

## The Journal Club of Medical Education Unit



**Presents :** **Prof Vishna Devi V Nadarajah**

Professor in the School of Medicine and Pro-Vice Chancellor, Education  
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**Development, contextualisation and utilisation of an online assessment system (OAS) for outcomes-based education (OBE): Lessons for Medical Educators.**

**Date :** 26 April 2018, Thursday

**Time :** 12.30—1.30pm

**Venues :**

**For Sunway campus :** Room 4203, School of Medicine

**For Johor Bahru :** L2 Meeting Room, Monash 1 CSJB

**CPD POINTS CLAIMABLE**

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**Background:** Assessment is an integral component of education management. Assessment implementation requires collaboration among faculty, students, examination office, facilities management and IT, driven by the university learning philosophy and governance. Assessment enables judgement on whether the student's learning outcomes are achieved through a systematic collection, review and use of information. At IMU we have developed an online assessment system (OAS) for outcomes-based education across health professions programmes. The system was developed to overcome common challenges that limit the delivery of assessment for learning concept. Areas to improve were assessment blueprinting, turnaround time for result processing, audit trail, psychometric analysis and providing feedback based on learning outcomes. **Outcome:** An OAS that is integrated, reliable, secure and valid was developed and contextualized for a range of assessment tools used in health professions programmes, including performance-based examinations. Implementation features include item banking, analysis and blueprinting based on learning outcomes and difficulty level, standard setting, immediate individualized feedback. Feedback from stakeholders suggest assessment for learning is implemented more efficiently via OAS. OAS is also innovative as the educational framework of OBE has been translated into one integrated assessment system that can be applied across academic programmes. Key and positive features of OBE including transparency, measurability, relevancy, individualisation and timelines are delivered in OAS. OAS implementation has ensured streamlining and sharing of assessment practices across the diversified health professions programmes. **Lessons Learnt:** OAS development took longer than anticipated due to complexity of user needs and communication between stakeholders to ensure correct interpretation of performance indicators. Faculty, students, exam office and IT staff faced change management issues as there were shifts in procedures, responsibilities and system accessibility to implement OAS successfully. For sustainability of implementation continuous training and support from stakeholders with resource allocation are necessary.

### Speaker Profile :

Vishna Devi V Nadarajah is currently, Professor in the School of Medicine and Pro-Vice Chancellor, Education at the International Medical University in Kuala Lumpur, Malaysia. She graduated with a First Class Honours degree in Biochemistry from the University of Malaya (1994) and obtained her PhD at the University of Cambridge in the field of microbial biochemistry (2000). She is also a graduate of the Masters in Health Professionals Education from Maastricht University (2014).

She has over 20 years of teaching experience in the medical, dentistry and pharmacy education. She has published and presented research papers in both biomedical sciences and medical education, supervises research students and reviews for indexed and international journals. She is a current member of the international editorial board of the journal Medical Education. She was also awarded the Malaysian Women Weekly (2012), Great Women of Our Time award for her contribution in Science and Technology in Malaysia. Her areas of research in health professionals education is in Faculty development, Assessment and Innovative Teaching Learning methods. Vishna has shared her experience and expertise in health professionals education via invitations to speak at conferences, conducting faculty development workshops and collaborative research, appreciating that she has also learnt very much from these collaborative sessions with other educators.