

## **A study on student perception on a formative 'mini-viva' examination in Anatomy**

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Using assessments 'for learning' is achieved by providing opportunities to students to reflect on self, receive feedback and advice on improvement. This study evaluated students' perception on a formative 'mini-viva' examination in Anatomy conducted with this purpose. Mid-semester viva-voce examination was held for first year students of Faculty of Medicine, Rajarata University, at the end of the 'Regional Anatomy of Abdomen' module. The batch was divided into 6 groups, each with 29-30 students. Two examiners conducted the viva for each group, 5 minutes per student in the presence of the whole group of students. Students were assessed using a structured set of questions with a marking scheme. Feedback was obtained in-writing and through an online questionnaire. Of the total 177 students who participated in the viva, 134 (75.7%) students responded to the questionnaire. Majority of students were contented with the organization of

viva (98.5%), examiners' support (98.5%), clarity (89.5%) and relevance of questions (96.3%), time allocated (92.5%) and use of relevant material (81.3%). Majority (81.3%) was satisfied with the viva and 93.3% were motivated to study further. Thematic analysis of written feedback from all (177) the students revealed the use of viva to stimulate further learning (6.8%), to improve knowledge (21.4%) and communication skills (11.3%), and for self-evaluation (9.6%). Some students expressed its usefulness in future assessments (15.3%), and to reduce nervousness (5.1%). Viva was reported as stressful (14.7%) and few disapproved its use for summative exams (2.9%). The study demonstrated that, despite viva being a traditional assessment tool, when appropriately used it can be used to enhance learning by promoting internal motivation and providing opportunities for self-evaluation, knowledge and skills enhancement.