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Monthly series on Computer-Aided Assessment in Maths
http://ltsn.mathstore.ac.uk/articles/maths-caa-series

Computer-Aided Assessment (CAA) is likely to become an important form of testing in the next decade, and we have initiated a series of monthly articles on CAA in mathematics. Please read the articles as they appear and send your comments to the discussion list maths-caa@jiscmail.ac.uk. Below are summaries of some recent contributions. You are invited to suggest articles for this series by contacting the series editor Cliff Beevers, email c.e.beevers@hw.ac.uk

January 2003: A tale of one city, and two CAA systems
Contributed by Kevin Judd and Grant Keady (University of Western Australia) and Greg Gamble (Curtin University)

The authors consider the two CAA systems, AIM and CalMaeth. Both are underpinned by commercial Computer Algebra (CA) packages and have been in use, successfully, for several years.

December 2002: Should we reassess the role of Mathematics in Engineering education?
Contributed by Phillip Kent, School of Mathematics Science and Technology, Institute of Education, London

This article is a departure from the usual for this column because it is not focused on CAA. Instead, the author discusses some issues concerning engineering mathematics at university level, and suggests how CAA (computer-aided assessment) issues might be relevant. It is offered as an opinion piece, with the hope of being provocative!

November 2002: Calmaeth, automated diagnostics in Calculus, Statistics and Linear Algebra - some comments by an outsider
Contributed by Dr Nathan Scott, The University of Western Australia, reporting on the work of Dr Kevin Judd, also of UWA

In 1995 Professor Brian Stone of UWA and the author had a simple network-based tutorial system set up for Engineering Dynamics. The facility used by the students was a laboratory of 128 Macintosh LC computers which was jointly owned with the Mathematics Department. As a result the Mathematics Department saw what we were doing and thought perhaps it might work for first-year Calculus. Kevin was asked to generate some problem sets for Calculus. Being a true mathematician Kevin was not satisfied with the crude approach used in our problem sets, and instead he began to think more generally about how to offer a student diagnostic feedback for errors.