

OP13**Changing the Learning Paradigm Through Greater Student Choice and Engagement – Impact of Implementing a Student-determined Assessment Scheme in a Medical School in Guangdong, China*****Tan P., Huang T.****Shantou University Medical College, China*

Introduction: The benefits of student-centered (SC) learning have caused Chinese medical schools to move away from traditional lecture-based instructions. However, this move has not been coupled with implementation of SC assessments as many schools still give written tests a big percentage in the final grades. Realizing this mismatch, we decided to investigate the feasibility of allowing students enrolled in Principles and Practices in Medicine to select assessments that will trigger authentic engagement and serve as evidence of their learning.

Method: 258 medical and nursing students eligible for promotion to second year by AY 2017-18 were included in the intervention. To help them understand the benefits of doing assessments for learning and developing skills, and not just focusing on passing written tests, they were allowed in Semester 2 of AY 2016-17 to use a liberalized grading system to determine their final grades from the performance-task & written assessments they did. In Semester 1 AY 2017-18, they were asked to choose 2 from 6 performance tasks to serve as assessments of their academic performance, in addition to their written tests. Their opinions on the choice of assessments and logic for computing their final grades were surveyed.

Findings: In both semesters, majority of students decided to make the pre-final and final exams 0-5% and $\leq 20\%$ of their final grades, respectively. In semester 1 (AY 2017-18), majority wanted performance tasks (patient interview & case presentation) to be 50% of their final grades. They expressed working harder on tasks they committed bigger percentages to in their final grades.

Conclusion: Students become more engaged and responsible when allowed to select assessments that would best evaluate and represent their academic performance. The level of engagement, situated learning and mastery level that performance tasks provide may be the reasons why students chose them more over traditional written tests.