

Information sheet 'Quality Control; the three Quality Levels of content in AnatomyTOOL'

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Why Quality Control?

Anatomy sources are abundant on the internet. Google finds thousands in a wink of an eye. However, some sources are good and relevant but some meagre or irrelevant or even outright incorrect. Often it is difficult for students to distinguish between correct or incorrect. In fact, even for anatomists or physicians, if it is somewhat outside their daily field of work, it may be difficult.

One of the explicit goals of AnatomyTOOL is to offer **quality controlled** content. Therefore, AnatomyTOOL requires all content it contains or refers to, to be reviewed. In this way, students and other users can be sure that the content they retrieve from or via AnatomyTOOL is reliable.

Balancing quality control, educational usability and maintenance in AnatomyTOOL

Direct usability versus quality assurance

AnatomyTOOL has different goals between which it must find a balance. On one hand, as stated above, it wants to offer quality controlled content. Users coming to AnatomyTOOL should see good quality content. However, it might take some time before content is reviewed and teachers will often need content they create to be available straight away for their students.

The found solution is that content that is placed on AnatomyTOOL and that is **not yet reviewed, is initially hidden from searches and the galleries**. However, with one click on the **switch 'Also show non-reviewed content'** in the menu bar, users can choose to also have this content displayed. A warning is displayed that also non-reviewed content is shown and each item has a little tag showing its review status. In this way the non- reviewed content is easily accessible and directly usable after posting, but users are aware they view non-reviewed content.



Warning: Only reviewed material is shown. Click [here](#) to see also non-reviewed content

Student-generated content

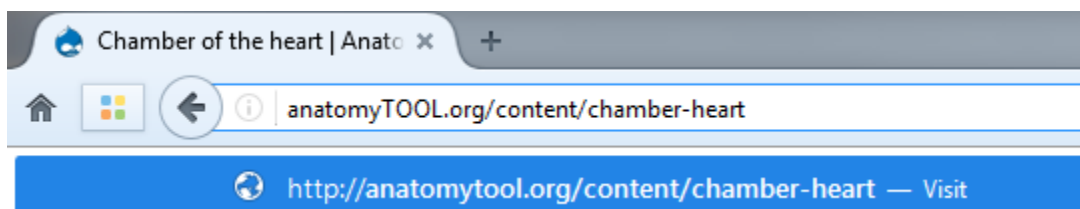
AnatomyTOOL offers tools for students to create material, for instance in assignments. For instance, teachers can have students create questions about some subject matter. Experience learns that most of this material does not meet the standard to be useful as

reliable learning material for others. It is to be regarded as temporary, for the learning goal of the assignment. Moreover, most students and teachers would not want such, by its nature imperfect work, to be visible for the whole world. Therefore **student-generated content does not appear in searches and galleries and can only be found by teachers of the own institution.**

Student-generated content

However, there are two “*But...’s*”.

First, it might be desirable for *other* students to view the content created by their fellow students, for instance to review it. To absolutely restrict access to the students within a specific group would require creation and administration of student-groups that have access and would necessitate login. Often though, such assignments are only a short-lived exercise. Therefore, to prevent the extra administrative burden and bottlenecks, the teacher or the student can give the URL of the student’s content to another student or teacher to view it, and it can then **be accessed directly on its specific URL**. As long as one does not have this URL, the content will not be findable though. The content may be deleted directly after the assignment.



A second ‘But’ to the restricted usage of student-generated content is that a certain percentage of the student-generated content *does* meet or nearly meet the standard to be useful for others, and allowing good student content to contribute to the platform is one of the specific goals of AnatomyTOOL.

To enable this, a teacher can **upgrade student-generated content to the ‘expert-submitted’ content zone**. Then it will enter the review trajectory that holds for all content on AnatomyTOOL. Student-generated content can offer an important contribution to the growth of the content on AnatomyTOOL. Moreover, it can offer an extra impetus for students if they know that the content they create may not disappear in a teacher’s desk drawer, but may become visible and useful for all.

Quality level and permanency *

- Student-generated content (does not appear in searches and galleries)
- Content submitted by expert (not reviewed, default hidden in searches)

Maintenance

To prevent unwanted bottlenecks and delays, content submitted on AnatomyTOOL is available online directly. However, the submitted material will include try-outs, temporary material, student-generated content, etc. To prevent AnatomyTOOL to get flooded with obsolete material **all student-generated content and all expert-submitted content that does not receive a positive review, will be automatically deleted 16 months after its creation.** The authors of the expert-submitted content (including student-generated content that was upgraded to this level) will receive monthly warnings by mail of the planned deletion.

