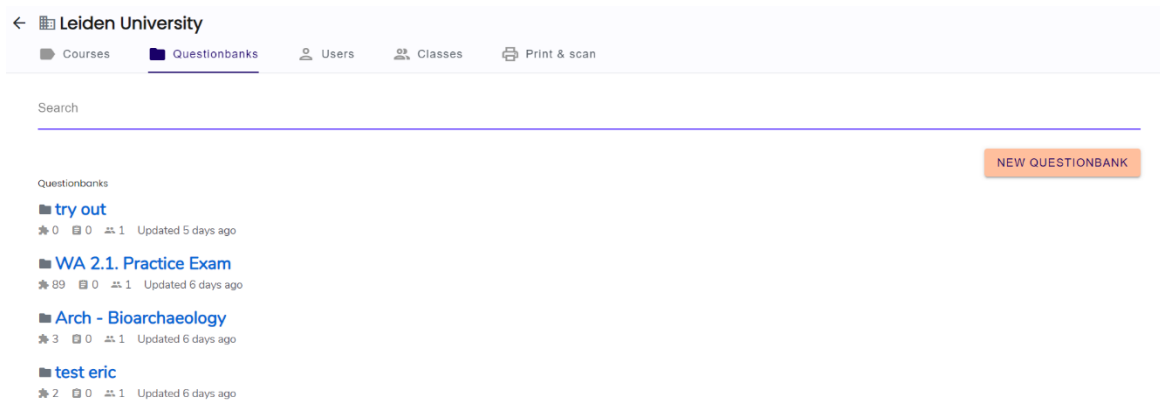

Later, we explain how these Assignments (=exams) can be created.

Go back with the left arrow to the previous screen:

Now click on the menu **Questionbanks** and you will see a list of all the questionbanks you have access to. In a questionbank, you can create, store, share, test, label and reuse exercise.

In the menu of the Questionbank, the following items can be found:

- **Exercises**: In this tab all exercises of the questionbank can be found. Also, exercises can be created, modified or commented.
- **Assignments**: In this tab assignments are stored, and new assignments can be composed of exercises from the questionbank.
- **Objectives**: In this tab objectives and blueprints for objectives are stored. Also, new objectives can be created here so exercises can be linked to that objective.

The Examination Process

Preparing the exam

FdA Education Office will be responsible for putting the dates of exams in the outlook calendar of the teacher and the support team.

The main role of **the teacher** is to create the exam (=assignment) and create questions in the question bank.

In this section, we will explain step by step how the exams should be created using ANS.

There are two types of assignments that can be used for your exam:

- Multiple-choice assignment
- Open-ended question assignment

We advise you to create at least two equivalent (yet tweaked to fit the exam format) variants for each question-based assignment, thus adjusting questions to fit the requirements of paper exam and digital exam respectively. These can be slightly tweaked versions of the same question. This ensures that the digital exam can be sufficiently **randomized** to prevent fraud and, as a result, students will have difficulty communicating answers to each other if there are non-parallel sessions of a paper exam.

If you have already existing questions within your digital exam, check these, remove all questions that no longer fit the curriculum and add new questions.

Note: *Please add for feedback on content and design of your exam from ICLON. Also, you can do a try-out of the test, with colleagues acting as test-students for a final check. This is not mandatory but has always proved to be useful. For this purpose, you receive a date for the try-out exam to your outlook calendar as well. Adjust based on the feedback and the try-out. If you do a try-out exam,*

protect the test with a password, and do not forget to take the password away after the try-out and add a beginning date and time to the test.

To ensure a smooth flow of the exam, determine beforehand exactly who is responsible for printing the paper exam (TA) and how to keep the exam questions secret. Next, it is important to make sure that, when sitting a paper exam, students know how to fill out their student number and are aware of the timing for the exam.

Creating Exam (=Assignment)

To create an exam in Ans, you should follow these steps:

- Go to **Courses** and go to the course you need.
- Select **Create new assignment**.
- Name your assignment(=exam) appropriately and click on 'Create'
- Go to the created assignment, and click on **Digital test**
- **Add Exercises** from the questionbanks. The questions will be added in a random order.
- **Note:** Don't forget to check all the exercises that you want to add from the questionbank. These have to be checked on each page of the pop-up window.

Creating Questions

Shortcut:
Questionbank → Exercises → New Exercise → **New Description** → Description
Questionbank → Exercises → New Exercise → **New Question** → Multiple Choice/ Open Question

The question bank is cumulative, so you can use questions from a previous year. If you want to do so, do not create a new question bank for each new exam.

If you want to make alterations to questions, you should preferably do so in the question bank itself and not in the exam. If the question has already been added to the exam, ANS will give you a notification in the exam that a new version of the question is available. You can then set the new version as the correct one. The questions in the exam and question bank do thus <u>not</u> automatically sync with one another.

Editing a Questionbank

First go to the **Questionbanks** in the menu on the lower left side of your screen, then select the appropriate questionbank to edit.

General remarks on questions

When creating questions, keep in mind the following:

- Avoid knowledge questions, if possible, create knowledge application questions instead.
- Make sure questions are not easily answerable through Google.
- When creating multiple choice questions:
  - make sure there is no explicit order in the options, so that the questions can be shuffled at random. For instance, change "all of the above"to "all other options"
  - When you cannot avoid a 'knowledge question', questions like: "which of the following statements is true" is preferred, this makes googling the answer a little bit harder

Adding an exercise

Press **NEW EXERCISE**.

