

ORIGINAL ARTICLE

Introduction of Objective Structured Viva Voce (OSVV) for Post Graduate Students in Department of Conservative Dentistry and Endodontics

Manoj Chandak¹, Anuja Ikhar², Rahul Bhowate³, Rakhi Chandak⁴

¹HOD, Department Of Conservative and Endodontics, ²Reader, Department Of Conservative and Endodontics, ³HOD, Department Of Oral Medicine and Radiology, Sharad Pawar Dental College, Sawangi, India, ⁴Reader, Department Of Oral Medicine and Radiology, Swargiya Dadasaheb Kalmegh Smruti Dental College & Hospital, Hingna, Nagpur, India.


ABSTRACT:

Aim and Objectives: This study was designed to introduce OSVV for the dental students in the Department Conservative Dentistry And Endodontics. **Materials and Methods:** Post graduate students were selected and divided into two groups, Group A for conventional viva and group B for OSVV. Same students appeared for conventional viva immediately before OSVV. Score were analyzed. Data was collected. **Results and statistical analysis:** Statistical analysis were performed. OSVV was found to be a effective assessment tool. **Conclusion:** OSVV can to be a effective assessment tool.

Key words: OSVV, Viva voce, questionnaire.

Corresponding author: Dr. Anuja Ikhar, Reader, Department Of Conservative and Endodontics, Sharad Pawar Dental College, Sawangi, India.

This article may be cited as: Chandak M, Ikhar A, Bhowate R, Chandak R. Introduction of Objective Structured Viva Voce (OSVV) for Post Graduate Students in Department of Conservative Dentistry and Endodontics. J Adv Med Dent Scie Res 2017;5(9):53-55.

Access this article online	
Quick Response Code 	Website: www.jamdsr.com
	DOI: 10.21276/jamdsr.2017.5.9.12

INTRODUCTION

Oral or viva is one of the essential components of examination practiced in medical education by most of the disciplines. The oral or viva method of assessment was defined by Joughin as “assessment in which a student’s response to the assessment task is verbal, in the sense of being expressed or conveyed by speech instead of writing”¹.

Viva voce exam is important because of their high face validity, their flexibility & asses what cannot be done in written exams. But the reliability of the conventional viva may be affected by various factors, such as the anxiety of the candidate, inconsistency of the examiner, various situational factors. However we should try to make the situation comfortable for the student so that actual capacity of the student can be assessed.²

Oral examination perhaps is the only tool available to assess whether our students are trained adequately well for their unique responsibilities. So we need measures to improvise & standardize this form of evaluation. Evaluation of students is a vital component of any educational process and it is necessary to assess their performance. It also gets a feedback of teaching process so as to improve the

performance of teacher and student both.² It is also of paramount importance to evaluate the tool used to assess the students so that the competencies aimed to achieve in the learner, can be measured. A new concept in assessment of students is the Structured Viva Examination. It is a modified form of objective structured clinical & practical examination which are widely implemented & accepted by faculties & students. More reliability can be obtained by structured viva used for evaluation of students in any subject. Also performance in viva has converse association with anxiety as stated by Holloway et al. (1967). Candidates that are less anxious perform better in the Oral examinations. It is difficult to establish in any formal way how valid an oral examination is (Norman et al., 1985) The objectivity involved in conventional viva voce examination affects assessment of students by same examiner in different time & same examiner for different students and also if the same student is given marks by different teachers in same exam in 3 different viva. To surmount this bias, structured viva examination was prepared & applied in internal exam to assess its feasibility & effectiveness of assessment. It was designed to evaluate learning, memory and cognitive domains of the students.

Evaluation of the methods used in assessment is equally important as assessment of knowledge of students.³ the present study was done to determine difference in marks obtained in the 2 forms of viva by the student the study was done, in the Department of conservative dentistry and endodontics, Sharad Pawar Dental College, Wardha.

Aim:

To introduce OSVV for the Dental Students in the Department Conservative Dentistry and Endodontics

Objectives:

- Improve viva voce examination as effective assessment tool.
- Define measures to remove objective bias in marking

METHODOLOGY:

The present study will be carried out amongst 6 post graduate students of Department of conservative dentistry. The study design is interventional. The students will be divided into two groups. Group A for conventional viva and group B will be for OSVV. The students and the faculty will be sensitized for the newer assessment tool i.e. osv. Topic will be given to students 7 days prior. Student will be subjected to both traditional viva and OSVV. Students will be informed about the purpose of the study and explained how the structured viva will be different than the conventional viva. Same students will be appeared for conventional viva immediately before osv in the department. Same set of question will be given to all six postgraduates. Cross over of students will be done by same evaluator Score will be analyzed. Feedback will be

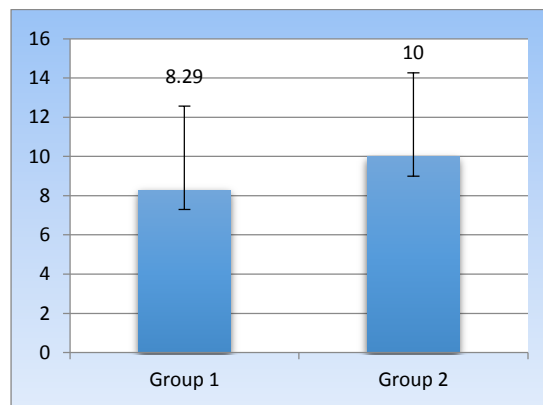
analyzed. Each student will be examined for 10-15 minutes on an average. All the examiners will be given the same sets with provision for recording marks. Data will be collected. Statistical analysis will be performed

