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Thelwall's (2000) study explores the concept and effect of computer-based assessment in an organized and clear fashion. Thelwall utilized the IMRaD format to coherently display his thoughts and research on said topic. Within this paper, Thelwall appeals to his audience because of his research and evidence compiled. Additionally, some specific strategies that he uses includes logos that is weaved throughout the paper. The diction that he uses provokes a sense of urgency that allows his research to appear in a different perspective. Overall, Thelwall's rhetoric surrounded by his research allows his paper to have a larger impact.

The intended audience of this research paper are specifically those who are interested in pursuing a more computer-based assessment lifestyle. The research speaks on the benefits and drawbacks that CBA may contain. However, the emphasis is on how companies and schools can utilize CBA for their workers and students. The results of the experiments conducted show students "who practiced on the computer" with nearly no exception "made reasonable gains over time" (Thelwall, 2000, p. 46). The effectiveness of CBA suggests that educational systems that utilize a CBA are more likely to see a benefit in employees or student effectiveness. The paper does not contain jargon that is difficult to read, rather being able to be read by most. Companies and schools should take interest in Thelwall's research as he provides an alternative to other testing methods they may currently use with a sizable advantage. CBA will be a lasting technology that will stretch beyond years over other testing and will become more in demand as time progresses.

There are many types of computer-based assessments and he makes it clear what the purpose and demand of the paper is. Thelwall states the purpose of the paper is to look "at the types of CBA in use and the reasons for implementing them before focusing on randomized assessment and one project in particular" (Thelwall, 2000, p. 38). Thelwall intends to further the research within the computerization field. The interest and rise in usage of computer-based assessment in the UK and why CBA is becoming more versatile and practical. Thelwall makes his goals clear within the introduction very concisely. The diction that the author uses is essential in allowing him to get his point across.

The IMRaD format is primarily utilized for easier coherency and allow information to be easily accessible to readers. Additionally, this can give a proper and organized structure for their research. Thelwall uses the IMRaD format, however unconventionally as he does not necessarily state clearly where his methods are. Although, the reasoning is, Thelwall is not conducting an experiment, rather he is compiling research into an amalgamation to exist as its own experiment. The way that Thelwall introduces his points is by contextualizing and then explaining. For example, it is Thelwall's choice to address a "major concern" about "summative CBA" and "whether it can assess higher intellectual skills" (Thelwall, 2000, p. 40). The effect of this is dramatic as it allows the audience's concern to be alleviated. Additionally, it creates this flow of understanding that directly connects the dots of his research. The ethos of this paper lies in the systematic and consistent research that Thelwall has conducted. While Thelwall does not credit himself directly with any firsthand experience of conducting a study, he explains and cites sources that provide a base for his critical analysis of the topic.

In the method section of Thelwall's paper he employs logos through topics that are crucial in the CBA debate. The need for randomization is a topic that is not spoken about despite

the number of benefits it can provide. When it comes to a summative test or exam, randomization can reduce the risk of cheating and Thelwall explains this is due to each student having a different test. Additionally, schools can save a tremendous amount stress since "the same test can be used every year and for re-sits". With no advantage to "taking it first or last" or even at the same time. The exam can also be taken "at home or in their own time if they are trusted to do so" (Thelwall, 2000, p. 42). Thelwall's detail to randomization is concise and logical and yet still being easy to follow along.

The main purpose of the paper may be furthering the research on the impact of computer-based assessment; however, it is clear using pathos, that Thelwall cares about the impact of his own research. With the lack of jargon, and concise nature, randomization is a topic that companies and schools will take great interest in as they combat the very cons of CBA. Thelwall in his conclusion explains that there "are a great many different ways of using computer-based assessment with students" that is not the main issue. Rather, it is the effect of computerization, and how it can "enhance the value of education" for students (Thelwall, 2000, p. 47). Thelwall appeals to the grander audiences' emotions, showing what real value CBA can have, for students. Assessments online can create a more beneficial environment for students compared to paper.

In summation Thelwall's (2000) study achieves exactly what it seeks out to do. The goal of the paper was to introduce the different types of CBA and its reason for implementation. Thelwall successfully executes this through his rhetoric of diction, logos, and appeal to audience. The research was clearly intended for companies and schools with less jargon compared to other likes of research papers. Through the review of a highly edited study, it is apparent that rhetoric and organization is essential for a document to be successful. The use of logos and pathos can

affect the coherency of your document if not paired well. Thelwall's entry has clear guidelines

when it comes to educating the uneducated on a topic that needs more coverage. Ultimately,

Michael Thelwall provides a reason why computer-based assessment is a versatile educational

tool that will be seen frequently in the years that come.

References

Thelwall, M. (2000). Computer-based assessment: a versatile educational tool. *Computers & Education*, *34*(1), 37–49. https://doi.org/10.1016/s0360-1315(99)00037-8