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Multimodal platforms in the assessment of Physiology in a cohort of medical students

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The assessment of learners involves the systematic collection of evidence on the student's demonstration of acquired knowledge and skills. Assessment of student learning has largely focused on meeting the grade criteria for accreditation. There is growing evidence of the benefits of incorporating assessment to improve learning. As such, approaches that can enhance the ability of learning facilitators to collect credible information about student performance are necessary. The COVID-19 pandemic and the associated challenges that arose with regards to student assessment and the collection of reliable data revealed the need for non- face-to-face approaches that enable the measurement of student performance in an effective manner.

The aim of this study was to investigate the effectiveness of multiple platforms, computer and paper based, in determining student performance. Students in the Bachelor of Clinical Medical program were the sample population. Assessment outcome data was collected following the use of a unimodal platform as well as multi-modal assessment platforms. An online questionnaire was employed to further determine the experience of learners on the assessment platforms employed. The crucial finding from the study was that multiple assessment platforms were more effective in capturing student performance. Furthermore, the use of technology to improve flexibility in terms of time and place of taking the assessment and to provide timely feedback enabled appropriate and meaningful evaluation of student progress as well. Our findings revealed that learner assessment conducted using multi-modal platforms may provide a more representative picture of student assessment. Furthermore, survey results showed that the preference for assessment platforms differed among learners. Appropriate online platforms can further optimize the collection of data on student performance from multiple types of assessment as well as the analysis of the data.

Keywords: assessment, digital platforms, multi-modal