“Make sure your voice is heard, don’t go with majority if you have a different answer. Just explain your thoughts!”

Student and Faculty Recommendations for Two--Stage Collaborative Exams

Rebecca J. Cobb,
Tara Holland, Lara Aknin
Simon Fraser University
Debrief

What was this like for you?

Drawbacks and advantages?
“Make sure your voice is heard, don’t go with majority if you have a different answer. Just explain your thoughts!”

Student and Faculty Recommendations for Two-Stage Collaborative Exams

Rebecca J. Cobb,
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Simon Fraser University
Compared to a regular midterm, the 2-stage exam was...

- Worse
- Same
- Mixed
- Better
“More positive! More learning involved, which is the purpose of the class and of evaluating our work.”

“I felt using the multiple choice as discussion was pointless, written would be better. I wish we didn't have to stay as long!!! I felt stuck :(“
Emotional Responses

- Reduced anxiety (general)
- Reduced post-exam anxiety
- Reduced anticipatory anxiety
- Negative Emotions
- Interest, enjoyment, liking
- Increased anxiety (general)
- Increased post-exam anxiety
- Increased during-exam...
- Increased anticipatory anxiety

Count
“...it was more fun than I thought it would be (and interesting).”

“Afterwards helped me feel more confident...”
“I felt a bit more relaxed during individual stage since I know there is a group stage later where I might be able to improve my result.”

“I liked comparing answers with my group members after the exam and think it calmed me down more than I would be after other exams.”
Negative emotions

“more stressful/pressure”

“I liked talking out answers but got frustrated with one stubborn group member”
Drawbacks

Unfairness: 0
Rely on others: 4
Noisy: 9
Mentally fatiguing: 1
Lack of group contribution: 3
Dissatisfaction with group: 2
Dislike added time: 6

Stated Drawbacks
“Your group members may be less competent than you.”

“I don't want to rely on others.”

“...giving free marks to those who do not try or even care.”
Benefits

- Immediate feedback
- Grade boosting
- Enhanced learning
- Took more time with individual exam than normally would
- Collective struggle
“...helped me see a different perspective ...”

“Helps retain more info after exam.”

“I remembered and learned more information...”
“They [two-stage exams] rock! Don't rely on the other people, you still have to study but enjoy the input of other people/opinions too!”
“Relax! It's helpful.”

“Do not stress out and just relax. Study as much as you can but don't overthink or worry.”
Be collaborative!

“Don't be afraid to argue your point if you really believe you are right (one person in my group changed all our minds on an answer!)”
Faculty recommendations for change

• Provide students with the results of this study
• Include some written questions in phase 2
• Ground rules discussion prior to exam
Thank you!

Teaching and Learning Development Grant (ISTLDG)
Study Habits

• “I study equally as hard for both exams so it doesn't change much for me.”
• “I studied the same and don't expect to change my habits”
What students do during the break

- Worried about exam: 0
- Went to the bathroom: 5
- Sat quietly, rested, did nothing: 10
- Reflection on exam: 15
- Read: 20
- Puzzles: 25
- Other: 30
- Count: 35
Student recommendations for change

- 74% of students responded “no change”
- 7% of students responded “more time”