Exam Centre Manager / Supervisor Survey - Digital Pilots 2016

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Information on the Survey and Participants

The Exam Centre Manager / supervisor Survey was designed to measure Exam Centre Manager (ECM) and/or supervisors' self-reported experience of invigilating a digital examination, including their experience of the dashboard.

Of the 250 ECMs/supervisors who supervised the digital examinations, 120 (49%) completed the online survey. The respondents did not answer all the questions in the survey. For the purposes of the analysis of the responses, we have excluded 20 respondents who only answered 1 or 2 questions. This brings the response rate down to 40%.

Of the 120 survey participants, 41 were ECMs and 79 were supervisors. The response patterns for ECMs and supervisors do not differ in a statistically significant way. Therefore, the responses are presented together.

Of the 120 survey participants:

- 83 supervised only the English Level 1 Digital Examination
- 13 supervised the English Level 1 and either the Media Level 1 Digital Examination or Classical Studies Level 1 Digital Examination, and
- 24 supervised either the Media Digital Examination or Classical Studies Digital Examination or both.

There were some technical issues experienced during the English Digital Examination that were resolved by the time the Media and Classical Studies Digital Examinations took place. For those questions where the response patterns for ECMs/supervisors who supervised the English Digital Examination differed in a statistically significant way from those for ECMs/supervisors who supervised the Media and Classical Studies Digital Examinations, these are reported on separately.

80% of survey participants had been an ECM/supervisor for previous examination rounds, and 89% indicated they were involved in invigilating both digital and paper-based examinations.

The survey consisted of 23 questions, 9 of which were open ended questions. The first three questions were for ECMs only.

Limitations

The response rate is 49%, and lowers to 40% once respondents who only answered 1 or 2 questions were excluded. Those who chose not to take the survey may have greater or lower levels of satisfaction than those that participated in the surveys.

The respondents did not all answer all the questions in the surveys. Some are easily explained, for example those for Questions 2, 3 and 4 were the ECM only questions (so could only be answered by some of the respondents) and questions 16 and 17, which were about whether switching to paper during the examination made supervision harder or was disturbing to some candidates. Nonetheless, a sizeable proportion of respondents chose not to answer each of the close ended questions.

Below is a summary of the main findings. The appendix contains a count of responses for each closed ended question.

Main findings

Overall experience compared to paper-based invigilation

Respondents rated their overall experience as worse if they supervised the English Digital Examination than if they supervised the Media and Classical Studies Digital Examinations. This was expected given the technical difficulties experienced during the English Digital Examination.

38 out of 50 the respondents who supervised the English Digital Examination agreed or strongly agreed that digital examinations were more difficult to manage than paper-based examinations. 8 out of 19 respondents who supervised the Media and Classical Studies Digital Examinations agreed or strongly agreed that digital examinations were more difficult to manage than paper-based examinations.

Comments substantiating respondents' rating of why managing a digital examination was more difficult varied, some were more positive and some negative.

Positive comments

> *"I agree only in the sense that being a new environment and the need to deal with some of the problems that arose, there was some extra effort and time required. There was also the learning curve of dealing with the real live environment. However, once things had settled, I found very little difference. Not having to collect completed papers was a bonus."*

> *"Because it was a first, it was more stressful and supervisors, [Principal's Nominees], and I were nervous. For me, there was more work (by choice) to ensure that every candidate/supervisor had a copy of the URL and candidate log in details by their computer. 'Firsts' are always more difficult. "*

Negative comments

> *"The technical issues that were unavoidable such as computers freezing, etc. added excess stress for students. I found that we had to constantly be hanging around the students more closely, which made them nervous and there was constant disruption to others during the exams when a student was having difficulty with their computer."*

> *"Starting the exam is a tricky process as it's hard to enforce exam conditions while students still need to set up after entering the room. There are also more random errors that cannot be controlled."*

Working in a digital environment did not appear to affect the respondents' confidence in managing possible breaches of the examination rules, and there was no statistically significant difference in the responses of those supervising the English Digital Examination and those supervising the Media and Classical Studies Digital Examinations.

