

# Re-thinking authentic assessment: how problem-based learning reshapes curriculum practice in HE.

- ▶ Why: Problem-based learning (PBL) is extensively used in the medical school. The idea was to transfer PBL pedagogy into teacher education. PBL deals with real-world problems, and has been under utilised in teacher education due to lack of pedagogical knowledge. The study aimed to identify those skills that can be promoted through PBL.
- ▶ How: theoretical framework was social constructivism. It utilised Hung's (2009) 3C3R model for problem design and data collected through lesson observations, interviews and focus group discussions. Data was analysed following thematic analysis.
- ▶ Impact: led to the identification of key skills associated with PBL, improved students' attainment and pedagogical knowledge of teachers. Resources created have been used in teacher education and curriculum design.
- ▶ Outputs: outcome has been published in an international journal and conference presentations and led to the publication of another article on systematic reviews published in another journal.