



Comparison of Pre-determined Question Paper with Take Home Question Paper to Evaluate the Efficacy of Writing Skill in Final BDS Student

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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Study Protocol

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ABSTRACT

Background: Exams have always been a trigger point of stress and anxiety in a large population of students irrespective to their field of study. An effort should be put to make exams a source of learning rather than a mental trauma. Apart from just securing high scores, exams has a paramount

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advantages. Exams aid in strong memory confidence, practical implications competitive Spirit and time management. This would definitely contribute to the overall development of an individual's personality. Therefore, with this hypothesis the current study will be conducted.

Study Design: Cross-sectional observational Study.

Methodology: A total of 100 Final BDS students will be randomly divided into two groups equally. Each group will be including 50 students. Group A will be given Take home exam to write and Group B will be given pre-determined question paper. Students will be asked to solve the given paper in 3 hours. The answer papers will be then evaluated by subject expert. The writing skill would be analysed based on the check list created. At the end of every month feedback will be collected by all the students. At the end of the academic year the performances of both the groups will be evaluated in final university exam. Soon after the writing the paper feedback will be collected.

Expected Outcome: At the end of academic session pre-determined question paper (Group B) might be giving better outcome in terms of improved writing skills and feedback from students.

Conclusion: Pre-determined question paper (Group B) might be helpful for Final BDS students to improve writing exam skills.

Keywords: Pre-determined question paper; take home exam; PCT (Preliminary common test); preliminary exam.

1. INTRODUCTION

Exams is a locution that leads fear in large number of the students. Examinations are the fundamental part of life, but for the students, they are a means of anxiety and frustration. Now here comes the question— Whether these examination are necessary in medical colleges too? The answer to this question is a big YES! Exams are a part of growing up. They are really important and necessary when it comes to knowledge testing [1-4]. Examinations are not to convey a feeling of depression among students, rather it intend creating a sense of responsibility in learners. The actual motto behind conducting examination is to test the gain of knowledge gained and its efficient presentation. Exams add to the student's overall personality, memory and revision skills [5-8].

There are various modes of examination practiced routinely. One such recently introduced concept is take home exam. A take home exam is a non-proctored exam. Students complete the exam in their own time. This time could be over an extended period - usually days, rather than hours, as is usually the case for in-person exams (Bengtsson, 2019). It is an open book exam that students complete at a location of their choice [9-13]. Majorly, the students do not require an internet connection to synchronously (same time) participate in the exam. They do require a minimal functioning internet connection to download the exam and upload their submission. Take home exams allow students to develop skills to retrieve, apply and synthesise

information, providing an opportunity to assess higher levels in Blooms Taxonomy (Bengtsson, 2019).

Writing full length paper is considered to be a gold standard of other exam pattern. So considering this paramount importance of exam, the proper periodic paper practice should be inculcated in the academic program of medical/dental students [14-18]. This program would definitely improve the writing quality of the students and would improve the performance at final university exam. This program would also add to an appropriate time management during paper writing. It also aid in improving speed and boosting confidence. It helps in driving away their exam fear and anxiety. Therefore the present study aims at the comparative evaluation the efficacy writing skill by pre-determined question paper with take home exam in final BSD student.

2. FEW ADVANTAGES OF CONDUCTING THESE ASSESSMENTS INCLUDE

Strong memory, Good grades and confidence, Practical implications Competitive Spirit, Ability to work under pressure, with knowledge comes great power, time management Exams act as a feedback mechanism for both teachers and students.

3. STUDY POPULATION

A total of 100 final BDS students from Sharad Pawar Dental College, Sawangi (Meghe), Wardha, will be included in the study.

3.1 Aim

To evaluate and compare pre-determined question paper and open book exam.

3.2 Objectives

- To check the efficacy of writing skill in pre-determine question paper
- To check the efficacy of writing skill in take home paper
- To compare the above

3.3 Inclusion criteria

All final BDS students of SPDC and H ,Sawangi (M), Wardha.

3.4 Exclusion criteria

The students who would be absent at the day of exam

4. PLAN OF STUDY (STUDY DESIGN)

A need analysis (Questionnaire based) will be carried to rule out the need of the study. Based on this analysis the rationale for the study will be drawn and proceeded. A study population will be selected and informed consent will be taken. The

students and faculty involved will be sensitized for paper writing.

A total of 100 Final BDS students will be randomly divided into two groups. Each group will be including 50 students. Group A will be given Take home exam to write and Group B will be given pre-determined question paper. The schedule for exam will be displayed at the beginning of month. Prior every PCT exam, total 4 exams (2 each for take home papers group A and 2 predetermined paper for group B) will be conducted.

In case of group B question paper will be given 1week prior the exam to be conducted, whereas in Group A the topic will be given one week prior and question paper will be given at the time of exam. The question papers will be framed as per university norms and template that is for 70 marks for 3 hours. Students will be asked to solve the given paper in 3 hours. The answer papers will be than evaluated by subject expert. The writing skill would be analysed based on the check list.