65 out of 82 respondents agreed or strongly agreed that they felt confident managing possible breaches of the rules in the digital examination room. Reasons provided by respondents for their high level of confidence included good training, backup from NZQA staff, the number of supervisors, and the small number of participating students. Many respondents commented that because there were many accidental lockouts it would have been hard to detect an actual breach.

Exam Centre Manager tasks

Supervision provisions, room set up, candidate allocation

51 out of 60 respondents agreed or strongly agreed that the provisions for supervision of the digital examinations were adequate.

50 out of 56 respondents agreed or strongly agreed that they found it easy to set up the room to minimise the risk of breaches of the examination rules.

Many respondents commented that setup was not an issue because computer labs were used and because participating student numbers were small enough to manage easily.

> *"The computers were close enough together for candidates to view the screen of the computer next to them, if they were determined. We sat students at ever 2nd computer. Those who had to sit side-by-side because of the numbers, we put at the very front of the room so we could monitor them easily."*

> *"Used large sheets of cardboard between computers to ensure candidates could not see the screens of those around them."*

46 out of 54 respondents agreed or strongly agreed that they found it easy to allocate candidates to rooms using the dashboard. Comments were mainly about technical difficulties with logging into the ECM dashboard.

The dashboard

Ease of use, usefulness to assist with supervision and managing breach of rules issues, likes and dislikes, new functions?

63 out of 82 respondents agreed or strongly agreed that the dashboard was easy to operate.

21 respondents specifically commented that ease of use was one of the features of the dashboard that they liked. Other parts of the dashboard they liked included:

- having a good overall picture in the exam room
- having two methods to watch and monitor students
- the five second warning students had left the system
- that you could submit work for students if they forgot and left
- the ability to hide columns, and
- the ability to see all students at once.

Dislikes commented on by respondents were mainly about technical issues, for example not being able to unlock students' computers. In addition, several respondents commented about the need to refresh the dashboard to see changes (as opposed to refreshes occurring automatically).

The dashboard was found to be more useful in assisting with supervision and managing actual and possible breaches when there were no technical issues. As expected, responses to these questions were statistically significantly different enough between those ECM/supervisor respondents who supervised the English Digital Examination and those who supervised the Media and Classical Studies Digital Examinations.

31 out of 51 the ECM/supervisor respondents who supervised the English Digital Examination agreed or strongly agreed that the dashboard was useful in assisting with supervision.

18 out of 10 the ECMs/supervisors who supervised the Media and Classical Studies Digital Examinations agreed or strongly agreed that the dashboard was useful in assisting with supervision.

Similarly, regarding the usefulness of the dashboard in managing breaches, 31 out of 52 the ECM/supervisor respondents who supervised the English Digital Examination agreed or strongly agreed that the dashboard was useful in managing any issues.

17 out of 19 the ECMs/supervisors who supervised the Media and Classical Studies Digital Examinations agreed or strongly agreed that the dashboard was useful in managing any breach of the rules issues.

Respondents made several suggestions about functions to be added to the dashboard, including the ability to:

- auto refresh
- minimise side panels
- see candidates screens / view progress of candidates
- sort columns displayed, and
- add the green digital special report of supervisor online.

Devices used by students

Bring your own device (BYOD) or school-provided devices, ECM/supervisor preferences

Responses to these questions were statistically significantly different enough between those ECM/supervisor respondents who supervised the English Digital Examination and those who supervised the Media and Classical Studies Digital Examinations to be reported on separately.

34 out of 59 the ECM/supervisor respondents who supervised the English Digital Examination indicated that their candidates used school-provided devices to undertake the examination.

17 out of 21 the ECM/supervisor respondents who supervised the Media and Classical Studies Digital Examinations indicated that their candidates used school provided devices to undertake the examination.

In the case of the English Digital Examination, 29 out of 56 the ECM/supervisor respondents stated they would prefer candidates to use school-provided devices; 34% said they had no preference.

In the case of the Media and Classical Studies Examinations, 16 out of 21 ECM/supervisor respondents stated they would prefer candidates to use school-provided devices, and 3 out of 21 said they had no preference.

74 out of 89 respondents agreed or strongly agreed that the management of digital examinations would be easier if the devices available to candidates were standardised.

50 out of 87 respondents disagreed or strongly disagreed that students benefit from having a choice about the type of device they use in digital examinations.

