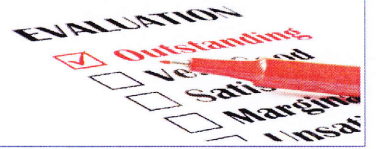


EVALUATING THE EFFECTIVENESS OF AN ASSESSMENT WORKSHOP FOR MEDICAL TEACHERS



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INTRODUCTION

The University of Malaya is currently undergoing a new medical curriculum transformation which began in September 2013. It is also the first time that ExamBank was introduced. A Hands-on Assessment Workshop was conducted to train medical teachers on writing quality single best answers questions (SBAs) and extended matching questions (EMQs) in ExamBank. This paper aims to report on the effectiveness of the workshop.

METHOD

- The workshop comprised lecture sessions which gave an overview of assessment methods using SBAs and EMQs as well as ExamBank.
- The hands-on session was conducted in computer lab.
- Each participant was required to construct 1 SBA & 1 EMQ in ExamBank.
- Four hands-on sessions were allocated to ensure as many as possible medical teachers could attend.
- An evaluation of the workshop was conducted to elicit information on the effectiveness in 4 aspects: (i) teaching, (ii) hands-on, (iii) future application, and (iv) organisation.
- A 5-point Likert scale (Strongly Disagree, Disagree, Unsure, Agree, Strongly Agree) questionnaire was administered to workshop participants (n=175) at the end of each hands-on session.
- Open-ended questions were given to obtain additional feedback on the workshop.
- For reporting, the categories "Agree" & "Strongly Agree" were collapsed into a single category "Agree".
- Percentage and mean score for each item, and overall mean score were computed.
- Textual data from the open-ended questions were also analysed.

RESULTS

- 147 participants completed the questionnaire (response rate = 84.0%).
- Overall Mean score for the evaluation on the effectiveness of the workshop was 4.11/5.00.
- 78.2% had no prior exposure to ExamBank.
- 198 SBAs and 109 EMQs from the Basic & Clinical Sciences were created in the UM ExamBank.
- Textual data revealed participants needed more practice to be familiar with the ExamBank.
- A summary of participants' responses is provided (see Tables)

Teaching	% Agree	Mean
The teaching helped me to understand the ExamBank	96.0	4.34
The handouts given were beneficial	76.3	3.99
My understanding of the ExamBank has improved after the workshop	96.6	4.27
The Exambank stimulated me to reflect on assessing students in new ways	87.8	4.10

Hands-On	% Agree	Mean
I am able to write SBA in ExamBank.	96.6	4.30
I am able to write EMQ in ExamBank.	77.6	3.99
The hands-on session is sufficient to prepare me in writing exam questions.	77.5	3.94

Organisation	% Agree	Mean
The workshop was well organised.	91.1	4.09
The facilities (e.g. computer, internet) were in working conditions.	77.5	3.86

Future Application	% Agree	Mean
The ExamBank is user-friendly and makes the assessment process easier for lecturers.	85.0	4.09
I am willing to contribute questions to the ExamBank.	94.6	4.19

- Overall, the willingness to embrace change and the desire to continue learning was evident among medical teachers when some attended the workshop in doctor's attire, amidst their hectic schedule.
- Such passion and enthusiasm towards academia helped to bridge the gap between medicine and medical education.

CONCLUSION

- ❖ Medical teachers showed positive feedback towards the use of ExamBank.
- ❖ The assessment workshop has enlightened medical teachers on new assessment methods.

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Aims

The University of Malaya (UM) is currently undergoing a new medical curriculum transformation which commenced in September 2013. In tandem with this is the reformation of its assessment methods/tools to be aligned with the new curriculum. A Hands-on Assessment Workshop was conducted to train medical teachers on writing quality single best answers questions (SBAs) and extended matching questions (EMQs). It is also the first time that ExamBank was introduced. This paper aims to report on the effectiveness of the workshop conducted.

Methods

The workshop comprised lecture sessions which gave an overview of assessment methods using SBAs and EMQs as well as ExamBank. The hands-on sessions were conducted in computer laboratories. Each participant was required to construct two MCQs and import them into the ExamBank. This enabled participants to have practice with the new assessment methods. Four hands-on sessions were allocated to ensure as many as possible medical teachers could attend. An evaluation of the workshop was conducted to elicit information on the effectiveness in four aspects namely: (i) teaching, (ii) hands-on, (iii) future application, and (iv) organisation. A 12-item, 4-point Likert scale (strongly disagree=1, Disagree=2, Agree=3, Strongly agree=4) questionnaire was administered to all the workshop participants (n=175) at the end of each hands-on session. Open-ended questions were given to obtain additional feedback on the workshop. For data analysis, the 4-point scale was collapsed into two categories (Disagree/Agree). Percentage and mean score for each item was computed. Textual data from the open-ended questions were also analysed.

Results

147 participants completed the questionnaire, giving a response rate of 84.0%. Evaluation on the effectiveness of the workshop reported a mean score of 4.11/5.00. Although 78.2% of the participants reported they had not been exposed to ExamBank before, 96.6% of the participants agreed their understanding of the ExamBank had improved and they were able to write SBAs into the ExamBank after the workshop. As for writing EMQs into the ExamBank, a lower percentage (77.6%) agreed they could do so. Nonetheless, 198 SBAs and 109 EMQs of multidisciplines from the basic and clinical sciences were generated by the participants and deposited into the new UM ExamBank. 87.8% agreed that ExamBank stimulated them to reflect on assessing students in new ways and the ExamBank made the assessment process easier, being user-friendly and time-saving (85.0%). The textual data revealed that participants needed more practice in writing examination questions and to be familiarised with the use of ExamBank. Nevertheless, 94.6% indicated willingness to contribute questions into the ExamBank. Despite some temporary glitches and minor Internet connection problems, 91.1% agreed the workshop was well organised. Overall, the willingness to embrace change and the desire to continue learning was evident among medical teachers when some were observed attending the workshop in doctor's attire, amidst their hectic schedule. Such passion and enthusiasm towards academia was encouraging and helped to bridge the gap between medicine and medical education.

Conclusion

Medical teachers showed positive feedback towards the use of ExamBank. The assessment workshop has enlightened medical teachers on new assessment methods.