### Chapter 1 A Guide for Project– Based Assessment

#### **Kumar Dookhitram**

University of Technology, Mauritius

N. Laloo https://orcid.org/0009-0007-5731-8676 University of Technology, Mauritius

**Prabha Ramseook-Munhurrun** University of Technology, Mauritius

J. Narsoo University of Technology, Mauritius

Sameer Sunhaloo https://orcid.org/0000-0003-2399-6333 University of Technology, Mauritius

### ABSTRACT

This chapter is based on module assessment through project-based learning. Projectbased learning (PBL) is learner-centred and enables students to build their knowledge and capabilities, and acquire complete understanding of the module content. PBL in its simplest form usually culminates in a report that demonstrates the mastery of the module content by the students. In some areas of study, students are required to submit prototypes to support their problem solving abilities. In general, PBL starts with the allocation of assignments to students. The assignments can be of diverse nature and may involve more than one problem. The next step comprises of the students analysing the problems in view of identifying the possible solution procedures. The students will thereafter come up with the final solutions and analysis. As

DOI: 10.4018/979-8-3693-8402-2.ch001

mentioned above, the end product is frequently a report encapsulating the problem statement, methodology, analysis and conclusion, amongst others.

#### 1. INTRODUCTION

This chapter is based on module assessment through project-based learning. Project-based learning (PBL) is learner-centred and enables students to build their knowledge and capabilities, and acquire complete understanding of the module content (Houghton, 2023; Kubiatko & Vaculová, 2011). PBL in its simplest form usually culminates in a report that demonstrates the mastery of the module content by the students. In some areas of study, students are required to submit prototypes to support their problem-solving abilities. In general, PBL starts with the allocation of assignments to students (Castelan & Bard, 2018). The assignments can be of diverse nature and may involve more than one problem. The next step comprises of the students analysing the problems in view of identifying the possible solution procedures. The students will thereafter come up with the final solutions and analysis. As mentioned above, the end product is frequently a report encapsulating the problem statement, methodology, analysis and conclusion, amongst others.

Project-based assessments (PBAs) are an alternative to time-based assessments and may also complement the latter (Gratchev, 2023; Tal et al., 2000). PBAs usually require the students to seek out a more comprehensive understanding of the subject concepts, and to make rational decisions and to support them. PBAs are student-centred and contribute in the development of creativity and critical thinking abilities. PBAs may allow the students to have a broader view of the subject matter, particularly when there is a link with concepts from other modules. PBAs also enable students to learn by doing as it promotes the integration of theory and practice, and also develops students' employability, entrepreneurial, teamwork and communications skills. Such learning skills will help students in better translating knowledge into practice through real-life case studies which involve review of the literature, methodology, design, problem-solving, decision-making and concluding the project with realistic recommendations. Such real-life assignment(s) will provide students with challenges to examine academic theories to practice and thereby also boosting students' self-confidence when they enter the world of work and developing market-demanded skills.

PBA promotes deeper and richer learning by motivating the students to engage with their learning, giving them the opportunity to work autonomously to develop their own knowledge and at the same time giving them ownership over their work. This may lead the students to demonstrate their knowledge of the subject innovatively, solve real-life problems and promote the development of decision-making abilities. 6 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: <u>www.igi-</u> <u>global.com/chapter/a-guide-for-project-based-</u> assessment/382548

### **Related Content**

# Teacher Technology Education for Spatial Learning in Digital Immersive Virtual Environments

Flavia Santoianniand Alessandro Ciasullo (2020). *Examining the Roles of Teachers and Students in Mastering New Technologies (pp. 350-366).* www.irma-international.org/chapter/teacher-technology-education-for-spatial-learning-in-digital-

immersive-virtual-environments/251325

#### Enhancing In-Service Primary Teachers' Technological, Pedagogical and Content Knowledge on Mobile Mathematics Learning

Loucas FI. Tsouccasand Maria Meletiou-Mavrotheris (2019). International Journal of Mobile and Blended Learning (pp. 1-18).

www.irma-international.org/article/enhancing-in-service-primary-teachers-technologicalpedagogical-and-content-knowledge-on-mobile-mathematics-learning/227714

#### E-Book Readers for Everyone: FATIH Project

Nilgün Özdamar Keskin, Firat Sarsarand Michael Sean Gallagher (2014). *Mobile Pedagogy and Perspectives on Teaching and Learning (pp. 74-86).* www.irma-international.org/chapter/e-book-readers-for-everyone/78660

## Mobile Technology and Student Learning: What Does Current Research Reveal?

Pamela Pollaraand Kelly Kee Broussard (2011). *International Journal of Mobile and Blended Learning (pp. 34-42).* 

www.irma-international.org/article/mobile-technology-student-learning/56332

# Unconventional Delivery: Developing and Implementing Service-Learning in an Online Course

T. J. Hendrix (2019). Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education (pp. 259-273). www.irma-international.org/chapter/unconventional-delivery/208359