Enter a description of the question and press **SAVE**. Do not use numbers in this field, this might confuse students during the exam when the questions are given randomly. *Please see: <mark>Randomize the questions in "Exercises" section of this document.</mark>*

Adding a question to an Exercise

Next you can add a question with **NEW QUESTION**. Select the type of question (open question, multiple choice, etc). For instance, with a multiple-choice question, you can enter the question, the number of correct answers, the choices that the student has to select from, and the number of points per selected answer.

If you need to provide the students with an introductory text or images, it is best to do this via **NEW DESCRIPTION**.
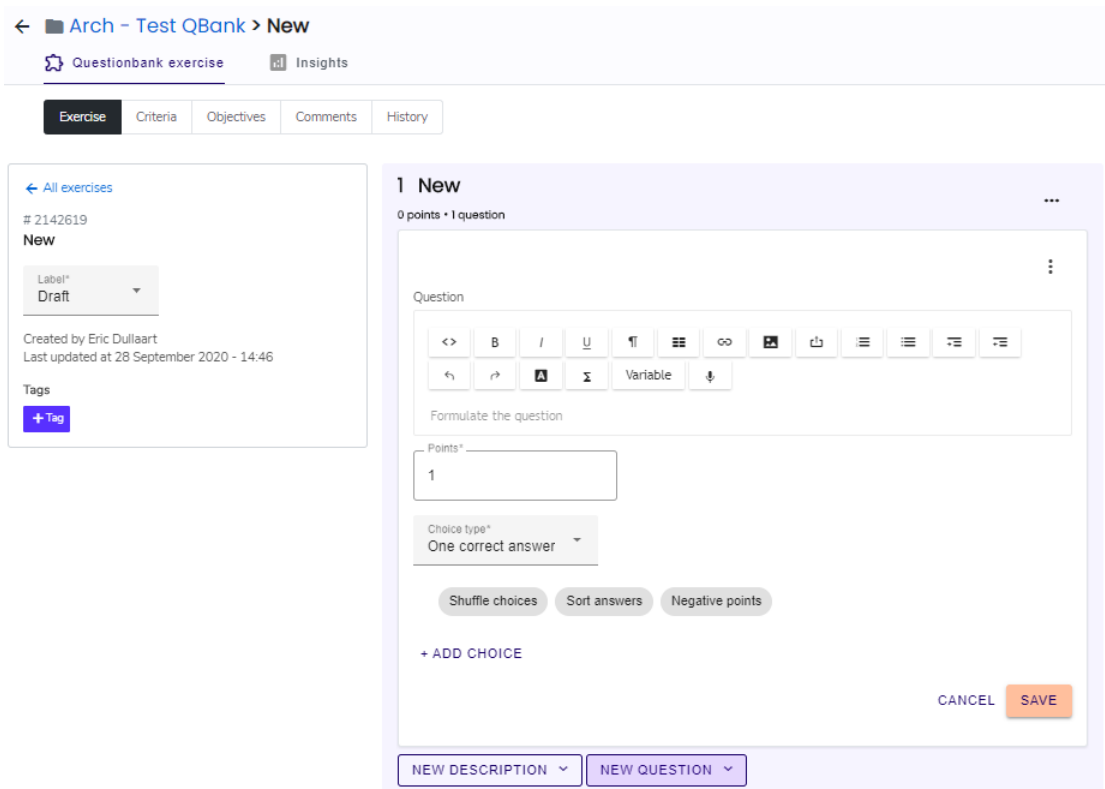
F

One exercise stands for one question. In this way, it is possible to shuffle the questions around and create an exam that has question in a random order (to prevent fraud and cheating).

Press **SAVE** to save the question. Do not use NEW QUESTION to add a question. This will add a question to the current exercise only, and this will disrupt the flow of the final exam.

You will first need to go back one step by pressing the left arrow (see the next picture).
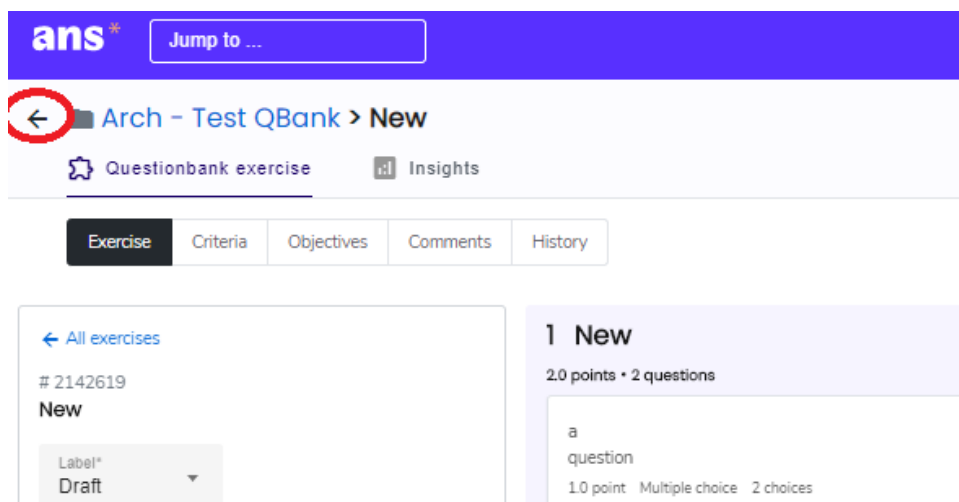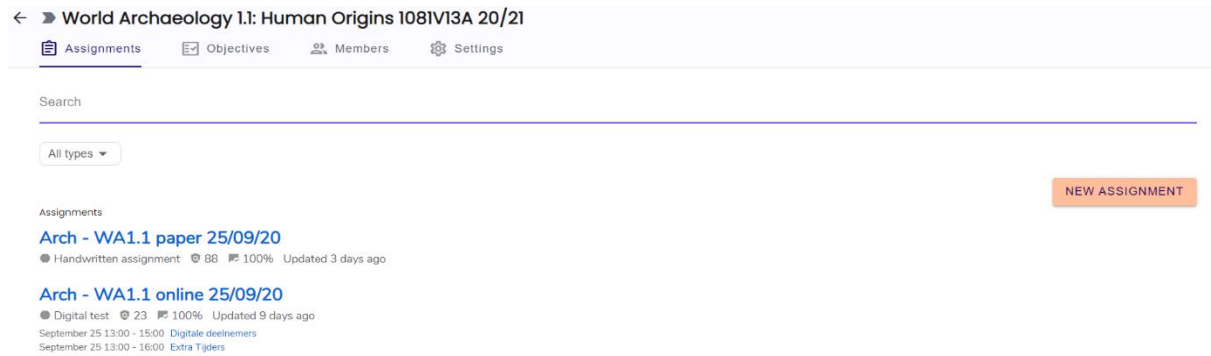

