A digital assessment and feedback resource for the School of Health Sciences and Melbourne Dental School

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Aim
Objective Structured Clinical Examinations (OSCEs) are integral to assess students’ clinical competencies. Traditional paper-based OSCEs are time-consuming and not conducive to providing personalized feedback. An iPad-based assessment and feedback resource was developed in Optometry to provide personalized written feedback following OSCEs. This resource was recently adapted for use in Speech Pathology (Figure 1) and Melbourne Dental School (Figure 2).

Method
Examiners used the digital resource to assess students during OSCEs. Feedback was emailed to students. A week later, students completed a survey to evaluate their perceptions about feedback quality and assessment resource satisfaction. Examiners were surveyed regarding use of the digital resource.

Results
Students: 70 out of 116 Optometry and Speech Pathology students (60%) were surveyed. 90% of respondents reported that the feedback received was timely and facilitated self-reflection. The digital resource was considered appropriate for assessing clinical skills and was reported to have a positive impact on their skill development.

Examiners: All examiners reported that the iPad-based assessment resource was easy to use. It made assessment more efficiently. Overall, they were satisfied with the resource and would use it for future OSCEs.

Significance of the findings to allied health
This iPad-based OSCE tool provides timely and specific written feedback in formative and summative assessment in a time- and resource-constrained educational environment. This technological intervention has been well-received by both users and receivers.

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