

# Peer Assessment of Laboratory Skills

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## Assessment of what?!

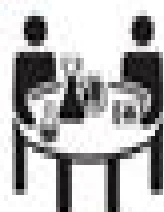
Laboratory skills! Students do lots of lab work at university but most of it is assessed afterwards, and by lab reports. We **rarely directly assess** laboratory skills.<sup>1</sup> We implemented our peer-assessment protocol with >150 1st years.

## Ok, but there's no time! Never. Any. Time.

The model we use is **E-A-S-Y**:



Students watch **EXEMPLAR** materials such as video in advance of their lab class.



**ASSESSMENT** begins in the lab. Students video each other as they demonstrate the technique. Then they peer review.



Students **SUBMIT** their video for review by instructor to confirm competency is demonstrated.



**YES!** Students obtain their digital badge if their video demonstrates competency. A badge is a micro-certificate.<sup>2</sup>

## Did someone say epistemology?

They didn't. But let's talk. **EXEMPLARS** have a really great basis in the education literature. They provide students with quality standards on which we can build self- and peer-assessment protocols.<sup>3</sup>

Giving students preparation materials in advance of the laboratory class has a good grounding in **COGNITIVE LOAD THEORY**. If there is one topic you should know about as a chemistry educator, this is it.<sup>4</sup>

And how often do we get our students to talk instead of write? This is an easy way to get some **GRACY** going on.<sup>5</sup>

## What happens when you do this?

We examined students' perceptions of their knowledge, skills, and experience of practical techniques before and after, as well as testing some aspect of each technique, before and after. We saw **significant improvement**. We've also trialled it in school classrooms.



Knowledge, experience, & skills-o-meter

## Tell me everything you know!

E-A-S-Y! See our 2017 CERP paper:

DOI: [10.1039/C7RP00003K](https://doi.org/10.1039/C7RP00003K) or at [www.rsc.org/cerp](http://www.rsc.org/cerp).

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# Pbds Assessment Student Guide

**K Payea**



## **Pbds Assessment Student Guide:**

OECD Reviews of Evaluation and Assessment in Education: School Evaluation in the Flemish Community of Belgium 2011  
Shewbridge Claire, Hulshof Marian, Nusche Deborah, Stoll Louise, 2011-12-07 This report provides for the Flemish community in Belgium an independent analysis of major issues facing the educational evaluation and assessment framework current policy initiatives and possible future approaches

**NIAAA Treatment Handbook Series**, 1985      **Assessing Alcohol Problems**, 1995      Assessing Alcohol Problems John P. Allen, Megan Columbus, 2003 A revision of the landmark study by D J Lettieri Alcoholism Treatment Assessment Research Instruments Assists in locating examining and selecting instruments appropriate for use in all stages of the assessment process Includes state of the art reviews of and recommendations for assessment procedures Written with the clinician and the less experienced researcher in mind Includes screening diagnosis assessment of drinking behavior treatment planning treatment and process assessment and outcome evaluation Also Fact Sheets and Sample Instruments

**Manual of Staff Development** Lori Rodriguez, 1996 The MANUAL OF STAFF DEVELOPMENT is a practical resource that provides staff development educators and administrators with a compendium of useful tools and techniques to meet the rapidly changing professional development needs of their staff Drawn from hospitals through the U S and Canada the materials address such crucial and diverse activities as staff development certification finance quality marketing instructional design needs assessment program planning orientation preceptorship in service education competence assessment and evaluation This resource enables the staff development educator to benefit from the expertise and experience of numerous staff development experts saving the time and money required creating these programs and materials

*Interpersonal Relationships - E-Book* Elizabeth C. Arnold, Kathleen Underman Boggs, 2013-09-27 Acclaimed for its strong theoretical framework and consistent organization Arnold and Boggs Interpersonal Relationships Professional Communication Skills for Nurses 6th Edition remains the definitive resource in developing effective communication with clients families and colleagues in order to achieve treatment goals in health care This two time AJN Book of the Year award winner is thoroughly updated and includes current references describing how to modify communications strategies for various populations and situations including children the elderly end of life health teaching stress crisis and colleagues Two new chapters address issues in contemporary health care related to promoting health safety and supporting continuity of care Not only does this book present proven communications strategies and principles in nursing psychology and related theoretical frameworks but also it challenges you to apply these strategies and principles to numerous exercises and practical nursing case studies Written in terms of the nurse client relationship the cutting edge communications strategies presented are key for nursing students and professional nurses Covers all mandated topics for nursing professionals from beginning students to staff development in a variety of settings including professional collaboration health team communication patient centered care safety and hand off communication Discusses nursing

behavioral developmental family and communication theories providing an essential foundation and a theoretical perspective of effective communication Offers basic concepts first followed by applications with emphasis on assessment providing a sound framework as you prepare for nurse client interactions Experiential exercises offer the opportunity to practice observe and critically evaluate your professional communication skills in a safe learning environment Critical Thinking Exercises promote critical thinking processes essential for effective communication in nursing practice Includes case examples throughout creating empathy for clients perspectives and needs Offers Ethical Dilemma and Developing an Evidence Based Practice boxes in each chapter Describes how best to use the electronic health record for clear communication with current information on classification systems standards of documentation and telehealth technologies used in nursing Acknowledges humor gender and touch as important means of communication in interpersonal relationships Increases awareness of the issues involved in communicating with individuals of various stages of life clients with special needs and colleagues in all areas of health care Provides learning objectives chapter overviews and a detailed glossary all designed to focus your learning and help you organize key content

