

Questionmark applied by Portuguese University

Portuguese University uses Questionmark as an evaluation tool on the Medicine Degree

Scenario

A Portuguese University, UBI (Universidade da Beira Interior), through its Health Sciences Faculty, has implemented a completely new method for developing Medical Sciences in Portugal. This method is mostly based on an eLearning approach, from the first to the final years of the Medicine Degree, and all of the evaluation moments are implemented with Questionmark Perception. Responding to the new innovative teaching methods, this University has become a world wide case study and a reference on the Portuguese eLearning landscape.

Within this teaching model, there are no classrooms filled with students listening to a teacher or written tests. There are trainers and tutors online, who produce and compile the studying materials and present bibliographic references that are later made available at the University's local Intranet.

Even when the time comes for the students to practice at the hospital on a fulltime schedule, the learning activity can go on, using the learning resources made available online. These resources are enriched due the interdisciplinary character of this teaching method. Information is more accessible and collaborative learning is fostered.



Questionmark's input

Few institutions in the world have relied an evaluation method on a digital tool as confidently as this Faculty, and therefore, few have explored its potentialities as exhaustively as in this case.

Although the tests may be disseminated via Internet, without need of dislocation of students, the Faculty has adopted a method that requires the student's presence for evaluation implementation. This way, the only time these classes get together might be the evaluation moment. At these moments, the students are gathered at the University campus, access the local intranet and answer the exams presented with Questionmark.

In order to guarantee a quality pattern along all of the teaching process all of the materials produced and all of the evaluation contents are revised and attested by the Medical Education Office. For the evaluation moments specifically, there is an analysis developed before and after its appliance. Besides verifying the question's language and ease of understanding, there is also an analysis of the answers provided by the students. By measuring the results of this comparison, the Faculty develops a continuous improvement of the evaluation content and can establish clear difficulty levels for each question.

The Infrastructure

Due to Questionmark's Authoring, Scheduling, Delivery and Reporting functionalities, the traditional evaluation processes have been simplified and optimized. There are no written tests to be read, corrected and classified, and no need of intervention from the teachers to gather the results from the several students and classes. The reasons for choosing Questionmark to integrate this teaching method were mostly related with its ease of use, reliability and possibility of use online. An extra advantage is the fact that it allows teachers to easily monitor students learning progress and performance.

The online evaluation process is divided in five steps:

- the teachers elaborate the questions;
- The Medical Education Office revises and corrects the text;
- The Information Systems Unit converts the questions to a Internet format;
- The students answer the questions;
- The results are published on the local intranet, for students to check their grades and their (in)correct answers.

The technological infrastructure that supports this eLearning method is based on four dedicated servers, one of which completely dedicated to the evaluation services. These servers are accessed via the Faculty's Intranet, that connects the University to the several Hospitals and Medical Centers where students and teachers might be allocated. This way, the contents are always available for those who take part on the Medicine Degree.

Evaluation Methods

Since medical activity requires theoretical knowledge as well as clinical activity, both stages must be evaluated, but each according to different requisites. With Questionmark Perception this Faculty can develop different evaluation methods according to the type of competences to be evaluated: the knowledge evaluations are implemented mostly based on multiple answer questions, and the clinical competencies are tested with "Decision Tree" exercises. The complete range of Questionmark's question types allows this adaptation to different needs to take place very easily and the results are presented immediately. Time, resources and feasibility are optimized.

More information

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