

# Computer-assisted Assessment in Higher Education #205 pages #Kogan Page, 1999 #9780749430351 #1999 #Sally Brown, Philip Race, Joanna Bull

Computer-based assessment (CBA) offers the following advantages against traditional paper-based exams: grades and feedback can be immediately provided to the student; greater flexibility in the location and the time to carry out the exam is allowed; interactive activities and multimedia tools can be incorporated to the assessment process; teacher's interpretations and legibility problems are avoided; and time and cost effectiveness. Disadvantages include: authoring and security possible failures, additional work for teacher to generate tests, possible technical failures and difficulties to carry out and automatically mark certain types of exams (e.g. essay questions or engineering problems, etc.). Computer Assisted Assessment (CAA) is the field that studies how computers can effectively be used to assess students' learning progress (Knowles, 1999). This field has also received a long-lasting attention because assessment is essential to learn (Dewey, 1933; Berry, 2003). Originally, CAA was limited just to Multiple Choice Questions (MCQs) and fill-in-the-blank exercises (the so-called objective testing). Audio and spoken word has always been an important component of teaching and learning in higher education. However this remained an ephemeral. Using Podcasting and Digital Audio in Higher Education. \$37.50. Chapter 10. Adaptive Computer Assisted Assessment (pages 154-173). Diana Pérez-Marín, Ismael Pascual-Nieto, Pilar Rodríguez. This book profiles how computer-assisted assessment can help both staff and students by drawing on the experience and expertise of practitioners, in the United Kingdom and internationally, who are already using computer-assisted assessment. The publication is organized into three main sections--"Pragmatics and Practicalities of CAA," "Using CAA for Formative Assessment," and "Learning from Experience"--and contains the following 19 chapters: (1) "Pragmatic issues when integrating technology into the assessment of students" (Jen Harvey and Nora Mogeey); (2)