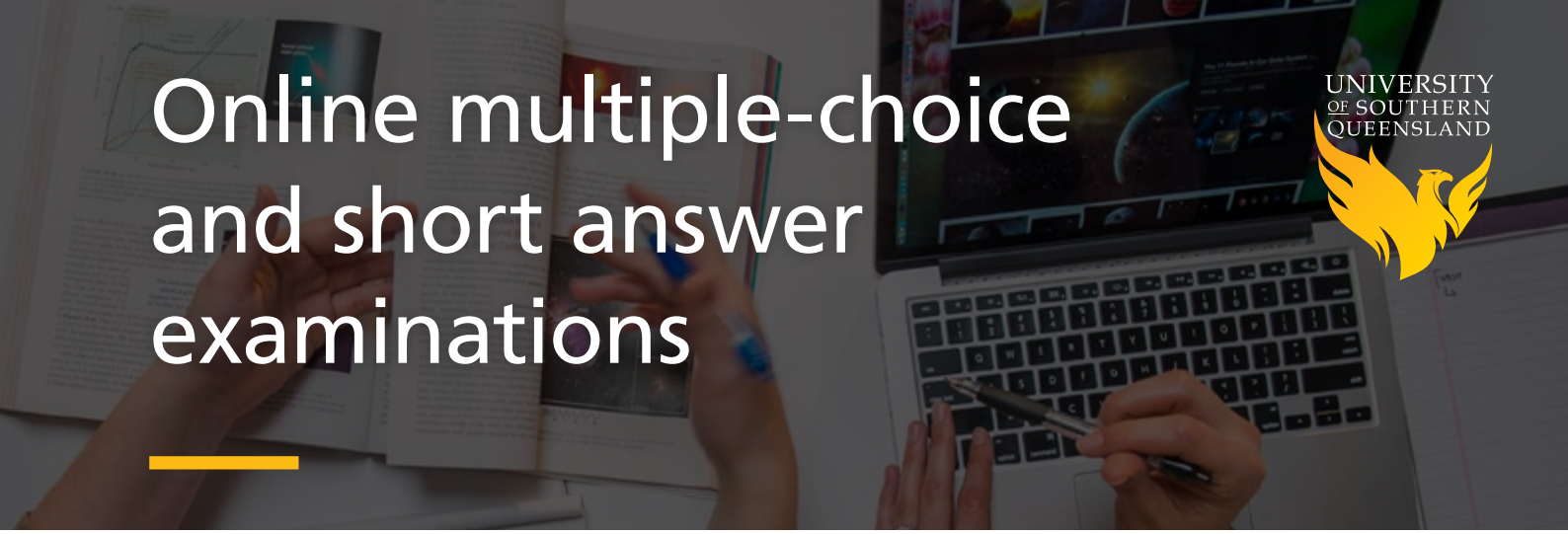

Online multiple-choice and short answer examinations

UNIVERSITY OF SOUTHERN QUEENSLAND

This document summarises recent research that articulates the benefits, issues and recommended practices online multiple-choice and/or short-answer examinations. These are assessments, mediated by Moodle tools in the Learning Management System (LMS), which at USQ is referred to as StudyDesk.

Benefits	Potential issues	Suggestions
» Keeps students up to date with key concepts (Salas-Morera, Arauzo-Azofra, & García-Hernández, 2012) » Timed assessments leave less opportunity for cheating compared with face-to-face examinations (D'Souza & Siegfeldt, 2017) » Students perceive repeated use as positive because they help with memory (Boitshwarelo, Reedy, & Billany, 2017) » Multiple attempts or instances of online exams of this type develop student mastery (Boitshwarelo et al., 2017; Salas-Morera et al., 2012)	» Careful design is required to ensure higher order learning, and avoid student guessing (Hemming, 2010) » Student learning success requires immediate, quality feedback (Boitshwarelo et al., 2017) » Students perceive online tests to be "easy" (Hemming, 2010) » Un-proctored online tests linked to cheating, and hacking (Boitshwarelo et al., 2017)	» Scaffold the test with multiple practice tests (Salas-Morera et al., 2012) » Use case study questions to trigger higher order thinking (Boitshwarelo et al., 2017) » Develop customized, automated feedback for immediate student correction (Gamage, Ayres, Behrend, & Smith, 2019; Hastie & Goldfinch, 2010) » Create new questions for each test and avoid publisher test banks (Boitshwarelo et al., 2017)

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