

On E-Assessment

Abstract

Assessment is an integral part of learning, and yet very little attention is paid to e-assessment when it comes to e-learning. A significant effort has been directed towards developing high quality question items that take advantage of the new medium, and yet there appears to be some resistance to embrace this new medium. There have been interesting developments in the field of e-assessment. Symbolic systems such as Maple T.A. have matured sufficiently and provide a range of question items. Another significant development is in the area of short answer question items that are assessed that are tolerant to spelling and grammatical mistakes. The advent of digital pens that capture audio and written content opens new possibilities. We can now begin to address diagrammatic reasoning more elegantly.

In this paper, we make an attempt to review the state-of-play in e-assessment discussing its pros and cons. Starting with a review of technology landscape, we move on to a discussion of some of the perceived concerns for embracing e-assessment both as a diagnostic, formative and summative assessment tool. The paper concludes with a discussion on timely intelligent feedback which still remains a big challenge, and the opportunities that exists to mediate this issue.

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