

2014

## Problem Based Learning 2

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### Recommended Citation

Dermody, B. (2020). *Problem Based Learning*. Learning, Teaching & Technology Centre, Technological University Dublin.

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# Assessment & Feedback Use Cases

## PROBLEM BASED LEARNING

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**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

Brenda Dermody

## Programme and year on which assessment was offered

BA Design (Visual Communication), Year 3 and Year 4

## Description

A mix of formative crits and weekly work in progress tutorials which also involves peer learning in tutorial groups of 5 or 6. A person from industry is brought in to view an interim crit. They view the student's work from one particular issue such as strategy. Students are given their full marking and guideline forms that have been used to assess. This form is very thorough and if they are falling in the cusp of two marks certain lines may be highlighted.

## Why did you use this Assessment?

Reflects the nature of industry practice. Students must be able to articulate their concepts. Prepares students for industry and builds up their design vocabulary.

## Why did you change to this form of assessment?

Crits were previously used; however the focus now is also on building design strategy and articulation.

## How do you give feedback to students?

Lecturers sit down with student and go through work, explaining marks and why.

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

- Transparency
- Ensures parity of marking (across 6 members of staff)
- Students understand learning procedure
- Lexicon of comments; saves on marking time - having to think of comments for students

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

- Could potentially be a bit inflexible for highly creative students
- Some colleagues say they find it more time consuming. (Some find the descriptors too wordy but no one has offered any alternatives so far.)

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

Trial it. We are bound by the Freedom of Information Act and the criteria used to inform our decision making when marking should be transparent.

## Do you have any feedback from students about this assessment?

Students are happy enough, there is very little room for argument and it has cut down on appeals and any conflict. They are also offered the opportunity to do a formative self-assessment prior to the summative assessment which helps them focus on the project requirements.

## Additional Comments

Ongoing difficulties with storing work for assessment and exam work that has to be kept for external examiners, as dealing with large physical portfolio.

## Additional Resources

- Visual Communications Assignment Marking Scheme (see below).



