

INTRODUCTION:

On November 15, 2006 the first Progress Test (PT) was made available to all Italian Medical Schools, on a voluntary basis, as an initiative of the *Conferenza Permanente dei Presidenti di Consiglio di Corso di Laurea Magistrale in Medicina e Chirurgia* (Italian National Association of Deans for Medical Education). Since 2006, the PT has been held 8 times and the percentage of Italian medical schools that have participated has increased from 50% to approximately 98% and has seen the number of participating students increase from 3,500 to approximately 20,000.

Although the "Progress test" is not a new invention, but dates back to the 1970's, it is undergoing a revival for the same reasons that it was originally created. At its inception it was realized that up to that time (as it continues to occur in many contemporary schools) the assessment of knowledge acquired during any academic year was obtained exclusively from end-of course or end-of year exams. Unfortunately, such exams have been shown to have important steering effects on learning since they push students to prepare themselves primarily for the passing of these exams. Such exams have also been shown to indirectly reinforce the mnemonic aspect of studying medicine and in the vast majority of cases students tended to limit their studies by concentrating primarily on what they believed would be the content of the exam.

From these reflections, a new philosophy mushroomed regarding the concepts of assessment and evaluation. It became clear that what had to be left behind was the direct relationship between specific educational programs and their evaluations. What had to be evaluated was not so much the acquisition of the specific course related learning objectives but the progressive acquisition of the final objectives of the overall medical curriculum. For these reasons it was realized that evaluation had to be as a continuous process as possible. The original idea of the creators of the PT was that exams should not interfere with an individual's desired behavior in studying and that decisions of pass/fail should be based on longitudinal and not on single evaluations.

Even though the PT was developed to respond to a new form of education introduced at that time, that of Problem Based Learning (PBL), it has been subsequently demonstrated that the application of a longitudinal, progressive method of assessment and evaluation is valid not only for PBL-based curricula, but also for those (still) using "traditional" curricula.

The Symposium will begin with more detailed information on the philosophy, advantages and disadvantages of this type of exam, continue with a description of the Italian experience over the last 8 years and finally, compare these results with those from invited speakers of other Universities outside of Italy where the PT has been implemented.

PROGRAM

- 14:00 – 14:15 Introduction to Progress Testing : 8 years of Progress Testing in Italy
A. Tenore (MIUR, Rome, Italy & CNUCOM, California, USA)
- 14:15 – 14:28 They love it and they hate it – the German Progress Testing Experience from different viewpoints: Students, Administrators and Authorities
Z.M. Nouns (University of Bern, Bern, Switzerland)
- 14:28 – 14:40 Progress Testing as an Approach for Collaborative Comparisons of Quality of Education
L. Schuwirth (Flinders University, Adelaide, Australia)
- 14:40 – 14:52 "How Progress Testing can Enhance Learning and how Faculties can use the Feedback"
S. K. Schaubert (Charité Universitätsmedizin Berlin, Germany)
- 14:52 – 15:05 the Accreditation-Evaluation-Self Assessment System (AVA system) of Italian Universities and the Experience of the Progress Test
M. Castagnaro (ANVUR, Roma, Italy)
- 15:05 – 15:30 DISCUSSION

FACULTY

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Ministero dell'Istruzione, dell'Università e della Ricerca

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 AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

MILAN, Italy
 MiCo Milano Congressi
 2 Sept, 2014 14:00 – 15:30

SYMPOSIUM 8c

PROGRAMME

Location:
 Brown 3, Level+2

"Progress Testing in Italian Medical Schools:
 An 8 year National Experience"



"Ignorance is the curse of God; knowledge is the wing wherewith we fly to heaven."

William Shakespeare

