The deliberate attainment of basic airway management skills via simulation and clinical exposure, demonstrates the value of focused observation for medical students.
consistent across the curriculum and easily consolidated for educational reporting.

10G3 (3006)  
Medical students’ achievement emotions and preferences for testing among supplemental study resources

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10G4 (2781)  
The Role of Student Moderators in an Adaptive Curriculum: Lecture Capture Review

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Take-home message: Shifting students toward mastery goal orientations might improve their engagement with self-assessment and adaptive learning.
Crowd-sourcing for assessment items to support adaptive learning

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Background: Adaptive learning requires frequent and valid assessment for learners to track and accelerate progress against their own goals. While adaptive learning seeks to ensure self-regulated and lifelong learning, generating the many assessment items that this requires is challenging. The goal of this study was to determine if “crowd-sourcing” could generate items that meet the highest standards for valid assessment.

Method: In November 2015, all registered users of a web-and mobile app commonly used by medical students as a curricular supplement were given the opportunity to submit case-based multiple choice questions (MCQs). After determining who could effectively create MCQ items that adhered to National Board of Medical Examiners (NBME) question-writing guidelines, the best 11 writers (9 of whom were medical students) were asked to write 10 items each related to gastrointestinal and cardiovascular pathology targeted at second year medical students enrolled in graduate medical education programs. After review by 2 physician content experts, items were sent to the NBME who identified 5 internal medicine physicians who rated each item for relevance and accuracy. The best items were included on clinical subject exams completed by a U.S. national sample (approximately n = 235 students per item), and analyses were done to determine item performance.

Results: The 11 writers completed a total of 220 items. Of these, 78% met relevance and accuracy standards based on content review by the 5 internists. When included in exams, 50% met statistical standards for inclusion in national standardized exam question banks. Of those items not meeting statistical criteria, about one-half were too easy (p-value > 95% correct), while another half had low discrimination indices (r < .10).

Discussion & Conclusion: Quality ratings by experts and statistical performance on exams for items produced by a “crowd” of medical learners were similar to those produced by a traditional process that employs faculty item writers.

Take-home message: Crowd-sourcing efficiently produced high-quality assessment items. Similar models may be adopted by students and educators seeking to augment their own pool of assessment items to support adaptive learning and teaching.