Now press **NEW QUESTION** again if you need to add more questions to your Questionbank.
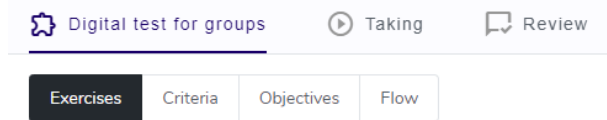
Editing an Assignment

First go to the **Course** you want to make an assignment for (not to the questionbank, that is another type of assignment). Then press NEW ASSIGNMENT on the right side of your screen.

Go to the appropriate Assignment in ANS and press 'Exercises'.

If necessary, select **Exercises** on the left part of the screen.

You will see a screen like the screenshot below. On the left half of the page, you can edit the Exercise; the right half shows an example of the exercise. If you press '**View test**' (on the bottom right) the system will show you exactly what the exam will look like for students.
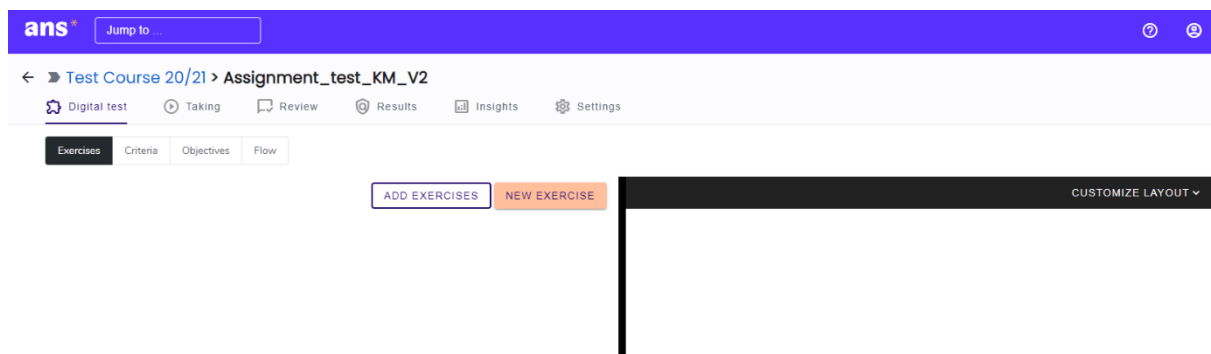
Adding questions

Building an exam - or **Assignment** - in ANS works as follows:

- every new question in ANS is an *Exercise*.

- In each exercise you can add *content* (for example context information about your question) or *questions from your Questionbank*
- select 'Import from Questionbank and choose your Questionbank.

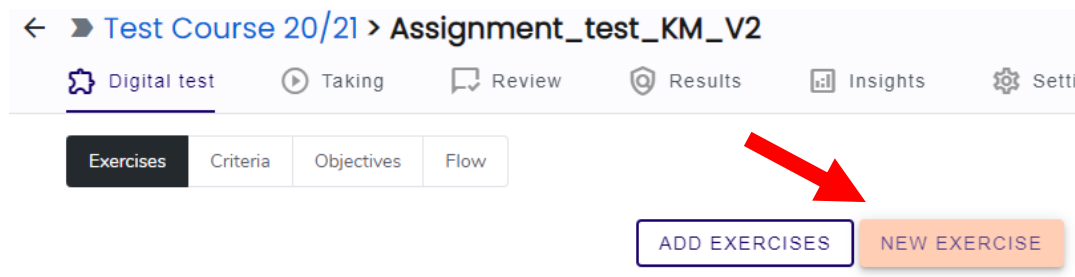In the following screen you can select the questions you wish to import on the left side. Then press IMPORT button located on the top right part of your screen:

When importing exercises from the Questionbank, **make sure you select/check the boxes with the appropriate exercises on each page of the pop-up window.**

Within an exercise, you can change the order of questions easily by dragging and dropping the questions. ↓
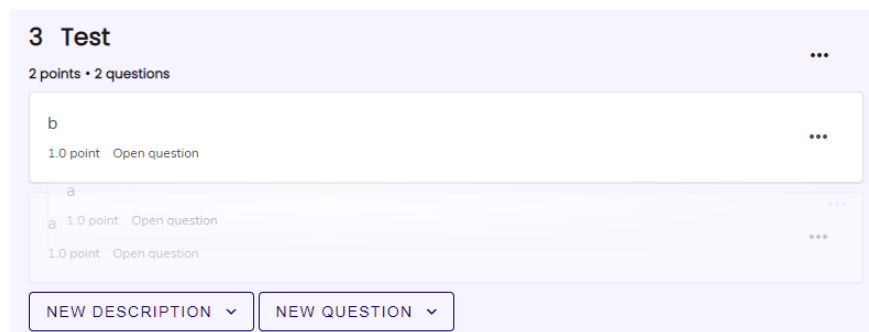
Flow

Under the tab 'Flow' you can do two things: to determine the order of exercises, and to group questions for randomized exams, i.e. *group the loose questions into exercises.*

Each **exercise** is automatically placed in a *question group* (inside a grey box). Change the order of exercises by dragging the exercise boxes as indicated below. This function allows the teacher to put multiple questions into one box. Every student will get a specified number of questions from every box.

