Formative Assessment and Feedback
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Who and when?  
Second year Aberdeen medical students (172)  
5 week nervous system block, December 2010

What?  
Each student asked to create a nervous system  
Single Best Answer question (SBAQ)

Whole class written examination using SBAQs:  
Based on 4 core domains and written by staff  
Questions blueprint to the learning objectives

So what?  
Students:  
1. Creating a SBAQ  
   • encouraged deep learning  
   • familiarised students with anatomy of a SBAQ  
   • ownership of the quiz resulted in the incentive to provide a good question  
2. Written paper  
   Signposts weaknesses to a large number of students with ease. The majority of these students can remediate themselves.

Lecturers:  
1. Allows lecturer to focus remediation on a small number of struggling students.  
2. Allows lecturer to see where curriculum potentially needs developing

How? Feedback 1  
Student SBAQs- remediated via e mail  
Questions turned into quizzes , via Questionmark Perception, (QMP) to aid revision for summative exams.

How? Feedback 2  
Written exam -  
Exam immediately redone using PRS which allowed student to know:  
1. Correct answer and how they fared compared to rest of class  
2. Immediate explanation on why answer was correct and why alternatives were incorrect.

Students were given a sheet of paper divided into the 4 core domains. Incorrect answers were marked in that domain, therefore visually demonstrating a pattern of weakness

What did students think?  
“Liked the immediate feedback at the end of the formative exam”  
“The formative exam was very useful”  
“Instant feedback along with good explanation was an improvement over previous formative exams, please continue to do this in future.”  
“Being asked to make up our own SBA was a good learning tool”

How we could do it better?  
Use PRS in self- directed mode- therefore avoiding redoing exam  
Get students to enter SBAQ directly in Questionmark Perception (QMP) to save tutor time