Students are expected to produce an interactive eLearning package in small groups. “Learning about refugees (Leadership & Management)" [Accessed August 2018].

The group work assignment requires demonstration of a repertoire of attributes relevant to the workplace (e.g. effective collaboration, critical thinking, and problem-solving skills). Students are encouraged to apply the acquired knowledge in their work with peers in preparing, developing and presenting materials.

**Examples of student projects**

- Delirium in the Hospital Setting [https://xerte.cardiff.ac.uk/play_9164](https://xerte.cardiff.ac.uk/play_9164)
- Delivering primary care to refugees & asylum seekers [https://xerte.cardiff.ac.uk/play_9299](https://xerte.cardiff.ac.uk/play_9299)
- Abuse Towards Healthcare Professionals [https://xerte.cardiff.ac.uk/play_9179](https://xerte.cardiff.ac.uk/play_9179)

**Student Feedback (18/19)**

End of module feedback (response rate 57%):
- 87.5% overall satisfaction
- 100% agreed or ‘strongly agreed’ with the statement: “The module has provided me with opportunities to explore ideas, practices or concepts in depth”

What do you consider the best thing about the module?
- “Being able to achieve a product at the end of the module”
- “Being able to pick any topic you want as the focus of the e-learning module”
- “The fact part of the module is group work and lots of freedom is allowed with regards to ideas for E-Learning module”
- “[NAME] was very supportive as a teacher; making the e-learning software was fun”

**Summative assessment**

Students work in small groups (3-5) and are required to develop an online learning package, using Xerte, from the point of view of a teacher and curriculum planner.

The summative assessment can be viewed as an example of an authentic assessment through alignment to Ashford-Rowe et al.’s (2014) practical framework and its 8 critical elements.

**The assessment is challenging**

- Students expected to produce an interactive elearning package in small groups.
- Students required to demonstrate a range of skills and knowledge (e.g. sourcing and synthesising literature in developing content; engaging with educational theories and multimedia principles; creative skills in design).

**The outcome of the assessment in the form of a performance or product**

- The assessment outcome is a functional product (Xerte learning object) which stems from the skills and knowledge acquired through the module.
- The task assess a range of skills, knowledge and attitudes beyond a single content area.
- The group work assignment requires demonstration of a repertoire of attributes relevant to the workplace (e.g. multimodal literacy, creativity to solve problems, cooperate, work in teams to negotiate a complex task).

**There is a transfer of knowledge**

- Students submit a justification essay and storyboard which demonstrates the developmental process that has led to the final assessment outcome.
- It is recommended that students conduct focus groups with potential learners, which helps ensure that the final product meets its purpose within the workplace.

**Metacognition (reflection) is a component**

- A justification essay is required whereby students are expected to engage in active critical reflection and reflect on the experience of designing a workbook, increasing their ability to re-apply the acquired knowledge.

**Accuracy in assessment outcome, demonstrating a developmental process**

- Students are required to use authoring tools, widely used within the higher education sector, such as PowerPoint and Xerte.
- Students work within a collaborative environments which has a high fidelity when creating eLearning modules.
- The process provides opportunities to discuss and provide feedback.
- The module team facilitate in-class collaborative activities which are designed to scaffold students’ understandings and knowledge.

**References**