3G1 (21784)
Perceived strengths, impacts and needs for the further development of the revised Swiss Federal Licensing Examination after its implementation: A focus group study among experts and stakeholders

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Background: The revised Swiss Federal Licensing Examination in Medicine (FLE) has been conducted three times successfully. To gain insights about what the perceived strengths, impacts and needs for further development of the FLE are, we explored the perceptions of involved experts and stakeholders.

Summary of Work: Four focus group discussions with overall 25 participants were performed and analyzed according to international standards.

Summary of Results: Perceived main strengths were the combination of the two exam parts, the format specific strengths of the multiple-choice and the clinical skills exam (CSE) and the multicultural collaborative approach. Perceived main impacts were on students learning behavior, raters of the CSE, teaching staff, curriculum reform, collaboration between faculties and the perceived importance of the Swiss Catalogue of Learning Objectives (SCLO). Perceived main needs for further developments were seen in the following: that modifications are only advised if well-reasoned and evidence-based, in an augmented authenticity of the clinical skills exam, in complementary exam formats, in an improved communication policy, in the further revision of the SCLO, in the acknowledgement of the limitations of a single shot exam and in building up incentives for clinicians actively participating in the FLE.

Discussion and Conclusions: Overall the FLE is perceived as appropriate for its tasks. It has notable impacts on medical education in Switzerland. There are some needs for further development however changes should be well-reasoned.

Take-home messages: This national licensing examination has salient secondary positive effects beyond the immediate assessment purposes.

3G2 (21818)
Facing the challenges of assessment through cooperation: The Umbrella Consortium for Assessment Networks (UCAN)

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Background: Good exams are an essential part of the learning process. Top-quality items, state-of-the-art quality management and judicial security are therefore pivotal for modern assessment. At the same time, most educational institutions have to cope with scarce resources for exams. Instead of facing these challenges alone, UCAN empowers actors in the field of educational assessment to cooperate in networks, complement their resources, share the knowledge and to develop new methods and standards to establish excellent exams.

Summary of Work: UCAN serves as a non-profit umbrella organization for different assessment networks. 49 schools, boards and councils from six countries use a common platform for the exam preparation, exchange, delivery and evaluation. In close cooperation with all partners, UCAN develops formats, content, procedures and tools to support the workflow in medical assessment.

Summary of Results: In the last two years, UCAN integrated new formats such as OSCEs and Structured Oral Examinations. Several apps for tablet-based exams were developed and established in several partner faculties. The first competency-based ProgressTest with 600 participants was conducted in eight schools. Currently a feedback system is in development, giving students a longitudinal feedback on strengths and weaknesses in different competencies, examiners information about the exam-quality and faculties important insights on the effects of curricula changes.

Discussion and Conclusions: To address current challenges and requirements in assessment, a cooperative approach is essential.

Take-home messages: UCAN offers a comprehensive platform for such cooperation. Partners can use a lot of helpful tools and innovations in the field of assessments.
3G3 (20235)
Learning Assessment in Healthcare Professionals: MeSiDe Model

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Background: The complexity of the teaching, learning and assessment strategies still represents a problem in the training of Nurses and Healthcare Professionals. Meaningful learning is the process that stems from the interaction between new and previous knowledge. It promotes greater understanding of concepts and produces long-term changes. The purpose of this paper is to identify and test a measurement system to assess the development of meaningful learning in Nurses Student and Health Care Professionals.

Summary of Work: The project consists of two phases:
1-Systematic review to identify measurement and assessment systems for meaningful learning.
2-A measurement system for meaningful learning was set up to be tested and validated using a sample of Italian Nurses Student and Healthcare Professionals.

Summary of Results: The concepts of 'Meaningful Learning', 'Significant Learning' and 'Deep Learning' are very widespread, they look similar but they are used in different contexts and with different meanings. For this reason, the measurement system 'MeSiDe Model' was established, in order to assess meaningful learning in the three known dimensions.

Discussion and Conclusions: The development of meaningful learning is closely linked to the ability of trainers to implement specific interventions and strategies to foster the development in students. The outcome of Healthcare Professionals training is still little understood, but this model can help measure and monitor over time meaningful learning in students, transforming and integrating the current assessment systems.

Take-home messages: The creation of a measurement model could support the evaluation and monitoring of meaningful learning over time, in all the dimensions taken into account.

