

Examples to help identify research or study questions for problem-based assessment:

- What gaps in skill or knowledge do you notice when students transition from introductory to higher-level courses in their program?
- What patterns of weakness continue to surface or persist in students' work, such as weak writing abilities, analytical abilities or computational skills?
- What kinds of processes, problems and tasks typically stump students?
- What kinds of misunderstandings, misinterpretations, missing steps or underdeveloped concepts manifest themselves in the work that students produce?
- How well do students integrate new learning into previous learning, or apply previous learning to new contexts?
- How well do students' professional or disciplinary dispositions develop along the chronology of their studies?
- How do students initially construct meaning in a field or discipline that enables them to continue to succeed?
- How do faculty time restrictions or demands for content coverage get in the way of students developing deep, sustained learning?
- What kinds of pedagogy or modes of instruction promote complex problem solving?
- What kinds of visual representations are conducive to learning in a particular discipline?
- What approaches to teaching enable students to overcome typical learning barriers or obstacles?
- How well do stand-alone courses, such as mathematics or writing courses, prepare students to apply those skills in disciplinary courses?
- How does the use of technology help students construct knowledge?