By dragging the questions, you can group them together into exercise blocks. You can name these question blocks by selecting the three dots in the upper right corner of the block and selecting **Edit**. Here you can also select how many questions from this group should be asked in the actual exam and it is possible to shuffle the order of the questions in this exercise group.
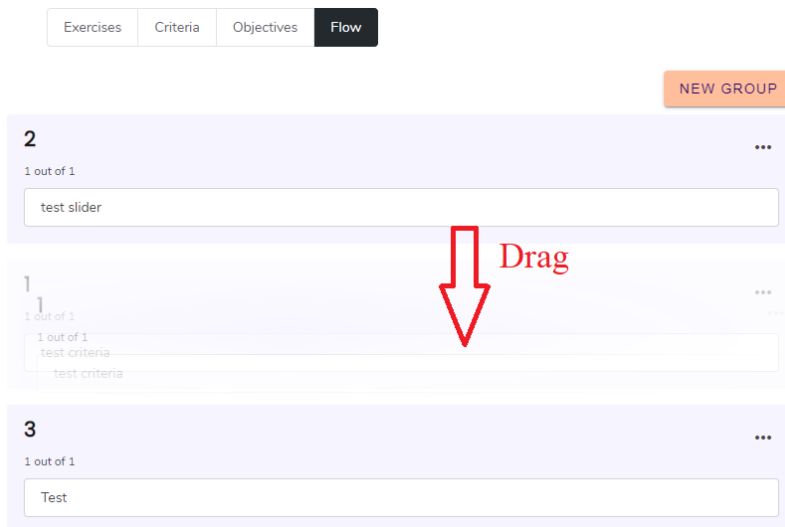
Dragging and moving questions around will leave some of the exercise blocks empty, which you can easily delete by pressing on the dustbin inside the grey box.

Customise layout

If you want to customise the layout of the exam, click on the top right corner of the assignment preview. A pop-up window will appear with 'Edit Cover' and 'Edit the layout' options (see below).

Edit Instructions

When you press **EDIT INSTRUCTIONS** you can add several descriptions introducing the assignment to the student. There is a choice to display text before, during and after the assignment.

If you wish to have a text shown before the exam starts, that will serve as a general introduction to the exam, you can add the text under Edit Instructions. You simply need to add your text to *Description before the text part*. Once you have that, click on update.

You can double-check how it appears in the exam by clicking *Preview (* *)* in the bottom right corner of the exam preview. Please let me know if this solved your problem. This will enable you to see the exam as students will see it.

It is also recommended to add a following text to each of the sections within Edit Instructions, so they can be directed to the appropriate people should any problems with exams appear.

Recommended text:

If you experience any issues during the exam, please contact brightspace@arch.leidenuniv.nl . Please attach a screenshot or a photo of your screen with the problem visibly occurring (if possible) when sending the email.

Edit instructions

Description before the test

[INTRODUCTORY TEXT FOR THE EXAM]

If you experience any issues during the exam, please contact brightspace@arch.leidenuniv.nl

Description during the test

If you experience any issues during the exam, please contact brightspace@arch.leidenuniv.nl

Description after the test

Description

CANCEL   UPDATE

To save your instructions, click on Update.

Edit the layout / Randomize the questions in "Exercises"

In the 'Edit the layout', you can randomize the order of the questions in your assignment by shuffling the order of the exercises. (The exercises can also be manually shuffled in the Flow, as described above).
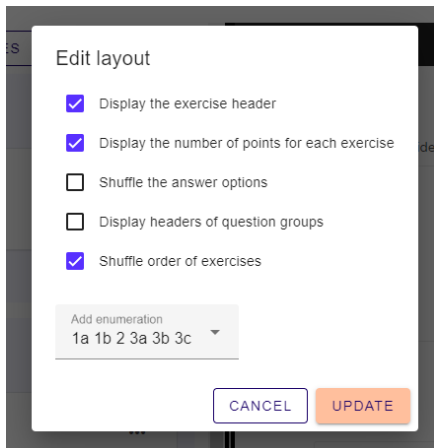
Press SAVE to save the layout options.

In your assignment, click **Review** in the menu at the top.

Finalising settings before the exam

Navigate to the **Settings** menu and then to **Accessibility**.
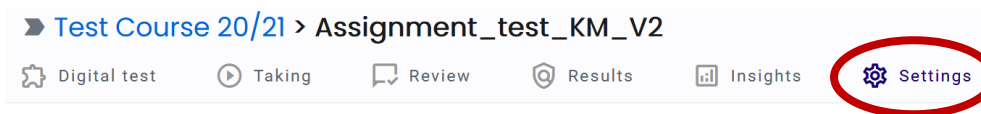
Scroll to the bottom and select **One way navigation** when you are using a multiple-choice test.

