
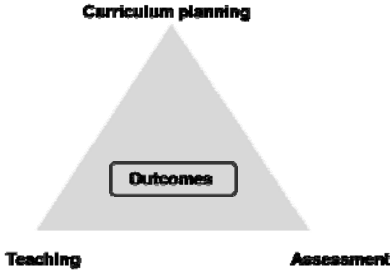


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Assessment concepts




Alignment



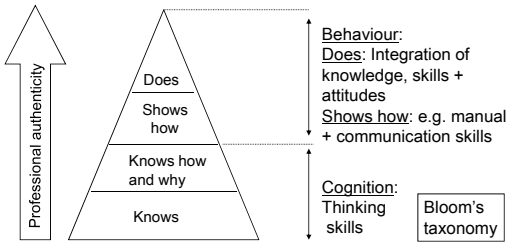
Curriculum planning

Teaching Assessment

Outcomes



Model of competence



Professional authenticity

Does

Shows how

Knows how and why


Knows

Behaviour:
Does: Integration of knowledge, skills + attitudes
Shows how: e.g. manual + communication skills

Cognition:
Thinking skills

Bloom's taxonomy

Miller's pyramid (1990)



Miller's pyramid

MILLER'S PYRAM OF CLINICAL COMPETENCE (aka Miller's Pyramid)

It is only in the "does" triangle that the doctor truly performs



Revised according to Miller's 2006 document 'Clinical Competence: Pathways to Best Medical Practice' (2006) by the RCPSC



Bloom's Taxonomy

Cognitive behaviour	Illustrative action
Remembering	Describe, define, list, label, recall, draw
Understanding	Explain, illustrate, represent
Applying	Apply, demonstrate, predict, calculate
Analyzing	Analyse, distinguish, categories
Synthesising	Derive, organise, design, plan
Evaluating	Evaluate, diagnose, criticize, recommend



Why do we assess?

- To evaluate what the student has learnt
- To provide feedback/remediation
- To 'steer' student learning (educational effect)
- To evaluate the module/course
- To certify competence
- To establish social accountability

Outcomes!



What should we assess?

There are three learning domains in which outcomes can be stated and assessed:

- cognitive domain
(facts, theory, thinking skills)
- skills domain (e.g. manual skills, communication skills, professional skills)
- affective/values domain (attitudes)



When do we assess?

- Diagnostic assessment
- Formative assessment
(Assessment *for* learning)
- Continuous assessment
- Summative assessment
(Assessment *of* learning)



Provide feedback!



Feedback to facilitate self-regulated learning

- Clarify what good performance is
- Facilitate self-assessment (reflection)
- Deliver high quality feedback information
- Encourage teacher and peer dialogue around learning
- Encourage positive motivation and self-esteem
- Provide opportunities to close the gap between current + desired performance
- Use feedback to improve teaching