**Fast Facts for the Travel Nurse** Michele Angell Landrum, 2009-12-17 This book provides a broad base of information intended to guide professional nurses in pursuing a travel nursing career Written by a seasoned practitioner the book includes tips on how to enter the field of travel nursing negotiate assignment contracts increase pay improve benefits and enhance travel assignments The guide is designed to provide quick access to needed information and shows nurses how to acquire representation from a staffing company how to arrive well prepared at an assignment location and how to interview with prospective facilities In a one light easy to read volume Fast Facts for the Travel Nurse provides everything practitioners need to enjoy a lucrative and interesting travel nursing career Key Features Written by a seasoned travel nurse Provides whole career guidance Offers information on state boards of nursing and travel staffing companies Includes a complete standard math test study guide Written in a personal easy to read style

*Federal Information Sources & Systems*, *Federal Information Sources and Systems*, 1984 Includes subject agency and budget indexes

*Competency Based Nursing Education* Marion G. Anema, Jan L. McCoy, 2009-10-26 The need for competency based education CBE in nursing has been recognized for years CBE provides a way to help ensure that learners are competent at the end of educational endeavors This book is designed as a resource for nurse educators who are responsible for diverse education programs Authors Anema and McCoy bring together all the elements of CBE and provide a road map to develop implement and evaluate competency based approaches to nursing education The book provides valuable guidelines for developing organizational strategies new care delivery approaches and project planning tools Guidance on performance assessment tools and data collection is also included Key features Explains why CBE is needed and how it can help improve current education programs Presents practical guidelines on how to transition to the CBE approach Provides helpful guidance on developing valid and reliable assessments Includes critical information on data collection and the use of data to

verify achievement of outcomes Contains practice activities at the end of each chapter to simulate real life situations     A Student's Guide to School Assessment ,     **Practical Guide to Medical Student Assessment** Zubair Amin,Yap Seng Chong,Hoon Eng Khoo,2006 This practical guide provides a simple useful reference to commonly raised questions about medical student assessment The first part of the book provides succinct information on the general aspects of assessment such as purpose and principles of assessment technical terms such as validity reliability and utility of assessment instruments and how to choose assessment instruments for a given purpose Individual assessment instruments are treated in the second part of the guide The authors focus on about 20 selected assessment instruments currently in use or promising new instruments that are likely to get increased acceptance in future For each instrument a general description is given followed by discussion on its uses limitations psychometric characteristics and recommendations for medical teachers The reference section contains highly selective and well researched resources annotated and classified according to their usefulness Many of these resources are available free on the Internet Sample Chapter s Chapter 1 Assessment in Medical Education An Overview 151 KB Contents Principles and Purpose of Assessment Assessment in Medical Education An Overview Key Concepts in Assessment Special Issues in Assessment in Clinical Medicine Standard Setting A Model for Assessment Assessment of OCyKnowsOCO and OCyKnows HowOCO Oral Examination Viva Long Essay Questions LEQ Short Answer Questions SAQ Multiple Choice Questions MCQ Extended Matching Items EMI Key Features Test KF Assessment of OCyShows HowOCO Long Case Short Case Objective Structured Clinical Examination OSCE Assessment of OCyDoesOCO Mini Clinical Evaluation Exercise Mini CEX Direct Observation of Procedural Skills DOPS Clinical Work Sampling CWS Checklist 360 Degree Evaluation Logbook Portfolio Readership Medical teachers and nursing dental and para clinical professionals     **Good Practice in Assessment Guide for Students** Neil Challis,Ken Houston,David Stirling,LTSN Maths Stats & OR Network,2004     *A Guide to the Professional and Linguistic Assessment Board (PLAB) Examination* P. S. Prabhu,1999     Study Guide, Self-assessment Exam-practitioners American Academy of Physical Medicine and Rehabilitation,1994     *Btec Health and Social Care Level 2 Assessment Guide* Elizabeth Rasheed,2013 Take the guesswork out of BTEC assessment with sample student work and assessor feedback for all pass merit and distinction criteria By focusing on assessment this compact guide leads students through each pass merit and distinction criterion by clearly showing them what they are required to do Provides a sample student answer for every single pass merit and distinction criterion together with detailed assessor s comments on how work can be improved so that students know exactly what their work needs to show to hit their grade target Saves you time realistic model assignments are included and provide an opportunity to generate all evidence with each criterion and grade clearly indicated so there is no need to rewrite yet more assignment briefs Use instead of a textbook detailed revision style summaries of all the learning aims from the unit support students allowing them to quickly find the facts and ideas they will need for their assessment Enables you to customise your

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**Self-Assessment Participants Guide** ETA hand2mind,2004-10-08 Hand On Educational Activities Materials      Guide to  
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Leadership in Education,199?      *Assessment Guide Course 1* ,2019-11-18

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