Orientation Programme on Quality

Internal Quality Assurance Cell

National Institute of Educational Planning and Administration

17-B, Sri Aurobindo Marg, NCERT Campus, New Delhi-110016

Orientation Programme on Quality Issues for Teachers and Students

NIEPA conducts orientation programmes for the faculty from time to time, in order to support the teachers with the new systems introduced in the field of education. The Faculty Development Programmes are designed to facilitate the capacity building of the faculty. It emphasizes a participatory and interactive mode of learning. It promotes professional growth as well as personal growth by enhancing the expertise and skills of the faculty.

In Past years, NIEPA has conducted a number of FDPs for 2-7days that have been attended by more than 100 participants. Some major titles of FDPs conducted are:

- Faculty Development Programme on Design, Develop and Deliver Online Courses
- Faculty Development Programme on National Educational Policy 2020: Strategies for Implementation
- Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries
- Faculty Development Programme on National Educational Policy 2020: Strategies for Implementation
- Faculty Development Programme on Building Competencies for Online Teaching
- Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries
- Faculty Development Programme on Design, Develop & Deliver MOOC Courses through the SWAYAM Platform
- Faculty Development Programme on MOOCs and Applications of ICT in Academic and Research Libraries
- Professional Development Programme on Teaching, Learning with Technology using Moodle MOOC Platform
- Workshop on Teaching, Learning and Evaluation Online with Moodle MOOC Platform & Open Education Resources
- Training Programme on Application of ICT in Academic and Research Libraries

These FDPs have been conducted by the experts that have supported the faculty members in learning new skills. For instance, Digital initiatives of Government of India in Higher Education: Need for online Education, Designing online courses with MOODLE- Learning Management System, Plagiarism: An obstacle to real learning and URKUND PDS, Information Literacy, etc. As the new technologies emerge, FDPs support the faculty members in becoming more efficient and supporting their learners as per their changing needs and needs of the era. Learning about the new changes also helps the faculty members to be updated about the new and advanced systems that have emerged. Moreover, the nature of these programmes is based on the constructivist approach that actively engages the faculty members and values their experiences.

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National Institute of Educational Planning and Administration

(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi - 110016

Information Guide

Faculty Development Programme on Design, Develop and Deliver Online/Blended Learning Courses
May 09-13, 2022

Programme Director

Prof. K. Srinivas

Head, ICT and Project Management Unit, NIEPA, New Delhi

Faculty Development Programme on Design, Develop and Deliver Online/Blended Learning Courses

[May 09-13, 2022]

INFORMATION GUIDE

National Institute of Educational Planning and Administration
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Faculty Development Programme on Design, Develop and Deliver Online/Blended Learning Courses
(May 09-13, 2022)

Introduction

A very promising technological and pedagogical model that has received a lot of attention during the last few years and adoption by Stanford, Harvard, Duke and almost 100 of the world's top- ranking Universities to teach millions of learners is that of the MOOC. The MOOC is considered on the one hand as a panacea for education and on the other as a defilement of the sanctity of the higher education tradition. Massive Open Online Courses (MOOCs) are gaining traction all over the world to provide unlimited participation and open access to quality education via web. The visitors to the top three MOOCs platforms (Udemy, Coursera and edX) are from the United States, followed by visitors from India. This shows the tangible interest in MOOCs in India with their cost effectiveness and potential to reach a large number of learners. MOOCs provide us the opportunity to broaden the access to quality education at all levels.

The acronym "MOOC" has been in vogue recently, with lots of discussion about organizations like Udacity, Coursera and edX. The acronym stands for "Massive Open Online Course, which is a free Web-based distance learning program that is designed for the participation of large numbers of geographically dispersed students. A MOOC may be patterned on a college or university course or may be less structured. There are many providers globally who offer a wide variety of topics.

SWAYAM or Study Webs of Active-Learning for Young Aspiring Minds programme of Ministry of Human Resource Development, Government of India, professors of centrally funded institutions like IITs, IIMs, and central universities offer online courses to citizens of India. The current version of the (SWAYAM 2.0) runs on a platform built by Google's Course Builder Platform.

