Assessment & Feedback Cases

Learning & Teaching Practice Exchange

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Case Studies

Fabian McGrath
Technological University Dublin, fabian.mcgrath@dit.ie

Assessment & Feedback Use Cases

CASE STUDY

Author: Fabian McGrath

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This use case describes how one assessment method was designed and implemented by a lecturer or a group of lecturers in DIT. The use case was compiled from an interview conducted as part of **DIT's RAFT project (2013-14),** the aim of which was to provide a database of assessment practices designed and implemented by academic staff across DIT.

Lecturer and Contact Details

Fabian McGrath

Programme and year on which assessment was offered

BSc Biomedical Science, Year 4

Overview

A series of case studies (2 or 3) are presented to the student. They are given initial test results and they have to ask for further test to complete investigations on the patient. Depending on the results of each test a different set of further tests may or may not be required. The cases are Blood Transfusion laboratory cases.

Why did you use this Assessment?

I find it the ideal way to assess the student overall understanding of the day-to-day principles of the work and their ability to work in a 'real world environment'.

Why did you change to this form of assessment?

There was a dissertation on an advanced or currently topical topic. This type of assessment is more about assimilation or information and writing skills, which I felt were adequately assessed via other examinations on the course.

How do you give feedback to students?

They write on the sheets provided answering a number of questions in relation to what test they have requested and why. If they don't understand what needs to be done, they don't request the correct test (i.e. go down the wrong path of investigation) and therefore don't get marks. They receive their correct assessment sheet showing marks in a couple of weeks.

What have you found are the advantages of using this form of assessment?

- It's very versatile, different case studies can be developed to discern the student understanding of laboratory investigation algorithms from simple to very complex and in between.
- It is a reflection of their ability to work in the 'real world' environment.

- It required theoretical as well as practical understanding.
- It can be adapted to any level.
- It allows effective examination of a student's capabilities.
- It's cheaper that wet practicals as no reagents, labs etc. are used and no clean up or risk involved.

What have you found are the dis-advantages of using this form of assessment?

- It requires a lot of preparatory work on behalf of the lecturer. There are many sheets or results which must be carefully organised in cases so a student doesn't receive any info they haven't specifically asked for.
- It is labour intensive to correct.

If another lecturer was using this assessment method would you have any tips for them?

Prepare very well. Have an easy, medium and difficult scenario as initially it may be much harder for students than you expect. Allow sufficient time. Ensure all papers are gather and staple together to avoid mix ups.

Do you have any feedback from students about this assessment?

They find it very challenging but are aware that it gives an accurate measure of their abilities. It is an assessment where there is no place to hide, as one of them said to me.

Any additional comments?

Marking varies depending on complexity.