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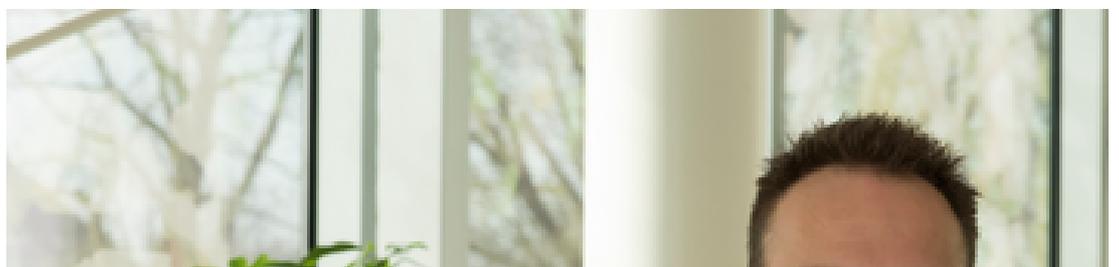


## GUEST POST: Cumulative Compensatory Assessment in Engineering Education

FOR RESEARCHERS (/BLOG/CATEGORY/FOR+RESEARCHERS), FOR TEACHERS  
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Procrastination – that is, delaying the start or completion of intended work – is extremely common among higher education students (1). Anton, this academic procrastination was problematic because it reduced the effectiveness of his instruction. Specifically, the classes and effect of academic procrastination, we designed an intervention that should promote retrieval practice and spaced study, and we assessed

One approach to battling procrastination is to intersperse summative assessments throughout a course (e.g., (4)). Recently, a new variant been offered until that point (that is, all these assessments are cumulative). Due to this accumulation, students are encouraged to test their combined to a single score that weighs in for the final course grade. As a result, students can compensate for poor performance on one te

## What we did

We worked together to design a cumulative compensatory assessment intervention and a research plan for the field experiment, which A: assignments related to that content. The rest of the course load – approximately 42 hours – had to be spent on self-study. All 105 students cumulative compensatory assessments during the course according to the schedule in Table 1.

Each cumulative compensatory assessment consisted of 10 questions (see Figure 1 and 2 for examples) and these were aligned with the qu

The only difference between the assessments during the course and the end-of-course exam was in the the test items: free response and sl and immediately after the test student received their score on a 10-point scale. Furthermore, the teacher (either Anton or his colleague) e: allowed to take the cumulative compensatory assessments as well so that they could monitor their own learning process. However, for the Science 2. This delayed tests were comparable to the cumulative compensatory assessments administered during Materials Science 1 in c

## What we found

On the qualitative side, Anton and Alain noted that students in the cumulative compensatory assessment condition were better prepared for the condition, students who attended the cumulative compensatory assessment lessons were very positive about the feedback they received.

On the quantitative side, we found that the students in the cumulative compensatory assessment condition did particularly well with a marginally small and not statistically significant. By contrast, we found quite a large and significant cumulative compensatory assessment advantage and that the lack of attendance was largest in the cumulative compensatory assessment group. To rule out selective drop-out, we compared

## What we learned

Students and teachers (Anton and Alain) were positive about the use of cumulative compensatory assessment. In addition, when we shared the effect of cumulative compensatory assessment becomes apparent. However, colleagues sometimes also express concerns about the summative cumulative compensatory assessment comes with high bureaucratic costs such as grade administration. Considering these concerns, we will look at immediate and delayed performance. The results of this study may be interesting input for a future blog post :-)

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