Important pointers for creating/sorting loose questions and support

1. Preferably only one question per exercise unless the questions form a coherent unit.
2. <u>Do not</u> combine questions into exercise groups by names of the lecturer (so prevent exercises with "all questions lecturer X", "all questions lecturer Y", etc.).
3. The student team <u>cannot</u> help with the content of the exam. Please refer to ICLON. Also note that the examiner is in theory responsible for both the creation of the exam and the question banks.

Grading the test

Multiple choice questions are graded automatically by ANS. The procedure for open questions is more elaborate and will be described here.

To be able to grade open questions in Ans, you first have to prepare your review model (per question). To do this, go to the assignment in Ans and choose **Criteria** on the left. We describe this functionality in the section on *Grading*.
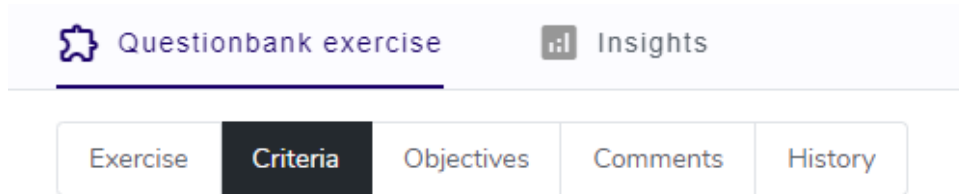
Creating a Review model

To grade a test, first criteria need to be added to each question, that together comprise the *review model*. Review models indicate which elements are focused on in the grading. Not only the criteria, but also the grading method can be picked.

The following grading methods are available:

- **Points per criterion** – Function that enables setting points per question and per exercise
- **Slider** – Function which enables setting the maximum number of points for the exercise

After entering your review model, it is recommended to first check it, to see if you can work with your answer model and to adjust it if necessary. Later changes are possible, but these will cause some inconvenience and we advise against making changes (see part on what inconvenience will this cause later in the document).

Grading methods

The preferred grading methods (ways to check in Ans) are thus **Points per criterion** and **Slider,** and the use of these is described in more detail below.

It is possible to choose a different grading method for each sub-question, so you can grade with both 'points per criterion' and 'slider' within one exam. Depending on the type of question, the most suitable grading method may differ. This table gives an overview of the advantages and disadvantages of each method:

	Points per criterion	Slider
Advantages	Usually faster, transparent and objective	Easy to set up, more discretion
Disadvantages	Takes a bit longer to set up, less freedom of assessement	Typically slower, less transparent and more subjective
Suitable for	Smaller questions, more closed questions	Open questions with many points

Grading by criterion

Points per criterion are the most commonly used grading method. Your answer model consists of predetermined criteria, each with a specific weight. Checking is done by clicking on the criteria that have been met.

The number of points that those criteria yield is automatically added up. By working with criteria, you will be restricting yourself with how questions will be assessed, however, it is often also a very fast, transparent and objective way of checking the exams.

By setting up your criteria in a smart way, it is still possible to give yourself a lot of flexibility during the assessment; furthermore, manual adjustments are always possible for an individual student.

An answer is subdivided into different criteria, that each are either right (full credits) or wrong (no credits), for instance:

- three different examples: each of the examples can be 1 criterion/point
- three sub-questions: each of these questions is 1 criterion.

Example of grading with grading criteria:
(The answer by the student is shown in the box at the left)

In this case a slider would have worked better, since the criteria can only either set on or off. However, there is room for small adaptations in the lowest box (next to the "update" button).

To set points per criterion, press the pin next to the question where you want to add the criteria.

You can set up the grading system already when creating questions for Questionbanks, by selecting 'Criteria' tab. In this tab, click on the 'three dots' next to your question and a pop-up window with 'Edit' option will appear. Click on 'Edit' and you can set up maximum points, and provide three different types of feedback (Feedback if question is completely correct/ not completely correct/ incorrect).
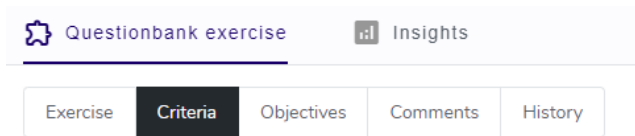
Press the drop-down menu under "Grading method" and choose "Points per criterion" (this is the default setting for essay questions). You have already entered the maximum number of points that can be obtained for the question when preparing the questions, but you can still change it here if necessary. Then click on **ADD CRITERION** to add a new criterion.

Under "Description" enter a description of the criterion (possibly briefly in keywords for during the review; the descriptions can still be adjusted afterwards) and enter the number of points that the criterion is worth on the right. Click on SAVE when your criterion is ready.

It is also possible to assign negative points. Put a "-" before the number of points.

You can add as many criteria as you want; the number of points associated with your criteria does not have to add up to the maximum number of points. By adding more criteria you can create more nuance in your review model; after all, it often happens that only partially a criterion is met, especially for criteria that are worth several points. For those cases, you can, for example, create a second criterion that is only worth half the number of points of the first criterion.

It is important to make a trade-off between keeping simplicity in your answer model and having enough criteria to be able to add sufficient nuance to your assessment.

Remember that it is also always possible to make manual adjustments for an individual student; it is therefore not necessary to create separate criteria for every possible deviating answer. Moreover, that does not benefit the simplicity and speed with which you can check. However, if these deviating answers occur in several students, it may be worthwhile to create an extra criterion for those cases.

A quick way of checking is via your numeric keypad. However, this is only possible for the first nine criteria. It is therefore advisable to number your criteria (the top one corresponds to 1, the second to 2, etc.) and, if possible, limit your grading model to nine criteria.

