The chart below is a modified version of the information found at http://www.brookes.ac.uk/services/ocsd/2_learntch/methods.html which uses the eight categories of learning outcomes described by Nightingale et al (1996).*

Is the goal or objective…	Then consider…
Thinking critically and making judgments? (Developing arguments, reflecting, evaluating, assessing, judging)	• Essay • Report • Journal • Letter of Advice to .... (about policy, public health matters .....) • Present a case for an interest group • Prepare a committee briefing paper for a specific meeting • Book review (or article) for a particular journal • Write a newspaper article for a foreign newspaper • Comment on an article's theoretical perspective
Solving problems and developing plans? (Identifying problems, posing problems, defining problems, analyzing data, reviewing, designing experiments, planning, applying information)	• Problem scenario • Group Work • Work-based problem • Prepare a committee of enquiry report • Draft a research bid to a realistic brief • Analyze a case • Conference paper (or notes for a conference paper plus annotated bibliography)
Performing procedures and demonstrating techniques? (Computation, taking readings, using equipment, following laboratory procedures, following protocols, carrying out instructions)	• Demonstration • Role Play • Make a video (write script and produce/make a video) • Produce a poster • Lab report • Prepare an illustrated manual on using the equipment, for a particular audience • Observation of real or simulated professional practice
Managing and developing oneself? (Working co-operatively, working independently, learning independently, being self-directed, managing time, managing tasks, organizing)	• Journal • Portfolio • Learning Contract • Group work

Accessing and managing information? (Researching, investigating, interpreting, organizing information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting)	• Annotated bibliography • Project • Dissertation • Applied task • Applied problem
Demonstrating knowledge and understanding? (Recalling, describing, reporting, recounting, recognizing, identifying, relating & interrelating)	• Written examination • Oral examination • Essay • Report • Comment on the accuracy of a set of records • Devise an encyclopedia entry • Produce an A - Z of ... • Write an answer to a client's question • Short answer questions: True/False/ Multiple Choice Questions (paper-based or computer-aided-assessment)
Designing, creating, performing? (Imagining, visualizing, designing, producing, creating, innovating, performing)	• Portfolio • Performance • Presentation • Hypothetical • Projects
Communicating? (One and two-way communication; communication within a group, verbal, written and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating, presenting; using specific written forms)	• Written presentation (essay, report, reflective paper etc.) • Oral presentation • Group work • Discussion/debate/role play • Participate in a 'Court of Enquiry' • Presentation to camera • Observation of real or simulated professional practice

* Nightingale, P., Te Wiata, I.T., Toohey, S., Ryan, G., Hughes, C., Magin, D. (1996) Assessing Learning in Universities Professional Development Centre, University of New South Wales, Australia.

Source: Oxford Brookes University, (2007). Methods of assessment. Retrieved May 14, 2008, from Oxford Brookes University Web site: http://www.brookes.ac.uk/services/ocsd/2_learntch/methods.html

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