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maths-caa update

<http://itsn.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

Feb 2004: Creating questions for Automatic Assessment in Mathematics

Contributed by H S Ashton and M A Youngson of Heriot-Watt University.

This article seeks to demonstrate some of the difficulties encountered in the design of questions when translated onto the computer. It describes the resolution of some of the issues and extends the debate on the provision of partial credit in e-assessment provided, for example, at <http://www.pass-it.org.uk/resources/031112-goodpracticeguide-hw.pdf>.

Mar 2004: CAA in context: a case study

Contributed by Dirk F M Hermans of The University of Birmingham.

An introduction into AiM will focus on the benefits the coupling of a Computer Aided Assessment (CAA) package with a Computer Algebra System (CAS) generates. The type of questions possible in AiM will be discussed to illustrate how systems like AiM will empower the educator to go beyond what can be achieved with most standard CAA packages. Case

studies are presented of the use of AiM in first year core mathematics courses at the University of Birmingham, in particular its use in an unusual type of module, aimed at supporting weaker students. The paper will list in detail how the CAA was used to complement traditional approaches and how different CAA elements were constructed to serve different purposes.

Apr 2004: Embedding CAA and Support for Mathematics in a Web-based Learning Environment

Contributed by S Hibberd, C D Litton, C Chambers and P Rowlett of University of Nottingham.

In this article, the provision of an integrated web-based learning environment for non-specialist mathematics students in Engineering and Science introduced for the Service Teaching provision at the University of Nottingham is outlined. The integration into the Environment of pilot formative assessment mechanisms consisting diagnostic and interactive self-testing is evaluated and discussed. Case studies on student use, performances and feedback on the Environment from recent student cohorts provides information on different learning styles and preferences.