

ASSESSMENT: A STRATEGIC TOOL FOR TEACHING AND LEARNING IN MEDICINEdoi: <https://doi.org/10.37723/jumdc.v11i1.413>**How to cite this:**

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Assessment is a dominant attribute of instruction and the curriculum^[1], and it is a driving and motivating force for learners. The way of assessment decides students' approach towards learning, and the quality of the assessment matter most in educational impact^[2]. The enhancement of students' capability to learn and engage with the curriculum largely dependent upon the way of assessment and provided feedback^[1]. Presently, we are assessing the acquisition of knowledge and its application; however, several other important aspects like professionalism, teamwork, communication, clinical reasoning, and reflection need to be assessed^[3]. Assessment should focus on evaluating different dimensions of competencies^[4]. The importance of assessment in the learning and teaching process cannot be ignored, and for achieving the outcome of the educational program, the assessment must be aligned with the outcome. If the outcome is to produce competent physicians and only knowledge is being assessed and not using any assessment tool to measure students' competencies or using the inappropriate tools, then such educational programs will not be able to achieve their outcome to provide a competent physician to the society. Therefore, it is mandatory to uphold newer and appropriate assessment methods so that graduates' competencies' will be on par with graduates of the other parts of the world.

A consensus framework for good assessment (single assessments) and system assessment was developed at the Ottawa Conference in 2018. "The framework for single assessments identifies validity, reproducibility, equivalence, feasibility, educational effect, catalytic effect, and acceptability as key elements^[4]." The system assessment is defined as a series of assessments for achieving specific kinds of complex decisions. The system assessment encompasses Admissions System, Licensure Systems, Progress Testing, and Programmatic Assessment. The purpose and appraisal of such assessment systems have a significant effect on the overall instructional practice and learning outcomes^[4]. If our colleges employ this Ottawa conference consensus framework for single and system assessments, then there will be good educational impact, and institutes will be able to achieve their outcomes.

It has been pointed out in a Pakistani study that the choice of assessment tools measuring students' performance is a formidable task for several medical institutes and has been hampered by fiscal limitations, the dearth of skills in the psychometric analysis of the exam and organizational plans^[5]. Thus, institutes should overcome these obstacles by better planning to impart quality educations.

There is a need to decrease students' dependency on lectures, and lecture-based handouts and to divert them towards self-directed learning by incorporating more active learning strategies such as TBL, CBL, PBL, concept mapping (CM) and others. The use of CM is considered a tool for deep learning, and it also helps in obtaining, retaining, and employing

knowledge. This active form of learning should be incorporated into medical education because it presents information in a more expressive style that expands students' comprehension^[6]. Like summative assessment, formative assessment is also important in students learning because it is associated with feedback; however, sometimes, it is completely ignored. It is also suggested that colleges should use blended learning and teaching methods that create interest among the students and improve their performance in the summative exams ^[7]. The course coordinators should use the Moodle, an open-source learning platform for blended learning and especially for online formative assessment.

There is a need that colleges should invest their resources in establishing good quality skill labs so that students can get hands-on training on high-tech mannequins. With great technological advancement, newer assessment methods have been incorporated, such as simulated assessment, which is more standardized, effective, and economical ^[3].

The overall educational standard can be improved by making exit exams mandatory, and the regulatory body should also arrange the licensing exam then categorization of the medical colleges according to the result of the licensing exam. The medical college with lower ranking would strive hard to improve their ranking, and ultimately, the education quality will improve, including the teaching, learning, and assessment.

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Corresponding Author:

Prof. Dr. Mukhtiar Baig

MBBS, MPhil, Ph.D., MHPE.

Prof. of Clinical Biochemistry, Medical Educationist,
Deputy Chair Assessment Unit, Faculty of Medicine,
Rabigh, King Abdulaziz University, Jeddah, Saudi Arabia