3G4 (19949)
Epistemologies Underlying Human Anatomy Teachers' Experiences of the Evaluation Process

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Background: The evaluation phenomenon takes relevance as a process of communication and negotiation through which teachers and students approach their representations of knowledge and knowing. This study addresses what dimensions of variation are elicited in the evaluation phenomena and what epistemologies underlie those dimensions.

Summary of Work: In-depth interviews verbatim of nineteen anatomy teachers in eight countries provide the spectrum of variation. Variables such as profession, gender and professional developmental stage, were taken into consideration for the analysis. Concordance analysis between three experts was used to validate referential and structural aspects of the phenomena.

Summary of Results: Three distinctions of awareness were elicited: 1. Focus on the content or the method (linked to an objectivism epistemology), 25%. 2. Focus on developing comprehension, skills of explanation and 3D relational skills, 41% (linked to relativism and theoretical evaluativism). 3. Focus on the integration with learning and teaching, where personal development and self-regulation is the aim of the process, 34% (linked to practical evaluativism).

Discussion and Conclusions: The deep comprehension of the evaluation process allows analyzing many aspects of teaching: what is evaluated (the nature of knowledge), how is it done (knowledge acquisition) and why (value of knowledge).

Take-home messages: The full comprehension of each category, as well as the verbatim examples, will allow the expansion of awareness on the phenomena. These promote critical reflection and new ways to address models of evaluation.
3G5 (22065)
Is self-assessment associated with changes in learner activity?

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Background: Previous research has cast doubt over individuals’ ability to accurately self-assess, but little work has been done to demonstrate if self-assessment influences consequent activity. Foundation doctors are required to complete a self-assessment (TAB, a multi-source feedback tool) training to compare with link items within the ePortfolio and the associations between individuals’ TAB self-assessments and Summary will be compared.

Summary of Work: This paper will firstly test the relationship between self-assessment TABs and other ePortfolio components, notably the Personal Development Plan (PDP), curriculum and reflections and secondly, the TAB summary, a synopsis of all TAB scores (self and other) available at year’s end, will be compared to other ePortfolio components.

Summary of Results: A full year of data will be examined in situ. This allows the comparison of data between components and processes (eg completed self-TAB to PDP). The links made to other ePortfolio components will be described for Scottish FY1 (n=833) doctors for both their self and other TAB assessments within a single academic year. Depending on the emerging data, appropriate statistical testing of the linkages will be undertaken including correlation and regression to reveal the relationships and the extent of the influence of self-assessment and other factors on linking.

Discussion and Conclusions: For both trainees and supervisors a significant amount of time and resource is invested in the Foundation assessment processes and it is critical to see if the educational aspirations of the regulators are achieved in practice. Take-home messages: Many aspects of self-assessment have yet to be evaluated.

3G6 (18431)
Self-evaluation and peer-feedback of medical students’ communication skills using a web-based video annotation system. Exploring content and specificity

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Background: Self-evaluation and peer-feedback are important CanMeds based strategies in the development and maintenance of professional competencies like medical communication. Self-evaluation and peer-feedback are key activities in developing and maintaining effective medical communication skills. VideoFragmentRating.com (VFR) is a web-based system developed to facilitate systematic self- and peer-review and assessment of video recordings of clinical performance.

Summary of Work: Participants were 26 pre-clinical clerks (11 male and 15 female), grouped in pairs. All participants recorded a history taking consultation, uploaded it in VFR. They were invited to mark and annotate two positive and two negative critical events with green and red colored time-stamps on a timeline. Next, peers were invited to provide written feedback in VFR. In this study content and specificity of the self-evaluation and peer-feedback annotations of medical students’ video recorded communication skills in VFR were coded and analyzed.

Summary of Results: Students annotated on average 2.4 positive and 3.3 negative self-evaluations. Additional peer-feedback was more frequently positive than negative. Negative annotations have 60% more characters than positive annotations. Topics most often related to structuring the consultation. Students were most critical about their biomedical topics.

Discussion and Conclusions: Specific annotations have four components: 1. behaviour; 2. motive or effect; 3. suggestion; 4. goal. Self-evaluations were more specific than peer-feedback. The specificity of peer-feedback is positively related to the specificity of self-evaluations.

Take-home messages: Students were serious reviewers of their own performance. Introducing self-evaluation and peer-feedback in communication skills teaching contributes to the development of reflective practitioners. Peers-feedback in response to self-evaluations may reduce response bias and puts the student in control of their own learning.