

ASSESSMENT WITHIN PROFESSIONALISM COURSE: BRINGING STUDENTS OUT OF COMFORT ZONE

Assoc. Professor Dr. Zarrin Seema Siddiqui
MD Program Director
VinUniversity
zarrin.ss@vinuni.edu.vn

The MD curriculum at VinUniversity is structured around three themes i.e. Clinician, Professional and Researcher. Each theme runs longitudinally over six years. In the first year, the focus is on introduction to professionalism, where students are introduced to several concepts.

There was a need for an assessment that is based on the principles of constructivism which seeks to assist students to understand the concepts of the discipline, foster pleasure, and mastery of their use, as well as motivate students to undertake the activities.¹

At the same time there was a need for an assessment plan that also provides students with an experience of collaborative learning and bring them together as a group as well as is relevant to the course.

Therefore, project based learning with collaborative assessment was introduced in the course. In this presentation, we will present the process, description of the assessment tools used and the feedback received from students.

1. Gruender C 1989 Some philosophical reflections on constructivism. Paper presented at The history and philosophy of science and science teaching. 1st International Conference. Herget, D. M. (Proceedings editor), pg170-176.