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## **Comparison of Institutional Innovation: Two Universities' Nurturing of Computer-based Examinations**

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### **Abstract**

University students are rarely permitted to use their own personal computers in examinations. Yet this bring-your-own-device strategy appears essential for an economically sustainable transition to high stakes assessment using these ubiquitous professional tools. The focus is away from internet-based online testing, and on local use of personal computers isolated from networking infrastructure (to prevent collusion), under the watchful eye of invigilators. Our respective institutions are leading this transition in the United Kingdom and Australia, so we report on the gradual nature of the transition and the technologies involved. Further, we provide a comparison of university student perceptions about essay-style writing by hand or keyboard, and willingness to adopt computer-based examinations. Generally institutions and students prefer a graduated transition through paper-replacement examinations with free choice of writing implement, before moving to compulsory computer use and questions incorporating multimedia and software use. The paper concludes with recommendations for consideration by other universities considering adopting computers in high stakes assessments.

### **Keywords**

eExaminations, bring-your-own-device, essay-style writing, institutional adoption.

### **Biographies**



**Andrew Fluck** is a teacher educator at the University of Tasmania. He has an interest in curriculum transformation through the use of computers; developed an eExam system for students to use their own computers in high stakes assessment; and serves on the executive of Working Group 3.3 (research into educational applications of information technologies) for IFIP/UNESCO. See more at <http://www.educ.utas.edu.au/users/afluck/>.



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