

# Enhancing Student Learning via Developing a Progress Survey System—Year II

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## INTRODUCTION

Via an interactive, online, four-year continuum of progress tests, students will be assessed on the expected competencies of a new graduate dentist.

This system emphasizes the use of an interactive web- based feedback tool where students will complete progress tests, receive immediate formative feedback, engage in online discussion groups, and be directed to specific areas for improvement / remediation.

This Progress Test System aims to encourage self-directed learning, and to enhance communication of program expectations with the students.

## Specifics

The Progress Survey is a three-hour long test with 200 multiple choice questions that sample all areas of cognitive knowledge, based on the end of program competencies (and hence is curriculum independent). All student in the DMD Program have taken this test twice a year since Fall 2015, which will return them a Personal Progress Index (PPI) to evaluate their performance relatively to standard benchmarks and their peer group.

## The Testing Effect

In 1992, Carrier and Pashler [1] showed that testing does not only provide an additional opportunity for practice, but produces better learning than other forms of study. This invites educators to rethink testing as much more than simply an assessment strategy.

Progress Surveys leverage the Testing Effect, offering students an opportunity to enhance their studying of all the knowledge that they are expected to acquire in order for them to effectively practice after their graduation.

## Personal Progress Index

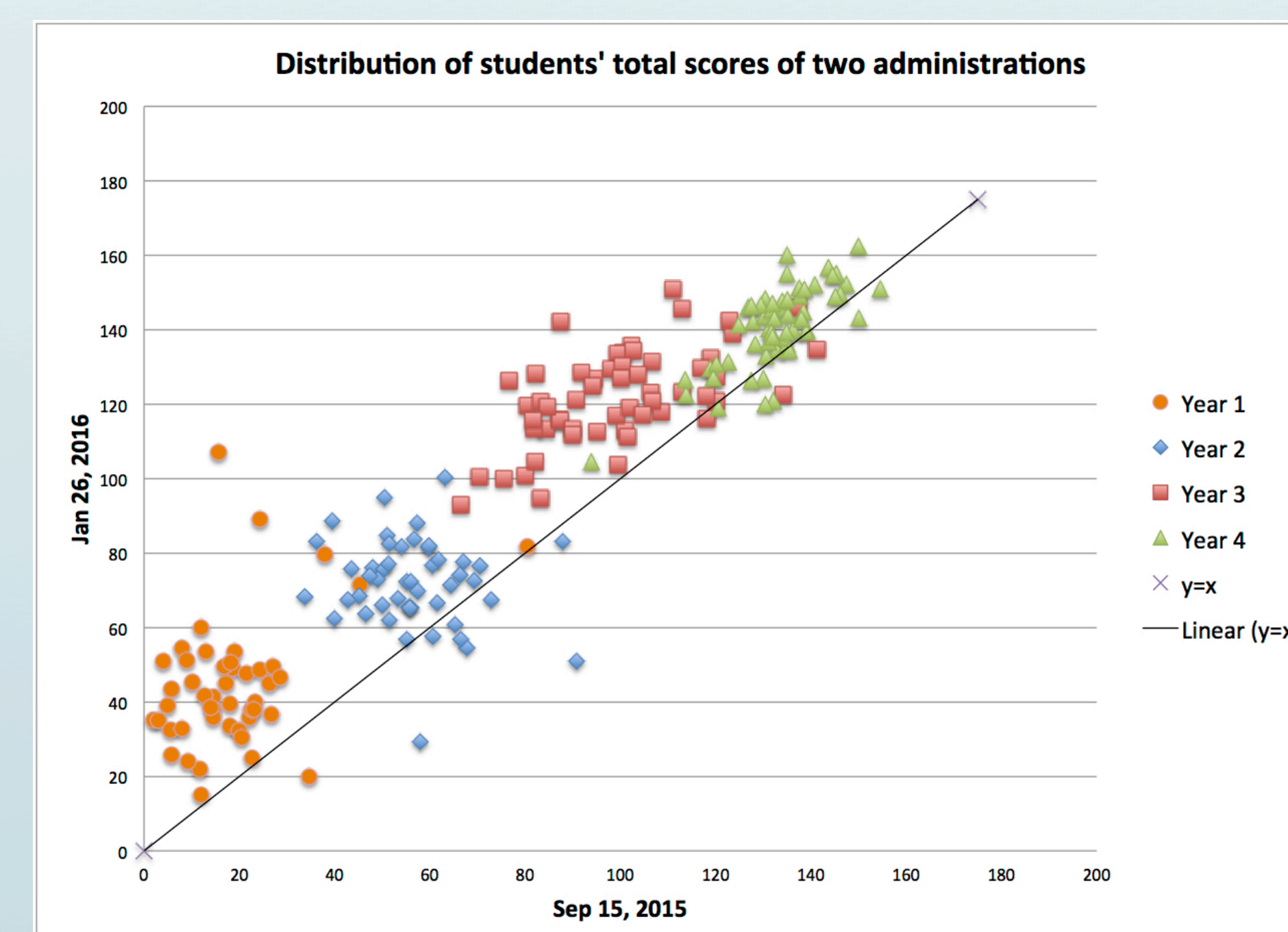
A sample student's results on the past 2 Progress Surveys. Each student received an individualized map representing her/his own performance in each area relative to their peer group.



