

Nr: 49

Do Excel-based unsupervised examination improve learning and reduce cheating?

Iñaki Rodriguez Longarela, Stockholm Business School

Muntlig presentation

Abstract

The rapid diffusion of generative AI has led many higher-education institutions to question the validity of unsupervised assessments. This presentation contributes to the conference theme by exploring how unsupervised evaluation can be retained through thoughtful assessment design. Focusing on a large undergraduate finance course, I examine the introduction of Excel-based problem-solving tasks alongside multiple-choice questions in unsupervised exams. The teaching challenge addressed is twofold: how to reduce inflated performance in unsupervised assessments, and how to promote genuine understanding in an AI-rich learning environment. The contribution builds on Scholarship of Teaching and Learning (SoTL) by analysing student performance across unsupervised and supervised assessments, using within-student and within-question comparisons. The findings show that requiring structured Excel submissions substantially reduces over-performance in unsupervised tasks while improving performance in supervised exams, indicating meaningful learning gains. Importantly, the approach also opens the door to a critical and mindful use of AI: students may use AI tools, but must interpret, structure, and justify their reasoning rather than copy answers. Teaching colleagues will take away a practical, evidence-based framework for designing unsupervised assessments that could remain pedagogically valuable.