

# **Problem Based Learning In –course Assessment**

## **Year 1 Briefing**

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# Your PBL Course



## **PBL Course Aims**

- 1. Integrate your learning across the Themes**
- 2. Develop your professional transferable skills :**
  - Analysing cases**
  - Defining learning objectives**
  - Gathering relevant information**
  - Critically appraising sources**
  - Evaluating data in evidence based practice**
  - Medical decision –making**
  - Teaching: questioning, presentations, feedback**
  - Collaborative working in a team**
  - Self-directed study**

## Structure of the In-course assessment

1. Attendance and punctuality – spring term
2. Individual assessment record (1-1 feedback from tutor) Formative-autumn, Summative-spring. **Judgement** that progress is satisfactory in all aspects.
3. Written reflection- 500 words using evidence from feedback of tutor and peers & based on experiences. **By 13<sup>th</sup> February. Double marked.**
4. Independent PBL exercise

**Self-test 10-24<sup>th</sup> January**

**Assessed 1-15<sup>th</sup> March**

# Your tasks for the Independent PBL exercise

- 1. Study a brief case** group then independently
- 2. Formulate relevant learning objectives** maximum 4
- 3. Critically appraise your sources** up to 6 of those used  
50 words for each = 300 words
- 4. Summarise your findings in a written report** 500 words +/- 10%  
link references with superscript  
Turnitin

## **CASE- study and write your own learning objectives**

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Mr. McRory comes into the Surgery asking for advice on the effects of dyes on his health.

He has recently joined a new firm that makes chemical dyes for the fashion industry and the firm is offering a screening programme.

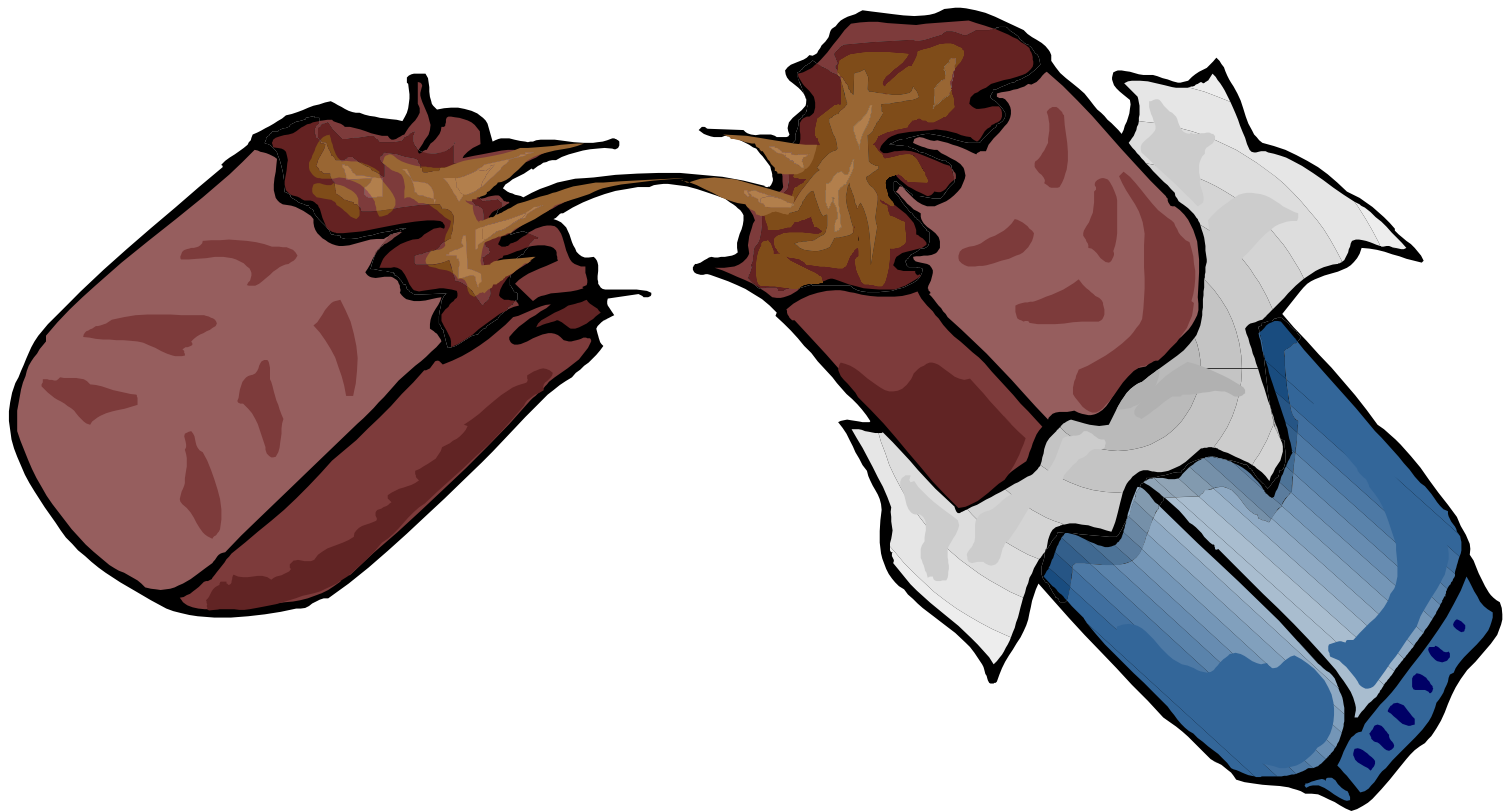
He has heard from friend that a newspaper reported that someone working with dyes died of a cancer and Mr. McRory is concerned that this could happen to him.

