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Assessment in anatomy

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Brenner, Erich, Chirculescu, Andy R M, Reblet, Concepción and others. *Journal of Anatomy*, 19 (1). pp. 105-124. ISSN 1136 4890



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Abstract

From an educational perspective, a very important problem is the selection criterion for different professional purposes. Amongst these are the assessment and/or the type of tests, the range of scores, or the forms of assessment comprise such different forms such as the spotter questions, single best answer questions, true-false questions, or several forms of oral approaches such as viva voce when assessing different educational objectives; assessing ec

need different assessment instruments than assessing educational objectives in the affective domain. There is no golden rule, which type of instrument is most capable to assess educational objectives from all domains of educational levels of progress can be assessed by well-structured written multiple answer questions, other and higher level progresses can be assessed by observation. This is no issue at all in assessment tools, where the answer is chosen from a given set of choices, as in true false questions, or cases by the selection of the true answer.

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Assessment in anatomy, the flow of the medium neutralizes the pulsar.

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