



Intellectual output No 3: Assessment tool

This assessment tool was developed by the Estonian and Norwegian extended working groups. It provides the framework and tips for the teachers how to assess the achievement of learning outcomes in the shared learning process.

Assessment of student achievements of learning outcomes and feedback about learning

Topic or task	What exactly you would assess? What kind of knowledge and skills, what attitude and behaviour	How would you assess? Method, differentiated or non-differed?	Feedback from students? How, when, and about what you would collect?	Comments
Case method task within the group	<u>Everything</u> Communication Applying learned knowledge Theory/knowledge	Differentiated	Discussion	The case method task will be used for students to understand and be aware of issues influencing patient safety, to identify the causes and outcomes of patient safety incidents, to distinguish human causes related to human factors and lack of safety awareness, to find relevant solutions for preventing incidents and building up safety. As a shared learning approach, the students will be asked to be active in the learning process, and provide feedback to each other during the discussions, and discussion summaries will get oral or written feedback from teachers. Assessment (differentiated) will be made based on notes made by teachers' observations during the discussions (activity, willingness to learn, attempt to relate theory and practice, sharing knowledge/experience) and the written case report supported by presentation slides and speeches prepared by groups.
	Teamwork Leadership Investigation skills Critical thinking Ethical thinking	Non-diff Presentation + self-reflection about group work	Written feedback Oral feedback at the end of the seminar	
	All outcomes are possible	Questions Groupwork assignment and others give feedback to it	Group process report	
	What kind of human factors are present in the case and why			
Brainstorming method / worst possible idea method	<u>Patients role</u> Knowledge (sufficient?)	Oral feedback (non-differentiated)	Oral feedback	Brainstorming method will be used as a part of discussions initiated for case method – finding solutions for preventing incidents, for supporting patient safety developments.

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	Attitude towards teamwork Shared learning			Assessment (differentiated as a part of the case method task) will be made based on notes made by teachers' observations during the brainstorming (activity, skill to implement theory and lessons learned, sharing knowledge/experience).
	Problem solving skills Knowledge about human behaviour Critical thinking	Presentation (word cloud) Non-diff	Oral feedback at the end	
	Skills Knowledge			
Fishbone method	<u>Human factors</u> Analytical thinking Analyzing	Oral feedback (non-differentiated)	Oral discussion	The fishbone method will be used for students to identify and describe the real causes of incidents step by step. The method will help to understand the importance and learn the technic of finding root causes and related issues regarding the incidents and non-safe situations. Assessment (differentiated as a part of case method) will be made based on the written case report supported by presentation slides and speeches prepared by groups.
	How the student can identify critical factors Critical thinking	Oral presentation + feedback VR simulation (finding errors in the room)	First feedback from peers; then presenter gives feedback on their feedback; thirdly teacher adds or corrects something	
	Knowledge Understanding basic -> human factors, teamwork, patient involvement	Criteria regarding knowledge Pre-presentation lecture What is students background Non-diff	Limited Feelings. Do you feel that you have good knowledge of them?	

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			Criteria regarding knowledge	
Presentation from students	Discussion Knowledge	Non-diff		Assessment (differentiated as a part of the case method task) will be made based on the organization of the teamwork for the presentation, the ability of each team member to answer other students and teachers' questions, and start the discussion based on feedback given after the presentation.
	Knowledge about safety culture	Feedback from peers		
	Very wide Knowledge/understanding main topics Expanded knowledge if discuss	Discussion, do anyone have something to add? Present a situation what have happened in your workplace and what are the learning points	Other students give, then teacher	
	All students should answer all questions, teacher picks the student - random		Discussions	
Working in group in a seminar	<u>Transferring from OR to ICU</u> Reflection Teamwork (respect) Distributing roles Collaboration Attitudes	Non-differentiated	Discussion simultaneously with presentation	Group discussions as a learning method will be used for learning and getting used to talking and sharing patient safety issues, including discrete incidents' information, also for strengthening the transferable skills like the skill of reflection, expressing oneself, active listening, polite and respectful communication. Assessment (non-differentiated) will be made based on students' final reflections on discussions held during the course.

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	Communication skills			
	In several seminars it is possible to achieve all outcomes	Discussion Non-diff		
	What are the responsibilities for each team member? What are the failures in teamwork?			
Final test	Knowledge Analytical skills	Written test Oral/practical test Pass/fail or differentiated (depending on the needs of the group)	Written feedback in the end of the test: <ul style="list-style-type: none"> • What did you learn? • What would you improve 	A final test or semi-final test (differentiated) will be made for assessing students' knowledge about the definition of patient safety and patient safety culture and students' understanding of what is considered a safety incident, what adverse events, near miss, etc., also what prerequisites have to be fulfilled for teamwork, incident reporting, safety developments, etc.
	Fact knowledge, terminology Critical thinking	Both ways possible	Are the questions understandable Too hard/too easy?	
	Knowledge Understanding	Points -> grades? Differentiated Multiple choice test	Limited Complaining about the grade Difficult to give	
		Multiple choice	Limited	

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Written group work – a plan for patient involvement	Discussion Analyzing Knowledge Targeting weak spots	Non-diff	Oral discussion	Can be a separate task or part of the case method task. Assessment (non-differentiated/differentiated when part of the case method) will be made based on students' ability to use knowledge learned and experiences shared, expresses how well students have listened to each other, how much they have read about the topic, and how well their skills of critical thinking have developed.
	Writing skills Analysing skills			
	Knowledge and skills (last objective) Similar to first two	Questions Criteria Discussions	Discussion about groupwork	
	How do nurses have to involve the patients into the discharge process.	Group task	Discussions	
Reflection task about the groupwork	Discussion Analyzing "What did I learn"	Non-diff Oral discussion	Shared learning	Can be part of the individual self-reflective essay (look next line) or separate. The assessment focuses on the student's ability to analyse and critically evaluate one's own attitude and understanding of knowledge gained, also skills critically evaluate one's own further learning needs regarding patient safety.
	Analysing skills			
	Role involvement, effort in group Attitude Teamwork objective	Reflection note to the reflection (teacher or other groups)	Team	
	What is the patients role in his/her own safety? What was your effort in the group?	Reflection note Reflection on reflection		

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Individual self-reflection essay	Experience of the whole course learning (3 outcomes)	Non-diff Pass/fail		<p>The reflective essay will be used to assess the student's understanding of the importance and possibilities of patient safety and the influence of human factors and teamwork on patient safety. Also, the student's skills to summarize the most important prerequisites to patient safety and lessons learned during the course discussions and group works.</p> <p>Assessment (differentiated) will be made based on the written paper.</p>
	Analysing skills Academic writing skills	Feedback in the middle Differentiated (receives a grade at the end)	Written feedback online	
	All outcomes They make their own criteria?	Home exam, 2 days	Discussion between They practice this essay	
	Understanding and knowledge Two-days home exam	Make their own criteria for the home-exam		
Simulation (with role play)	Courage to speak up Critical thinking	Non-diff		<p>Assessment (non-differentiated) will focus on students' skills to be analytical, find out weak points in communication and behaviour, to manage critical and emergency situations. Assessment will be combined with direct feedback to students.</p>

Feedback collection from the course participants

1) How would you collect the overall feedback for the course?

2) How would you ask the feedback about the usefulness and impact of shared learning?

- 1) Questions, oral feedback
- 2) Self-reflection – I as a learner: What did I learn? What will I take with me

Discussion about improvement. Have they implemented this to their work? Maybe questionnaire half year after -> have they seen changes in the workplace. How they practice etc.