The FDP aims to gather teaching faculty in using the Moodle environment to develop course materials, blended learning and 100% online courses to engage students in learning. This workshop is a great starting point for effective teaching in the 21st century learning environment. This FDP will sensitize the participants how to use the tools available in Moodle to develop unique courses for many kinds of institutions. The workshop also leverages Moodle's unique capacity to seamlessly bring together instructional materials, dynamic activities, social interaction, and student management functions. Following the best practices in designing a Moodle course, the participants will also incorporate strategies to accommodate multiple learning styles. They will also accommodate the emerging instructional technologies and provide a strategy for a wide variety of course modalities, including self-paced independent study, cohort-based courses with student- instructor interaction, and highly collaborative student-centered courses.

Objectives of the FDP
The FDP would help the participants to
- Adopt Google Classroom & Moodle Platform as an adjunct to face-to-face teaching and to teach in a full online or distance-learning context;
- Understand the process of planning, designing and delivering online courses;

● Create better and active communication and collaboration with the students;

● Design contemporary assessment methods;

Resources Required

Keep your laptop with data card/ Internet connection for daily use during and beyond workshop times.

Teaching and Learning Activities

Class lectures and learning resources are designed to achieve the course objectives. The participants should read the assigned learning resources before class, complete online assignments on time and actively participate in Discussion Forms. All resources pertaining to the workshop will be available on **http://profksrinivas.in/** before each class. It will contain homework assignments, study material, and other important instructions.

Important Things to Consider

a) Participants should have laptops/Desktops and Head Phones/ earphones, without which, the hands-on sessions during the workshop will not be effective. Participants will have to install all the software required before the start of the FDP as per guidelines issued.

b) All the Participants are requested to prepare one lecture complete in all aspects on any one topic from any familiar course and keep it available on the laptop/Desktop with them as per the guidelines attached by email.

c) All other workshop related instructions/materials are enclosed separately along with this mail. In addition, our admin group and resource persons will send messages from time to time using WhatsApp. The name of the group created for academic purpose is **NIEPA_ONLINE_FDP_May_2022.**

d) During the Session time Questions can be posed only by using the **chat option.** Resource persons will answer all your questions/queries.

The FDP reading material is available: **http://profksrinivas.in/**

All the Participants are requested to come prepared with one lecture on any one topic from one of their courses and bring with them

1. Lecture notes for the topic;
2. PowerPoint Presentations/PDFs/URLs, if any;
3. Assessment questions related to the topic;
4. Any other resource that they would like the students to refer;
5. Course contents / Introductory Videos;
6. Reference Books and Journals for the course;
7. Any brief historical or contextual reference to the topic;
8. Applications of the topic if any;
9. Any activity they would like to include regarding the topic; and
10. Anything else that they feel is relevant for enhancing the learning experience;

Programme Methodology

The FDP is designed to facilitate capacity building in launching and teaching online courses using Google Classroom & Moodle platforms. The FDP emphasizes participatory and interactive mode of learning. Besides the lecture discussion, nearly 75 percent of time will be devoted for hands-on-experience sessions on Google Classroom & Moodle Platform.

Date and Venue

The Online FDP will commence on Monday, May 09, 2022 and conclude on Friday May 13, 2022.

Time Table

The time-table of this programme is placed at *Annexure – I.*

List of Important Instructions and Formats for Group Work placed at **Annexure - II & III**.

Resource Persons

In addition to the faculty of the institute (NIEPA), experts from other institutions have been invited to act as resource persons in the workshop. A list of resource persons is placed at **Annexure – IV***.*

Reading Material

All resources of the FDP will be available online on **http://profksrinivas.in/.** A list of NIEPA Faculty and Staff is placed at **Annexure – V***.*

The FDP will be in two phases. Phase-I is for Five days and Phase-II is the Training after Support will be provided virtually through focused academic WhatsApp Group **[NIEPA_ONLINE_FDP_May_2022]** for 30 days.

The main purpose of the WhatsApp Group is to promote collaborative, guided and virtual learning environment. The participants are encouraged to post their queries, difficulties, best practices and innovations in the **[NIEPA_ONLINE_FDP_May_2022].**

Evaluation

The participants are encouraged to provide feedback on course contents and methodology on regular basis. An online evaluation would be conducted at the end of the workshop through a structured evaluation Performa.

