

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

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Guide

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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. 7 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. The difference in the performance of Caribbean and ESW students has a standard deviation of about 1 score point, around a mean of -0.4. Discussion. relative performance of different sub-groups. To attempt to summarize school differences, even after adjusting for intake, sex and ethnic background of the students and fixed characteristics of the schools, in a single quantity is misleading. The findings are not consistent with those of Smith and Tomlinson (1989) who argue that, because they found that the overall variation between schools in examination performance was much greater than the variations in the differences between ethnic groups, it is appropriate to conceive of a single dimension of school effectiveness.

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