

SÜLEYMAN DEMİREL UNIVERSITY
FACULTY OF MEDICINE
Assessment and Evaluation Board (Ö.D.K.)

Meeting Minutes

Meeting Date	24 January 2023
Venue	Meeting Room A

DECISIONS

The Süleyman Demirel University Assessment and Evaluation Board (SDÜTF-ÖDK) convened on 24.01.2023 in Meeting Hall A with the participation of the majority of the board members, and at the meeting:

1. Based on the feedback received from the Stage II terms, the exam practices carried out in clerkships were reviewed, and it was decided that the following change be made to the "Clerkship Exam" section of Article 26 of the exam directive.

Current: Proposed:

"Clerkship Exam

Article 26- (1) In Term IV and V clerkships, a Clerkship Final Exam is held at the end of each clerkship. This exam may take the form of a multiple-choice written exam, a practical application exam, a structured oral exam, workplace-based assessment, and/or e-exam applications. The manner of conducting the exams is determined by the relevant department. The distribution of questions in the Clerkship Final Exam is prepared taking into account the course hours and course scope (learning objectives) of the department having the clerkship that year. Any question cancelled in the clerkship final exam is removed from the exam, and evaluation is carried out on the basis of the remaining questions. If a midterm exam was held, the clerkship success grade is determined by combining 40% of the midterm exam grade and 60% of the clerkship final exam grade. In exams administered as a multiple-choice written exam and a practical application exam, 60% of the multiple-choice written exam and 40% of the other exams/applications are taken. The passing grade for the clerkship final is 60 and above."

"Clerkship Exam

Article 26- (1) In Term IV and V clerkships, a "Clerkship Final Exam" is held at the end of each clerkship. This exam may take the form of a multiple-choice written exam, a practical application exam, a structured oral exam (an objective exam conducted with pre-prepared and pre-scored checklists, such as OSCE, OSPE, etc.), workplace-based assessment (mini clinical evaluation, direct observation, etc.), and/or e-exam applications. The manner of conducting the exams is determined by the relevant department. The department determines, by academic board decision at the beginning of the academic year, the assessment and evaluation system it will apply throughout the year, and announces it in the clerkship guide. It shares the clerkship guide with the faculty administration and the students. The distribution of questions in the Clerkship Final Exam is prepared taking into account the course hours and course scope (learning objectives) of the department having the clerkship that year. Any question cancelled in the clerkship final exam is removed from the exam, and evaluation is carried out on the basis of the remaining questions. If a midterm exam was held, the clerkship success grade is determined by combining 40% of the midterm exam grade and 60% of the clerkship final exam grade. In exams administered as a multiple-choice written exam and a practical application exam, 60% of the multiple-choice written exam and 40% of the other exams/applications are taken. The passing grade for the clerkship final is 60 and above."

2. It was decided that, following this amendment, a letter informing the departments included in the clerkship program of the situation be sent, and feedback be obtained.

"In our Faculty, assessment and evaluation practices in the clinical terms are determined by Article 26 of the Assessment and Evaluation Directive. However, feedback has indicated that practice has departed from this. For this reason, it is recommended that clerkship guides be reviewed for compliance with the directive, and that the necessary arrangements be made to ensure that the same practices are maintained throughout the year so that no student is disadvantaged."

3. It was decided that the SDU Faculty of Medicine Assessment and Evaluation Principles be added to the Self-Evaluation Report. The principles are proposed in the form below. These principles are the fundamental principles for assessment/evaluation, and it is important that all directives to be prepared and decisions to be taken henceforth be determined in accordance with these principles.

"Süleyman Demirel University Faculty of Medicine Assessment and Evaluation Principles

As our Faculty's assessment and evaluation principles:

- Principle of objectives: assessment and evaluation must be carried out in line with the learning objectives.
- Principle of continuity: a student's academic achievement must be monitored continuously and regularly from the moment the student enters the system until leaving it, and even after leaving the system, through follow-up studies.
- Principle of breadth and comprehensiveness: in the development of a student's academic achievement and in the evaluation of that achievement, the situation must be observed with respect to other factors affecting achievement (learning style, study habits, interests and attitudes), and these factors must be taken into account during the evaluation process.
- Principle of self-assessment: students must be given the opportunity to assess themselves regarding their level of achievement in courses and the quality of their learning.
- Principle of diversity in assessment tools: it is recommended that instructors use a variety of assessment techniques together in order to make accurate evaluations.
- Principle of cooperation: it is recommended that all assessment and evaluation activities be planned and implemented based on the cooperation of the relevant parties (instructor-student).
- Principle of planning: it is recommended that, at the beginning of the term, a plan be established for at which stages of the teaching process and by which methods assessment and evaluation will be carried out, and that assessment and evaluation activities be carried out accordingly.
- Principle of individual differences: the purpose of assessment and evaluation in education is to reveal intra-individual and inter-individual differences in a valid and reliable manner, and to use the results obtained to maximize students' achievement and support their academic development.
- Principle of transparency and accountability: all assessment and evaluation processes carried out in our Faculty are shared transparently with all users (instructor-student-administration, etc.). Within the scope of accountability, all documents related to assessment and evaluation processes are archived within the framework of the law and made available for sharing when necessary.

In choosing its assessment and evaluation methods, our Faculty recommends student-centered assessment and evaluation approaches; within this scope, assessment and evaluation methods in the medical education program can be enriched by using the assessment and evaluation techniques in the table.

Traditional assessment and evaluation techniques

- Assessment tools requiring selection of a response
- Multiple-choice tests
- True-false tests
- Matching tests
- Assessment tools requiring construction of a response
- Written exams
- Structured oral exams
- Short-answer exams

Complementary assessment and evaluation techniques

- Performance assessment
- Portfolio assessment
- Evaluation of projects
- Concept maps
- Diagnostic branching tree
- Self-assessment

- Peer assessment
- Group assessment"

ATTENDANCE

Prof. Dr. Mekin SEZİK — Attended
Prof. Dr. Duygu KUMBUL DOĞUÇ — Attended
Prof. Dr. M. Özgür PİRGON — Attended
Assoc. Prof. Dr. Kanat GÜLLE — Attended
Assoc. Prof. Dr. Dilek BAYRAM — Attended
Assoc. Prof. Dr. Kemal Kürşat BOZKURT — Attended
Assist. Prof. Dr. Adnan KARAİBRAHİMOĞLU — Attended
Assist. Prof. Dr. M. İnci BAŞER KOLCU — Attended
Assist. Prof. Dr. Giray KOLCU — Attended
Assist. Prof. Dr. Tuba BAYKAL — Attended