

Designing and Developing Robust Digital Resources and Assessment Tools to Enhance and Test the Short- and Long-Term Retention of Complex Anatomical Knowledge Across the Healthcare Sciences

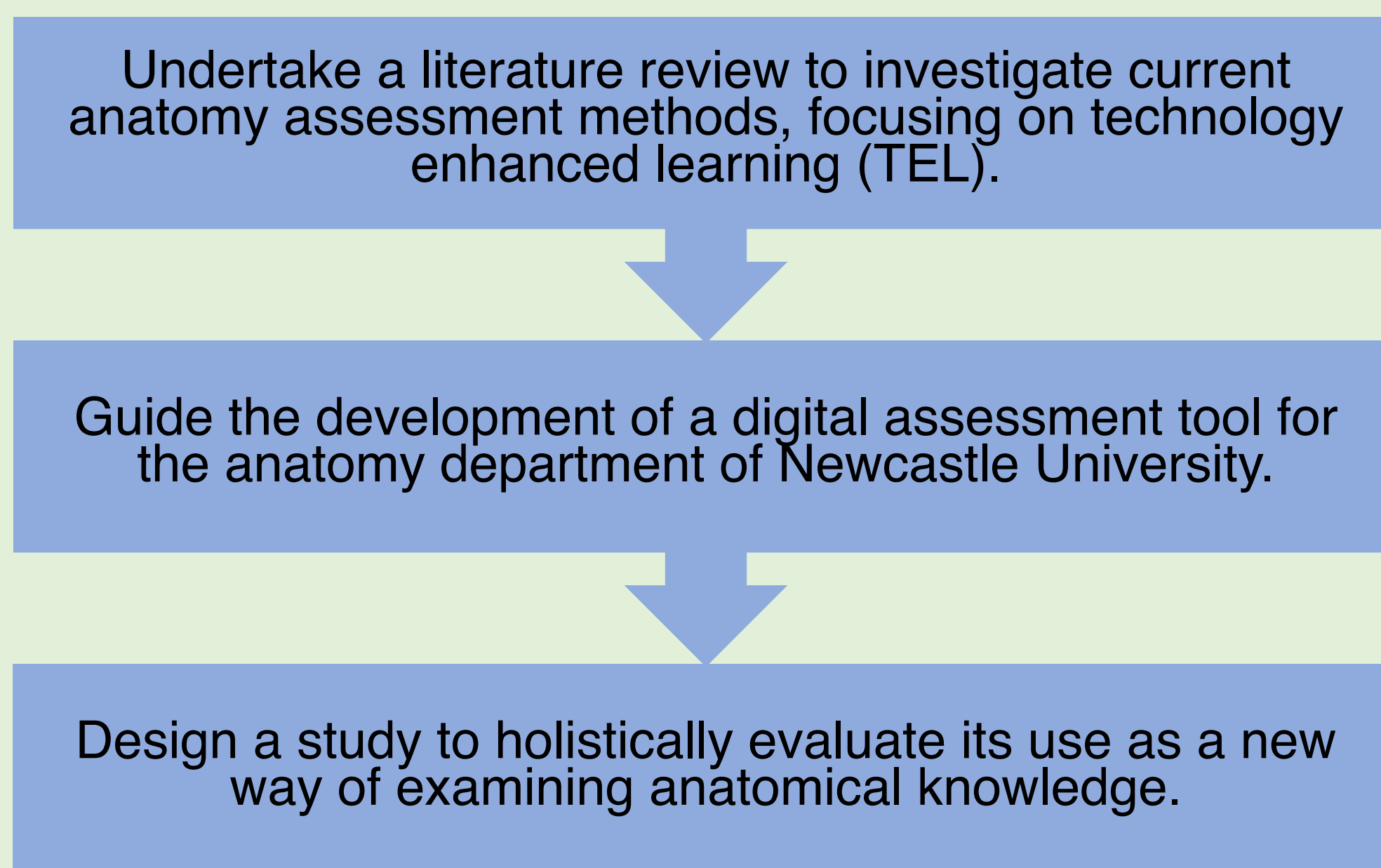


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Introduction

- Developments in anatomy education centre around innovative ways to show anatomical structures as computerised 3D images.
- Anatomy assessments have remained almost entirely unchanged in the light of new technologies.
- The aims of this project hope to address this gap between teaching and assessment.

