

Workshop 6 - Development of group based examination at the study programmes of Medicine

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- What is the purpose of a project exam?
- What makes a project exam fair?
- How do we as supervisors handle this complex assignment efficiently?

Agenda

1. Why we share an interest in continuous development of methods to conduct project exams
2. A systematic approach to prepare and conduct a project exam and assess students individually
3. Examples of methods applied
4. Group discussions: 10 groups of four?
5. Sharing of ideas, issues and examples from group discussions

Intended LO of todays workshop

- You are confident in how to organise your next project exam
- You will continue to experiment, reflect, improve and share your methods

Why are learning outcomes important?

- LO motivate the students
- LO make rational decisions regarding teaching and examinations possible
- LO are key in the assessment, because grading is defined in terms of degrees of outcome realisation

Method

1. Time schedule
2. Selection of learning outcomes
3. Preparation of questions
4. Collaboration with co-/external examiner
 - Chairing the examination
 - Notes during examination
 - Evaluation during examination
5. Final individual assessment and feedback

Time schedule

- Overall time frame? Time pr. student?
- Students presentation
- Examination of selected LO's
- Breaks (mostly for students ...)
- Assessment and feedback

Selection of learning outcomes

- All?
- All "competences" and "skills"?
- All "competences" and most "skills"?

Time schedule example

Tidsplan – forventet – for gruppe 6 – eksamen fra kl. 9-13.30:

9.00-9.45	Fremlæggelse
9.45-10.00	Planlægning mens de studerende holder pause
10.00-10.55	Læringsmål 8
10.55-11.05	Pause for de studerende – første afstemning for bedømmere
11.05-12.05	Læringsmål 5, 7 og 9
12.05-12.20	Pause - anden afstemning for bedømmere
12.20-13.00	Læringsmål 6
13.00-13.10	Votering, mens de studerende holder pause
13.10-13.15	Meddelelse af bedømmelse
13.15-13.30	Feedback

What questions and how many?

- Overall assessment of the groups qualifications
- Selected learning outcomes guides where and what questions to formulate
- The number of students in the group and insights based on control supervision guides the number of questions within each LO
- All questions are organised in tables in written form (types of questions are reusable)

Examples

- [LO directed](#)
- ["Type of LO" directed](#)
- [Report directed](#)

Collaboration

- The formal roles (framework provisions):
- Who poses what questions?
- Who makes notes?
- Questions in printing for co-/external examiner?
- Update questions after student presentation

Role of the chairman

- Stick to the time schedule
- Distribute time evenly between students
- Assign time to each LO
- Distribute time between questions for individuals and general questions
- "Dig deeper" or "ask simpler" if required
- Prioritise questions during examination (flow ...)
- Add, fit and change questions "along the way"
- Handle "issues"

Notes to evaluate

Notes:

- Share the workload of noting
 - The quality of answers
 - The students coverage of LO's

Evaluation:

- Set expectations after students presentation
- Use notes to evaluate during breaks

Final individual assessment and feedback

- The level of the individual student given the LO's and the:
 - Level of the project report
 - Quality and clarity of the students presentation
 - Quality of the students answers
- leading to an overall assessment – in terms of Passed/Not Passed or a number

Group work

- Discuss pros and cons of the method presented in terms of students learning and supervisors resources
- Sum up ideas, examples etc. that you think your peers here today might want to know

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