EFFECTIVENESS OF OPEN BOOK EXAMINATION IN ENGLISH FOR STANDARD VIII IN DIFFERENT ENVIRONMENTS

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The effectiveness of digital storytelling in the classrooms: a comprehensive study. Najat Smeda. It places greater emphasis on the environment to facilitate the learning process (Jung [2008]). Obviously, students in different grades might need different levels of assistance and scaffolding. Therefore, students worked under the supervision of their teachers, and depending on each individual student, teachers provided help in constructing and creating the story. It is expected that the level of teacher support and the extent of scaffolding may vary across levels; teachers were prepared to provide this support through a series workshops (Smeda et al. examinations 24.1 A critical reading framework for empirical academic papers 28.1A The UK Professional Standards Framework 28.1B Areas of activity, knowledge and values within the Framework. Smeda et al. She has extensive experience of supervising research students and of examining doctoral dissertations in English and cultural history. She has published widely on cultural history, particularly in the modernist period. Alison Shreeve is Director of the Creative Learning in Practice CETL at the University of the Arts London, UK. Open book examinations can eliminate the need for total rote memorization of many pieces of information and allow the use of reference materials instead. For example, Francis (1982) investigated the effect of using open book tests in a university English literature course. This study investigated the differences in student performance on examinations taken in face-to-face, proctored testing environments and in online, open book, unproctored settings. Methodology The first part of this study compared the effects of open book testing in an online environment as opposed to closed book, proctored testing in a traditional classroom environment on student learning as measured by objective midterm and final examinations.