

Collegiate Formative Feedback

D1-D3 TOUCH POINTS

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Formative Feedback

ace.uiowa.edu

Course Level

- Can provide rich information about student learning and the impact of your teaching.
- Requires minimal time to prepare and administer.
- Review and reflection on formative feedback can help you consider course adjustments that will enhance your student's learning for the remainder of the semester.
- Use student feedback to help enhance the course design and delivery.

Collegiate Level

- Identify trends and hotspots from broader perspective
- Course standouts
- Create a culture of agility and responsiveness
- Foster collegiate collaboration
- Small tweaks, large impact
- Identify areas that need more support
- Mechanism to give input, be heard, have some control

BEST PRACTICES

- Rather than asking students about your *teaching*, ask them to focus on their *learning*.
- Keep survey SHORT!
- Avoid asking for feedback immediately before or after giving or returning an exam.
- Thank your students for their feedback and briefly share one or two changes you can make.
- Consult with the [Center for Teaching](#)



D1-D2 Survey

Sent 9/20, Response rate: D1 57%, D2 64%

STRESS LEVEL

- Rate your current level of stress associated with the D1 or D2 year.

VIRTUAL LEARNING

- What aspects about your VIRTUAL ONLINE courses are helping you learn?
- What aspects about your VIRTUAL ONLINE courses are making it difficult to learn?

SIMULATION

- What aspects about your SIMULATION courses are helping you learn?
- What aspects about your SIMULATION courses are making it difficult to learn?

OWNERSHIP

- As a student, what are you doing to enhance your learning experience?

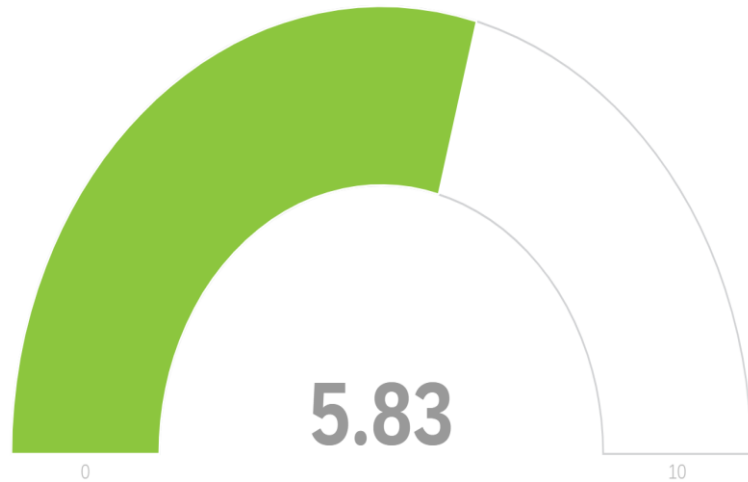
SUGGESTIONS

- Additional suggestions, comments.

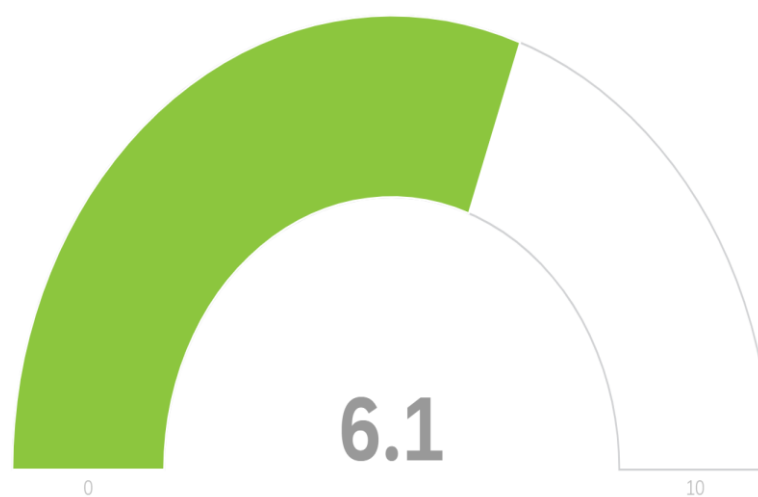


Rate your current level of stress associated with your academic year. **1 -10 scale**