Another example of grading with grading criteria

(The answer by the student is shown in the box at the left)
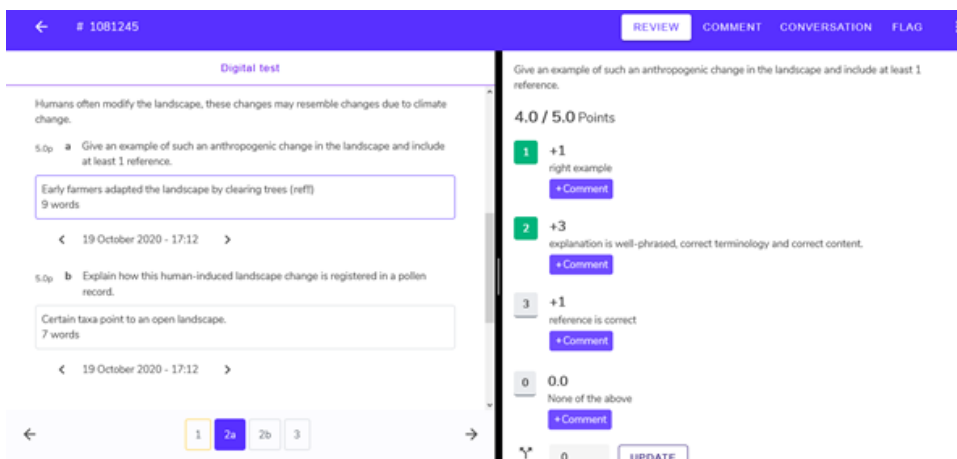
Slider

With the slider you only set the maximum number of points per question and you are then free to assign a number of points between 0 and the maximum number for an answer. A slider allows you more flexibility when grading: an answer can not only be credited the maximum points, but also half the points, or any point in between.

The slider is especially suitable for questions of a very open nature for which students can score many points. For this reason, it is most suitable for open-end questions.

For those questions, it is more difficult to set concrete criteria in advance.

To set the slider, click on the pin to the right of the question where you want to set the slider. Press the drop-down menu under "Grading method" and select "Slider". You should have already determined the maximum number of points during the preparation of the questions, but you can still adjust it here if necessary. Click on SAVE.

Example of grading with a slider
(The answer by the student is shown in the box at the left)

In this example the answer model is quite simplistic: good example = 5 pts, registration = 5 pts.

This grading system probably reflects best how many staff members grade. You need to add the different variables and slide to the total points that you like to credit for that specific question.

Combination
Note that an exercise (=question) that contains sub questions can also be designed with different grading methods: e.g., the first question is either right or wrong (= grading by criterion), while the second question, in which argumentation is required, can be graded with a slider.

Making changes after grading
Later changes are usually possible, but depending on what you want to change can be quite inconvenient. It is therefore recommended to think carefully about your grading model in advance and to test it before you actually start grading.

Below is an explanation of which changes are easy to implement and where there are more problems.

Unproblematic changes

Adjusting the description for criteria: if you adjust the description for criteria, this description will also be adjusted for questions that have already been checked. This can be useful, for example, if you

want to work with keywords during grading, so that your grading model remains compact, but later want to give students a more complete description of a criterion that contains more explanation.

Changes with possible problems

Points linked to criteria: the value of a certain criterion can easily be changed afterwards. For questions already checked where the relevant criterion was assigned, the change in the number of points will be calculated. This means that the total number of allocated points can change.

Removing criteria: criteria can easily be removed afterwards, but please note: any assigned criteria and the associated number of points that you remove will also be removed for students that have already been checked. The total number of allocated points can therefore change. Ans gives you the option to "flag" already marked questions so that you can review them.

New criteria: criteria can still be added afterwards, but that most likely means that already checked questions will have to be reviewed. When creating a new criterion, Ans gives you the option to "flag" already marked questions so that you can easily review them. It is recommended to select this option.

Points set for slider: the maximum number of points that can be selected for the slider can be easily changed. Questions that have already been checked will then have to be reviewed.

Changing grading method: only possible from slider to points per criterion. Questions that have already been checked will have to be reassessed. Only comments provided are included.

Authenticity check (Teacher)

In the main menu of your Course in ANS, go to Results, and choose **Export** on the left.
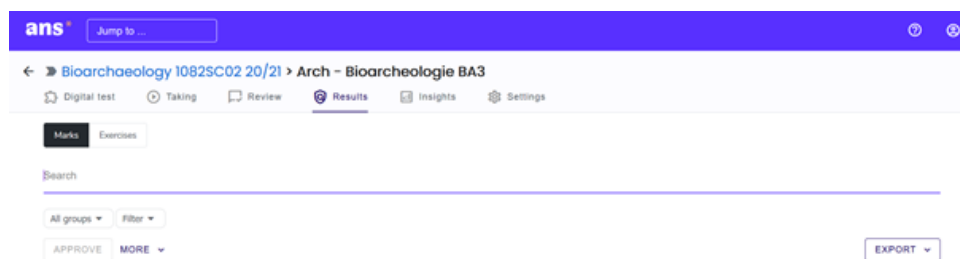
Choose, **Export Answers** and **Plain text**. Then press **Export**
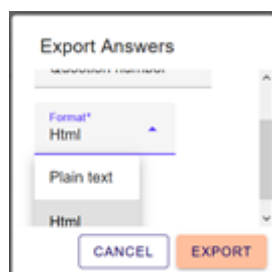
At the bottom of your screen, you get a notification that you will receive an e-mail with a download link shortly:
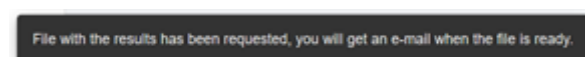
Go to your e-mail box and download and save the file (**be aware this personal data and be sure to delete it after you uploaded the files to Turinitin**).

