

Final Exam Strategies

University of Michigan-Dearborn, Winter 2020

Exam or Final Assessment Options	Potential Impact on Student Performance and Well-Being
<p>If you are able to give an alternative assessment as your final exam, consider:</p>	
<p>(1) Low-stakes assignments online could include a reflection on course learning, an essay connecting or synthesizing various topics in the course. These assignments could be submitted and graded in Canvas.</p>	<p>An equitable practice; reduces anxiety for students; uses reflection as a good practice for enhancing and demonstrating learning; reduces opportunities for academic dishonesty</p>
<p>(2) Open-book alternative assessment or assignment online: A mostly multiple choice exam could be reconfigured into a short answer online assessment; a traditional exam could be changed into a graded alternative assignment such as:</p> <ul style="list-style-type: none"> ● student video presentations with responses in a Discussion ● culminating written papers ● case studies ● group projects ● peer-graded assessments ● or some combination of the above 	<p>Open-book alternative assessments can be more equitable and may be preferred by students during times of distress. Faculty will need to take into account student familiarity with these types of alternative assessments and communicate their expectations clearly.</p>
<p>If you need to preserve your final exam in its original form, consider:</p>	
<p>(3) Unproctored exam online (open book) using Canvas quizzes or Assignments.</p>	<p>Expect some anxiety for students new to online testing, although that tends to be less of a concern for open book exams. Open book decreases the summative function of the exam, but this issue may be outweighed by the exam's potential to promote additional learning. This practice is more equitable than 4, below. Some faculty choose to make unproctored exams timed; in this case we recommend giving students a full 8-hour day to take their exam.</p>

(4) Online, proctored exam (closed book)

Note: Unless you already have included online proctoring in your syllabus, resorting to online proctoring mid-semester (with a site such as ProctorU), is not allowed.

Proctored exams are charged directly to students and they tend to increase student anxiety; also, students may lack workspace and/or technology to carry out an uninterrupted, proctored exam. Students may already be experiencing high stress due to public health concerns, and a high stakes exam may exacerbate this, resulting in poor performance.

Adapted from UC Davis's [Keep Teaching site](#).