NIEPA FDP Team

Prof. K. Srinivas
Head, ICT & PMU

Prof. K. Srinivas holds a Ph.D. degree in Computer Science and has been utilizing Open-Source ICT Tools and Technologies in Teaching, Learning and Student Evaluation since 1990, both at the Graduate and Post Graduate levels. His areas of interest are e-Learning, blended learning, MOOCs, ICT enabled Pedagogy, Computer Applications in Project Management, e-governance. He is having more than 30 years of Teaching, Research, Industry and Consultancy experience.

Mr. Chandra Kumar M.J. *Designation:* System Analyst *Specialization:* Master of Technology (Electronics & Communications)	**Mr. Sudhir Dagar** *Designation:* Data Entry Operator *Specialization:* Bachelor of Arts	**Mr. Omendra Kumar** *Designation:* Project Junior Consultant (Technical) *Specialization:* Masters of Computer Applications (MCA)	**Mr. Jaya Kumar** *Designation:* Project Computer Operator *Specialization:* Bachelor of Technology (Computer Science and Engineering)

Faculty Development Programme on Design, Develop and Deliver Online/Blended Learning Courses
(May 09-13, 2022)

Date & Day	1st Session		2nd Session		3rd Session		4th Session
09.05.2022 Monday	Building Competencies for Teachers in Online Learning **Prof. Y. Narasimhulu**		Building Competencies for Teachers in Blended Learning **Prof. Y. Narasimhulu**		Design, Develop & Deliver Online/ Blended Learning Courses **Prof. K. Srinivas**		Open Educational Resources [OER] for Online/Blended Learning **Prof. K. Srinivas**
10.05.2022 Tuesday	Interactive Video Development Tools for Blended Learning- - Screencastify - Edpuzzle -Nearpod **Prof. K. Srinivas**	T E A B R E A K	Interactive Video Development Tools for Blended Learning- - Screencastify - Edpuzzle -Nearpod **Prof. K. Srinivas**	L U N C H	Collaborative Learning Tools for Blended Learning- -Canva, Mind mapping -Quizalize **Prof. Jayshree Shinde**	T E A B R E A K	Collaborative Learning Tools for Blended Learning- -Canva, Mind mapping -Quizalize **Prof. Jayshree Shinde**
11.05.2022 Wednesday	Interactive Presentation Tools for Blended Learning -Learning Apps -Lumi Education **Dr. Thiyagu K.**		Online Assessment Tools for Blended Learning- -Edpuzzle -Testmoz **Dr. Thiyagu K.**		Google Classroom: An Effective Tool for Delivering Online/Blended Learning courses **Prof Pradeep Misra**		Google Classroom: An Effective Tool for Delivering Online/Blended Learning courses **Prof Pradeep Misra**
12.05.2022 Thursday	MOODLE – An Effective Tool for Delivering Online/Blended Learning courses **Prof. K. Srinivas**		Designing Online/Blended Learning Courses with MOODLE- Learning Management System **Prof. K. Srinivas**		Designing Online/Blended Learning Courses with MOODLE- Learning Management System **Prof. K. Srinivas**		Designing Online/Blended Learning Courses with MOODLE- Learning Management System **Prof. K. Srinivas**
13.05.2022 Friday	MOODLE - Grades, Assessments & Discussion Forum **Prof. K. Srinivas** **Dr. Deepak Bishla**		MOODLE - Grades, Assessments & Discussion Forum **Prof. K. Srinivas** **Dr. Deepak Bishla**		MOODLE - Grades, Assessments & Discussion Forum **Prof. K. Srinivas** **Dr. Deepak Bishla**		MOODLE - Grades, Assessments & Discussion Forum **Prof. K. Srinivas** **Dr. Deepak Bishla**

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Important Instructions & Pre-Workshop Preparations

The Workshop Material is available: http://profksrinivas.in/

Pre-Workshop Activity for Software Requirements for the Hands-on Sessions

Moodle Cloud Site [Free Cloud based Moodle Hosting]	https://www.gnomio.com/
Screencastify [Screen Recorder for Chrome]	https://www.screencastify.com/products/screen-recorder/
EDPUZZLE	https://edpuzzle.com/

(1) Pre-Workshop Activity for E-content Development

(A) All the Participants are requested to come prepared with one lecture on any one topic from one of their courses and bring with them

1. Lecture notes for the topic
2. PowerPoint Presentations / PDFs/URLs if any,
3. Assessment questions related to the topic,
4. Any other resources that they would like the students to refer
5. Course contents / Introductory Videos
6. Reference Books and Journals for the course
7. Any brief historical or contextual reference to the topic
8. Applications of the topic if any
9. Any activity they would like to include regarding the topic
10. Anything else that they feel is relevant for enhancing the learning experience

