Choose your own adventure: understanding why students prefer certain types of assessment

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Abstract

Empowering students with choice when it comes to assessment is shown to have a positive impact on student satisfaction and success, with previous studies finding a more flexible approach to assessment can promote engagement and performance. However, very little is known about why students choose certain types of assessment. Building on previous research, this study examines the many factors that influence student choice of assessment in an undergraduate business unit. Leveraging data collected over two semesters, our study found that student choice of assessment was primarily influenced by whether students thought the assessment was interesting, with 46% of overall respondents stating that this strongly influenced their decision. Requirements easy to understand (41%) and Better schedule fit (39%) rounded out the top three reasons for choosing an assessment. In contrast, only 22% of students were strongly influenced by the relevance of the assessment to their current career and 23% to the relevance to their future career. This raises some critical questions for educators, and the higher education sector more broadly, given the apparent focus on the creation of career-ready graduates. As such, our results can help higher education institutes determine the best possible mix of assessment tasks, by better understanding the wants and needs of students in order to provide a high quality learner experience.

Practitioner Notes

1. Providing students with assessment choice can increase their sense of self-determination and proactivity in managing their own learning.
2. Studies indicate that a flexible assessment approach enhances student engagement, positively impacting satisfaction and success.
3. Student assessment choice is mostly influenced by perceived interest in the task (46%), while relevance to current or future career has little impact (22% and 23% respectively).
4. Educators should provide interesting assessments and clearly communicate the purpose and relevance of assessment to students.
5. Providing clear assessment guidelines can help students make informed choices and reduce issues such as choice overload and anxiety.

Keywords

Assessment choice, flexible learning, student choice, higher education

Introduction

Amidst the evolving landscape of tertiary education, understanding flexible approaches to student learning has become an increasingly important area of focus. Several recent studies examining the benefits of flexible approaches to student learning, focused on the provision of student choice, as it related to assessment (Hanewicz, Platt, & Arendt, 2017; Jopp & Cohen, 2022; Rideout, 2018). While these studies generally reported positive findings in terms of both student feedback on assessment choice and overall satisfaction with a unit, (Hanewicz et al., 2017; Jopp & Cohen, 2022), the reasons behind student choice of assessment remain underexplored. This is important, as the pedagogical imperative of assessment choice should not be simply to improve student satisfaction, but also to further the achievement of the associated learning outcomes in preparation for their future employment. This is emphasised by Carless (2015) who states that "student learning should be a primary aim of all assessment" and that this emphasis may be referred to as "learning-orientated assessment" (p. 9).

Previous research emphasised the ability for students to choose assessment tasks that suited their individual skills or interests (Arendt, Trego, & Allred, 2016; Sambell, McDowell, & Montgomery, 2012) while others discussed the importance of developing future employability skills (Irwin & Hepplestone, 2012; Kaur, Noman, & Awang-Hashim, 2018). Indeed, Irwin and Hepplestone (2012) suggest that "students may choose a format (of assessment) that has transferability for their personal future careers" (p. 774). Likewise, Jopp and Cohen (2022) suggest that decisions around assessment choice are likely to be made in alignment with students' professional aspirations. While these studies acknowledge various factors influencing the choice of assessment, they do not explicitly research the reasons driving student choice, instead focusing on the outcomes of the initiative, in relation to student satisfaction, engagement, and/or success.

Earlier research by Cook (2001) suggests it may be possible to consider basic intrinsic versus extrinsic motivation when it comes to assessment. Students may choose an assessment because they have an inherent interest in the activity or they enjoy it, or because there is some external pressure at play (e.g., the need to develop employability skills). However, this hypothesis is not explored in Cook's study, instead general conclusions are made regarding the positive outcomes associated with the provision of assessment choice, including increased levels of student engagement and a reduction in student stress and anxiety.

