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Douglas Quinney* (d.a.quinney@keele.ac.uk), School of Computing and Mathematics,
University of Keele, Keele, ST5 5BG, England. *The role of e-assessment in student learning in mathematics*. Preliminary report.

It is often commented that assessment drives learning and over recent years there has been a drive to use computer based assessment (CBS) schemes in both formative and summative assessment. There is substantial evidence to support claims that e-assessment has reduced staff loads by reducing marking time, reduced central support staff time, and provided means where administration staff can compile results and collate statistics more easily. But do they really help students to acquire deep understanding and thus promote learning?

A recent reorganization at Keele University, UK, involves the combination of two parallel mathematics courses, one a traditional course taught by "Chalk and talk" and the other a computed based course delivered using only a VLE and CBS. This gives an opportunity to embed e-assessment as the course is designed by comparing the outcomes assessment, and also with previous years. This paper will present some of the preliminary results from this investigation in terms of the efficacy of this approach and, more fundamentally, in any changes to student learning. (Received July 03, 2009)