Handout for Participants

Designing Take Home/ Open Book Exams

Higher Order Questions - Exemplars

Example 1
A patient comes into emergency room with the following symptoms… [insert/adapt here]
  • What is the first thing you would do? And why?
  • What is the first test you would order? And why?
  • What would be the worst thing to do? And why? (Jim Sibley, UBC)

Example 2
Given 3 possible programs to end homelessness in your city, select the program that is the best and will likely be most strongly supported by local agencies and Civic leaders? (Michaelson & Sweet)

Example 3
What is the most relevant theory that explains the behavior in the video? (Kubitz and Lightner)
Note: This can be a higher order multiple choice question if the theory is given in the stem as a video. To turn it into written response it needs to as for explanation in the selected theory.

Example 4
After assessing Mrs. Randall’s dining room what would be your first recommendation to protect her from falls? (Clark)

Example 5
What line on this tax form would pose the greatest financial risk due to an IRS audit? Why? (Michaelson and Sweet)

Example 6
Given a set of real data, which of the following advertising claims is least (or most) supportable? (Michaelsen and Sweet)

Possibilities and Approaches

**Essays and papers** -- Devise essay questions that assess student’s knowledge of the course objectives. These questions can be shared as timed essay exams or as an assignment that is emailed or submitted via the learning management system. Below are a few ideas and some alternatives to get you started.

- **Executive Summary**: require students to provide a synthesis and summary of the chapters or to provide essential information to a possible client regarding course materials.

- **Create an infographic or Poster Session**: have students apply what they’ve learned. This could be an option for a paper or other report.

- **Real-life application questions**: Ask students to write an essay on an issue. For upper-level courses, they could write a conference proposal or mini-grant request.

- **Road Trip**: have students select and defend five locations that someone should visit so that they could form an understanding of the course material. Excellent for history, literature, and social science courses.
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● **Prepare letter to government official:** Ask students to prepare a letter to a government official in response to a policy related to the class, based on course materials.

**Alternatives to the Paper**

If you want to see your students share the information, ask them to present it in a recorded webinar and share it, or tell you about what they've learned via a telephone conversation.

● Live (webinar) oral reports: use Collaborate Ultra or another video-conference tool to allow students to present what they know about an essay question in 5-10 minutes. Make sure that students know that they may need to answer questions about the topic. If students do not have the tools needed to participate in a video conference with you, consider arranging phone calls.

● Recorded Oral Reports: have students present their information in a 5 to 10-minute presentation. Share information with students on acceptable formats (mp4). If students do not have the tools needed to record and upload, consider arranging phone calls

**Portfolios**

Have students write various essays or solve various problems to show their understanding of the course material as appropriate for a portfolio of their work. Allow students to use a wiki, any free blog software, such as WordPress, or even a Word or PowerPoint document to create their final document. Excellent for synthesis.

**The create-our own product exams**

Students use their own knowledge and skills learned in the course to create a workable and useful product. This employs the highest level of Bloom taxonomy “to create” and makes a great component for job-seeking portfolio after graduation. Ideas can be varied.

● Computer courses can have final exam assignment a such as creating an app or a software

● Writing courses can have final exam assignments such as write a story, write an essay using certain themes (For example, American literature 1 can ask students to write a paper using certain style)

● Math and science courses can have a final exam such as creating a video explaining certain concepts in the course including examples of problem-solving

https://www.sfu.ca/cee/services/online-exam-options.html

https://community.pepperdine.edu/seaver/center-teaching-excellence/keep-on-teaching/online-tests.htm

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https://docs.google.com/document/d/1oM6hviX9B8JrU1jjBAEaLaR3Vvd_EyHUH8dJtLHQeqM/edit?usp=sharing

https://docs.google.com/presentation/d/1J42ILRdh80VlX3g9r_m2KfxapS45LG0s6AMXWB_dJM/edit?usp=sharing