Many respondents explained their preference for school-provided devices included that setup could be done ahead of time, students were not disadvantaged because of their device, no issues with batteries, and that it was generally easier to manage.

A few respondents commented that BYOD was better because students were familiar with their own "machine", and that it was not easy to operate examinations from a computer room.

> *"This will depend on the setup of the school. A school operating BYOD have no options but to have students bring their own devices to the exams, school not operating BYOD will never have enough computers in order to supply on demand for large exams."*

Change to paper

Percentage that did have that experience, did it make invigilation harder, did it disturb other candidates

39 out of 53 the English Digital Examination ECM/supervisor respondents had candidates who switched to paper having started the examination digitally, but only 3 out of 19 the Media and Classical Studies Digital Examinations respondents did.

51 out of 65 respondents disagreed or strongly disagreed that switching to paper during the examination made supervision harder.

46 out of 66 respondents disagreed or strongly disagreed that candidates switching to paper was disturbing to other candidates.

Instructions and training provided

Usefulness of the guide notes and materials, and NZQA training for those who participated in it

84 out of 86 respondents attended an NZQA run training session.

78 out of 85 respondents agreed or strongly agreed that the guidenotes and materials they received for managing digital examinations were useful.

All respondents who supervised the Media and Classical Studies Digital Examinations agreed or strongly agreed that the training they received prepared them well for managing the Digital Pilot Examinations. 45 out of 52 respondents who supervised the English Digital Examinations agreed or strongly agreed that the training they received prepared them well.

Suggestions/feedback

Many respondents provided further suggestions (some were quite lengthy). Responses included feedback about the extra work required to prepare, that more preparation and training was required, that more preparation of students was required, and that the technical issues needed to be sorted out.

> *"It took hours to organise and these hours were unpaid. It was complicated at our school because we had a large number of [Special Assessment Conditions] plus students working on paper. The time factor was extensive. On the day, despite our preliminary hours of organisation, the exam took from 7 am until 2.30 pm to carry out."*

> *"Some more training in a "live" environment would have been useful. At least we had a reasonable feel for what was in store for us. My view is that the introduction of the Digital system was a success. It is the future. After the initial flurry of problems, the candidates settled*

down and worked diligently and calmly on completing their work. One candidate commented to me at the end of the exam, that using the Digital system had cut her "writing" time by half over hand writing the answers. The overall view seemed to be that the candidates thought that it was worthwhile. My main concern for future Digital exams, is the need to ensure the system, particularly the networks and the processing power of the host computer have the capacity to handle the workload. I believe that most of the problems (and there was not really a lot) were because of the system overloading and delaying access and locking the screens. The screen locking cleared once the system became active again but was a concern to the students who experienced this. The support we received from the NZQA support group was excellent. Thanks. Given all the pressures involved, including the software updates and total flexibility the students had by being able to switch to paper at any time, etc., I believe the the whole NZQA team did an outstanding job in getting the system and overall operation in place. Well done and thank you."

"I was very disappointed that the dashboard was not working properly for our supervisors. This put a lot of pressure on me as the ECM and also caused the supervisors to freak out a bit as well as the students. We had students in tears over being accidentally locked out and because we had to call NZQA each time this happened, sometimes they would have to wait for 10 minutes or so before we could get through to the helpline and get them logged back in. I believe if the dashboard was working properly it would have made the whole exam run a lot smoother and caused the students a lot less disruption and stress."

"It would have been good to have the final booklet at our training in Christchurch and taken the chrome-books that we were using on the exam day to familiarise ourselves and ask questions about the actual exam and the dashboard."

"I attended a training session for supervision run by centre manager. It would've been useful as a supervisor to have a "mock exam" situation with computers online in the training session and work through the process of what to do if any given scenario arose."

"Only one room started the exam on time due to technology difficulties. It was more challenging to view all the screens and walk around all the power points. A number of students had their computers freeze and they needed to be fixed very quickly to avoid distress. A few students were worried the timer on their screen was quicker than the exam clock and I did not know if they were going to be blocked out when that timer ended. It was fifteen minutes fast. I was extra vigilant due to the possibilities of cheating by pressing alt tab to a word document or another web browser, and that made the exam more stressful for me. My school only had university students supervising the digital which was a smart move but even we struggled to manage things."