OBSERVATION AND RESULT:

Table 1: Comparative evaluation of Conventional and structured viva voce among Post graduate students

GROUPS	N	Mean	Std. Deviation
1	7	8.29	4.271
2	7	10.00	4.472

Graph 1: Comparative evaluation of Conventional and structured viva voce among Post graduate students

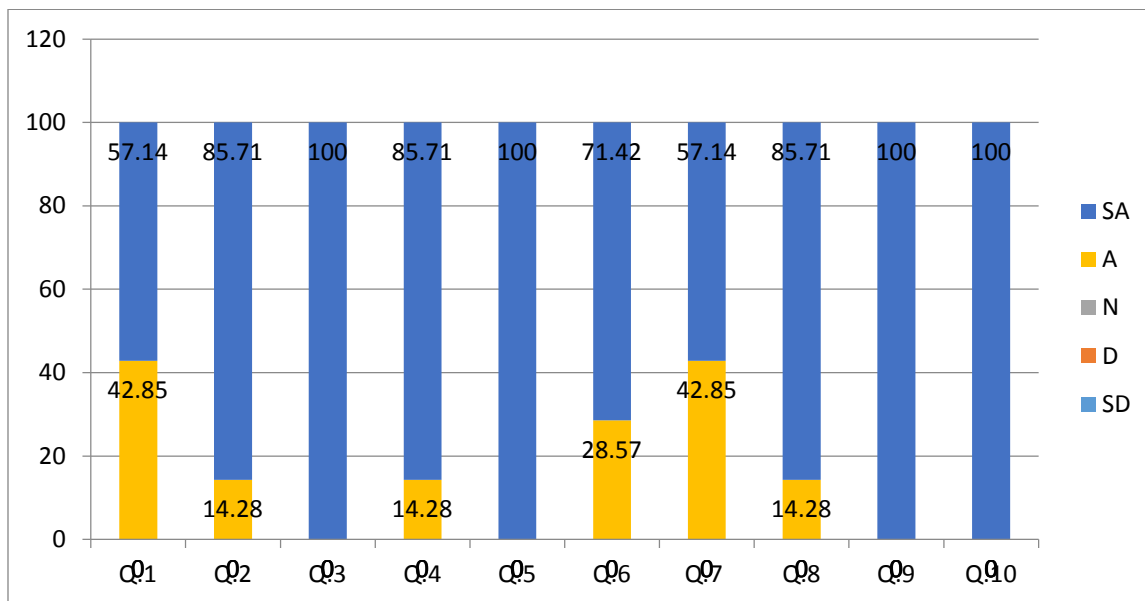


The graph representing significant difference between conventional viva (8.29) and objective structured viva voce (10)

Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Fully aware of the nature of the exam before sitting for it	0	0	0	3(42.85%)	4(57.14%)
Time allocated for each question in OSVV was adequate	0	0	0	1(14.28%)	6(85.71%)
Wide range of skills were covered	0	0	0	0	7(100%)
Questions in OSVV were consistent with teaching objectives	0	0	0	1(14.28%)	6(85.71%)
The examiners were not intimidating	0	0	0	0	7(100%)
OSVV is less stressful than conventional viva	0	0	0	2(28.57%)	5(71.42%)
OSVV highlighted areas of weakness	0	0	0	3(42.85%)	4(57.14%)
OSVV is well administered	0	0	0	1(14.28%)	6(85.71%)
Questions reflected those taught	0	0	0	0	7(100%)
Sequence at questions in OSVV were logical and appropriate	0	0	0	0	7(100%)

Table 2: Feedback obtained from students

Graph 2: Graphical representation of feedback obtained from students



DISCUSSION

The logistics of examining a large number of students competently, fairly, and with a minimum of stress are difficult. Teaching, learning and assessment methodologies used in response to educational understanding, developing learning technologies and health care agendas. In the ‘outcome based education’ currently in vogue, the curriculum should be designed first by the outcomes to be obtained by the students. Curriculum design then proceeds backwards to other elements (content, teaching and learning experience, assessment and evaluation).

Feedback is an evaluative response which gives information on all aspects, experiences, difficulties, interpretations and proposals from learners. The perception of students can be used for a series of reforms in the process of improving the quality of teaching and assessment methods. This can thus be employed, to improve educational programs, in order to facilitate in-depth learning and satisfaction amongst students, for better university ranking and standards.

In the present study, the structured viva voce shows statically significantly difference from the conventional viva voce. Feedback obtained from the student are based on five point likerts scale.

Almost all the students agreed and strongly agreed on the nature of exam ,their sequence of the question asked, on the achieved learning objective ,well administration of the OSVV.

CONCLUSION:

OSVV found to be as effective assessment tool and remove objective bias in marking for the post graduates students in department of conservative dentistry and endodontics

LIMITATIONS:

- Small sample size

STRENGTH:

- reduced face validity
- increases objectivity
- reduces bias marking

REFERENCES:

1. Verma A et al. Evaluation & Comparison of Result: Conventional Viva Vs. Structured Viva. GRA - Global Research Analysis 2013;5(2):188-190.
2. L J Smith, D A Price, And I B Houston. Objective structured clinical examination compared with other forms of student assessment. Archives of Disease in Childhood, 1984; 59: 1173-1176.
3. Shahid Hassan. Oral examination as objective structured authentic viva (osav). Nishtar Medical Journal 2011; 3(4).

Source of support: Nil

Conflict of interest: None declared

This work is licensed under CC BY: **Creative Commons Attribution 3.0 License.**