



Online take-home examinations

This document summarises recent research that articulates the benefits, issues and recommended practices for online take-home examinations.

Take-home examinations are a task that is announced to students at a pre-determined point of the semester. Students are given a set time limit (24 hrs to a number of days) to research, write and submit their answer via the LMS assessment portal.

Benefits	Potential issues	Suggestions
<ul style="list-style-type: none"> » Can facilitate authentic, lasting learning and achievement of particular knowledge and skills (Bengtsson, 2019; Johnson, Green, Galbraith, & Anelli, 2015) » Provides a more realistic task timeframe for busy students (Dagilyte & Coe, 2019; Johnson et al., 2015) » No requirement for proctoring (Bengtsson, 2019) » Can be used to test teamwork (Bengtsson, 2019; Johnson et al., 2015) » Often less stressful for students (Bengtsson, 2019) 	<ul style="list-style-type: none"> » Greater risk of cheating (Bengtsson, 2019; Dagilyte & Coe, 2019; Johnson et al., 2015) » Writing and marking time is longer; students spend time searching for answers (Bengtsson, 2019) » May require rubric development and longer marking time » May not be preferred by students who do well in closed-book exams (Johnson et al., 2015) » Greater pressure to ensure exam spacing » Impact on diverse students in terms of accessibility and learning support (Dagilyte & Coe, 2019) 	<ul style="list-style-type: none"> » Use rigorous open-ended questions to elicit higher order thinking » Provide support for academic and research skills required for exam (Johnson et al., 2015) » Contextualise questions, require references to course materials, and student justification of responses to minimize contract cheating (Dagilyte & Coe, 2019) » Use Turnitin for student submissions » Random scramble or allocation of exam questions » Narrow-timeframe for completion » Introduce an honour code and make clear the impact of cheating (Bengtsson, 2019)

References

- Bengtsson, L. (2019). Take-Home Exams in Higher Education: A Systematic Review. *Education Sciences*, 9(4), 267. Retrieved from <https://www.mdpi.com/2227-7102/9/4/267>
- Dagilyte, E., & Coe, P. (2019). Take-home exams: Developing professionalism via assessment. In A. Bone & P. Maharg (Eds.), *Critical perspectives on the scholarship of assessment and learning in law* (Vol. 1: England, pp. 109-138). Canberra: ANU Press.
- Johnson, C. M., Green, K. A., Galbraith, B., & Anelli, C. M. (2015). Assessing and refining group take-home exams as authentic, effective learning experiences. *Journal of College Science Teaching*, 44(5), 61-71. Retrieved from <http://hdl.handle.net/2376/5608>

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