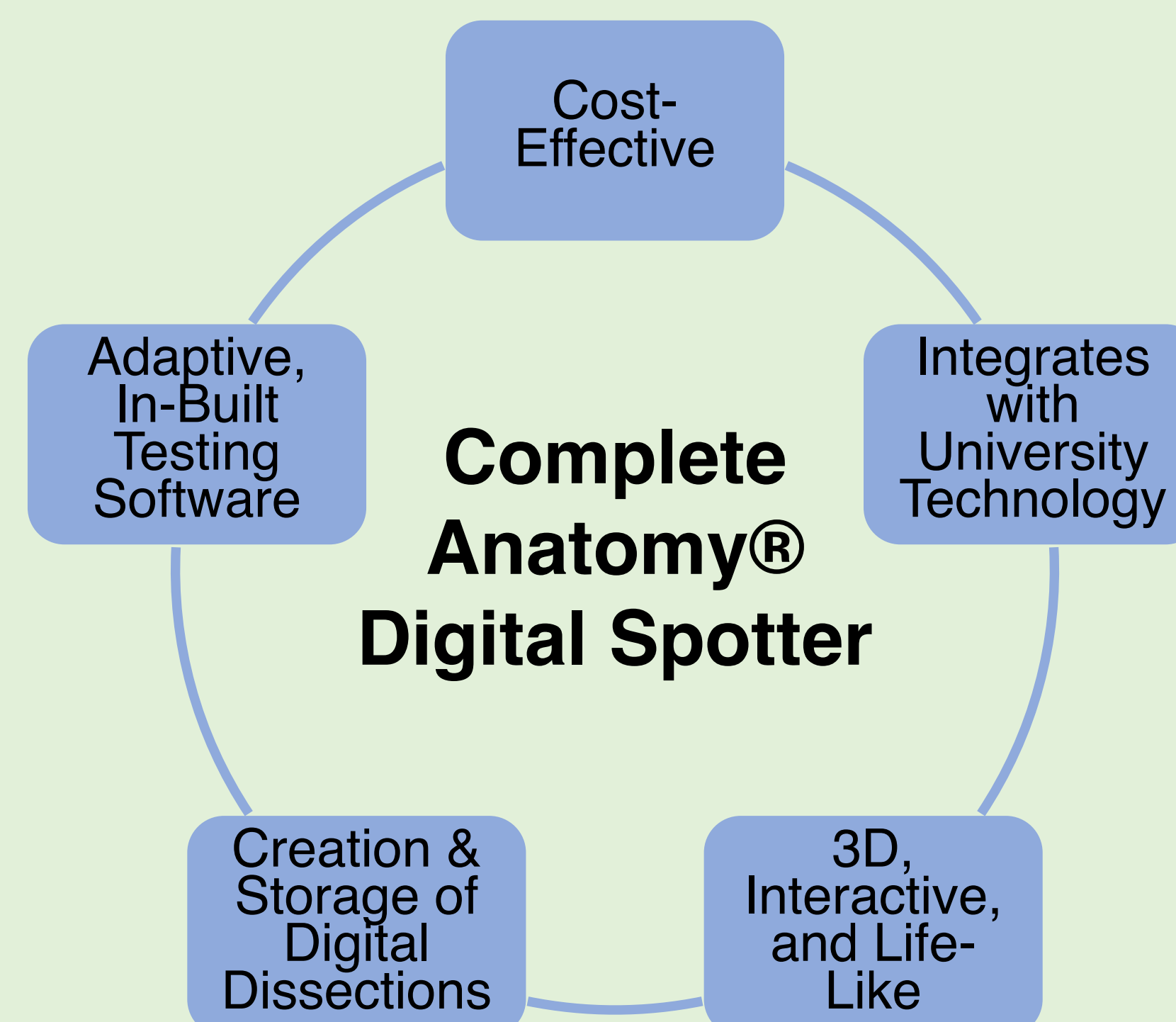
