P013 Crowdsourced concept maps as a student revision
resource in the Bachelor of Clinical Science
undergraduate programme

Emma L Taylor and Reza Zamani
University of Exeter Medical School, Exeter, United Kingdom

Concept maps (hierarchical and structured visual representations
of knowledge) enhance deep learning and integration of related
scientific concepts. The use of concept maps in Problem-Based
Learning is strongly encouraged. However, they are not used
to their full potential, as maps are rarely revisited by students in
order to continue to make links or to access prior knowledge.
We are conducting a pilot study of an innovative model of small-
group learning that is potentially applicable to all disciplines. In
small groups, students set questions around a clinical science
scenario. They then collaboratively develop and annotate
concept maps with self-created learning resources that reflect
their findings, and present their completed concept map back to
an expert facilitator. These editable, personalised resources are
then accessible for use in future sessions and for revision, in
preference to unstructured written notes. Our hypothesis is that
this promotes meaningful conceptual and transferable learning
and results in the development of valuable revision tools.
Preliminary feedback about the project was collected from a
small group of students in advance of the project commencing.
Feedback was highly positive about the "VUE" concept mapping
software to be used to deliver the pilot project. Data from the first
iteration of its use will be presented, along with aims for further
development of the software and session structure in response to
student and facilitator feedback.

Notes:

P014 Students assessment of biochemistry in Bukovinian State
Medical University

Igor Gerush, Taras Boichuk and **Nadiia Hryhorieva**
Bukovinian State Medical University, Chernivtsi, Ukraine

The combination of the metabolic aspects of biochemistry with its
application to the diagnosis and monitoring of diseases plays an
important role for learning biochemistry.
An important element of the educational process is to control
the learning material, which is included into the final module test
(FMT). FMT in our department consists of three stages: 1) testing
of students in the computer lab on-line in the distance learning
server of the University that provides an objective assessment of
students and is an important component in their preparation for
passing the license exam Step 1. Medicine, 2) cluster solutions
of problems with a definite answer, which makes it possible to
assess the ability of the student to analyze the material studied,
to make concise results and conclusions, and 3) a written
answer to a question allows the student to discover the depth of
learning material, show the ability to apply this knowledge in other
modules or the study of other disciplines.
During the first two-hour lesson, students solve multiple tasks and
decide to cluster tasks. Written work in the next two-hour session
provides answers to questions. After that in an interview with the
teacher the student has the opportunity to correct and clarify their
answers and to analyze mistakes.
The above methods of teaching and assessment system learning
activities of medical students in the study of biochemistry can
improve the training of students in the discipline of clinical and
biochemical form of thinking of the student and ensure that it is
an objective assessment.

Notes: