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Deconstructing Exams for Remote Learning

The shift to remote learning has come with many challenges, not least of which is designing authentic assessments that are less likely to encourage academic misconduct. One thing was clear: large, high stakes exams weren't going to work, unless one was willing to use intrusive surveillance techniques. (I wasn't.)

My considerations were as follows:

- I want assessment to be a learning tool, not a measuring tool. I want students to learn from their feedback and believe growth is possible.
- I have too many students and too few resources to do something like mastery grading.
- I'm not so great at designing highly engaging problems, but pretty OK at course design.

With this in mind, I decided to "deconstruct" my exams (in the culinary sense, of taking them apart). A midterm and final became 5 chapter tests. The single day timed test became a week-long cycle, with several components: a chapter review, an individual test, a group test, and a test "wrapper".

I'll describe each of these components, and why I chose them, and discuss the effectiveness of this approach, for both academic integrity and student success.