

Design Considerations for Cases used in Pharmacy Teaching and Learning.

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Maintaining standards

- Assessment → students engage in worthwhile learning, provides feedback, also needs to assure University, and relevant professional bodies that students have achieved the required knowledge and skills.
- Articulating the threshold ('pass') level for the task, ensuring that this is at an appropriate level.
- Benchmarking processes useful in developing confidence in judgments about threshold levels. Key reference points, principles or checkpoints to inform judgements.

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- **Benchmarking processes useful in developing confidence in judgments about threshold levels. Key reference points, principles or checkpoints to inform judgements.**

Benchmarking

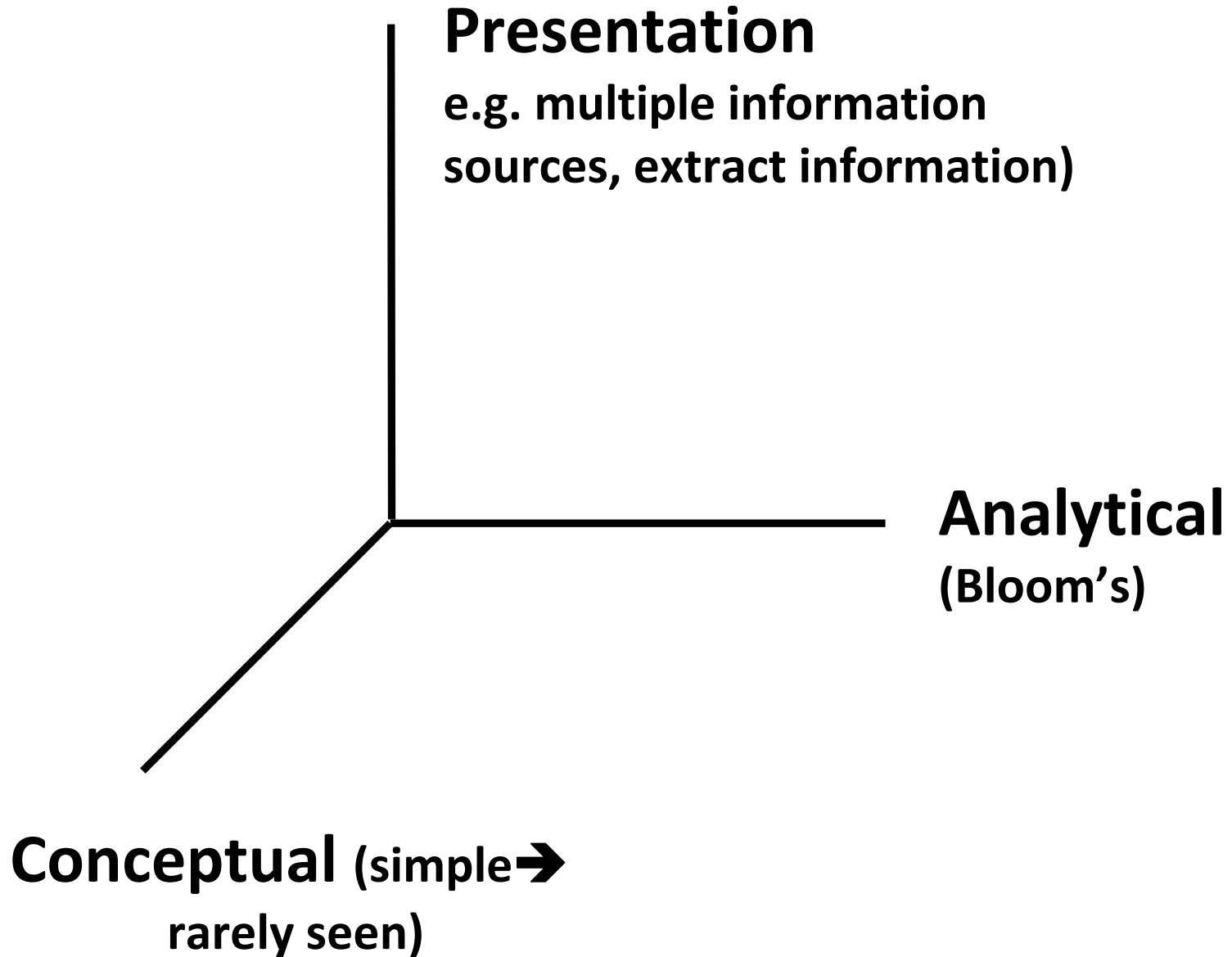
- Discipline projects e.g. Accounting capstone
- As a peer reviewer need to make decisions on appropriateness of teaching and assessment items, marking.
- Research around item analysis is fragmentary

