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Enhancing Business Statistics Teaching for Large Cohorts with Excel-Based Assessments and Adaptive Grading

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Abstract

In modern university courses, teaching methodologies have increasingly integrated interactive tools and personalized learning techniques, with a strong emphasis on digital assessments and automated grading solutions. These innovations have revolutionized the assessment process, particularly for large cohorts. Traditional paper-based exams, while effective, are often impractical for large classes due to the significant time and effort required for grading. As a result, many courses rely on multiple-choice exams, which, though scalable, lack the depth of feedback and are prone to chance-based results.

In contrast, computerized exams, especially those utilizing platforms like Excel, offer a scalable and efficient alternative for both assessment and grading. Over the past seven years, the author has successfully implemented Excel-based exams for a second-level Business Statistics course, allowing for a more comprehensive evaluation of student performance. This paper details the design and execution of these Excel-based assessments, emphasizing how tailored grading procedures with step-by-step feedback can streamline the evaluation process. Additionally, a tailored grading approach allows for rapid, detailed evaluation, enabling a single instructor to assess the performance of hundreds of students within a week. This approach enhances the learning experience and demonstrates how technology can streamline grading for large cohorts while maintaining stepwise feedback and academic rigor.

Conference Track

Innovative Education