

Improving assessment in cattle Clinical Propaedeutics from the students' point of view

Rationale

Assessment methods have a deep educational impact on students' learning behaviour^(1, 2) and teachers can use this tool to ensure that students learn what and how we want them to learn⁽³⁾.



Our actual assessment method

Oral examination

the examinees must show the theoretical background and the skills to perform the required examination methods on the animal

Our perspective

Students are required not only to “know”, but also to “know how” and also to “show how”

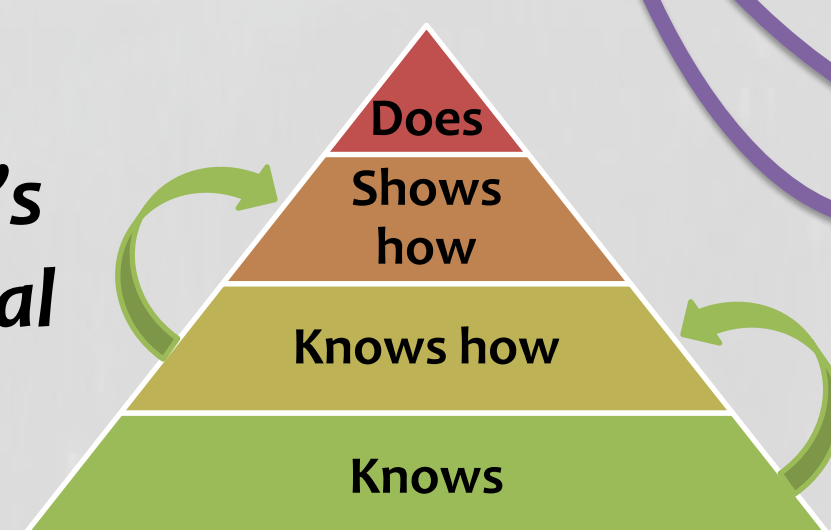
two steps forward in Miller's pyramid for assessing clinical competence⁽⁴⁾

It is not only centred in the knowledge of the examinee, as it includes also competence and performance

Really time consuming

Students' perspective

Through mini-interviews



Not reliable

Very stressful

Not used to oral examinations

First assessment with a live animal

More than one examiner

No structure in the oral examination

Marks given by each examiner on their own criteria



Improvements for the future

Theoretical concepts evaluated through less time consuming methods → Computerized multiple choice test??

Practical skills → Objective structured clinical examinations on a daily basis at the stables

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References

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