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| **Design guidelines for CBL Assessment** | |
| **Design Guideline** | **Example implementation** |
| Align with participating programs on the intended learning of students to ensure complementary learning experiences for students. | * Co-definition of competences supported by the inter-program CBL experience. * Development of rubrics, including development levels and performance indicators, based on input from academic supervisors and students. * Rubrics as communication tool with the programs to align on intended learning, assessment procedures, and the position of the challenge within the curriculum. |
| Make intended learning explicit and tangible for students. | * Embedding ILO’s and performance indicators in learning activities and tools (e.g., self-assessment instruments). * Connecting to ILO’s and development levels as part of the team/individual coaching of students. |
| Identify the different stakeholders in your inter-program CBL experience and their role in the learning process of students. | * Planning alignment sessions to attain a shared view on stakeholders in the projects and their role on the (formative) assessment of the students. * Designing and implementing learning activities to support students in the identification of stakeholders and their importance for the project. |
| Manage the emerging needs in student learning related to the open challenge, by modularizing learning activities and offering them “just-in-time”, whenever possible. | * Identifying knowledge/tools of relevance for the learning of students. * Modularizing learning by creating a catalog of workshops that enable Just in time education. * Creating a culture of flexibility and awareness within the educational team. |
| Use different assessment formats to support the development of students at the individual, team, and process levels. | * Making the link between the assessment/learning activity and the level (i.e., individual/team) targeted explicit. * Designing coaching sessions with distinct purposes, such as coaching on the team’s project (i.e., process), team development (e.g., roles, team dynamics), and personal development. * Using different instruments to support (formative) assessment activities at team and individual level, such as rubrics and checklists. * The use of guiding questions (e.g., for self-assessment, peer feedback, or coaching sessions) to help students think at the right level. |
| Intensify assessment as learning in the early phases of the project to support the problem-finding process. Decrease scaffolding as project progresses. | * Creating opportunities for alignment and feedback on project direction from relevant stakeholder intensified in the early phases of the project. * Frequent workshops in the early phase of the project to strengthen students’ competences required to navigate the open challenge and define an interdisciplinary problem to work on. |