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Abstract

This chapter presents the evaluation of the use a modified triple jump for PBL as a summative assessment strategy within an undergraduate nursing curriculum. A retrospective design was adopted to explore and evaluate the experiences of four cohorts of child branch students and their facilitators in relation to this revised assessment strategy. Findings demonstrated improved pass rates at first attempt and evidence of deeper learning and the strengths and weakness of the assessment strategy from the facilitator perspective in this innovative assessment. (HRK / Abstract übernommen)

Signature

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