

2014

Group Project Poster Presentation

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Assessment & Feedback Use Cases

GROUP PROJECT POSTER PRESENTATION

Author: Claire McDonnell

Date: 2014

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.



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Lecturer

Claire McDonnell

Programme and year on which assessment was offered

BSc Optometry, Year 4

Description

Working in groups of three or four final year students have to undertake a systematic review to answer a research question and then present their findings as a poster.

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

- The students learn about group work
- The marking is relatively easy because it is fewer posters than if it was done by individual students and posters oblige the students to keep it short
- The students learn to critically evaluate research papers instead of just assuming that because a paper was published it must be good/ valid.

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

- The students need to have sessions on how to work as a group and how to do a reflection (they submit a reflection on their experience working as part of a group) and what a systematic review is.
- These all take up contact time.

Assessment in Practice

In some years with larger groups I have also gotten the students to mark each other's posters and they get marked on their criticism of other posters. (It's a very small mark. I don't exert myself marking this aspect). This has made it easier for me to mark the posters as the students have already pointed out a lot of the errors in the posters for me. It also means that they learn about a second topic other than the one they researched. The largest group I have done this with was 32 students (and this was tough) but usually I do it with about 20 students.

Assessment Time

- Preparation time (lecturer): The first year maybe 20 hours to make up topics for the reviews, and presentations on how to do a systematic review, how to work as a group and how to reflect. In subsequent years maybe just an hour to come up with the topics.
- Student time to complete: 9 weeks
- Marking time: Approx 20 mins per poster and another 20 mins per reflection.
- Ease of Feedback: Once you have a good rubric for marking the reflection it is relatively easy to email them feedback. There is a rubric for the poster and mistakes on the posters are usually obvious so again feedback is relatively straightforward.

Guidelines/Handouts for students?

They get handouts on systematic reviews, group work and reflections. In a separate module they learn how to access papers.

Templates /marking grids/ Rubrics

There is a marking rubric for the reflections and the poster