

The Opinion of 5th Year Medical Students of Bangladesh about the Status of Formative Assessment in Clinical Subjects

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Background

Formative assessment is defined as “Information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning”. It is part of a feedback process in which a learner is able to evaluate their response in light of the information received, and learn. Feedback is most effective if it focuses students’ attention on their progress in mastering educational tasks. Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.

Aims & Objectives

To find out the opinion of 5th year medical students of Bangladesh about the status of formative assessment in clinical subjects.

Material & Methods

This study was a cross sectional study, conducted in 8 Medical Colleges of Bangladesh during the period from May 2013 to October 2013. Study population was 5th Year medical students of Bangladesh. 5th Year medical students of Bangladesh who were co-operative and willing to take part voluntarily were included. Non-cooperative students and those medical students of who were not studying in 5th year were excluded from the study. Sample size was 981. Data was collected through face to face interview based on structured questionnaire.

It was entered and analyzed by computer by help of SPSS 17.0.

Results

Among different types of formative assessments, highest 86.96% were item examination. In written examinations, in 50% cases written script was not given to students and 45% of cases marks were displayed on notice board. Only in 1% of cases written script was given back with explanation of getting low score. In case of Oral examination, 65% of respondents agreed that reasons for failure were not well explained. Majority (35.2%) of the respondents thought that formative assessments helps them give more attention to study. 57.59% of the respondents were not satisfied about the present formative assessments. 65% of the respondents suggested that the minimum time interval between two item examinations should be more than 3 days. 86.65% of the respondents agreed that quality of formative assessment should be improved. 68% of the respondents agreed that certain percentage of marks should be adopted in final examination. 75% of the respondents suggested that teachers should put efforts in designing an assessment to make it better.

Conclusions

Our study revealed that in most of the cases adequate feedback is not given to the students and most of them are not satisfied with the present formative assessments. The authority should try to increase the quality of the present formative assessments