In recognition of this important gap in the literature, this study examines the reasons for student choice of assessment in an online business subject over two semesters in 2019 and 2020. This study builds on research by Jopp and Cohen (2022) which outlined the implementation and outcomes of an assessment choice approach used in an online bachelor of business course across two semesters in 2018 and 2019. Consistent with the prior

literature (Cook, 2001; Hanewicz et al., 2017; Rideout, 2018), their study showed increased student satisfaction and overall support for the provision of assessment choice. However, the initial results of this study did not delve into the rationale behind student's choice of assessment task, instead focusing on the broader implications for student engagement, success, and satisfaction.

As such, the over-arching aim of this study is to explore the factors influencing student choice as it relates to assessment. In this case study, students enrolled in an online business unit were given a range of assessment options to choose from. Each option had the same weighting, and students could only select one option for each assessment task. On completion of the subject, students were asked to identify which factors influenced their decision to choose a particular assessment task, covering areas such as skill development, career relevance, interest, and confidence, amongst others. Analysis of these findings provide educators with a better understanding of why students may choose a particular type of assessment, allowing for the formulation of more pedagogically sound assessment regimes, which better align with the wants and needs of current and prospective students.

Literature

Assessment plays a crucial role in student learning (Gibbs & Simpson, 2005; P. Williams, 2014) as it shapes how students learn and what they achieve, making it a significant factor in their overall educational experience (Bearman et al., 2016). This study builds on the existing literature related to assessment choice, also referred to as flexible assessment, student choice, and selected assessment (Cook, 2001; Pretorius, van Mourik, & Barratt, 2017). Providing students with choice in assessment is shown to be beneficial as it encourages a sense of ownership and control for students and enables them to select assessment based on personal interests and capabilities (Sambell et al., 2012). Despite this, Rideout (2018) notes that flexibility in terms of assessment choice has received relatively little attention within the literature.

Approaches to the implementation of assessment choice may involve a variation in the assessment weighting, type or format, timing and marking criteria used (Pretorius et al., 2017). For example, Rideout (2018) conducted a study whereby students had the ability to choose different assessments and weightings, or stick to those proposed by the instructor. This study found that the majority (62%) of students made some change to their assessment and that satisfaction with this flexible approach was high (Rideout, 2018).

Similarly, a study by Hanewicz et al. (2017) introduced a flexible assessment approach using a points accumulation system, with more points equating to higher grades. While this approach had positive outcomes in relation to student satisfaction, it was also noted that it relied on a complicated points system, with more points equating to a higher grade. This was similar to an earlier study by Arendt et al. (2016) which allowed students to choose assessment tasks worth varying points. Indeed, this study allowed nearly 60 assessment options, with Jopp, Chalmers, Luxton, and Cohen (2021) noting that "The flexibility afforded by this assessment regime needs to be balanced with its complexity" (p. 98).

Pretorius et al. (2017) provided flexibility in assessment by allowing students the opportunity to invest in optional tasks. Their study found that most students (66%) elected to complete the

optional tasks. Again, feedback suggested that students appreciated the ability to proactively manage their own learning. Further studies by Beymer and Thomson (2015) and Paullet and Pinchot (2021) also found that providing assessment choice to students is useful in engaging students with their learning.

Drivers of student choice

Despite growing support for the provision of assessment choice, the literature remains sparse when it comes to understanding the factors driving student choice (Arendt et al., 2016; Dotger & Causton-Theoharis, 2010; O'Neill, 2017). One study conducted by O'Neill (2017) concentrated mainly on issues of equity in the provision of assessment choice, but also asked students to indicate why they had chosen specific assessment methods, with the most common responses being that the assessment approach chosen suited their organisational skills (21%), or they were confident they could do well (21%). Additionally, it was observed that many students were interested in trying something new or different (19%), rather than a familiar type of assessment (13%) (O'Neill, 2017). This was broadly supported by Arendt et al. (2016) who found that study components which take into account student interests enhance motivation to learn, and by Dotger and Causton-Theoharis (2010), who stated that allowing students choice in their learning approach, which aligns with their interests, increases their desire to learn.

