

Administrative Measures on Open-Book Examinations of the School of Architectural Engineering, Kunming University

Purpose and Guiding Ideology of Open-Book Examinations

An open-book examination is one in which examinees may refer to textbooks and other relevant materials when answering questions. It aims to assess students' ability to collect and process information, acquire new knowledge, analyze and solve problems, as well as their mastery of the connections between knowledge across disciplines, so as to form and develop their comprehensive qualities in various aspects.

Scope of Open-Book Examinations

1. Restricted electives and optional courses may adopt either open-book or closed-book examinations. No application or filing to the university is required for open-book examinations. The examination format shall be informed to students by the course instructor at the beginning of the semester.
2. Compulsory courses shall adopt closed-book examinations in principle. For compulsory courses that require open-book examinations due to special needs, an application must be submitted to the university. The instructor shall fill in the "Application Form for Open-Book Examination of Kunming University" two weeks before submitting the examination paper, obtain signatures from the teaching and research section director and the dean in charge of teaching, and then submit it to the Academic Affairs Office for approval and filing.

Requirements for Item Design, Marking and Administration of Open-Book Examinations

1. Requirements for the Compilation of Open-Book Examination Papers

The guiding ideology for open-book examination design is to emphasize the application of principles and viewpoints learned in the discipline to analyze, explain and solve key and hot issues in real society. It mainly focuses on

ability orientation, lays emphasis on assessing students' application ability, and aims to cultivate students' innovative spirit and practical ability.

- a. Focus on key points and avoid obscure questions; the exam must cover the main content of the course.
- b. The question types should be relatively diverse.
- c. Objective questions should account for a small proportion, with a score weight not exceeding 20%; subjective questions should account for no less than 80% of the total score. Answers must not contain content that can be directly copied from textbooks or other permitted materials, but should require students to summarize, analyze, and process information, thus facilitating the assessment of students' knowledge breadth and innovative ability, and avoiding oversimplification. Question types may be selected from the following: analytical questions, calculation questions, short-answer questions, case-based questions, material-based questions, and essay questions.
- d. For courses adopting open-book examinations, two sets of questions of equal difficulty must be prepared, and the submission procedure is the same as that for closed-book examinations.

2. Marking requirements for open-book examinations

To emphasize the assessment of students' ability to apply knowledge, examiners may adopt the principle of "assessing overall understanding rather than specific points" for highly subjective questions.

Specific paper marking requirements are the same as those for closed-book examinations.

3. Proctoring requirements for open-book examinations

- a. Students must take the exam at the time and location designated by the school.
- b. They must strictly abide by examination rules and complete the test independently, with no communication allowed during the exam.
- c. During the exam, students may consult textbooks, reference materials, and their own class notes, but are prohibited from bringing another person's notes or any photocopies to the examination.

Requirements for non-examination assessment methods such as thesis, design, or creative work

For courses assessed through the submission of a thesis, design, or creative work, assessment topics may be assigned uniformly, selected from a unified list, or chosen freely by students.

Uniformly assigned topics refer to a set number of predetermined questions issued to students, who are required to complete all of them.

Uniformly selected topics refer to a set number of predetermined questions provided as a pool, from which students choose one or more topics to work on.

Free selection allows students to choose any topic relevant to the course content.

Regardless of the method used, all topics must align with the fundamental teaching objectives of the course, comprehensively cover major aspects of the course content, and be designed in a scientific and appropriate manner that facilitates the application of knowledge students have acquired. The submitted thesis, design, or creative work must be clearly related to the content of the course.