

## **Learning by Doing: Authentic Digital Assessment in a Digitally Enhanced Clinical Learning Environment**

The question behind MRS204 Sectional Anatomy was not how to teach cross-sectional anatomy more efficiently. It was how to teach it more equitably to serve diverse regional students, mirror authentic clinical practice, and give every student a genuine opportunity to demonstrate what they know.

The answer was a digitally enhanced learning environment anchored in Fujifilm Synapse, the clinical platform students will use as practitioners, where they navigate real imaging datasets each week guided by a purpose-built digital workbook.

This design philosophy extends into assessment. Two authentic digital assessment tasks, the PACS Recap Reflections, require students to navigate real clinical imaging, identify anatomical structures across multiple planes, and explain their reasoning as a practitioner would to a supervisor. Both tasks grow from the same environment in which students learn and together replaced the mid-session examination.

Subject Experience Survey data confirms the impact. Overall Percent Positive Responses rose from 77.6% in 2023 to 95.6% in 2025, and whether learning prepared students for assessment tasks rose from 4.00 to 4.80 out of 5. Students described this as the most meaningful assessment they encountered.

Equity, innovation and regional responsiveness are not aspirations here. They are design decisions.