

Advantages and disadvantages of a Take-home exam

Advantages	Disadvantages
<p>A take home exam ensures a longer retention of the material. The research by Rich (2011) has shown that when studying for a take-home exam, students more frequently review the textbook and notes, compared to studying for an in-class exam. Additionally, student were more likely to summarize material in their own words, and ask questions in class</p> <p>Reduces stress and performance anxiety Students have much more freedom in selecting the most convenient time and place to take the exam. This is positive for students who cope with performance anxiety (Rich, 2011).</p> <p>More in line with the professional practice A take home exam gives a teacher the possibility to develop an examination that consists of items or assignments that are more authentic and matches professional practice.</p>	<p>Just learning the essentials The research by Haynie (2003) has shown that students only focus on the information that is needed to complete the take-home exam. They don't tend to gain more insight in other learning material. More complex exam questions or -topics will prevent that from happening, as well as preparing students more extensively for this type of examination.</p> <p>Cheating is a possibility The student is able to ask for help when processing the information. It is therefore important to be clear about the rules. Tell students for example that collaboration with other students is possible, but that the personal part must be visible in the end. Another option would be to give every student a different type of question or assignment, so as to greatly diminish the opportunity for cheating.</p> <p>Correcting the exam It is more difficult to correct the examination because of the diversity in answers between students. Therefore, determine prior to each period what the learning goals are and which certain elements must be recalled in a specific answer.</p>

References

- Haynie, W.J. (2003). Effects of take-home tests and study questions on retention learning in technology education. *Journal of Technology Education*, 14(2), 6-18.
- Rich, J. (2011). An experimental study of differences in study habits and long-term retention rates between take-home and in-class examinations. *International Journal of University Teaching and Faculty Development*, 2, 1-10.