eLearning and eAssessment: How can they contribute to Osteopathic Education?

Birkbeck
UNIVERSITY OF LONDON

Dick Rayne
School of Biological and Chemical Sciences
Birkbeck, University of London
r.rayne@bbk.ac.uk

coleg meddygaeth cymru
wales college of medicine

John Potts
Wales College of Medicine (Dental School)
Cardiff University
pottsajc@cardiff.ac.uk

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Aims of the OLAAF Project

- **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 Consortium Members:**
    - **Cardiff University, Dental School**
    - **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**

Overview of the Session

- **Introduction to eLearning**
- **eAssessment**
- **Assessment for Learning**
- **CBA in Osteopathic Education: an example**

Key Concern: CBAF Construction

- **Macro Level**
  - 'Aligned CBAF'
    - careful targeting to learning outcomes
    - contributing effectively to the assessment regime as a whole
  - Appropriate item mix, considering...
    - ...cognitive levels addressed
    - ...learning needs of the student at the time
- **Micro Level**
  - Principled item-level feedback design
    - more than "right" vs. "wrong"

Intro to eLearning

- **Scope: What is eLearning?**
  - ...anything using communications and information technology to assist students' learning
  - May augment face-to-face delivery or may be fully 'stand-alone'
    - Computer-based presentational aids
    - Email
    - Course web page
    - Online collaboration tools (e.g. discussion forum, 'blog)
    - VLE/MLE

Intro to eLearning

- **Benefits?**
  - ...gives a chance to extend engagement/ learning/collaboration <u>outside</u> the classroom
  - students can communicate with the tutor and each other, any time
  - students can gain access to course materials remotely, any time

Intro to eLearning

- **Obstacles?**
  - ...many!
  - depends on what you've got already...
    - Time
    - Support
    - Cash!
- **eLearning approaches are very resource-intensive, so...**

Intro to eLearning

- **DISCUSS**
  - What uses are you currently making of eLearning?
  - What uses might you make of it?
  - What are the obstacles to using or increasing use of eLearning in your teaching?

'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
    - rapid feedback
    - 24 x 7 and remote access
  - *Consistent with "11 conditions under which assessment promotes learning"?*

'Spend' CBAF Wisely!

- **Make sure students use it and take it seriously!**
  - *Motivating the unmotivated and/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 areas OLAAF partners are investigating**
  - checking for learning: keep students engaged, provide multiple examples, rapid feedback
  - enforcing a pace of study: frequent assessment
  - building capacity for solving problems

eAssessment

- **Formative assessment**
- **Range of eAssessment**
  - MCQ and beyond
  - Exemplars
- **What is needed**
  - Facilities for students to access assessments
  - Questions and feedback
  - Question authoring support
  - IT support

eAssessment

- **DISCUSS**
  - What forms of formative assessment do you currently use?
  - Is eAssessment a part of this?
  - Can you identify a place for eAssessment as an adjunct to your teaching?
  - What would you need to use/extend it?
  - How might you get what you need?

Assessment for Learning

- **11 conditions under which assessment promotes learning**
  (Gibbs *et al.* and FAST project)

- **Qualities of the assessment regime**
- **Qualities of the feedback provided**
- **What students do with the feedback**

11 Conditions

- **Qualities of the assessment regime**
  - Assessed tasks capture sufficient student time and effort
  - These tasks distribute student effort evenly across topics & weeks
  - These tasks engage students in productive learning activity
  - Assessment communicates clear and high expectations to students

11 Conditions

- **Qualities of the feedback provided**
  - Sufficient feedback is provided, often enough & in enough detail
  - The feedback is provided quickly enough to be useful to students
  - Feedback focuses on learning rather than on marks or students
  - Feedback is linked to the purpose of the assignment and to criteria
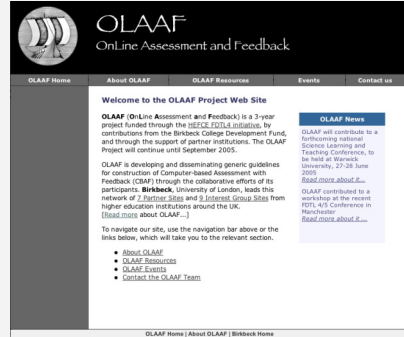 - Feedback is understandable to students, given their sophistication

11 Conditions

- **What students do with the feedback**
  - Feedback is received by students and attended to
  - Feedback is acted upon by students to improve their work or their learning

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A few other resources

The '11 conditions' appear in Brown E., Gibbs G. & Glover C. (2003) Evaluation tools for investigating the impact of assessment regimes on student learning.
http://bio.ltsn.ac.uk/journal/vol2/index.htm

More about 11 conditions; useful questionnaires, etc. appear on the Formative Assessment in Science Teaching (FAST) project web site.
http://www.open.ac.uk/science/fdtl/

Good stuff on teaching and learning can be found on the Enhancing Teaching and Learning (ETL) project web site.
http://www.ed.ac.uk/etl/

The home for TRIADS, also containing generic eAssessment resources, is the Centre for Interactive Assessment Development, University of Derby.
http://www.derby.ac.uk/ciad/

Contact

- **Dr Richard Rayne**
  - *Lecturer in Biology and Director of the OLAAF Project*

    School of Biological & Chemical Sciences
    Birkbeck College
    University of London
    Malet Street
    London WC1E 7HX, United Kingdom
    +44 (0)20 7631-6253
    r.rayne@bbk.ac.uk

- **OLAAF web site:**
  - http://www.bbk.ac.uk/olaaf/