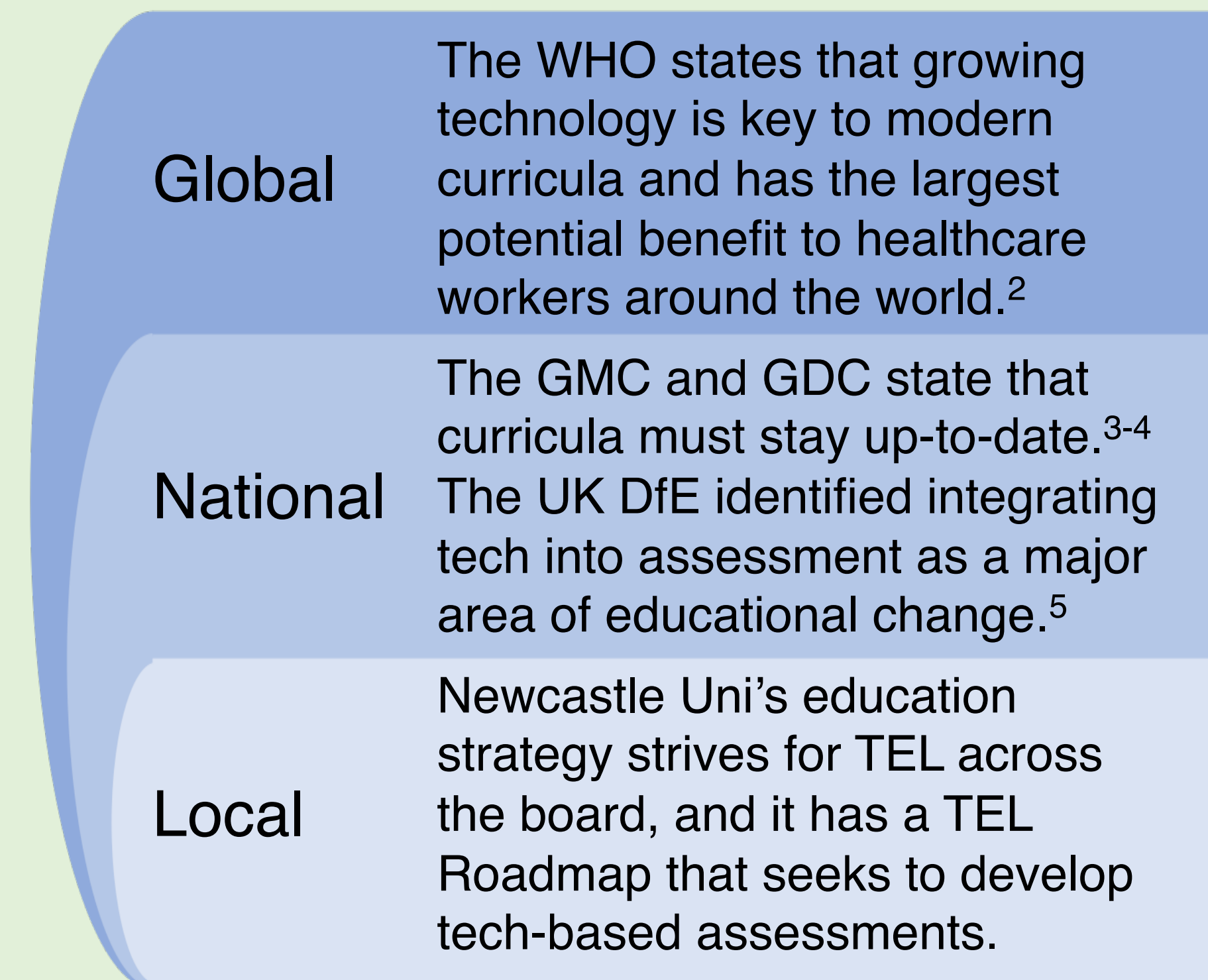
Aims



