

USING STUDENT EVALUATION RESULTS TO IMPROVE TEACHING – A PRACTICAL GUIDE TO INTERPRETING TEACHING EVALUATION RESULTS AND USING THEM TO IMPROVE YOUR TEACHING

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ABSTRACT: Workshop

Background: Medical education is quite unique from many other forms of post-secondary programs. For the first two years of medical school students are generally taught courses by multiple instructors while in clerkship and residency, the teaching is often one-to-one. Evaluating the teaching done in these two very different settings can be challenging but can also provide excellent opportunities for instructors to utilize the feedback received. The main focus of this workshop is a practical activity that will see faculty members interpreting the results of actual teaching evaluations and using the information to improve their teaching

Learning Objectives: At the end of the workshop participants will be able to:

1. Interpret their teaching evaluation results.
2. Understand the uses and limitations of student evaluations.
3. Utilize teaching evaluations to inform their teaching and course planning.

Facilitation: Presentation – 20 minutes. The first part of the workshop will involve a short presentation by the facilitator about the processes surrounding faculty evaluation at the Faculty of Medicine and an explanation of how to interpret the information in evaluations. This will also involve a discussion of the reliability and validity of student evaluations at all levels of the learning continuum, how teaching evaluations can be used to support promotion and tenure applications, and how by following a simple 5-step process evaluations can foster reflection and improved teaching.

Activity – 40 minutes. In order to get the most out of the activity, all participants should bring copies of several teaching evaluations from different sets of learners or over several years. The evaluations are only for the purposes of the workshop and participants will not be asked to share their evaluations with anyone. Working individually or in pairs, participants will follow a series of steps to deconstruct their evaluations and develop an action plan based on the discoveries.

Sharing outcomes – 10 minutes. Participants will share their action plans with other participants and the facilitator.

Debrief – 5 minutes. Participants will be asked to describe what they learned in the session and how they will use it when they leave.

The timing for each activity may be slightly adjusted based on the number of participants and their specific interests.