

RETHINKING EXAMS IN LARGE LECTURES

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Exams are both time-consuming for instructors to grade and imperfect at assessing the depth of student knowledge. Exams that have to be completed in a short amount of time force students to quickly read the problems, determine the solution, and convey those solutions coherently. This artificial time constraint can be problematic for students. Why not think about the examination process differently? The author assigned a portion of some exams to groups and asked that these be completed outside of the classroom. Student often did the group portion by presenting solutions via video or as a result of using software to analyze their data. Discussion of these and other approaches along with some quantitative results will be presented.