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# Crynoldebau / abstracts

Electronic Assessment of a Laboratory Practical

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Electronic assessment lends itself straightforwardly to certain types of teaching activity and learning outcomes. However, other activities/outcomes such as laboratory practicals, may initially appear to preclude the adoption of electronic assessment without considerable time and effort, or without potentially compromising the student learning experience. A large intake of students and a review of teaching provision led to numbers of students studying a first year module on metabolism increasing ten-fold to more than 300. The module included a practical session, so rather than spend 2-3 weeks marking 300 traditional laboratory reports, a test was developed on Blackboard. The test was designed to be fair, robust, adaptive and contained a formative but assessed element. Care was taken to develop learning outcomes that were appropriate for a laboratory practical, and that were not focussed on factual recall. For instance, students were asked to perform data analysis, and report the significance of their calculation results. A side benefit of the electronic assessment was that data on submission could be captured, shedding light on student submission behaviour. The rationale behind the test, how generic problems were overcome, and outcomes from the test will be described during the session.