

Using student feedback to inform teaching

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Today's guiding questions

- What can we learn from student evaluations?
- From that knowledge, what emerges as a research-based, pedagogical practice?
- What strategies can be employed to make course changes that build on that knowledge?

Kick-off Activity





4 Corners

- Why are we doing this?
 - Saves time
 - Allows instructors to understand participant attributes
 - Allows access to previous knowledge and experience
 - Identifies commonalities



Most of my students are...

- 1: Medical Students
- 2: Residents
- 3: Other Health Professionals
- 4: something else



I am here to...

- 1: jump right into a change in student learning
- 2: make a few tweaks to my course
- 3: learn more about how to make changes in student learning
- 4: watch and listen to discussions of change

I believe the BIGGEST driver of change in teaching is...

- 1: the student population
- 2: student outcomes data (learning or job-related)
- 3: current research on learning
- 4: use of technology

My GREATEST concern about making changes in my course is...

- 1: losing what works
- 2: accreditation/certificate requirements
- 3: managing student resistance/morale
- 4: limited resources

Perspective...



Faculty Teaching Evaluations



Performance by Instruction Method

Didactic Lectures

Student-Centered Class Activities

(Workshops, Labs, Synthesis Sessions, Interview and Physical Exam Practice Sessions)



Lecture Evaluation

Overall Effectiveness

Organization

Answered Questions

Took Time to Explain



Lecture Techniques: Organization

- Outlining
- Segments and Transitions
- Linkages
- Summary
- Formative Assessments



Lecture Techniques: Managing Content

- 1:15 Rule
- Prior Knowledge Activation
- Analogies
- Testing Effect / Retrieval Activities
- Productive Failure



Lecture Technique: Asking (and Answering) Questions

- Anonymous Questioning
- Pause Procedure or Note Check
- Muddiest Point



Student-Centered Class Activities

Effective activity leader

Content was important

Session styles were effective modalities

Amplified my understanding and ability to synthesize

Activities: Planning for Participation

- Structure pairings/groups for class time
- Multiple hands/multiple voices
- Random calling
- Provide thinking time
- Examine the questions you are asking
- Examine your response to students' answers/comments

**PARTICIPATION
MATTERS!**

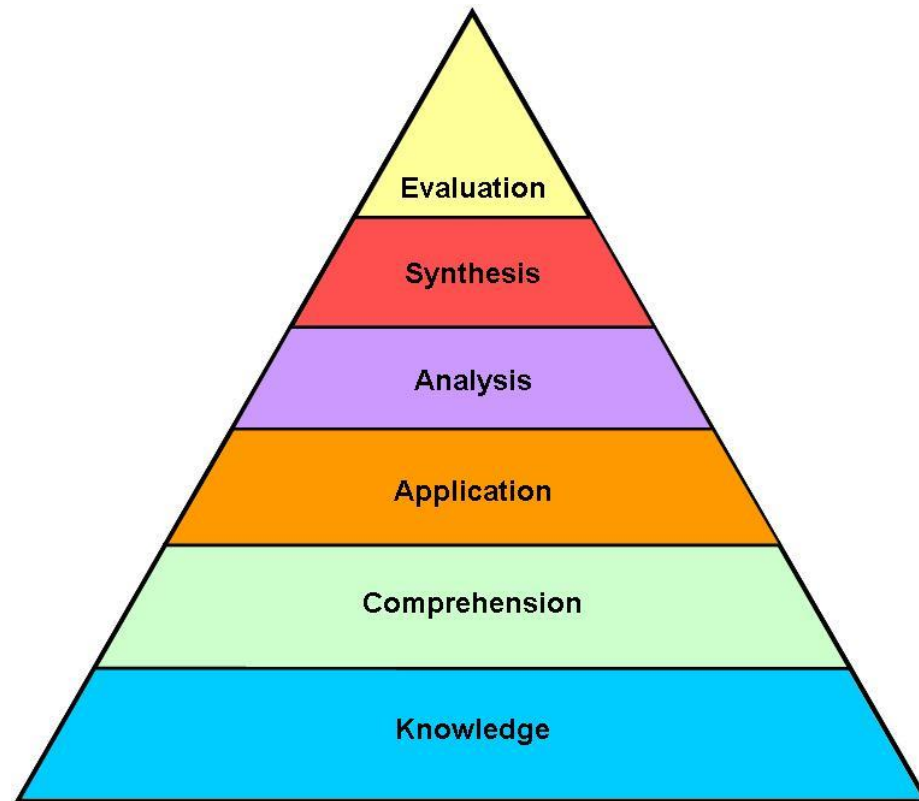
Activities: Conveying Importance

- Communicate Objectives
- Gather Student Perspective
- Establishing Connections



Activities: Techniques for Synthesis

- Multiple Representations
- Probing Questions
- Conceptualizing Associations



Activities: *Synthesis—Patient Assessment Skills*

SNAPPS

Summarize relevant history and physical findings

Narrow the differential

Analyze the differential

Probe the preceptor

Plan patient management

Select a case-related learning issue

Questions?