(2) Format for Preparing Course Overview
1. **Course Code**: ICT/001
2. **Mode**: Online Mode
3. **Title**: **Computer Programming**
4. **Type of Course**: (Foundation/ Discipline/ Elective): Foundation
5. **Cohort for which it is compulsory**: **6th Semester**
6. **No of Credits**: 4
7. **Semester and Year Offered**: Winter Semester 2019
8. **Course Coordinator and Team**: Prof. K. Srinivas / Email:ksrinivas@niepa.ac.in

9. **Pre-requisites**: Knowledge of high school mathematics is essential and adequate Exposure to pre-calculus is desirable

10. **Aim**: Basic concepts of computer programming are introduced starting with the notion of an algorithm. Emphasis is on developing the ability to write programs to solve practical computational problems.

   I. **Level:**
   a. Introductory
   b. Length: 4 weeks
   c. Estimated Effort: 3 hours/Week
   d. Subject: Computer Science
   e. Institution: NIEPA
   f. Languages: English
   g. Video Transcripts: English
   h. Price: FREE

11. **Brief description of modules/ Main modules**:
   I. Algorithms
   II. Elements of C/C++ programming languages
   III. Basic data types
   IV. Sequential and conditional execution
   V. Iterative solutions
   VI. Arrays, matrices and their applications
   VII. Functions
   VIII. Sorting and searching
   IX. Elements of string processing
   X. Introduction to pointers
   XI. Basics of Software Engineering
   XII. Structures

12. **Learning Outcomes of the Course**
   a. Learn to write C++ programs, compile, and execute using the GCC/Simplecpp compiler
   b. How to inculcate good programming practices
   c. How to write programs and develop the ability to solve practical real world computational problems
   d. How to logically think and produce a solution (program)

13. **Course Evaluation**

  a. **Online Examination Mode**
   i. MCQ – 20%
   ii. Assignments – 20% [Cumulative]
   iii. Case Studies/Collaborative Learning - 20% [Cumulative]

  i. Mid-term test – 20%

  ii. Semester-end examination – 20%

14. Suggested Readings

a. Goyal, D.P. (2006). Management Information Systems: Managerial Perspectives (2nd Edition), Macmillan India

b. Laudon, K.C., Dass, R. and Laudon, J.P. (2010). Management Information Systems: Managing the Digital Firm (11th Edition), Pearson

c. Mohapatra, S. and Joseph, P.T. (2009). Management Information Systems in a Knowledge Economy (1st Edition), Phi Learning

d. O'brien, J.A. (2006). Management Information Systems (7th Edition), Tata McGraw Hill

e. Robert, M.G., Joel, R.E. and Claggett, R. J. (2009). Information Systems for Modern Management (3rd Edition), Phi Learning

15. Course Introduction Video [PROMO VIDOE]

(3) Pre-Workshop Activity for Content Uploading in an Online Course

(a) Unit /Module Heading

(b) Brief Introduction to the Module/Unit

(c) Module/Unit Outline

(d) Learning Outcomes of the Module/Unit

(e) Any Embedded Video (From YouTube/Vimeo)

Resources

- Video Link (From YouTube)
- Power Point Presentation File Link (From Google Drive)

Assessments

- Multiple Choice Quiz (MCQ) Test
- Discussion Form (Collaborative Learning)
- Online Assignment Submission
- Feedback

(4) Pre-Workshop Activity for Teaching in Blended/ Flipped Class room

SNO	UNIT NAME	RESOURCE DETAILS	ASSESSMENT DETAILS
1.	Introduction to Computer Programming	<iframe width="420" height="315" src="https://www.youtube.com/embed/HCfca1ad03E" frameborder="0" allowfullscreen></iframe> **(Source: YOUTUBE OER Resource** Embedded Video Link) https://youtu.be/yKHVudOVROA (**Source: Prepared by Faculty** using **Presentation Tube Software** Video Link) Power Point File [Prepared by Faculty: Linking from Google Drive] e-Resource PDF File [**Linking from Google Drive**] Video Prepared with "Screencastify" app	**ONLINE** Multiple-Choice Questions (QUIZ) **Online** Discussion Form **Online** Assignment Submission Feedback Chat