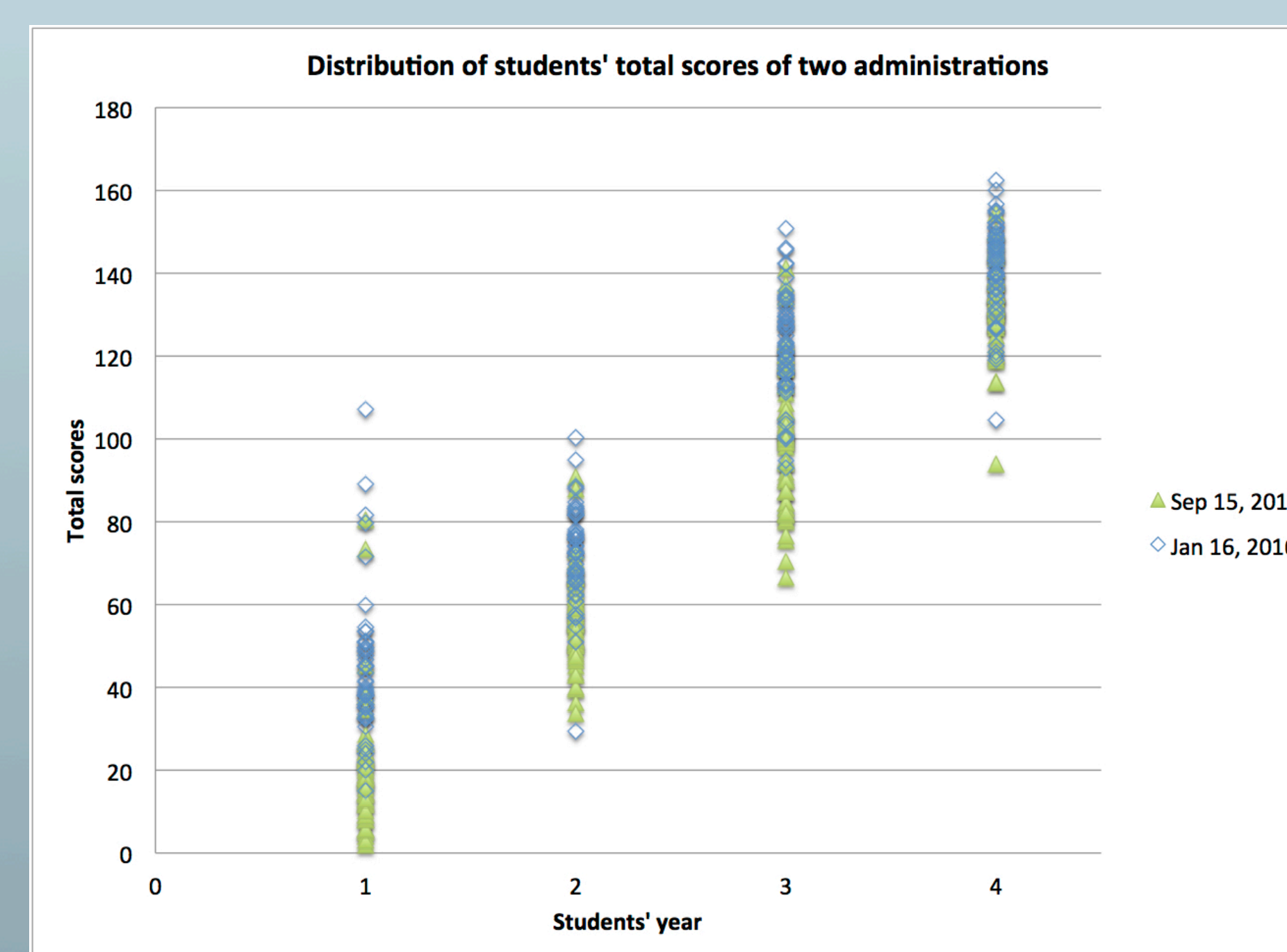
## The Next Step

We are aiming to make the score calculation, item selections and report generation all streamlined to be an integral part of student's personal progress report. Such a report will show up on their own individualized report card system in CONNECT.

