| | |
|---|---|
| Name | |
| Position | Assistant/Associate Program Director |
| Institution | |
| Email | |
| Phone Number | |
| Request Type: | Curriculum |
| Specific question that is being asked? | Do you have any suggestions/standards for how to evaluate didactics?<br>We have been sending evaluations for each individual lecture/workshop = 6/day.<br>This is cumbersome and we are getting poor response rates and fatigue from respondents. |

Response:  Todd Taylor MD; Colleen Smith MD, Jordan Spector MD, James Willis MD

During our phone conversation it appears that there were 2 questions being asked.  The first was how to increase the number of evaluations received?  The second question is how to get meaningful feedback to give back to the speakers?

It should be noted that many EM program directors have struggled with these questions for years.  Most would agree that the ideal lecture evaluation tool would be easily accessible and quick for those completing an evaluation, but specific, focused and with meaningful information for the lecturer receiving the feedback.  It is challenging to reconcile those priorities, esp for hours of content every week.

The ECS subcommittee staff spoke personally with the consulter and discussed a variety of options.

- How to increase the number of evaluations:
    - Create time during didactics for evaluations
    - Shorten the evaluation form
    - Tie evaluations to attendance log in therefore drastically increasing the number of evaluations
    - Automate the form delivery
    - Use paper evaluations - physically hand them out and collect them in person

- How to get more meaningful feedback
    - Change the evaluation form to ask questions that will encourage more thoughtful feedback
    - Create a feedback form that is filled out by a specific senior group of faculty who can give more thoughtful feedback
    - Shorten the evaluation form
    - Create a culture that encourages feedback
    - Leave more space for written feedback
    - Suggest potential domains to help focus written feedback (ie: clarity, organization, engagement, relevance)


- Example evaluations
    - Evaluate the entire conference in one form; ie: https://docs.google.com/forms/d/11vdgBXGV2i-a5_m5k-jyJie-dU0Ji3ppwxnMctTykiE/prefill. The benefit of this format is that every talk gets evaluated and there is some comparison to peers. The con is that the amount of data on each session is limited. You could potentially increase the data by requiring a comment for low ranked sessions.
    - Ask only one or two open ended questions. Options include:
        - What is something you learned from this lecture/session?
        - What is something that this speaker did well?
        - What is something this speaker could do to improve their presentation/session?

There are a number of proprietary service that can help create evaluation forms and house the data. Two examples used by ECS subcommittee staff include:
- New-Innovations - Familiar to many EM residency program directors, NI offers a number of different functions for residency admin, including the creation & distribution of a conference schedule, the oversight of conference attendance, and the facility to create 'Surveys' on conferences provided
- Typeform.com - depending on which service purchased (Essential vs professional vs premium), program directors can create a myriad of different surveys at a cost of between $30 to $70 per program, per month.

A third service online offers more functionality than typeform, including course evaluation and institutional surveys (found at https://www.watermarkinsights.com/), though no one on the ECS staff had first-hand knowledge of its utility or best use.


PubMed References

Müller, T., Montano, D., Poinstingl, H. *et al.* Evaluation of large-group lectures in medicine – development of the SETMED-L (Student Evaluation of Teaching in MEDical Lectures) questionnaire. *BMC Med Educ* 17, 137 (2017). https://doi.org/10.1186/s12909-017-0970-8

Note: Validates a 14 point questionnaire for MedEd lectures

Phillips, Andrew et al. CORD Speaker Evaluation Form for Medical Conference Planners. SAEM 2017. https://onlinelibrary.wiley.com/doi/epdf/10.1002/aet2.10051

Note: Discusses developing a survey for CME conferences. Touches on important measures to highlight in survey creation for speakers.

Online References for laypeople

https://www.edutopia.org/article/7-smart-fast-ways-do-formative-assessment