

DIFFERENT ASSESSMENT INSTRUMENTS IN MORPHOPHYSIOLOGY

Cecho AC; Tosti SB; Peñalva MA; Sambartolomeo PM; Dominguez GE.
Facultad de Odontología. Universidad Nacional de La Plata. La Plata, Argentina.
E-mail: anahipenalva@gmail.com

Assessment is a quality control system that determines the efficacy of the teaching process. As teachers of the School of Dentistry, we consider only one or two summative evaluations insufficient as controls for learning. For this purpose, we implemented daily assessment mechanisms using different instruments. The selected instruments were: 1) open book synthesis: emphasizing problem solving; 2) open questions: clear and precise interrogates; 3) conceptual maps: the concepts should be hierarchically related with an inner coherence; 4) multiple choice test (type I and II): the student should choose one answer from several options; 5) puzzles (type I and II), designed for stimulation of intellectual, sensorial and affective areas; 6) fill in the blanks sentences: principles, norms, regulations or statements where the main words have been deleted and the blank left to be properly fulfilled; 7) matching test: two series of data are presented and the student should match those that correspond; and 8) multiple election test. Results were expressed as percentage of students having passed. The highest score was obtained by the application of instrument 1 (98%), followed by instrument 2; 4 (type I), and 5 (type I) (96.77%; 92.04 %; and 91.39%, respectively). Instruments 7 and 8 turned out to be more difficult for students to solve (45.09%; 45.34%, respectively). The analysis of these assessments will enable us to take decisions accordingly and optimize the learning of the subject.

PARTICIPATIVE CULTURE APPLIED TO HETEROGENEOUS GROUPS IN POSTGRADUATE COURSES

Camino NB; Achinelly MF; González SE.
Facultad de Ciencias Naturales y Museo, Universidad Nacional de La Plata. La Plata, Argentina.
E-mail: nemainst@cepave.edu.ar

The postgraduate course on nematology of insect which is held annually at different universities in our country, revealed the presence of diverse and individualistic groups of students of different ages, professions, needs and career goals. Three cultural groups, named as young, middle and adult cultures could be identified within these courses. We implement a participative culture methodology based on the premise of learning in a continuous interaction of group members and teachers, thus destroying the role of single leader and allowing everyone to participate. The group was divided into subgroups of 4 -5 students representing the three different cultures. Each subgroup was presented a preparation of the nematode's mouth microscopic structure, together with illustrated books, and a series of questions about the morphology and physiology of the structure that they were to observe. Each question was to be read by a member and answered within the subgroup. The meeting between the three cultures showed different degrees of individualism, as a product of their training. The participative culture aimed to destroy this individualism taking each member a turn on the observation of presented the material so that collectively the subgroup reached a conclusion, obviously taking into account the individual's prior experiences. A final discussion among the different subgroups led to a final general conclusion. In this way, with this methodology, with the classic top-down teachers and students organization was ruptured, making the learning process a fluid and interactive experience.