SYDNEY TEACHING COLLOQUIUM 2014

Practice example

Using technology in practical assessments: “invaluable, innovative and insightful”

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Abstract

Provision of timely feedback after exams can be challenging. In the Discipline of Physiotherapy, students currently voluntarily seek feedback. As a result: (i) many students do not receive any specific individual feedback; (ii) many of the students who performed poorly do not receive feedback, and (iii) examiners spend considerable amount of time on the provision of individual feedback to a small percentage of the students. The availability of mobile technology and several apps for marking OSCE and practical exams provide the opportunity to provide all students with feedback in a convenient time-saving fashion. Using Faculty of Health Sciences iPads and support from Learning and Teaching staff, the “eOSCE” app was adapted for our marking schemas and trialed over 3 assessment periods for two units of study. This allowed provision of individual feedback to students alongside marks for practical exams. Feedback from students was overwhelmingly positive with 94% reporting that they received more feedback than they had with previous practical examinations, 92% reporting that it was useful for their learning, with only 16% of students finding the iPad intrusive. In this presentation, attendees will have the opportunity to use both paper mark-sheets and iPad apps to mark and provide feedback on performance of a skill. Our experience is that while the use of the iPad requires some extra administrative work initially, this is more than compensated for by its ease of use during exams and the improvement in the quality of feedback provided to students, decreasing the individual feedback sessions required. The use of this application has been a step forward, allowing us in a student’s words, “to keep up with the changing times!”

Theme

Approaches to assessment that demonstrate how students can use feedback for future learning (theme 4)