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Focus groups to ascertain the presence of formative feedback in CAA.

Smith, C. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 31, No. 2. Proceedings of the day conference, Leeds, UK, June 2011. London: British Society for Research into Learning Mathematics (BSRLM). 1-6 (2011).

Summary: First year mathematics undergraduates were asked about their experiences of using computer-aided assessment (CAA) in their mathematics modules. It forms a small component of their summative scores in some modules. The aims of these focus groups were to establish how students use CAA systems and how they respond to its feedback. This paper discusses why these should be of interest, how students responded, and the implications on future work.

Classification: D65 C75

Keywords: activity theory; computer-aided assessment; formative feedback; undergraduate mathematics