Summarised responses by question

Question 2. The provisions for supervision of the digital examinations were adequate.

	Count	Percentage
Strongly agree	20	0.33
Agree	31	0.52
Disagree	8	0.13
Strongly disagree	1	0.02
Total	60	1

Question 3. I found it easy to set up the room(s) to minimise the risk of breaches of exam rules.

	Count	Percentage
Strongly agree	16	0.29
Agree	34	0.61
Disagree	6	0.11
Strongly disagree	0	0
Total	56	1.01

Question 4. I found it easy to allocate candidates to rooms using the dashboard.

	Count	Percentage
Strongly agree	19	0.35
Agree	27	0.5
Disagree	7	0.13
Strongly disagree	1	0.02
Total	54	1

Question 5. The dashboard was easy to operate.

	Count	Percentage
Strongly agree	13	0.16
Agree	50	0.61
Disagree	9	0.11
Strongly disagree	10	0.12
Total	82	1

Question 6. The dashboard was useful in assisting with supervision of the digital examinations.

Category	Subject	Frequency	Proportion
Strongly agree	English	5	0.1
Agree	English	26	0.51
Disagree	English	11	0.22
Strongly disagree	English	9	0.18
total	English	51	1.01

Category	Subject	Frequency	Proportion
Strongly agree	Media/Classical Studies	7	0.37
Agree	Media/Classical Studies	11	0.58
Disagree	Media/Classical Studies	1	0.05
Strongly disagree	Media/Classical Studies	0	0
Total	Media/Classical Studies	19	1

Question 7. The dashboard was useful for managing breach of rules issues.

Category	Subject	Frequency	Proportion
Strongly agree	English	3	0.06
Agree	English	28	0.54
Disagree	English	8	0.15
Strongly disagree	English	13	0.25
Total	English	52	1

Category	Subject	Frequency	Proportion
Strongly agree	Media/Classical Studies	3	0.16
Agree	Media/Classical Studies	14	0.74
Disagree	Media/Classical Studies	2	0.11
Strongly disagree	Media/Classical Studies	0	0
Total	Media/Classical Studies	19	1.01

Question 11. Did your candidates bring their own devices (BYOD) or did they use school provided devices?

Category	Subject	Frequency	Proportion
BYOD	English	17	0.29
Mix of both	English	8	0.14
School provided devices	English	34	0.58
Total	English	59	1.01

Category	Subject	Frequency	Proportion
BYOD	Media/Classical Studies	0	0
Mix of both	Media/Classical Studies	4	0.19
School provided devices	Media/Classical Studies	17	0.81
Total	Media/Classical Studies	21	1

Question 12. Do you prefer candidates to use their own device or school provided devices?

Category	Subject	Frequency	Proportion
No preference	English	19	0.34
School-provided devices	English	29	0.52
Their own devices	English	8	0.14
Total	English	56	1

Category	Subject	Frequency	Proportion
No preference	Media/Classical Studies	3	0.14
School-provided devices	Media/Classical Studies	16	0.76

Category	Subject	Frequency	Proportion
Their own devices	Media/Classical Studies	2	0.1
Total	Media/Classical Studies	21	1

Question 13. Management of digital examinations would be easier if the devices available to candidates were standardised.

	Count	Percentage
Strongly agree	29	0.33
Agree	45	0.51
Disagree	14	0.16
Strongly disagree	1	0.01
Total	89	1.01

Question 14. I do you think students benefit from having a choice about the type of device they use in digital examinations?

	Count	Percentage
Strongly agree	9	0.1
Agree	28	0.32
Disagree	45	0.52
Strongly disagree	5	0.06
Total	87	1

Question 15. Did any of your candidates switch to paper having started an examination digitally?

Category	Subject	Frequency	Proportion
No	English	14	0.26
Yes	English	39	0.74
Total	English	53	1

Category	Subject	Frequency	Proportion
No	Media/Classical Studies	16	0.84
Yes	Media/Classical Studies	3	0.16
Total	Media/Classical Studies	19	1

Question 16. Candidates switching to paper during the examination made supervision harder.

	Count	Percentage
Strongly agree	4	0.06
Agree	10	0.15
Disagree	45	0.69
Strongly disagree	6	0.09
Total	65	0.99

Question 17. Candidates switching to paper was disturbing to other candidates.

