

# Comparing grade outcomes of online and in-person tests in the college classroom: Does the testing modality matter?

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Online testing may increase equity/inclusion and reduce barriers (e.g., test anxiety) (CAST, 2018, 2024; Hanesworth et al., 2019)

**Research Question:** When students write their test online, does it affect performance?

## Methods

**Participants:** Two cohorts ( $n = 26$  and  $n = 21$ ) in a SSW psychology course.

### Materials and Procedure:

- Test (45 MPC, T/F questions); 2<sup>nd</sup> test in the course
- Format:
  - F2022: paper and pencil (F2F)
  - F2023: DC Connect (online)

## Results

- Higher grades online ( $t(45) = 2.44, p < .05$ )
- Still sig. after controlling for final grade ( $F(1, 44) = 21.84, p < .001$ )

Test Modality	Grade				
	Test Grade			Final Grade	
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
In-person	21	73.81	17.16	81.61	11.05
Online	26	83.19	9.82	80.29	10.38

## Discussion

### Possible causes:

- Reduced barriers/anxiety (UDL)
- Academic integrity

Online tests may be more inclusive and accessible

**Limitations:** Sample size and generalizability; between-subject design

### References

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