

**“Enhancing Interprofessional
Collaboration and Learning for
Strengthening Primary Health Care”**

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Title	SCOPING REVIEW OF EDUCATIONAL RESEARCH ON FORMATIVE ASSESSMENT AMONG MEDICAL UNDERGRADUATES
Type	Oral Presentation High-Quality Learning and Collaborations in the Health Workforce
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Abstract N ^o	TUFH784
Content	<p>The assessment which is done during the implementation of the course for the purpose of improvement of learning through timely feedback is known as formative of formative assessment (Dent&Harden,2013). To plan future research in the field of formative assessment. It is crucial to know the current status of research in the field of formative assessment. Methods: • Study design - We used scoping review as methodological approach (Arksey and O’ Malley, 2005) to address the research questions in the present study. Step-1: Deciding the purpose and development of research questions Step-2: Development of search strategy and locating the relevant literature Step-3: Selection of studies for review Step -4: Data coding or charting the data Results and Conclusion: • In conclusion, there is rise in interest in research on formative assessment among medical undergraduates. • There were geographical variations with more articles from European region followed by American and Asian continent. • About two-third of studies were cross-sectional in nature, with just four each studies of cohort or experimental in nature. • Most of the studies focused on knowledge assessment using MCQs followed by clinical skills assessment using OSCE</p>