

Enquiry Based Learning - STAR Project



Developing Learner Autonomy through Assessment and Feedback in Problem Based Learning

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Aim of the Study

The literature identifies assessment and feedback as important tools in the development of learner autonomy (Black and Williams 1998, Boud 1995, Hinett and Thomas 1999, Knight and Yorke 2003)

Much of this work has focussed specifically on autonomy in the context of self assessment. In our study we wanted to explore feedback in the context of PBL.

Who was involved:-

There were two phases to the study.

Phase One :- students from OT, midwifery and marketing.

Phase Two :- practitioners from around the globe.

Data Collection Methods:

Focus Groups

Interviews



Findings

Feedback is a core element in promoting learner autonomy -

"Feedback is great for learning... good for making me study"

Feedback can build confidence -

"it tells me what I'm good at"

"so I know I make progress in the right direction."

Feedback works on multiple levels -

"tutor led" - Feedback is great for learning. Good for making me study

"peer led" - it's useful for exchanging different ideas... and gaining different perspectives.

"Self-reflection" - identify gaps in our own learning.

The next phase of this work is to analyse the data collected by Kiefer at the 2nd International PBL symposium Singapore, to develop a set of guidelines around assessment for tutors using PBL and produce a series of journal articles to share our findings.



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