CONSTRUCTIVE ALIGNMENT

Learning objectives

- Students can develop frameworks and implement an iterative approach to project work

This learning objective was met directly as assessed at the end of the course.

Learning activities

At the start of the course, students are introduced to their research problem, which becomes the basis of each group's investigation. In addition, the first homework exercise, which outlines the technical challenges involved in their problem, gives feedback on the students' strategic thinking. This exercise also establishes a safe space for students to articulate their concerns and questions. Finally, after completing the feedback exercise, students are able to write a self-reflection, where they can detail what they learned from the feedback process and their group's progress. The feedback exercises were essential for students to reflect on their teamwork and collaboration processes.

Fur thermore, the activity was valuable for students who would normally have had difficulty with project-based teamwork. The activity allowed students to discuss their collaboration: "sharing the work load" and "learning from each other". The feedback process was found to be an effective way to encourage students to improve their collaboration.

In this iteration of the course, teamwork and collaboration did not directly contribute to the overall grade. Instead, the feedback exercises were used formatively to gain insights into students' teamwork processes. The feedback process was found to be an effective way to encourage students to improve their collaboration.

Assessment of learning outcomes

In this course, students were able to participate in group discussions and effectively contribute to the overall grade. Instead, the feedback exercises were used formatively to gain insights into students' teamwork processes. The feedback process was found to be an effective way to encourage students to improve their collaboration.

- Students can develop frameworks and implement an iterative approach to project work

CONTEXT

In the department of pharmaceutical sciences, this bachelor-level research course aimed at supplementing students' theoretical knowledge with practical experience. The course was designed to help students understand how to plan, execute, and interpret research projects. The course also aimed to prepare students for their future careers in research.

The course was divided into two 5-week units: firstly introducing the analytical methods and theory in a learning-by-doing approach. Over the course of the 10 weeks, students carried out a forensic investigation, which was split into two 5-week units. The first unit focused on the theoretical aspects of the investigation, while the second unit focused on the practical aspects. The practical aspects included the use of the Group Member Evaluation tool, which enabled students to rate their team members' performance.

The Group Member Evaluation tool was used in both of the 5-week units. In the first unit, the tool allowed students to give each other feedback on their teamwork and collaboration processes. In the second unit, the tool enabled students to rate their team members' performance on a 5-point scale. The tool also allowed students to see all ratings and comments in one place, which made it easier for instructors to follow individual and group progress throughout the activity, as well as for students to see how their peers rated them.

The tool helped students to reflect on their teamwork and collaboration processes. The tool also helped instructors to assess students' teamwork and collaboration processes. The tool also helped instructors to assess students' teamwork and collaboration processes.

The Group Member Evaluation tool was found to be a real winner for students. After improvements were made, like the automatic synchronisation of groups, students found the tool to be a great benefit. The Group Member Evaluation tool was an essential tool for students to improve their collaboration.

Notable outcomes

Comparing the previous and current tools, the new tool was found to be much easier to use. Despite some initial teething issues when setting up Group Member Evaluation for the first time, subsequent attempts at creating activities were found to be much easier, in part thanks to the "copy from existing" feature, which allows previous templates to be reused and modified.

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Value of technology

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