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I-CReST 2025:110-075 – Instructors' Perceptions and Readiness Towards Open Book Examination

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ABSTRACT

Malaysian's higher education institution has integrated open book examinations in ensuring the effectiveness of the educational assessment system. In conjunction to that, higher order thinking skill (HOTS) has been one of the prominent elements as it is aligned with the Malaysian Education Blueprint's policy in creating holistic students. However, there are several misconceptions concerning open book examinations as well as the teaching strategies used to integrated HOTS as it is claimed to be ineffective. Furthermore, creating questions for open book examinations is challenging due to the needs to cater to students' levels, hence this questions the educators' readiness and training in regard to the creating process. Thus, in this paper, it is aimed to discover instructors' perception towards the implementation of HOTS as well as their views and practices towards open book examination. We further extended the study by investigating their readiness in setting high quality exam question. With a total of 8 university's instructors and the employment of qualitative approach through semi-structured interview, the findings revealed that the instructors have various insights and are optimistic towards the implementations of higher-level thinking order in the examination. It is also found that they prefer the open book examination despite of having different ease of the administration. Lastly, most of them are experienced in conducting the examination despite facing several issues.

Keywords: Open book examinations; Higher-order thinking skills; Assessments; Instructors' readiness; Higher education