



Research in Engineering Education Symposium & Australasian Association for Engineering Education Conference

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WORKSHOP

What to do with late online exams?

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WORKSHOP MODE

Hybrid during Perth business hours

OVERVIEW OF WORKSHOP

Online exams allow for the assessment of remote students, they offer lower cost overheads (than in-person exams) and facilitate the use of advanced software packages in examination. So during COVID they have become much more normalized in engineering education.

But unlike in-person exams, there is no easy way to enforce the end of the exam. And unlike assignments, an extra ten minutes of working time can offer significant student advantages. So what should happen when students submit their online exam late?

Some Universities have automatic fail policies for late submission. Some impose a pro-rata late penalty. Some offer a grace period for late submission before imposing a penalty. Some have no penalty. Often there is no consistent policy within the same institution (instead local divisions or individual lecturers impose different rules).

This workshop will review the diversity of practices from the workshop participant's host institution and facilitate a guided discussion of what consequences should exist for late submissions and why. The workshop will be scaffolded with preliminary results from an analysis at the University of Melbourne.

ACTIVITIES

The workshop will use a series of games and interactive activities on a Miro board to facilitate a discussion of what policies currently exist (in each participant's own institution) and what policies they believe *should* exist and *why*.

TARGET AUDIENCE

Subject coordinators, people involved in teaching or engineering education academics. Prior knowledge of assessment policies is not required for participation in the workshop.

OUTCOMES

With the rapid transition due to COVID, many online teaching and assessment designs have been created ad hoc; there is now an opportunity to critically reflect and optimize online teaching models and assessment. The workshop will facilitate a conversation that academics can bring back to their own institutions, with a document summarizing the key findings from the workshop.

KEYWORDS

Online exams; automatic fail; timed assessment

PRESENTERS' BACKGROUNDS

I am an early career teaching specialist in the Department of Chemical Engineering at the University of Melbourne. In 2021, I accepted 2 new roles as Assistant Dean (Student Life) in the Faculty of Engineering and Information Technology (FEIT) and as Deputy Chair of the Teaching and Learning Quality Assurance Committee (TALQAC) a sub-committee of Academic Board at the University of Melbourne, focusing on teaching policy and compliance.