# Review one another's scripts and compare

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## Your learning objectives



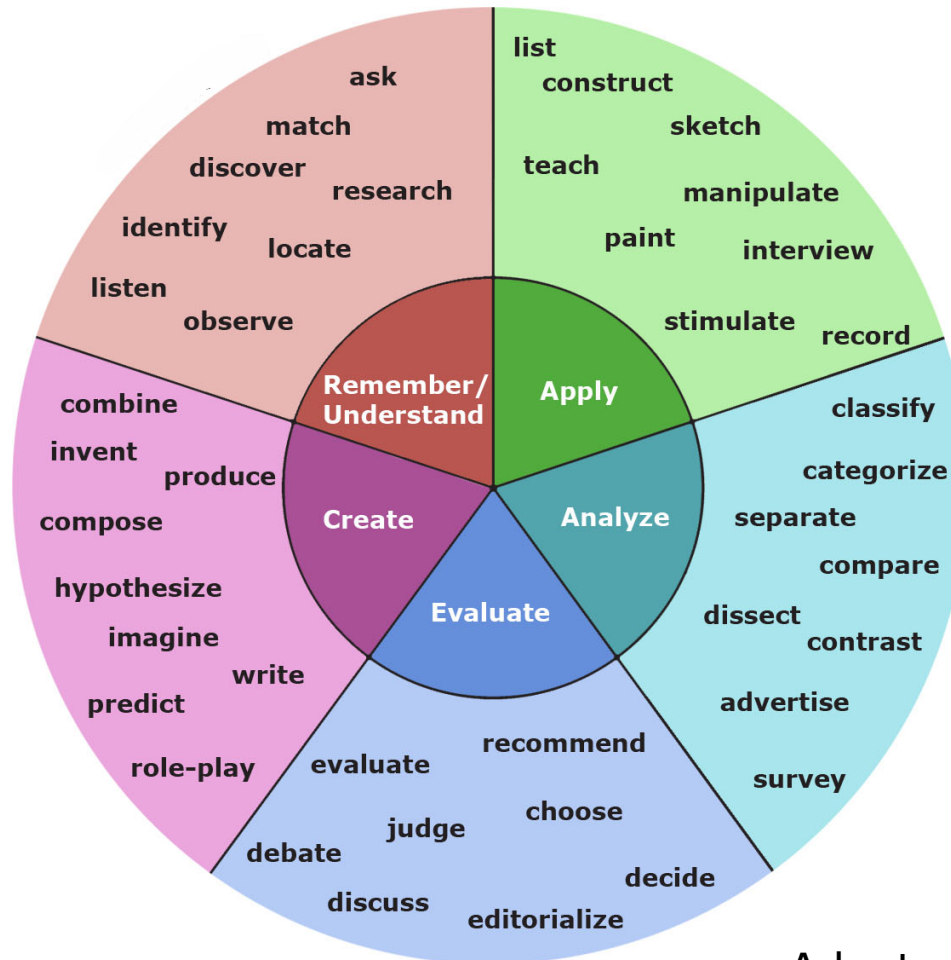


## Examples of Learning Objectives

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1. Describe the harmful effects chemical dyes have on the body?
2. Describe the screening programme and compare its pros and cons.
3. Explain and illustrate the anatomical and physiological process of cancer related to exposure to chemical dyes.

# Bloom's Classification of Learning Objectives



Adapted from On (2010)  
*Bloomin' oranges and butterflies and such*

## Learning Objectives

Think **SMART**

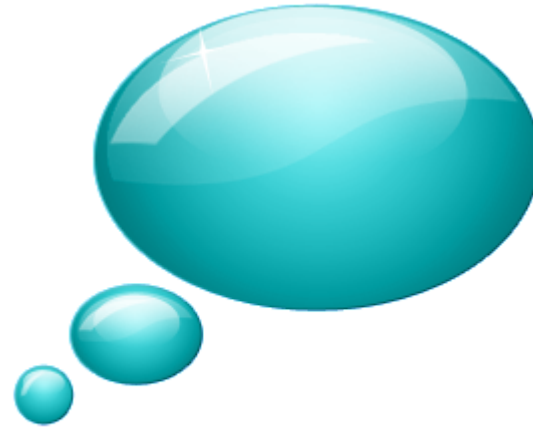
Specific

Measurable

Achievable

Relevant

Timescaled



## Mark one another's scripts

- Fail 0** Does not identify basic issues from the case. and /or Not written clearly.
- Pass 1** Identifies basic issue(s) from the case and clearly stated.
- Good 2** Comprehensive and clear objectives about relevant, researchable issues.
- Excellent 3** As 2 and more complex, with questions of greater breadth and depth, exploring relationship between basic science and clinical practice, or using higher levels of Bloom hierarchy.

## **How many students have learning objectives that are:**

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Excellent

Good

Pass

Fail

## The Sources

Books

Internet

Experts

Patients

Style

Vancouver



# What is the role of your tutor?

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## Your questions??????

**After today:**

**look at Intranet**

**check Exams and Assessment page for Frequently Asked Questions**

**If still unsure.....write to [feo-exams@imperial.ac.uk](mailto:feo-exams@imperial.ac.uk)**

**Good Luck**

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