## Results of Two Surveys



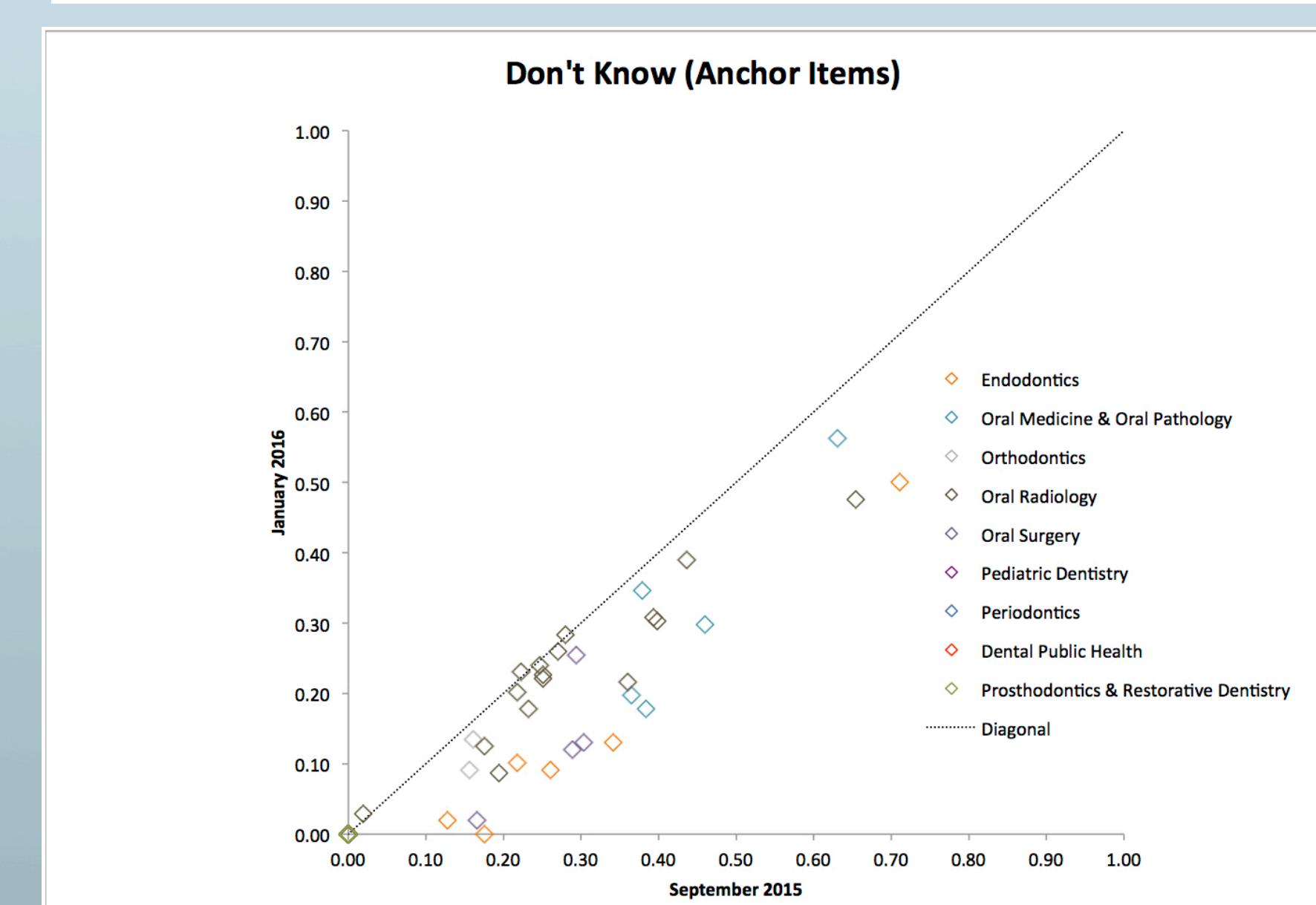
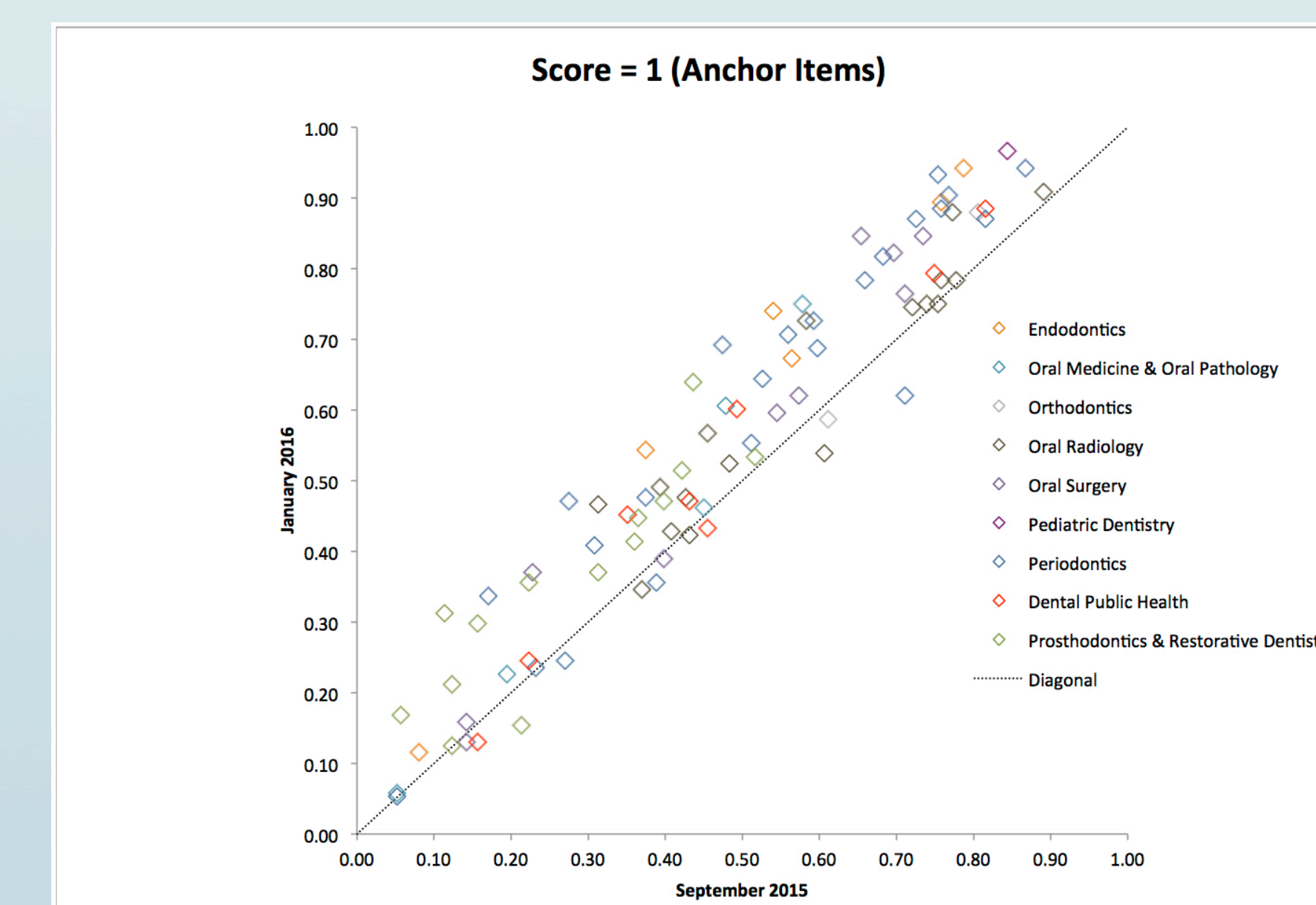
Students in each year are showing appropriate progression in their learning. There is a clear progression between two surveys.



As the students progressed through time, the variances within a group also decreased.

## Results of Two Surveys

At the cognitive knowledge domain level, we also see clear progression in almost all domains and the number of items answering 'I Do Not Know' also decreased over time.



## Questions?

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[1] Carrier, M., & Pashler, H. (1992). The influence of retrieval on retention. *Memory and Cognition*, 20, 632-642.