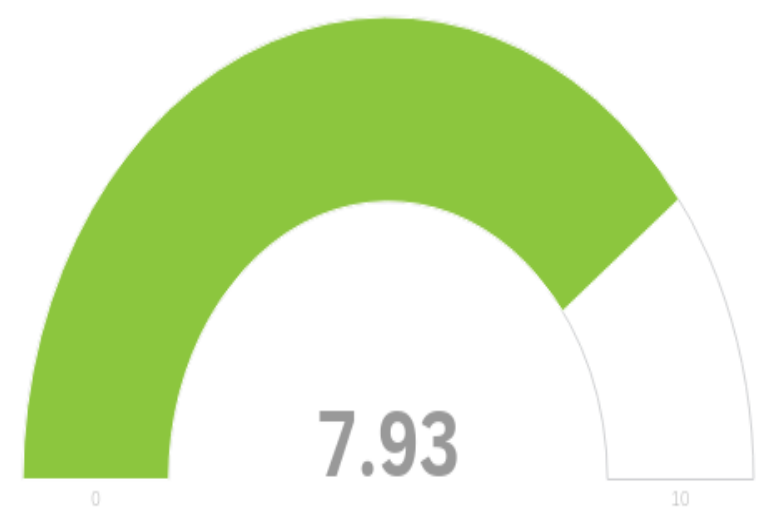
D1s



D2s



D3s



Not at all stressed

Extremely Stressed

What aspects about VIRTUAL ONLINE courses are helping you learn?

D1-D2



- Recorded lectures



- Engagement



- Flexibility



- Course organization



- Powerpoints



- Flipped classroom



- Synchronous vs. Asynchronous



- Class schedule



- PERIO & Human Physiology



What aspects about VIRTUAL ONLINE courses are making it difficult to learn?

D1-D2



TOP 10 REASONS:

10. Exam schedule ^{D2}
9. Required attendance
8. Workload
7. Disorganized class, PPT
6. Synchronous meetings
5. Lack of connection with faculty & peers ^{D1}
4. Learning preference
3. Lack of engagement/interactive learning
2. Technology
1. FOCUS

What aspects about SIMULATION courses are helping/making it difficult you learn?

D1-D2



- Real time feedback



- In-person, on-site



- Hands-on experience



- Teaching



- PPE



- Wet Lab



- BENCH LAB/SIM CLINIC SPLIT

- PROS & OPER Faculty & Residents





D3 Survey

Sent 9/13, **Response rate 68%**

STRESS LEVEL

- Rate your current level of stress associated with the D3 year.

ORIENTATION

- After orientation including any orienting time after the initial week, how prepared did you feel to begin your clinical rotations?
- Please comment on how D3 orientation could be improved and better prepare you to enter the clinics?

CLINICS

- Now that you're in clinic, what aspects about your clinical experiences and rotation schedule are helping you learn?
- What aspects about your clinical experiences and rotation schedule are making it difficult to learn?

OWNERSHIP

- As a student, what are you doing to enhance your learning experience?

SUGGESTIONS

- Additional suggestions, comments.

What aspects about your clinical experiences and rotation schedule are helping you learn? D3



- Assisting first



- Axium - hands-on



- Repetition



- Organized , concise clinic manuals



- Walking through pt flow



- Seeing patients, hands-on experience



- Sink or swim



- **FACULTY**

What aspects about your clinical experiences and rotation schedule are making it difficult to learn?

D3

LOW

- Insurance
- Patient Schedule
- Administration

MEDIUM

- Didactics
- Learning
 - Axiom
- Specific depts

HIGH

- Faculty
- Rotation/Schedule
- Standardization

What students are doing to enhance their learning.

D1s & D2s

- Study groups (apps & small groups)
- Reaching out to faculty more
- Reviewing recorded lectures
- Reaching out to older peers
- Trying to stay positive
- Changing learning space
- Screen breaks
- Connecting, getting involved

D3s

- Preparing for clinic by reviewing patients each night
- Trying to stay organized
- Reviewing old/new didactic material
- Asking peers & D4s for help
- Asking faculty or staff for help
- Reading clinic manuals
- Misc. (pt relationships, one day at a time, patience, staying positive)

Responsive Mindset

In One Week...

- ✓ Start Check adjustments/clarification
- ✓ Patient check-in adjustments
- ✓ Clinic documents: Coding cheat sheets, procedures
- ✓ Increased course director communication
- ✓ Office hours - faculty accessibility
- ✓ Follow-up on patient scheduling
- ✓ Photo Badges for students & faculty. Faculty photo panels
- ✓ Reviewed feedback with Course Directors, Faculty, & students
- ✓ PASS & Clerkship requirements summary
- ✓ Bench to Sim Move
- ✓ **Future adjustments...**



Coming Soon...

Faculty Touch Point Survey

Comments, Questions