In Brightspace (we assume you have Brightspace working knowledge) you should have student access to the course "Sandbox ARCH Wouter Kool" (if not, request access). Under Turnitin Exam Uploads you should see your course (if not ask this to be created).

Upload the file to Turnitin and check the results as usual.

Publishing the grades (Teacher)
When you have finished grading, following steps need to be taken to publish the grades:

Grade calculation settings
First, the rounding of the grades and, if necessary, the formula for grading should be adjusted. To do this, go to "Results" and click on "Mark calculation" just above the list of names. The formula defaults to 10 * points / total, which is used by default, but if the results give rise to a stricter or more flexible standard, you can adjust the formula. If the exam grades are also the final grade for the course, select "Whole numbers" under "Rounding".

Exporting the results
Go to "Results" in the relevant assignment in Ans.
Just above the list of names, choose "Export" and then "Results".
Select the desired settings: most settings are already correct by default and you can leave them.

Under 'Format', you need to choose 'Comma separated' or 'Excel (nl)', depending on what else you need to do with the numbers. Choose Excel if you still have to merge the grades from Ans with other partial grades and it does not concern too many students.

If the final grade consists of several partial grades and has yet to be calculated, this can be done in two ways. Most of the time it is most easy to do it yourself manually in an Excel file. Send the resulting Excel file to the Education Office.

PART 2: For TAs
Roles:

- Ensuring that the paper exams are printed prior to the exam and scanned after the exam
    - In case of the UFB (Universitair Facilitair Bedrijf / University Services Department) not being able to deliver the printed exams, it will be the role of the TA to take case of
    - TA will collect the printed exams at the reception.
    - TA will bring the exams to the UFB to be scanned.
- Editing questions on behalf of the Lecturer (For this read Part 1: For Lecturers)
- Making sure all exam documentation is in right order and are ready (add instructions/evaluation forms)
- Assisting lecturers with setting up Ans assignments and questionbanks

In this section, we describe the functions in Ans that relate to the work of Teaching Assistants (TA).

TAs should also refer to the 'Part 1: For Lecturers' and have a good comprehension of the procedures described in this part so that they can assist the lecturer, if necessary. (Should be here?)

PART 3: For Support Staff/ Administration

Roles:

- Enrolling students and staff
- Making Assignment available to students
- Supporting the examiner in exam-making process

Support staff should have a good comprehension of all functions of Ans online platform; however, there are specific roles that the administration staff will be conducting for the university courses on behalf of the lecturer. These are described step-by-step below.

Making the exam available to students (Administrator)

In **Assignment availabilit**y you can set for whom the online exam is available: **All students** or **Add group**. If "All students" is set, all students in the course can access the exam. If you choose "Add group", you can use the groups created via **Groups**. This allows for better access control to the exam.

When students log in to ANS and they will find the exam n the feed within the set time slot of the relevant online exam. If the examiner has ticked the box 'allow students to start test', the can actually be taken. The most current exam will be at the top of the "feed". The "active" indication indicates that it is a digital exam that is available.

Making the Exam available on Brightspace

Create a unit "Exams" in your Brightspace Course Offering. Create a page for the current Exam. Say "Retake 20 may 2020". Add the standard text about regulations and support. Add a link to ANS. The student now sees the exam in his or her "feed" when they login to ANS.

| Normal time ▼ | | 12 June 2020 | 13:00 | to | 15:00 | 12 June 2020 | | Yes ▼ | 120 | ✕ |

| Extra time ▼ | | 12 June 2020 | 13:00 | to | 16:00 | 12 June 2020 | Time limit
Yes ▼ | Minutes
180 | ✕ |

ADD EXAM DATE

☑ Allow students to start test

☐ Allow multiple attempts

☐ Feedback during assignment

Accessibility

☐ Restrict access to assignment by ip

☐ Restrict access by setting a password

☐ Restrict access to view all other assignments for all students in the course during scheduled exam period (Max 4 hours)

☐ Use Safe Exam Browser

☐ Allow use of spellchecker

☑ Use one-way test navigation

☐ Use Proctorio

☐ Allow using a calculator

Publishing the grades in ANS

<mark>Currently we do not publish the grade in ANS. Do not use this function, however, here we present a brief overview of grade-publishing possibilities in ANS as a point of reference.</mark>

In your course, click **Settings** in the menu at the top. Click **Publications** in the menu on the left and click **New publication**. You can use the following options:

- **Mark:** allows the student to see their grade.
- **Letter grade:** allows the student to see the letter grade belonging to its grade. This option is only shown when letter grades are used. *Read here how to use letter grades.*
- **Total points:** allows the students to see the total amount of points they scored.
- **Points per question:** allows the student to see what each question is graded on by seeing the criteria per question.
- **Grading description** allows the student to see the added solution. This means the student can see the exact answer to the questions is provided by the instructor.
- **Questions of the test.**
- **Given answers**: allows the student to see their exam (or digital test). This gives the student insight into how many points they scored at each question. Also, the comments, markings and other remarks written by the reviewer are visible.
- **Objectives:** allows the student to see the learning objectives if these are used by the instructor.
- **Average score per objective:** allows the student to see the average score of all students combined per objective.
- **Notify students about the publication**.
- **Availability of the publication**: choose **Directly** to publish right after pressing **Save** on the bottom of the pop-up or **Specific time window** to choose the start of the publication. The end date of the publication always needs to be chosen.
- **Restricted access by setting a password**: a password is necessary for the students to look into their exam. The password can be chosen, but a suggestion is given.