Ting and Lee (2012) looked at the attributes impacting student choice of elective units of study, within the Malaysian Higher Education context. These attributes included students' perceived interest in the subject material, perceived difficulty of subject material, and perceived exposure to future career skills. Results here showed that students were most interested in the perceived difficulty (or lack thereof) of the content, although it was acknowledged that this choice may be due in part to a focus on grades rather than the learning process itself within the Malaysian education system (Ting & Lee, 2012). This position is broadly supported by Kaipa (2020) whose study determined that student choice of multiple-choice type exams over essays and short answer exams was primarily driven by the perception that this type of questioning was easier.

Other research, such as that by Kaur et al. (2018) suggests that assessment should help prepare them for real-world challenges and assist students to acquire skills that increase their employability and potential for professional advancement. Likewise, Lynam and Cachia (2018) claimed that students valued the benefit of having assessments that were relevant to their career ambitions. However, they also acknowledged the role of academic maturity in students, and the ability of teachers to unlock internal drivers to improve their career readiness.

Finally, research by Andrade and Brookhart (2020) looking at co-regulation of learning, indicated that students form decisions around their learning based on the assessment tasks perceived "value, interest, and importance, as well as perceptions of their ability (self-efficacy) and willingness to accomplish the tasks" (p. 361), indicating the complexities behind assessment choice.

Overall, these prior studies show student support for a flexible approach to learning, whereby learners are provided with a degree of choice when it comes to assessment. In addition, the literature suggests positive outcomes in terms of student engagement and satisfaction. However, little is known about why students make particular choices when it comes to assessment. As such,

this study examines the factors influencing students' choice of assessment to help better understand what drives student choice and also explore whether students comprehend the link between assessment and their current or future employment. In particular, this study will explore which factors are most (and least) influential in determining student choice of assessment.

Method

Introducing assessment choice is premised on the empowerment of students and the desire to engage with and motivate learners. Choice in assessment can take a number of forms, including variations to assessment type, weighting, format, timing, and assessment (Arendt et al., 2016; Cook, 2001; Irwin & Hepplestone, 2012; Rideout, 2018). However, with both choice complexity and choice overload identified issues in the literature (Arendt et al., 2016; Scheibehenne, Greifeneder, & Todd, 2010) simplicity was the guiding principle in the design of this assessment choice initiative. As such, the same assessment weightings were used across all equivalent assessment tasks and students were not able to complete additional assessments.

Students studying the online subject Business and Society were provided with a range of assessment choices throughout the study period, with the only exception being a week 4 Preparatory Quiz (Assessment 1A) as this was used to help determine students who were 'at risk' or disengaged with the learning process early in the semester. Beyond this, students could choose from a range of options for the remaining assessment tasks.

To reduce the chance of 'choice overload' highlighted as a potential concern by Scheibehenne et al. (2010) and subsequently identified by Jopp and Cohen (2022), the number of assessment options provided was reduced from three options per assessment in 2019, to two options per assessment in 2020. The continuing assessment options used in 2020 were chosen based on the degree of difference in terms of pedagogical approach, as well as informal feedback from students and staff, and the popularity of the various assessment tasks across previous semesters.

This strategy enabled students to choose one of three (two in 2020) equivalent assessment tasks, thus providing student choice. Importantly, within the assessment choice regime, each assessment had the same weighting and the same due date, and the number, type (individual/group) and weighting of the assessments did not change from previous semesters. An overview of the assessment options given to students over the two semesters are summarised in Table 1.

Table 1

Assessment Choice Summary

Assessment Task	Weighting	Assessment choice options 2019	Assessment choice options 2020
Assessment 1A (Individual)	10%	1. Preparatory Quiz	1. Preparatory Quiz
Assessment 1B (Individual)	20%	1. Essay 2. Quiz 3. Article analysis	1. Essay 2. Quiz
Assessment 2 (Group)	30%	1. Case study report 2. Documentary Review 3. Point and counterpoint	1. Case study report 2. Documentary Review
Assessment 3 (Individual)	40%	1. Business interviews 2. Poster 3. Exam	1. Business interviews 2. Poster

The revised approach still enabled student choice, and as such, engendered a sense of self-determination in students, while reducing the degree of complexity in assessment design, and helping to avoid unnecessary confusion amongst both staff and students. Although the number of assessment options given to students differed over the two study periods under investigation, this particular study is not looking at the impact of the initiative on metrics such as student satisfaction or success. Moreover, this study does not examine the impact of the number of assessment options provided. Therefore, this change was deemed inconsequential for our examination of the reason's students choose a particular assessment.

