

Does undergraduate physiotherapy student engagement in formative assessments predict performance in final summative assessments?

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A student's ability to integrate fundamental biomedical sciences into to an evidence-based practice framework to support clinical decision-making is a key competency for professional practice. This transition from academic to clinical areas can pose a significant challenge for students and in order to facilitate reasoning skills a variety of approaches can be utilised within the curriculum. Online interactive learning platforms are generally formative and can used to assist a student's clinical reasoning providing immediate feedback to the learner.

Two complex, scaffolded clinical case studies on the topic of tendinopathy were developed utilising Uduku (an online learning software interface producing media rich, engaging online courseware) These resources were embedded in a second year musculoskeletal science Blackboard unit for semester 2 2018.

Student engagement in the formative online learning packages will be measured using Blackboard learning analytic software. It is hypothesised that students who engage in these formative learning packages will perform better in their final semester summative assessments on the topic of tendinopathy when compared to their colleagues who don't. (t-test analysis between the two groups) Data analysis will occur once final grades from end of semester exams are ratified.

Embedding novel learning activities into the curriculum which suit students' interactive learning styles and ensuring these activities are robustly evaluated for engagement and utility can help direct and inspire the future of learning.