- **Allow students to ask questions until:** allows students to ask questions about their exam until a certain date and time.

User Management (Administrator)

Adding new staff to Ans

Staff can login to ANS using their ULCN-accoThe most convenient way to add staff to ANS is to send the ANS-url to the staff member and have them login themselves, so they know where to find it. They need an official University account, not a Guest-account!

Adding new students to Ans

> Shortcut: Course → Members → Groups → Import → [Drop a file] → Import

The most convenient of adding students is to create a **Class** in ANS and import the class in batch. A class is a group of students that can be created at university-level. This makes it easy to add them to different courses. This can be done by means of an Excel or .csv file.

Click **Administration** in the menu on the left and next click **Classes**. Click **Import classes** and click **Import via file** in the drop-down menu.

Now, a pop-up will show, in which a file can be uploaded. This file should be either in .csv, .xls or .xlsx format and may contain a maximum of 6 columns. The file must at least contain a column with a class name, student number and an email. The Ans provides template that can be easily downloaded from the *Import pop-up window* and filled in. First, middle and last name are optional, but when added, they must be in separate columns. For the e-mail address it is the easiest to use the student-number and put an "s" in front of it and paste "@ umail.leidenuniv.nl" after it.

After uploading the file, the pop-up will contain all data from the uploaded file. Now rows can be deleted, the data can be edited, and the headers of the columns should be chosen. Set the headers to the correct fields and check the box **Send email** when all users from the file should be invited to ANS immediately. If you want to do this later, do not check the box. Now click **Import**.

All students will now be imported into the ANS platform but will not yet receive an invitation when the checkbox **Send email** was not checked. This is indicated by light grey name and mail-addresses and the note *(not invited)*, behind the names. You can now either wait until all students should be invited or send the invitations directly by clicking **Send invitations**.

If all students need to be invited (so the students receive an e-mail), click **Send invitations**. Now the students are invited, the comment behind the names will change in *(invited)*, this will change when the students have accepted the invitation.

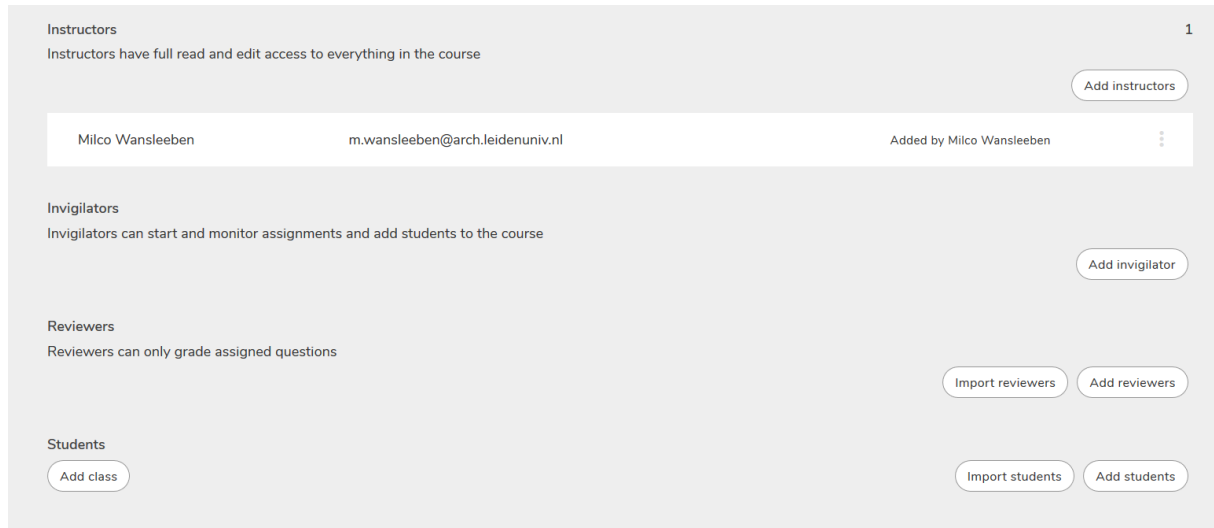## Course Management (Administrator)
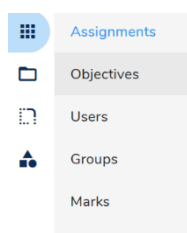
Creating a course

Courses can be created by going to **Courses** in the menu on the left and click the icon. Enter the course title and the study guide number of the course. You can add the course to a study (for instance World Archaeology). Now you can select the course by clicking on it in the **Courses** menu. In the menu you now see:
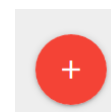
Adding students to a course

Select **Users** to add instructors, assistants, and students to the course. In the menu you can assign them the appropriate role based on the role descriptions.

You can add students by adding the entire class that has been created earlier to the course.

Creating Groups

Within the course, the students must be placed in groups. Each (re) exam is can be assigned a separate group to make sure that only students admitted to the exam can access it. Within the exam you can create separate groups for regular students and extra-timers. This is possible in ANS in the **Groups** menu item. Via "**Import groups**" you can upload a CSV file with format [Group name, Student number].

The Paper Workflow

Creating a paper exam (Administrator)

We assume a digital exam is created first. Convert the digital exam to a paper version. Only one of the variants per question needs to be selected.If there are multiple non-parallel sessions, repeat this step for each session selecting different variants, so you get differing exams. Of course, there need to be multiple variants of the question, each for every session. Send the file to UFB.