


**OLAAF: OnLine Assessment and Feedback**

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**OLAAF Aims**

- **Computer-Based Assessment with Feedback (CBAF)**
  - **Useful resources for CBAF authors**
    - contributions from HE community addressing gaps in existing resources
    - exemplars/case studies
    - evaluation strategies
    - Not authoring/delivery tool dependent



**OLAAF Participants**

- **Project Consortium**
  - Led by Birkbeck, University of London
  - 6 Members:
    - Cardiff University School of Dentistry
    - London Metropolitan University
    - University of Birmingham
    - University of Brighton
    - University of Kent
    - University of Plymouth



**OLAAF Participants**

- **OLAAF Interest Group**
  - 9 members:
    - British School of Osteopathy
    - Edgehill College of Higher Education
    - Kingston University
    - Keele University
    - Manchester Metropolitan University
    - University of Central Lancashire
    - University of Liverpool
    - University of Ulster
    - Warwickshire College



## CBAF Authoring

- **CBAF Authoring Environments**
  - Consortium is TRIADS-focused
  - Interest Group is diverse
    - QM Perception
    - WebCT
    - Blackboard



## Key Concern: CBAF Construction

- **Macro Level**
  - ‘Aligned CBAF’
    - careful targeting to learning outcomes
    - contributing effectively to the assessment regime
  - Appropriate item mix, considering...
    - ...cognitive levels
    - ...learning needs of the student at the time
- **Micro Level** (not considered in this talk)
  - Principled item-level feedback design
    - more than “right” vs. “wrong”




## ‘Spend’ CBAF Wisely!

- **Ask hard questions**
  - *Can a human do it better—or does CBAF have a real advantage here?*
  - *Are we leveraging the strengths of the computer?*
    - animations, sound, multiple realisations of same problem, etc.
    - rapidity of feedback, 24 x 7 and remote access
  - *Consistent with “11 conditions under which assessment promotes learning”?*
- **Make sure students use it and take it seriously!**
  - *Motivating the unmotivated or phobic—how?*
  - *May or may not require “reward” of a mark for ‘formative’ work*




## Strategic Use of CBAF

- **Spending it wisely often means**
  - filling distinct “support gaps”
  - linking to other forms of assessment
- **Some examples we’re investigating:**
  - check for learning—keep students engaged, provide multiple examples, rapid feedback
  - enforce a pace of study—frequent assessment
  - build capacity for solving problems




## Evaluation Strategy

- **Focus on "assessment experience"**
  - evaluate **all** assessments (CBA or other) **similarly**, to disguise 'novelty effect'
  - use **neutral** questions about assessments
  - use **validated** evaluation instruments



## Assessment Construction Resources


- **Organised around an "Assessment Development Model"**
- **OLAAF Briefings**
  - on specific aspects of CBAF construction
  - literature reviews, annotated bibliographies
- **Toolkit for CBAF Authors**
  - proformas, checklists to assist authors approach development systematically
- **Compilation of Survey Instruments**
  - evaluation of outcomes



## Assessment Development Model

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graph TD
    1[1-Establish an Assessment Strategy] --> 2[2-Select Appropriate Assessment Tasks]
    2 --> 3[3-Write or Modify the CBA]
    3 --> 4[4-Clarify Delivery Procedures]
    4 --> 5[5-Trial Test the CBA]
    5 --> 6[6-Assess Outcomes]
    6 --> 7[7-Revise CBA]
    7 --> 1
    
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## www.bbk.ac.uk/olaaf

The screenshot shows the OLAAF website interface. At the top, there is a navigation bar with links for 'OLAAF Home', 'About OLAAF', 'OLAAF Resources', 'Events', and 'Contact Us'. The main content area features a 'Welcome to the OLAAF Project Web Site' message, followed by a detailed description of the project's funding and goals. A 'OLAAF News' section is also visible on the right side of the page.



## Contact

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