

10.1.2025

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Title

Innovative assessment and collaborative learning using problem-based learning : learning through construction a different medium in which to excel? / M. McLoughlin, B. Burns and A. Darvill

Publication year

2015

Source/Footnote

In: Exploring learning & teaching in higher education / Mang Li ; Yong Zhao (eds.). - Berlin [u.a.] : Springer, 2015. - S. 145 - 169

Inventory number

37174

Keywords

Studentenschaft : Studienverhalten ; Studentenschaft : allgemein ; Ausland : Kanada : Studenten, Studium, Lehre ; Ausland : Kanada : einzelne Hochschulen

Abstract

This chapter presents the evaluation of the use a modified triple jump for PBL as a summative assessment strategy within an undergraduate nursing curriculum. A retrospective design was adopted to explore and evaluate the experiences of four cohorts of child branch students and their facilitators in relation to this revised assessment strategy. Findings demonstrated improved pass rates at first attempt and evidence of deeper learning and the strengths and weakness of the assessment strategy from the facilitator perspective in this innovative assessment. (HRK / Abstract übernommen)

Signature

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