From: AnatomyTOOL |
Sent: maandag 26 juni 2017 10:21
To: [REDACTED]
Subject: Content expiration reminder

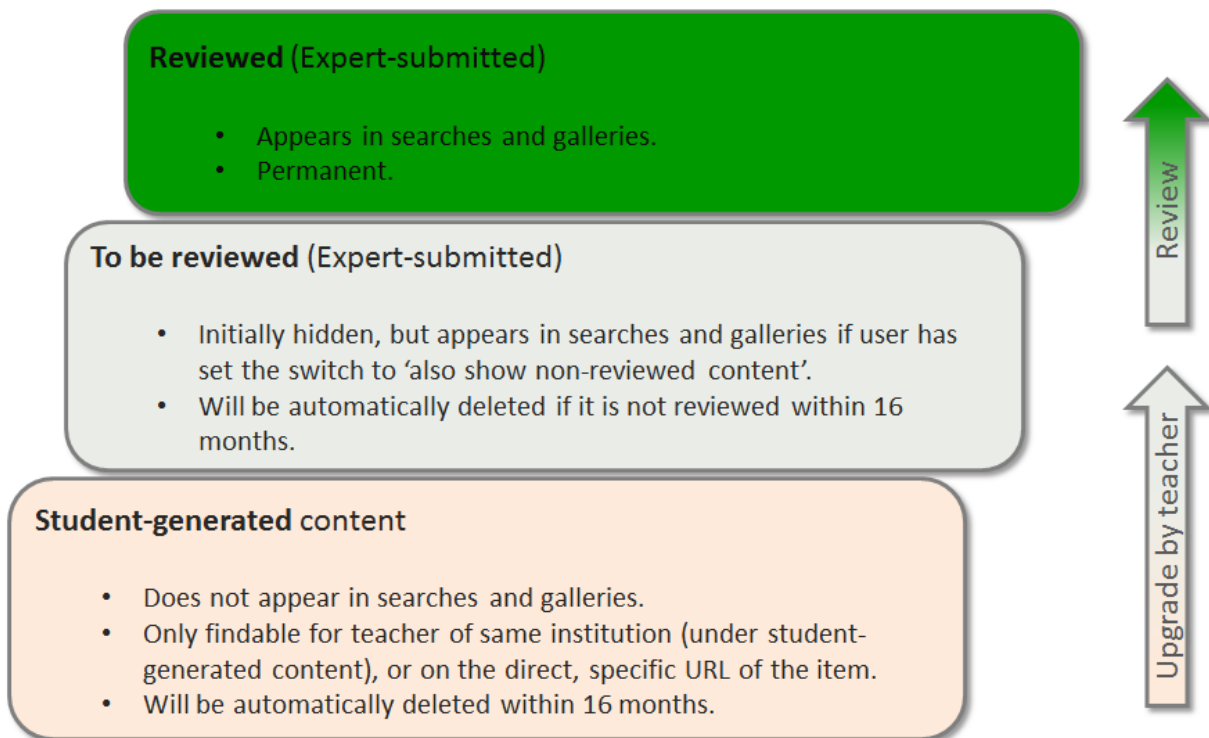
List of content that will be removed.

- [REDACTED] Expiration date: *18.08.2018*

The three content quality levels in AnatomyTOOL

The balancing of quality control and educational usability, as discussed in the previous section, has led to AnatomyTOOL using **three quality levels of content**. They are depicted in the graphic below. All content in AnatomyTOOL is in one of those three zones/levels. For each of those zones/levels the applied policy for the findability and permanence of the content items in that zone is indicated.

- All content created by teachers or similar experts will be placed automatically in the 'To be reviewed (expert-submitted)' zone.
- All content created by users with a 'student'-role will be placed automatically in the 'Student-generated' content zone.



Reviewing content

An item can be promoted from the non-permanent, hidden access, content zone '*To be reviewed (expert-submitted)*' to the permanent, directly accessible, content zone '*Reviewed (expert-submitted)*'. The review process and its practical details are discussed in the separate '*Manual AnatomyTOOL Reviewing*'.

Upgrading Student-generated Content to 'To be reviewed' content

Student-generated Content can be upgraded by a teacher to the '*To be reviewed (expert-submitted)*' content zone. This can be done in two ways:

1. The teacher creates a **clone** of the item. This clone is created in the '*To be reviewed (expert-submitted)*' content zone. The teacher now becomes responsible for getting it reviewed. Also, the teacher can make edits, which might be necessary to correct shortcomings. The disadvantage is that the teacher is now shown as author of this content (the student who in fact created the content can be credited and this will be visible, but the teacher is shown as primary author). This could be an advantage too, though, if a student doesn't want his or her name to be displayed openly online with this content. This can be obtained by simply not crediting the student in the clone.
2. The teacher can **upgrade the original item**. The advantage is that the student will remain to be shown as author of the content. The disadvantage is that now the student is responsible for getting the item reviewed. Not all students will be willing to do the effort of submitting the content to a reviewer and possibly adapting the content to meet the reviewer's comments, resubmitting, etc.

One might *ask* the student which method he or she prefers for his or her work. Generally spoken, material created in obligatory assignments will probably be best handled by the first method, whilst material created voluntarily by students, of which the chances are greater that the student takes pride in it, will probably be better handled by the second method.

Practical details about this upgrading are in the '[Manual AnatomyTOOL Student Assignments via AnatomyTOOL](#)'