Assessment & Feedback Cases

Learning & Teaching Practice Exchange

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Problem Based Learning

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Assessment & Feedback Use Cases

PROBLEM BASED LEARNING

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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

David Williams

Programme and year on which assessment was offered

BA Social Care, Year 2

Description

Students are given a hypothetical case study of a family which is based on practice experience. Random social care themes such as poverty, addiction and attachment problems are considered. Students work in groups of 4/5. They must do a group report of the case study. They must develop a risk assessment and an intervention plan. They must also prepare an individual report to inform the tutor what they have learnt individually. Traditionally we give them the knowledge to solve problems; this approach gives them the problem to help develop the knowledge.

Why did you use this Assessment?

- To help link theory and practice.
- To aid students to bring their theories into their practical placement.

Learning Outcomes

- Develop knowledge of risk based assessment.
- Develop abilities to work in a team.

Why did you change to this form of assessment?

Students used to hand up essays and do a presentation. It was found they were not linking theory and practice as well as required. Work placement seemed too removed from college life.

How do you give feedback to students?

Group and Individual Feedback. Students are given a written copy of the feedback.

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

- Links theory and practice
- Develops industry skills
- Independent and critical thinking
- Tutor becomes facilitator.

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

- Some students struggle if they are marks focused.
- Some groups don't gel.
- Marking – takes you out of comfort zone, easier to mark essays.

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

- Ask previous students to talk to the new group.
- Show students a sample copy of previous work.
- Give a lecture/half a lecture on Problem Based Learning.
- Do pick groups at random, more a real-life scenario.

Do you have any feedback from students about this assessment?

Feedback from students is good. They feel the brief is closely related to practice. A chance to work with people they would not normally, they also have to tackle people who do not pull their weight. Sometimes they want more client info, however the amount information they receive is truer to real life practice.

Any additional comments?

Add to a brief if it's applicable. I am happy to be contacted further in relation to use of this assessment.

Additional Resources

- Problem Based Learning Assignment 2012 (see below).

Problem Based Learning Assignment 2012

Each group is asked to prepare an intervention plan or care plan for Anthony and Tina O' Hara.

Discuss the intervention in terms of assessment, aims, implementation and continuous evaluation which is based on the use of evidence based practice.

Provide precise details of what you will do and how you will engage with this family considering, the level of risk and concerns for the above family members. You are asked to present your intervention plan based on a recognized risk assessment framework and by the guidance of a strengths based perspective for professional intervention.

- **Group Report** (5000 words excluding appendices and bibliography) worth 50%.
  The group report is expected to reflect all the recorder accounts of each session with reference to the use of the four column process and how this facilitated clarification of the risk assessment, generation of ideas, facts, new learning, intervention plan and evaluation. It will also include an element of peer assessment.
- **Individual Report on experience of the group process** (500 words) and key learning for you as an individual in relation to risk assessment and strengths based perspectives (1000 words). (50%);

Submission dates   (Group A)   (Group B)

Group Sessions will take place on

Group A 19. November, 26. November, date tba by group

Group B 20. November, 27. November, date tba by group