

Assessing Students During the Problem-Based Learning (PBL) process

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ABSTRACT

This manuscript describes assessment processes that can be used during the normal conduct of Problem-based learning. The recent focus on assessment causes educators to consider different types of assessment methods designed for the purposes of improving students' performance. Scoring rubrics and Likert scale assessment forms can be used in both formative and summative assessments. Formative assessment can be an on-going and integral part of the learning and improvement cycle. Summative assessment can be based upon patterns of performance toward the end of the course. Students' written reports on their research on learning issues and integrative in-class discussions that follow after their research offer especially rich opportunities to assess students on many types of learning. Repeated observations of individuals working together throughout the in-class steps of the PBL process provide further opportunities for assessment. Appropriate assessors include faculty members, student peers and the students can assess themselves.
