

A shared item repository for progress testing in European veterinary schools

P. Holm¹, C. McLean Press², T. van Haeften³, J. Penell⁴, A. Iivanainen⁵, E. Schaper⁶, P. Lekeux⁷

¹Department of Veterinary and Animal Sciences, University of Copenhagen ²Faculty of Veterinary Medicine, Norway University of Life Sciences; ³Faculty of Veterinary Medicine, University of Utrecht; ⁴Faculty of Veterinary Medicine and Agricultural Sciences, Swedish University of Agricultural Sciences; ⁵Department of Veterinary Biosciences, University of Helsinki; ⁶University of Veterinary Medicine Hannover, ⁷European Association of Establishments for Veterinary Education

Progress testing offers both valid longitudinal formative assessment of the individual students' cognitive skills growth within the tested subject areas as well as a tool for educators to monitor potential educational gaps and mismatches within the curriculum in relation to the basic veterinary learning outcomes. Additionally, evidence from European and North American Medical Schools shows that periodic formative assessments enhance learning by providing objective evidence based cumulative feedback to students, and/or reduce stress-related reduction in students learning.

In this project, six veterinary institutions in cooperation with EAEVE, aim to establish and implement a common procedure for valid longitudinal assessment of knowledge and cognitive skills in their curricula. Main goals are to reduce skills gaps within veterinary programs of schools: at student and curricular level and between curricula.

A common quality assurance system for validation and blue-printing of test items for formative progress testing covering subject areas compliant with EAEVE competence and assessment standards has been established. Also, a large common test item repository for progress testing containing psychometrically validated questions is under construction. Simultaneously, a common assessment procedure is being implemented. Also, teachers are continuously trained in constructing valid test items and familiarized with psychometric data analysis for validation purposes using an on-line MOOC, developed as part of this project. In addition, hands-on training is provided through training events. In addition, students are familiarized with progress testing through a You-Tube based instruction movie, which was made at the start of the project.

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