The initial options for Assessment 1B moved from an essay alone, to the choice of either an essay, article analysis, or quiz. The essay asked students to critique the concept of "Shared Value" within a business context, based on the Harvard Business Review article by Porter and Kramer (2011). The article analysis assessment required students to compare and contrast Creating Shared Value (CSV) and Corporate Social Responsibility (CSR) based on two articles, one from Harvard Business Review and the other from the European Management Journal. The quiz involved a variety of true/false and multiple-choice questions, as well as five short answer questions. In 2020, the options were reduced to the essay or the quiz, removing the option for the article analysis.

The initial choices offered for Assessment 2, a group assessment, were a documentary review, a point and counterpoint exercise, as well as the original case study report on business ethics and corporate social responsibility. For the documentary review, students selected one of the two

provided documentaries and analysed the socio-economic and/or environmental challenge or opportunity portrayed. The point and counterpoint exercise involved students working in pairs to develop an academic argument for two sides of an ethical issue or debate. In 2020, the two continuing options were the documentary review and the case study report, with the point and counterpoint exercise discontinued.

The original assessment task used for Assessment 3 was a two-hour exam. In addition to this in 2019, students could choose to complete either business interviews or an online poster presentation. The exam involved short answer questions on various topics and theories covered throughout the semester. The business interviews involved students asking the same set of questions to a manager from both a not-for-profit and for-profit organisation to determine any similarities or differences in their approach to business ethics and stakeholder relations. The poster presentation was an online infographic exploring the value and benefits of a selected Public-Private Partnership (PPP) and examining any actual or potential stakeholder tensions. The two assessments chosen to continue in 2020 were the business interviews and the online poster presentation, with the formal exam removed as part of the university's move towards more authentic assessment.

Data collection and analysis

Initial qualitative data were collected from the university's student feedback surveys (SFS), which are routinely administered at the completion of each semester. This included a sample of 135 students in 2019 and 89 students in 2020 (224 students in total), who were enrolled in the Business and Society unit at a university in Melbourne, Australia. In 2019, 70% of the generic student feedback related directly to the assessment choice initiative, in 2020 this figure was 56%, highlighting the significant role assessment choice played in the overall student experience. As this research is specifically interested in the attitudes towards assessment choice, students needed to be enrolled in a unit that was offering a choice in assessment, and therefore this was deemed an appropriate sample in which to study. Such surveys are commonly used to help assess the quality of teaching in higher education (Klemenčič & Chirikov, 2015; J. I. Pallant, Pallant, & Jopp, 2022; J. Williams, 2014).

In addition to the standard university survey, students were also invited to complete an online survey upon completing their studies in this unit. In total, 174 students completed this survey, 80 in 2019 and 94 in 2020. As part of these surveys, students were asked to indicate the extent to which various factors influenced their decision to choose a particular assessment task. Specifically, students were asked, 'Did any of the following factors influence your decision to choose certain assignments?'. For each factor, the response options were 'Did not influence at all', 'Somewhat influenced', or 'Strongly influenced'. All student data was collected anonymously, and approval received from the university's ethics department to allow the collection of this data as it was deemed low risk (Human Ethics *blinded). Following the practice of J. I. Pallant et al. (2022) we compare the proportions across semesters and use the z-test to identify statistically significant differences. Z-tests are more appropriate than standard tests such as t-tests as our data is presented as proportions rather than averages (means).

A thematic analysis of the student comments was adopted, with a focus on student responses relating to 'their reason for choosing a particular assessment task'. Relevant student comments were drawn from the following generic questions asked of all students:

In my opinion, aspects of this unit [subject] that could be improved were...

*In my opinion, the best aspects of this unit [subject] were...*

Student feedback on other categories, such as teaching and feedback, were not analysed, as they were outside the scope of this particular study. The analysis of the selected qualitative feedback was managed via a themed analysis grid, organised (and grouped) in line with feedback relating to assessment-choice themes. This grid was constructed using a Microsoft Excel ® spreadsheet in a Miles and Huberman (1994) manner.

Findings

Combining data from both semesters to provide an overview of student responses, Figure 1 displays whether various factors either strongly influenced, somewhat influenced or did not influence assessment choice at an overall level. When considering reasons that strongly influenced students' assessment choice, Interesting (46%), Requirements easy to understand (41%), and Better schedule fit (39%) were the top three assessment characteristics influencing student choice. The top three characteristics that did not influence student's assessment choice were Relevant to my current career (48%) Faster to complete (48%) and Familiar (45%).

Figure 1

Overall Reasons for Choosing Assessment (2019 and 2020 combined)
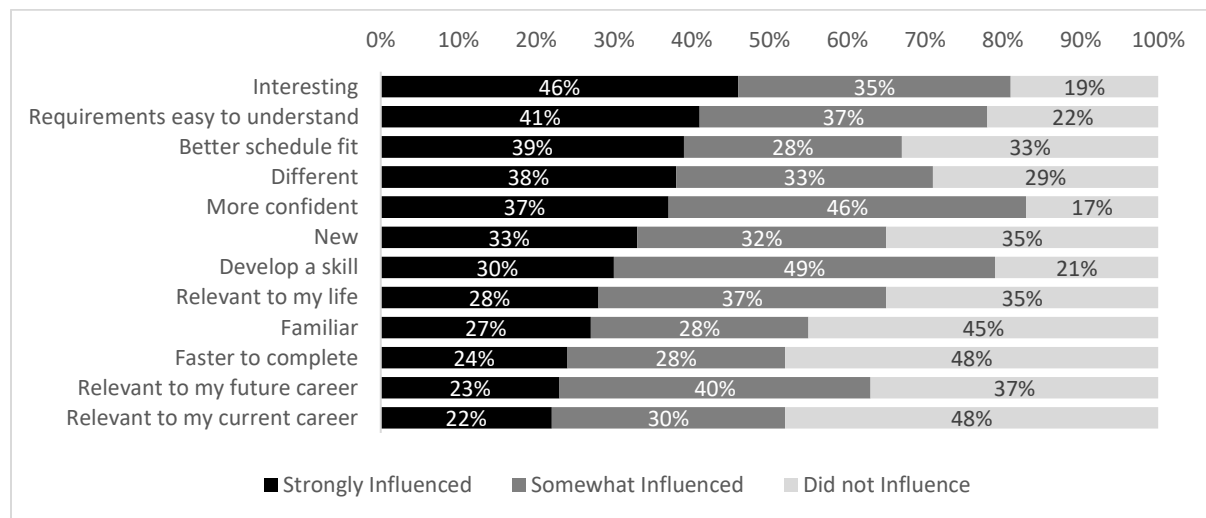
The first round of data collection occurred in 2019, however, the second round of data collection occurred during 2020 where the COVID-19 pandemic had necessitated many parts of the world enter into various forms of lockdown. While this unit was always delivered online and therefore the delivery of the unit did not change, the extensive lockdowns impacted students' lives. Therefore, it was important to consider if there were any differences in the reasons for choosing different assessment options in different situations. Table 2 compares the reasons for assessment choice in 2019 with 2020 and explores the factors that most strongly influenced student decisions.

We compared the stated reasons for choosing assessments between the two semesters and observed some significant differences.