	Count	Percentage
Strongly agree	2	0.03
Agree	18	0.27
Disagree	41	0.62
Strongly disagree	5	0.08
Total	66	1

Question 18. I found that digital examinations were more difficult to manage than paper based examinations. Please comment if your wish.

Category	Subject	Frequency	Proportion
Strongly agree	English	19	0.38
Agree	English	19	0.38
Disagree	English	9	0.18
Strongly disagree	English	3	0.06
Total	English	50	1

Category	Subject	Frequency	Proportion
Strongly agree	Media/Classical Studies	2	0.11
Agree	Media/Classical Studies	6	0.32
Disagree	Media/Classical Studies	10	0.53
Strongly disagree	Media/Classical Studies	1	0.05
Total	Media/Classical Studies	19	1.01

Question 19. I felt confident managing possible breaches of the rules in the digital examination room.

	Count	Percentage
Strongly agree	12	0.15
Agree	53	0.65
Disagree	15	0.18
Strongly disagree	2	0.02
Total	82	1

Question 20. The Guide Notes and materials (green ASBS stickers, candidate note-making paper, special report forms, etc.) I received for managing digital examinations were useful?

	Count	Percentage
Strongly agree	24	0.28
Agree	54	0.64
Disagree	7	0.08
Strongly disagree	0	0
Total	85	1

Question 21. Did you attend an NZQA run training session?

	Count	Percentage
No	2	0.02
Yes	84	0.98
Total	86	1

Question 22. The training prepared me for managing the Digital Pilot examinations.

Category	Subject	Frequency	Proportion
Strongly agree	English	7	0.13
Agree	English	38	0.73
Disagree	English	6	0.12
Strongly disagree	English	1	0.02
Total	English	52	1

Category	Subject	Frequency	Proportion
Strongly agree	Media/Classical Studies	10	0.5
Agree	Media/Classical Studies	10	0.5
Disagree	Media/Classical Studies	0	0
Strongly disagree	Media/Classical Studies	0	0
Total	Media/Classical Studies	20	1

I have previously been an ECM or supervisor.

	Count	Percentage
No	16	0.2
Yes	64	0.8
Total	80	1

I was involved in managing and or supervising both paper based and digital examinations.

	Count	Percentage
No	9	0.11
Yes	71	0.89
Total	80	1

Exam centre manager / supervisor survey questions

Question 1.   Your roles in respect to each of the exam sessions.

Question 2.   The provisions for supervision of the digital examinations were adequate.

Question 3.   I found it easy to set up the room(s) to minimise the risk of breaches of exam rules.

Question 4.   I found it easy to allocate candidates to rooms using the dashboard.

Question 5.   The dashboard was easy to operate.

Question 6.   The dashboard was useful in assisting with supervision of the digital examinations.

Question 7.   The dashboard was useful for managing breach of rules issues.

Question 8.   Are there any functions you would like to see added to the dashboard?

Question 9.   What did you like about the dashboard?

Question 10.   What did you dislike about the dashboard?

Question 11.   Did your candidates bring their own devices (BYOD) or did they use school provided devices?

Question 12.   Do you prefer candidates to use their own device or school provided devices?

Question 13.   Management of digital examinations would be easier if the devices available to candidates were standardised.

Question 14.   I do you think students benefit from having a choice about the type of device they use in digital examinations?

Question 15.   Did any of your candidates switch to paper having started an examination digitally?

Question 16.   Candidates switching to paper during the examination made supervision harder.

Question 17.   Candidates switching to paper was disturbing to other candidates.

Question 18.   I found that digital examinations were more difficult to manage than paper based examinations. Please comment if your wish.

Question 19.   I felt confident managing possible breaches of the rules in the digital examination room.

Question 20.   The Guide Notes and materials (green ASBS stickers, candidate note-making paper, special report forms, etc.) I received for managing digital examinations were useful?

Question 21.   Did you attend an NZQA run training session?

Question 22.   The training prepared me for managing the Digital Pilot examinations.

Question 23.   Do you have any further comments or suggestions about your experience supervising the digital Pilot examinations?

   I have previously been an ECM or supervisor.

   I was involved in managing and or supervising both paper based and digital examinations.