

Post-Exam Analysis

Anatomy 622 – Summer 2018

For the Unit One and Unit Two written exams, you can complete this post-exam analysis. This remediation activity is designed to help you review the questions that you got wrong on the exam and identify the source of your errors. Many students have found this exercise helpful in improving their study and test-taking strategies for future exams.

If you earn a grade that is below-passing (less than 80%) on either the Unit One or Unit Two written exam, you can earn *up to* 3 remediation points by thoroughly completing this worksheet (see the sliding scale below). In order to receive remediation points, you need to **complete the worksheet and turn it in during exam review office hours, or by appointment, in the week following the exam**. You must complete the worksheet in Meghan's or Elise's office. The remediation points that you earn by completing the post-exam analysis will be added to your exam score.

Your grade on the exam determines the number of points that you can earn. The lower your score on the exam, the more work you will need to do to complete this analysis, and the more points you will earn.

- If your written exam grade was 70% or below, you can earn 3 points.
- If your written exam grade was 71-75%, you can earn 2 points.
- If your written exam grade was 76-79%, you can earn 1 point.
- If your written exam grade was 80% or above, no remediation points are possible (but the post-exam analysis is still a valuable exercise).

Here's what you need to do:

1. Review your errors on the exam during exam review office hours (or by appointment) during the week after the exam.
2. Using the following list of common types of mistakes, determine which type of mistake contributed to your errors **on each question that you missed**.
3. Complete the attached table and hand it in.
4. Use the suggestions listed to address each type of mistake as you study for future exams. Please talk to an instructor if you need extra help.

Common Types of Mistakes (and possible solutions)

1. Misread the question, or overlooked key information given in the question.

- Slow down when reading the questions on exams.
- Underline or write down key words or facts as you read or re-read the question.
- Think about – and write down – what information, *other than what is given*, you need in order to answer the question.

- If you have studied a figure or a diagram that relates to the question, sketch it, so that you can visualize what the question is asking, or how to proceed.
- When checking your answers at the end of an exam, carefully re-read the question *as well as* all of the answers to each question.

2. Did not learn or could not remember the factual information that was needed to answer the question.

2a. Did not know the basic anatomical information.

2b. Could narrow down the answer to two choices, but I chose wrong.

2c. Changed my answer from the right one to the wrong one.

Which of the following apply? Information needed to answer this question:

- was not in my notes.
- was on the PowerPoint but not written down.
- was spoken in lecture, but not written down.
- was in the e-book, but not in my notes.
- I recognized the idea, but did not recall the details.
- It was in my notes, but I didn't study it.

Study regularly between exams. Give yourself enough time to assimilate and process new information and to ask questions about what is confusing to you. There are concrete steps you can and should take before, during, and after each lecture.

Before: Prepare for each lecture.

- Preview the PowerPoint. Familiarize yourself with the vocabulary and figures. Use the slides to organize your note-taking during class.
- Read the relevant chapter in the course e-book. Start making notes, charts, and diagrams of the information in the chapter.
- Review the relevant pages of an atlas. Preview the words and the map.

During: Ask questions during lecture or lab to clarify confusing topics.

After: Within 24 hours after each lecture, reread your notes. Clearly mark the confusing parts. Use the e-book, atlas, and PowerPoints to clarify topics that you don't understand. *Edit your notes to include knowledge from other sources.* Ask for help in a timely manner, so you have time to assimilate new knowledge and form an understanding of the region of the body that we are studying.

- When you study, study *actively*.
- Touch the material as many times and in as many ways as you can.
 - Say it. Write it. Diagram it. Draw it. Make a table. Touch it. Make flashcards.
- Organize and re-organize what you've learned. Rewrite your notes &/or annotate the PowerPoints.

- Make lists of words that are confusing to you.
- Review the objectives for each lecture. Write out complete and detailed answers to these questions; include drawings. Do not just “do these in your head.” Be able to formulate answers to the questions listed in the learning objectives. It is not enough to just recognize the correct answer from a list of choices.
- Fill in gaps in your knowledge by referring to the e-book, but don’t spend an overly long time re-reading chapters. Once you’ve read it, use it for reference.
- Ask for help in lab or after class if you are confused.

3. Incorrect or unclear reasoning; inability to see the big picture. (“I knew the structure or function, but could not apply it to the problem.”)

- This anatomy course requires more than just memorizing structures and finding them on the body. You need to understand the relationship between structures and to integrate information from different places in order to answer higher level questions on the exam (and in your career). You will be presented with questions you have never seen before and you are expected to figure out how to solve them. If this is problematic for you, and you have tried the suggested solutions in #1 and #2 above, please see an instructor for help.

4. Did not understand the language or meaning of the questions (despite careful reading).

- Read carefully when you are studying. Get in the habit of stopping to look up words you do not know, instead of skipping over them.
- While you’re studying, make notes, charts, maps, and diagrams as you read. This will get you into the habit of reading critically and synthesizing information as you read.
- If the wording of a question is unclear during the exam, you may ask for clarification.

5. In questions dealing with deficits or processes/sequences of action, forgot some steps or confused the relationship between structures &/or functions.

- When studying, create concept maps or flowcharts to summarize the information you read and establish relationships between structures and functions. Think about how you would solve problems if one step in your flowchart was missing: How would you determine which muscles are affected by loss of a certain nerve? What muscles could compensate for another muscle’s function? Would the loss of function of a certain muscle or nerve manifest itself as loss or weakness of a particular action?
- Ask yourself questions while you are learning the structures and functions in each unit.
- As your knowledge expands, add detail into your diagrams. This will help you build the ‘big picture’ that you need to solve these more complicated problems.

6. Could not interpret a figure correctly.

- Spend time looking at a variety of source and atlas material, as well as the cadavers. You should be able to orient yourself on multiple figures depicting the same or similar structures. There are many different atlases in the lab, and in the library, as well as numerous online

resources for different images. The more ways that you see a structure depicted, the easier it will be to identify structures in unfamiliar figures.

7. Ran out of time

- Don't spend too much time on one question on your first pass through the exam. Come back to questions that give you trouble.