Table 2

Differences in reasons for choosing between 2019 and 2020

Reason for Choosing	2019 n = 80	2020 n = 94	Change Direction	Significance
Interesting	58%	36%	↓	0.00**
Requirements easy to understand	47%	36%	↓	0.14
Relevant to my life	22%	34%	↑	0.08
Familiar	21%	32%	↑	0.10
Better schedule fit	50%	31%	↓	0.01**
Develop a skill	30%	30%	-	1.00
Different	51%	28%	↓	0.00**
Relevant to my current career	15%	28%	↑	0.04*
Relevant to my future career	20%	26%	↑	0.35
Faster to complete	22%	25%	↑	0.64
More confident	53%	25%	↓	0.00**
New	45%	23%	↓	0.00**

*=<0.05, **p=<0.01

The following factors: *Interesting*, *Better schedule fit*, *Different*, *More confident* and *New*, were all significantly lower in 2020 compared to 2019, while *Relevant to my current career* was significantly higher in 2020. Despite *Relevant to my current career* being higher in 2020 than 2019, it is still in the bottom five reasons for assessment choice. While *Interesting* remained the top reason driving assessment choice over time, the least important reasons changed between 2019 and 2020. The least important factors for 2019 were *Relevant to my current career* (15%), *Relevant to my future career* (20%) and *Familiar* (21%). For 2020 they were *New* (23%), *More confident* (25%) and *Faster to Complete* (25%). The possible factors driving these results, and the differing findings between the years, are discussed in the following section.

Discussion

The results of this study indicate that the key factor influencing student choice of assessment, is the perceived *interest* in the task. Students reported that this factor, above all others, drove their selection of a particular assessment task. Overall, 46% of students listed interesting as the factor that most strongly influenced their choice, with this being the predominant factor influencing assessment choice for 58% of students in 2019 and 36% of students in 2020. These results are consistent with previous research (Arendt et al., 2016; Beymer & Thomson, 2015; Paullet & Pinchot, 2021; Sambell et al., 2012) and demonstrate the importance of creating assessment tasks that spark interest in students. This is further supported by Paullet and Pinchot (2021) who found that for assessment choice to be useful, teachers must promote interest in assessments, to students with various approaches to learning.

The second most important factor influencing student choice was *Requirements are easy to understand* which strongly influenced 41% of students overall, and 47% of students 2019 and 36% of students in 2020 respectively. However, this factor seems to be somewhat underemphasised in the existing literature. Indeed, it is argued that for students to weigh up assessment options and make a considered choice, it is critical the instructions and expectations are communicated clearly. As explained in research by Paullet and Pinchot (2021) to be effective, students require a detailed explanation of the assessment choice system and information explaining how they will be graded. This position is further supported by student comments in this study, such as "*To improve the assignment choices, CLEAR expectations and formatting should be implemented*". This indicates that the provision of clearer assessment guidelines will help students better identify the advantages and disadvantages of each option and may also help reduce issues such as choice overload and/or anxiety.

Although allowing students greater choice, provides more autonomy and control over their own learning, leading to greater motivation to learn (Beymer & Thomson, 2015), if a student does not feel confidence toward a task, providing assessment choice may potentially lead to decreased motivation (Patall, Sylvester, & Han, 2014). For example, one student noted "*I feel that giving the option for each assignment becomes overwhelming. I think it would be more effective for the larger weighted assignment to be one that can be chosen, and the others only one choice to avoid the overwhelming and time-consuming manner of choosing between two.*"

The third most important factor influencing student choice was Better schedule fit which strongly influenced 39% of students overall, and 50% of students 2019 and 31% of students in 2020 respectively. The value of a Better schedule fit was supported by the following student comment received in 2019: "*The ability to select your own assessments. I found this very handy when juggling existing work commitments as I cannot always take time off for exams*". While it was significantly less important in 2020, it was still a consideration for many as evidenced by this student comment from 2020: "*It was more appropriate for my work/study balance based on the time I had available to me. It seemed simpler*".

It is important to acknowledge that the data for 2020 was collected at the start of the COVID-19 pandemic and during first of Victoria's lockdowns which were among the strictest in the world (Boroujeni, Saberian, & Li, 2021). This may help explain why *Better schedule fit* was significantly less important in 2020, as students were studying (and possibly working) from home and had

fewer reasons to leave the house, including restrictions on social mobility, which likely impacted upon their work and study schedule and subsequently their flexibility when it comes to assessment choice. While some of these changes could be attributed to COVID-19, it is important to note that students place value on different priorities and face different challenges in their lives at different points in their study journey which supports offering assessment choice, as there is no one size fits all when it comes to assessment.