Each case used in teaching and learning is different



**Age, sex, other medical conditions, other medications,
patient preferences and lifestyle, available information**

Case Difficulty Cube



Analytical

The decision is provided, students decide whether a correct decision has been made or respond to simple questions. Questions require recall only.
(Remember / Explain)

1

Students need to identify or make a decision. (Question may be answered by following a protocol).
(Apply)

2

Students need to make and justify a decision or decisions that do not impact on other areas of the case.
(Analyse/Evaluate)

3

Students need to justify and make multifaceted cascading decisions that impact on each other.
(Adapt/Create)

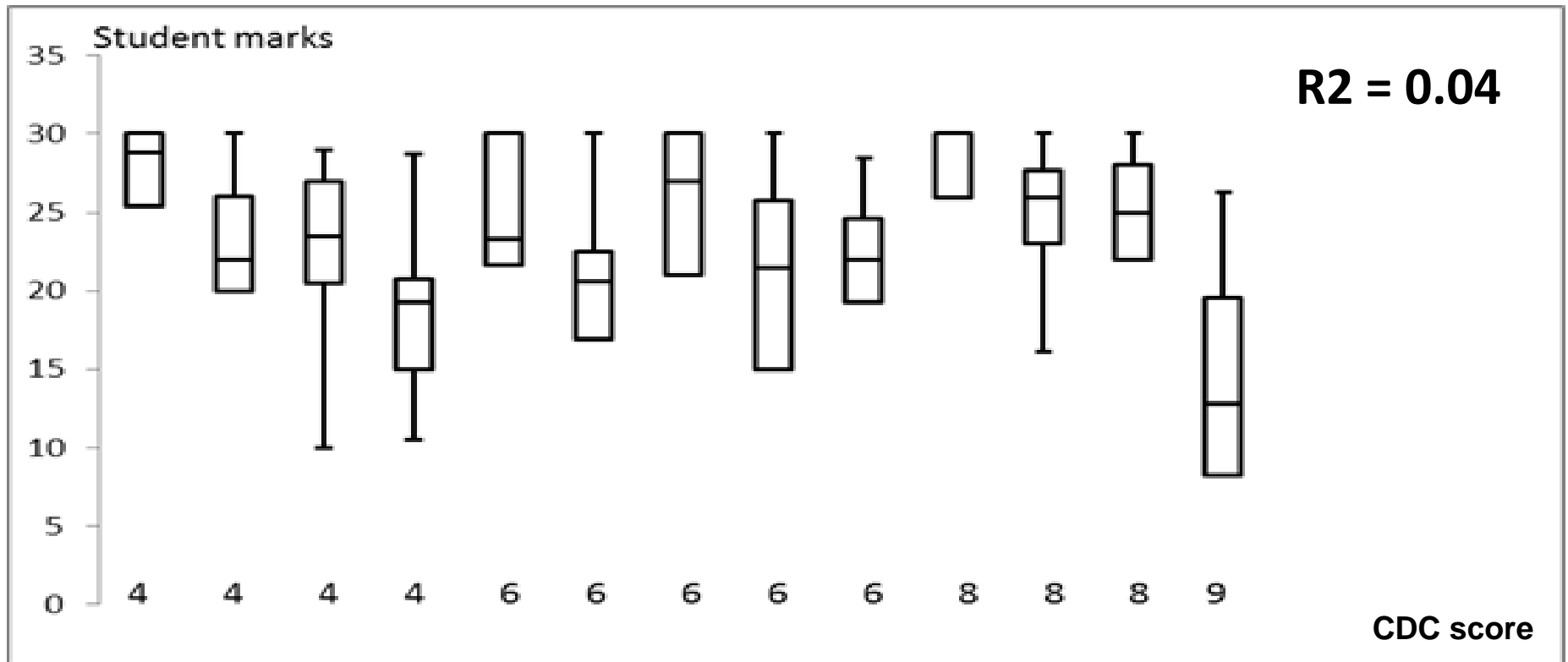
4

Example

	Analytical	Conceptual	Presentation	Final score
A	3	2	2	12
B	3	2	1	6
C	2	2	1	4
D	2	2	1	4
E	2	2	1	4
Final Consensus	2	2	2	4

The inter-rater reliability across all cases calculated as 21%.

How do marks correlate with scoring?



Student mark for a question item is determined by student's knowledge and skills **and the difficulty of the item.**

Process

- Small project (spinoff of OLT project) with significant value of collegial discussions rebuilding our own capacity
- National projects critical in developing **discipline** capacity