

## [P23] Evaluation by first year cell biology students of a formative computer-based assessment incorporating feedback

**C. Bax\***, **E. Howey†**, **C. Pellet-Many†**, **G Baggott†**, **R. Rayne†**,  
**M. Neonaki\***, and **C. Branford White\***

\*Institute of Health Research and Policy, London Metropolitan University

†OLAAF Project Team, School of Biological and Chemical Sciences, Birkbeck,  
University of London

c.bax@londonmet.ac.uk

Cell Biology is a first year module at London Metropolitan University and is taken by students from widely differing academic, socio economic and ethnic backgrounds. The module is currently taught via a series of lectures, tutorials and practicals and also by asynchronous web-based delivery. We sought to extend the scope of the on-line provision by introducing formative CBA with feedback in order to encourage students to engage with taught material. The test was devised using existing and new material together with feedback which was written for each possible student response, and was incorporated into Authorware using the TRIADS engine. Scores and response times were filed remotely. The test was evaluated by students in an anonymous questionnaire in relation to ethnicity and entry qualifications regarding question design, student learning and operational aspects (1). In general, students viewed the assessment favourably, and indicated that they felt that the use of feedback in the test helped them to learn. Using a mixed ANOVA there was found to be no significant difference ( $p > 0.05$  in each case) in the evaluation scores between Caucasian students and those of students from ethnic minorities, nor between those of students who gained entry to their degree course on the basis of A level results as opposed to those who had studied on Access courses or London Metropolitan's BSc Sciences

Extended Degree Programme which is one of the largest of its type in the UK. This strongly indicates that students found the assessment useful regardless of ethnic or educational backgrounds. We would like to develop this system for modules that are delivered both on- and off-site, and anticipate trialling this type of assessment as a tool for distance learning on an active degree programme run in China (Shanghai).

### REFERENCES

1. Bull, J. and McKenna, C. (2001). *A blueprint for computer-assisted assessment*. CAA Centre.