(5) Pre-Workshop Activity for Developing the <u>Video Tutorials [Quadrant-1]</u>

(a) FORMAT FOR PREPERING AN OVERALL <u>COURSE INTRODUCTORY VIDEO</u>

Prepare a PowerPoint Presentation with the Following Slides --- You are free to choose the topic of your choice
Slide 1: Name of the Course and the Coordinator Name
Slide 2: Brief Introduction to the Course
Slide 3: Pre-requisites to take the Course
Slide 4: Brief Description of the Modules to be covered
Slide 5: Broad Learning Outcomes of the Course
Slide 6: Course Evaluation
Slide 7: Any other information, which is appropriate to the Course

(b) FORMAT FOR PREPERING <u>1st WEEK</u> INTRODUCTORY VIDEO [POWERPOINT SHOULD BE PREPARED]
Slide 1: Name of the Course and Coordinator Name
Slide 2: Brief Introduction to the 1st Week Delivery
Slide 3: Brief Description of the Modules Covered in 1st Week
Slide 4: Broad Learning Outcomes of the 1st Week
Slide 5: Week 1 Evaluation Plan
Slide 6: Any other information, which is appropriate to the Week

(6) Pre-Workshop Activity for Using Open Educational Resources (OER) for e-content Creation [Quadrant- 2]
➢ Collect OER based E-content (Creative Commons) which is related to the content for your course. For every resource you identify, note its URL and type of licenses.
➢ Please collect a minimum of two resources related to your course for the following formats.
  • Text (pdf, word, ppt, excel etc.)
  • Audio / podcast
  • Video (Youtube.com and Vimeo.com)
➢ Please find OER at least one example pertaining to your course of which you can concept, licensing copyright issues. OER search on YouTube (reuse, remix, revise, redistribute and retain)
  • You may go to https://www.oercommons.org/ or use google advance search to find the OER for the above purpose.
➢ Please collect a minimum of two resources (Pictures) to your course for the following sources:
  • www.flikr.com
  • www.pixabay.com

Sample Format for Developing of 2 Weeks Online Course

Course Name:		
Subject Name:		
Medium of Instruction:	**Category (Applicant):**	**Nature of Course:**
Type of Course:	**Course Credit:**	**Course Duration(week):**

Course Objectives:

Course Outline:

Course Curriculum:

Pre-requisites:

Learning Outcomes:

Introductory Video URL:

Course Details:

Evaluation Methodology:

Assignment:	Practical:	Final Exam:	Others:

Course Content:

Module No	Module Name	Content Writer	Video Presenter	Content Reviewer	Technical Reviewer

Course Schedule:

Week No	Module to be covered	Nature of work	Remarks

Course Team:

BEST PRACTICES CHECKLIST

(VALIDATION OF PREPAREDNESS TO TEACH ONLINE)

Online Course Best Practices Checklist

How to use the Best Practices Checklist

This checklist provides a road map to developing a high-quality course beginning with the online syllabus and continuing with course design/organization, aesthetic design, interaction and collaboration, effective use of technology and assessments.

Use the columns to the right to fetch statement to assess whether or not the course contains that particular element.

Place a ☐ next to the item if the statement has been met. Not applicable (N/A) is marked when the element does not apply to a particular course. A space for comments is provided next to each checkbox.

Section 1: Course Information

This section refers to the online course syllabus and course information including objectives, student learning outcomes, course requirements and academic integrity.	☑	N/A	COMMENTS
Syllabus is easily located.			
Syllabus is available in a printer-friendly format.			
Course catalog information is provided: Description, units, prerequisites.			
Instructor contact information is available.			
Instructor office hours are available (online/on-campus).			
Required and supplemental textbooks, reading lists and course materials are listed.			
Learning objectives are clearly stated.			
Course Student Learning Outcomes are stated.			
Course communication instructions/guidelines are stated (i.e., Instructor email guidelines).			
Grading policy is clearly stated.			
Directions are CLEAR and easy to understand for tasks/assignments.			
Academic integrity policy is clearly presented.			
Specific technology requirements are stated (if needed).			
Late and make-up work policy is clearly stated.			
Student support: Course contains extensive information about being an online learner and links to campus resources.			
An orientation for the course is offered, online or on campus.			