At the end of every month feedback will collected by all the students. At the end of the academic year the performances of both the group will evaluated in final university exam. Soon after the writing the paper feedback will be collected [19-23].

Table 1. Checklist- (Tool to test writing skills)

Sr. no	Check points
I.	Whether the content page is added?
II.	Whether the long answer is framed into Introduction Main body Summary
III.	Whether the important content is highlighted?
IV.	Appropriated well labelled diagrams
V.	Tabular form/ wherever required
VI.	Flow charts for pathogenesis of diseases/ sequential procedure for treatment protocol.
VII.	Whether the handwriting is legible with good spacing alignment maintained.
VIII.	Minimal scratch and stray work
IX.	Point wise presentation of answers
X.	Whether the information written is authentic and relevant
XI.	Whether the sequence of important point to less important points is maintained?

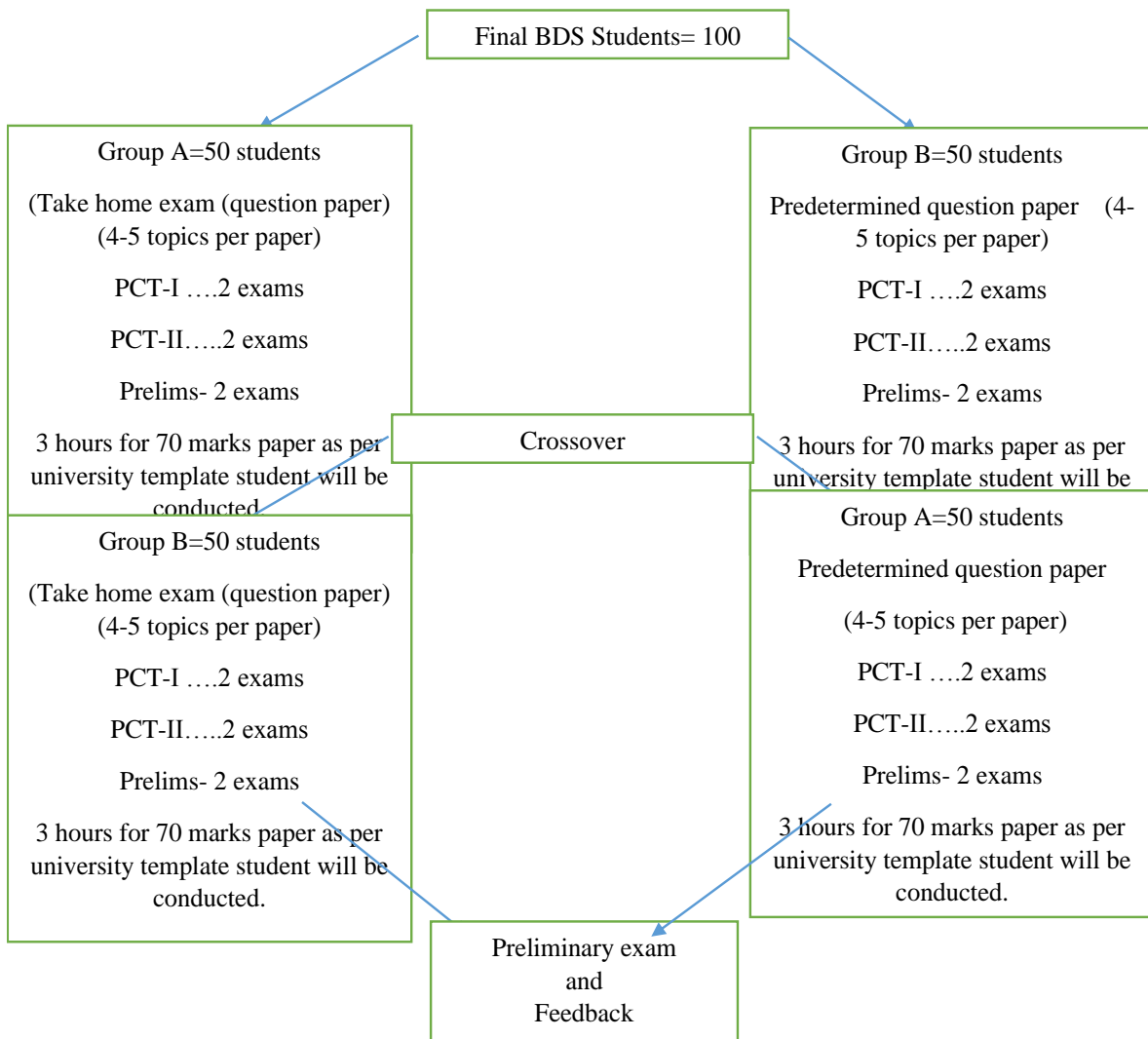


Fig. 1. Study protocol

5. CONCLUSION

The conclusion will be drawn after completion of the final experiment.

CONSENT

A study population will be selected and informed consent will be taken.

ETHICAL APPROVAL

It is not applicable.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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