Types of Anatomy Assessments¹

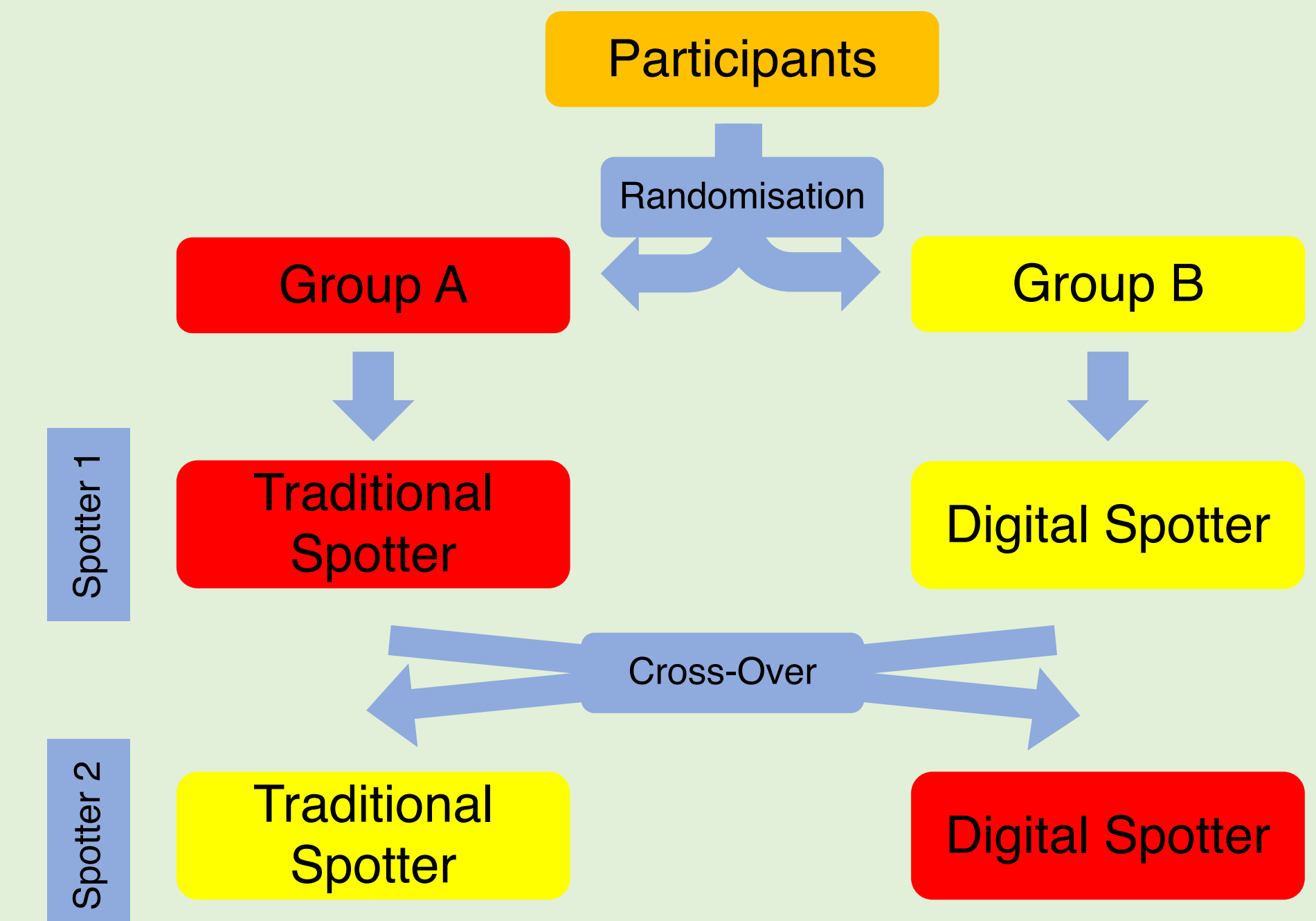
Oral	Practical	Written
<ul style="list-style-type: none"> • Oral 'Interview' • Case- or Patient-Based Discussion 	<ul style="list-style-type: none"> • Spotter Exams • Steeplechase Exams • Imaging Tests 	<ul style="list-style-type: none"> • SBA, MCQ, & EMQ Exams • Short Answer Tests

Organisational Recommendations



The Proposed Study

- A mixed-methods, crossover study will be piloted to evaluate the digital assessment tool.
- First year Bachelor of Dental Surgery (BDS) students are required to sit traditional spotter exams at least once a week during their pre-clinical training and will be the target group of this study.



- This cross-over design will be implemented for each spotter exam.
- Data will be anonymised and marked after each spotter, allowing for comparison.
- Students will be given questionnaires and participate in focus groups to evaluate their experience.

References

1. Brenner, E., Chirculescu, A., Reblet, C., & Smith, C. (2015) Assessment in anatomy. *European Journal of Anatomy*. 19 (1), 105-124.
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