

ASSESSMENTS: AN OPEN AND CLOSED CASE

R. Nazim Khan (nazim.khan@uwa.edu.au)

School of Mathematics and Statistics, The University of Western Australia, Crawley WA 6009, Australia

KEYWORDS: open book assessments, mathematics, statistics.

ABSTRACT

Open book assessment is not a new idea, but it does not seem to have gained ground in higher education. In particular, implementing this in mathematics and statistics courses seems infeasible. There is not much literature on such applications. This paper is on the experience of open book assessments in a first-year business statistics course. I will outline my approach and discuss the findings. Data over three semesters of open book assessments provided some interesting results when compared with the closed book assessment regime.

Proceedings of the Australian Conference on Science and Mathematics Education, University of Sydney, Sept 29th to Sept 30th, 2014, page 42, ISBN Number 978-0-9871834-3-9.