



Problems and Challenges of Medical Students' Evaluation to Measure Learning Outcomes

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AGENDA

- **Background and Aim of the work**
- **Material and methods**
- **Results**
- **Conclusion and recommendations**

Background and Aim of the work

- Medical students evaluation has at least five goals which is evaluation of: professional knowledge, technical and procedural skills, professionalism, professional relationships, and physician-patient relationships.
- Medical students evaluation, especially clinical one, is often faced with problems and is always an area of controversy and concern.

Background and Aim of the work con.

- Despite some considerable efforts made in order to solve the problems, evaluation challenges are still continuing.
- Thus, this study aimed to explore the students' and staffs' reactions about measuring intended learning outcomes (ILOs) in medical education to deduce problems and drawbacks of student evaluation.

Material and Methods

- **Period:** between August and December 2014
- **Sample:** 300 male and female medical students from the fourth, fifth and six years, and 120 medical senior staff.
- **Method:** deep interview; the data on the attitudes and opinions about the student evaluation status and problems were collected using open-ended questions.

Material and Methods

- Prior to recording the interviews, the objective of the study was verbally clarified for each participant and the participants' questions were answered.
- In the interview sessions, the 4 open-ended questions about student evaluation status reflected 4 items: **description** and **evaluation** of the current student evaluation tools, **commitment** of examinations to taught ILOs and **problems** of evaluation process.

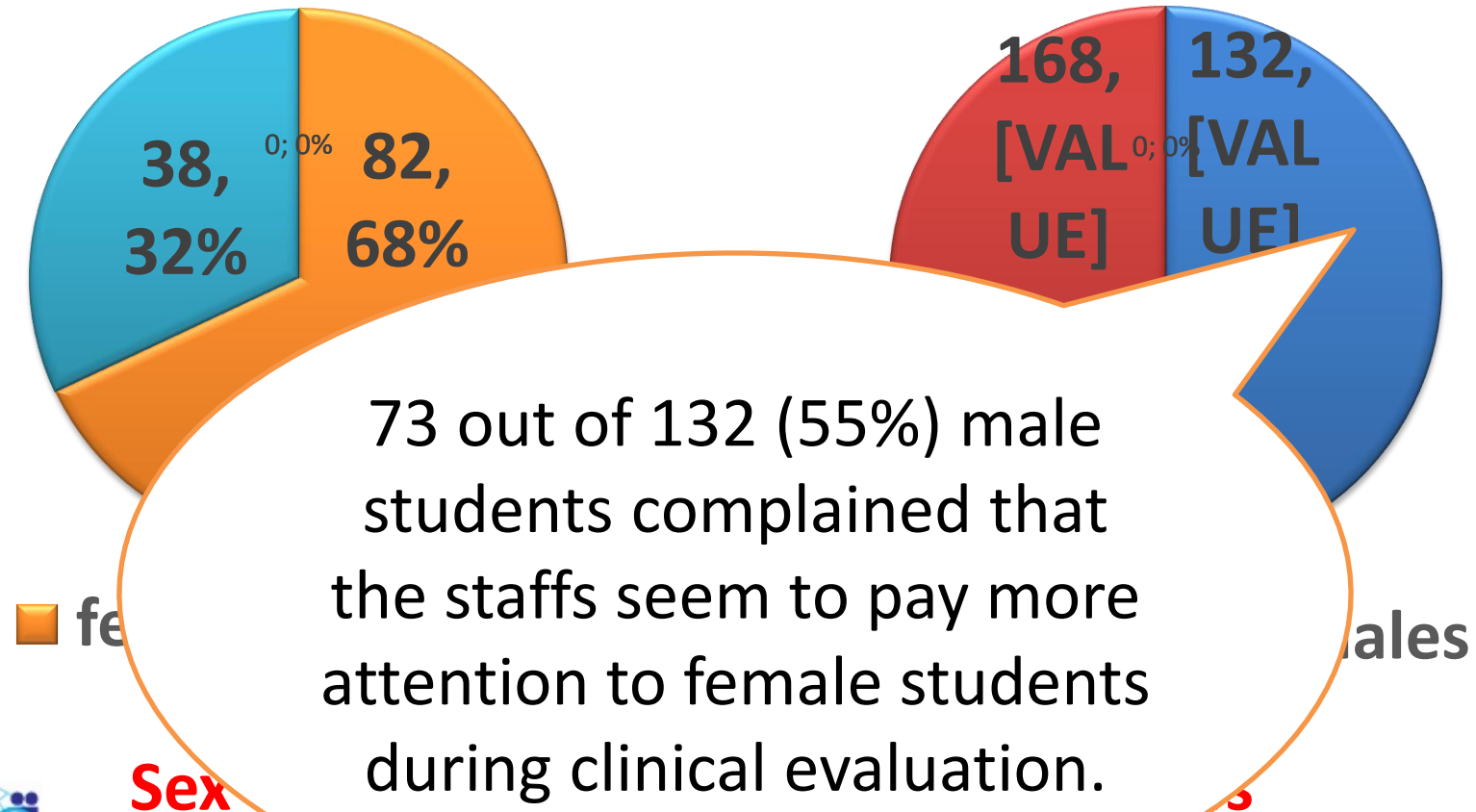
Data analysis

- The recorded interviews were transcribed, read, and analyzed using directed content analysis.
- Each items was described to give an idea about the participants' comments; given a number and the similarities were categorized in **themes**.
- **Reliability** reflects the extent to which the study reveals the participants' descriptions. Thus, the results were shown to 50 students and 20 staff, who stated that these results reflect their original descriptions given during the interviews.

Results

staff sex: total 120

student sex: total 300



Results

The test items used at the studied medical faculty

Objective items	Subjective or essay items
1. multiple-choice	long/short-answer
2. true-fal	
3. o	
4	<p>Students complained that these current test items <u>cannot evaluate</u> the ILOs psychomotor, decision-making, and critical thinking, as well as the students' learning progress; the acquisition and maintenance of a broad and deep fund of knowledge is the essential item</p>

Results

Themes	%
▪ The used evaluation methods: written and clinical exams do not match with the taught ILOs stated by staffs in course specification	73%
▪ Cognitive domain: objective and subjective written exams not concerned with measuring high levels of professional knowledge. Staffs must be prepared to put objective ones; no need to apply them to measure ILOs as their disadvantages outweigh their advantages	64%

Results

Themes	%
Psychomotor domain: Problems of clinical evaluation process, measuring technical and procedural skills and professionalism, staffs did not perform formative evaluation, incorrect OSPE and OSCE examinations, no feedback during and after OSCE and OSPE is given to the students, staffs have less experience in performing OSCE	56%

Results

Themes	%
Affective domain: Professional relationship and physician-patient relationships are not measured	100%
Staffs: It was very difficult to establish an opinion on the basis of the given information from staffs because there was no transparency	100%

Conclusion

The most important problems and challenges facing medical students' evaluation are:

- Inappropriate evaluation tools
- Lack of commitment to ILOs
- Lack of measuring attitudes
- Poor matching of evaluation goals and tools
- Problems of evaluating medical students' performance are difficult to be solved and continues to pose a challenge for medical educators.

Recommendations

Medical schools should:

- Focus on upgrading their current written and clinical evaluation forms,
- Apply other appropriate and objective clinical evaluation methods and tools,
- Perform a formative and summative clinical evaluation to measure professional, general and transferrable skills.



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