

Using Team Exams to Enhance Learning

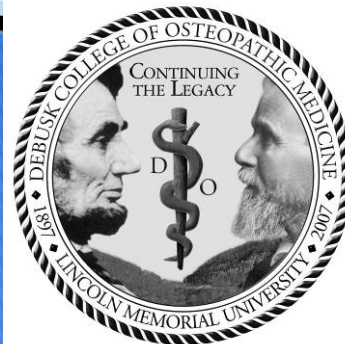
Randal Batchelor Ed.D.

Director of Academic Assessment

&

Dennis Kiick Ph.D.

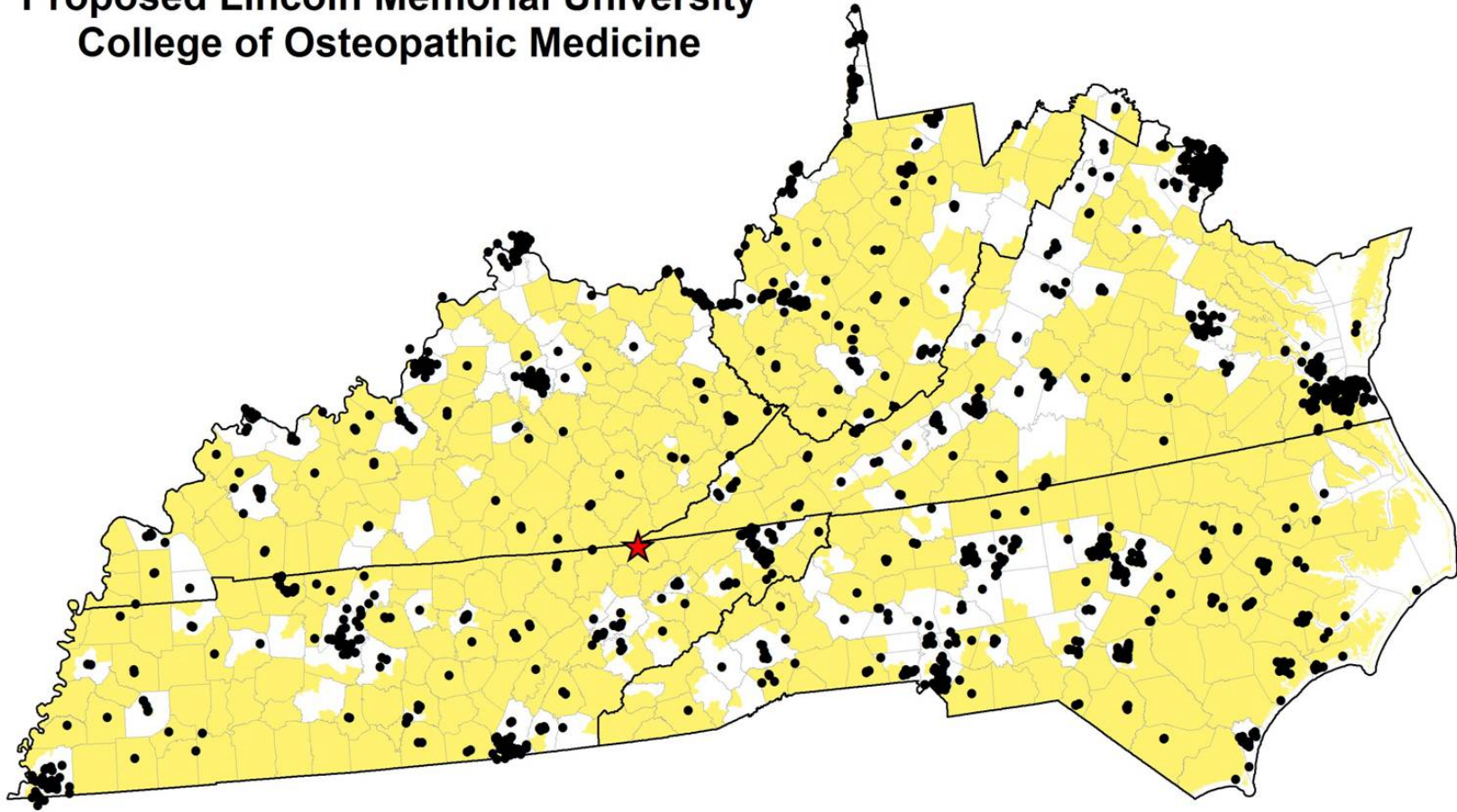
Associate Dean of Basic Medical Sciences



Rationale for TEAM EXAMS

- ▶ **Enhance Learning**
 - Peer Driven Formative Feedback
- ▶ **Formative Feedback vs. Exam Security**
- ▶ **Institutionalize Formative Feedback Process**
 - Block Exams
- ▶ **Utilize Team Based Learning Approach**
- ▶ **New Curriculum/Faculty**

Proposed Lincoln Memorial University College of Osteopathic Medicine



- DO's in Five State Area (1,812)
- Underserved

Data Sources: AOA, HHS

* Some Dots represent more than one DO at a location.

Maps created in partnership between
CIRC, AOA and OSU's Rural Health
Resource Center, May 3, 2005





LMU–DeBusk College of Osteopathic Medicine
Harrogate, TN

Procedures:

- ▶ Team exams start about an hour after an individual exam.
- ▶ Students are randomly pre-assigned to one of fifteen small-group rooms (10 students each).
- ▶ Teams take the exam again using a computer set for scroll only.
- ▶ Teams exchange completed Scantron sheet for answer key.
- ▶ Teams review missed items and fill out Exam Question Feedback Form when appropriate.



Student Incentives for Participation

- ▶ A $+2\%/ -5\%$ adjustment is made to students' overall exam scores.
- ▶ Students find out immediately how well they did on the individual exam.
- ▶ Student get an opportunity to challenge perceived problematic questions (Question Feedback Forms).

Goals for TEAM EXAMS

- ▶ Encourage students to review and clarify course material.
- ▶ Help students indentify and resolve areas of misconception.
- ▶ Help students develop their abilities to orally communicate and collaborate with peers.

Conclusions

Working collaboratively, teams are able to correctly answer more questions than individually.

Mean scores of team exams are typically 2–3 standard deviations higher than those of individual exams.

Team Exam Survey: (51% of OMSI & 39% of OMSII students responded)

“The team exams are a worthwhile learning activity.”

	Strongly agree	Agree	Disagree	Strongly Disagree
First-Year Medical Students	47.6%	40.5%	9.5%	2.4%
Second-Year Medical Students	39.7%	39.7%	15.5%	5.2%

“Discussions within the team exams have helped me clarify areas of misunderstanding.”

	Strongly agree	Agree	Disagree	Strongly Disagree
First-Year Medical Students	32.1%	50%	15.5%	2.4%
Second-Year Medical Students	33.3%	38.6%	24.6%	3.5%

“In the team exams, I usually enjoy interacting with my fellow medical students.”

	Strongly agree	Agree	Disagree	Strongly Disagree
First-Year Medical Students	21.4%	57.1%	19.0%	2.4%
Second-Year Medical Students	24.1%	50.0%	13.8%	12.1%

Additional Benefit

Team exams generate data that help faculty make appropriate post-exam revisions:

- 1. Team Item Statistics**
- 2. Question Feedback Forms**

Challenges

- ▶ **Team exams require considerable resources; i.e., time & facilities.**
- ▶ **Problematic group dynamics can obstruct the learning process.**

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