Section 2: Course Design and Organization

Course Design and Organization refers to elements of instructional design in an online course. This includes the structure, instructional strategies, and the overall course set-up or course classroom.	☑	N/A	COMMENTS
Course is well organized and easy to navigate.			
Course structure is clear and understandable.			
Content is made available to students in manageable segments or "chunks" (e.g. organized by weeks, units, chapters).			
Content is appropriate for student learning of course objectives.			
Course schedule (calendar) is summarized in one place and clearly identifies overall plan of the course.			
Accessibility issues are addressed: color compliance and screen readability.			
All links used in the course are accurate and up-to-date.			
A timeframe is stated for modules, activities, and assessment.			

Section 3: Aesthetic Design

Aesthetic design refers to the overall appearance of the course and includes visual aspects such as color, typeface, images and other Element's key to presenting the course material.	☐	N/A	COMMENTS
A course banner is used to identify the course.			
Color and texture do not overpower the course information.			
Sufficient contrast between text and background makes information easy to read.			
Design keeps course pages to a comfortable length with white space.			
Images are used in course design to support course content.			
Image's area companied by text descriptions (All text) or captions for images that require a more complex description.			
Typeface is easy to read. Documents are created during Sans Serif fonts (e.g. Calibri, Arial or Tahoma) with a size of 12 point or higher.			
Styles such as titles and headings are used to format the document.			
Data organized in rows and columns are put in a table.			
Spelling and grammar are accurate.			

Section 4: Interaction and Collaboration

Interaction and Collaboration refers to the extent to which there is student-instructor, student-student, and student-content interaction. Exemplary courses should integrate many different ways to interact and collaborate in the online environment.	☐	N/A	COMMENTS
Student participation requirements/expectations are clearly stated.			
Instructor provides announcements/reminders.			
Instructor Email response time is clearly stated.			
Regular feedback about student performance is provided in a timely manner throughout the course (example: discussion board posts, assignments, quizzes, etc.).			
Course promotes an active discussion area, which encourages students to reply to each other.			

Contact is initiated with students in a variety of ways: (Select all that apply.)

☐ Announcements	☐ Phone conversations
☐ Participation in discussion board	☐ Chat sessions or virtual meetings
☐ Email	☐ Voice enabled messages
☐ Participation in online group collaboration projects	
☐ Face-to-face meetings (review sessions, scheduled meetings)	

Communication/collaboration tools used in the course:

☐ Email	☐ Chatroom	☐ Discussion board
☐ Whiteboard	☐ other	☐ Student presentations

Section 5: Effective use of Technology

Effective Use of Course Technology refers to the successful integration of technology in to the online course and its use in variety of formats that help students to achieve course goals and objectives.	☐	N/A	COMMENTS
Course makes effective use of online instructional tools.			
Course materials are presented using appropriate formats compatible across computer platform (pdf, rtf, mp3, etc.).			
A transcript accompanies audio materials (mp3, wav, etc.)			
Videos and screencasts are closed-captioned.			
Presentations are created using design templates found in the software and incorporate the above practices.			
Computer-simulated demonstrations are used to convey information.			
Social media tools (such as, Twitter, Facebook, Flickr) are used.			

What tools are used in the course? (Select all that apply)

☐Email	☐Chat	☐Journals
☐Calendar	☐Gradebook	☐Video/DVD
☐Graphics/Images	☐Wikis	☐Image Database
☐Blogs	☐Animations	☐Whiteboard
☐Audio	☐Survey	☐Podcasts
☐Quiz tool	☐Glossary	☐presentations/portfolios

Section 6: Assessment /Evaluation

The assessment category focuses on the ways in which the student is evaluated toward achieving the student learning outcomes and the quality, type, structure, and security of the assessments used.	☐	N/A	COMMENTS
Assessments are used throughout the course (e.g. not just one final exam).			
Anti-plagiarism software is used for written assignments.			
Sample assignments are provided to illustrate instructor expectations.			
Detailed instructions and tips for completing assignments are provided.			
riate security measures are enabled when computer testing, such as:			
Time limitations are placed on exams given online.			
Exams are password protected.			
Exams are proctored in a supervised environment if exams are given face to face.			
Exams are composing do question pools where possible to ensure online students have equivalent but different online tests.			
Questions on exams are seen one at a time.			
Students cannot backtrack.			

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