In addition to the aforementioned considerations, other factors such as *More confident* (37%) and *Different* (38%) also appear to have played a large part in the decision-making process for many students. However, whether the assessment was perceived to have career relevance was deemed of less importance to most students. Overall, whether the assessment was seen to be *Relevant to my current career* or *Relevant to my future career* strongly influenced the decision of only 22% in 2019 and 23% and 2020, placing them at the bottom of the list in terms of factors influencing student choice. Most notably, almost half of students (48%) stated that *Relevant to my current career* had the least influence over their choice of assessment.

This appears to belie the apparent focus of many higher education institutions on the development of employability skills and the creation of so called "career ready graduates" (Irwin & Hepplestone, 2012; Kaur et al., 2018). Indeed, the focus of previous research suggests the aim of assessment should be to develop skills and knowledge that enables employment and career progression (Irwin & Hepplestone, 2012; Kaur et al., 2018). While this may appear to contradict the career ready graduate focus for many institutions, this is possibly a result of inadequate communication about the importance and career relevance of the assessment task.

While there are different reasons student undertake different assessment tasks, overwhelmingly, having an *interest* in the task appears central to engaging students and motivating them to learn. This presents various challenges and opportunities for educators and others involved in assessment design and delivery, especially, as it is acknowledged that each student cohort is heterogenous in nature, with each individual having different skills, knowledge, experience along with specific desires, goals, wants and needs.

Implications for educators

This study highlights the importance of assessment choice in curriculum design. There is a strong focus from universities to prepare 'work ready' graduates as they progress through their learning journey. However, our research shows that this same career emphasis isn't driving student's choice of assessment. This presents an opportunity for educators to reframe the benefits associated with assessment tasks to reflect and promote the primary reasons that drive student engagement with assessment. Presenting interesting assessment and clearly communicating the purpose and relevance of assessment to students are important factors to consider when designing and delivering assessment tasks.

One possible solution for educators, is to embed some form of assessment choice within the existing curriculum. Previous research indicated that students valued choice in assessment (Jopp & Cohen, 2022), and this study further demonstrates that offering more flexible assessment arrangements allows students the freedom to choose assessment based on criteria that are important to them. This provides students the autonomy to determine the assessment they find

interesting and/or useful, and perhaps better understand the intended learning outcomes associated with each task.

However, it is acknowledged that offering assessment choice within a curriculum isn't always feasible, as this approach does require additional time for assessment design, communication and marking (Arendt et al., 2016). Another potential solution for educators to ensure students engage with assessment, is to involve them in the co-design of assessment tasks. Co-design enables educators to draw on student experiences to enhance idea generation, and in turn can lead to higher satisfaction with the outcome (J. Pallant, Sands, & Karpen, 2020). Alumni and current student contribution to the assessment co-design process could test level of interest and how to best communicate the assessment instructions for ease of understanding. Partnering with relevant industry partners/experts in the co-design of assessment tasks could assist in the relevance to current/future careers. Whilst involving both students and industry in the co-design process requires additional time, discipline expertise and in some cases professional connections, outcomes for graduating students would be beneficial.

Limitations and future research

Our paper explored reasons for assessment choice among undergraduate students within an online business subject. While data was collected from two years to allow for comparison, as with every study, there are limitations to the research that must be acknowledged. It would be remiss if we didn't acknowledge the COVID-19 pandemic, and the impact this may have had on student's assessment choice. It is important to note however, the mode of delivery for the unit did not change between semesters, and so while there were impacts in student's personal lives, the online mode of delivery was consistent.

As the focus of this study was a second-year undergraduate business unit, future research may extend this research to consider final year undergraduate students, or the impact of assessment choice on a postgraduate cohort, particularly as it relates to employability and career readiness. Finally, understanding educator perceptions of assessment choice, and the workload implications of such an initiative, would provide a more holistic understanding of the impact of such an initiative.

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During the preparation of this work the authors did not use AI or AI technologies, and we take full responsibility for the content of the publication.

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