

REFLECTIONS ON MY STUDENT/TRAINEE FEEDBACK

- What is going well, and why?

This session took on the format of a power point lecture, with 5 students from across the years 3-4 in attendance. It was quite ambitious and wide ranging in scope, covering a lot of material from core principles through to case examples. I was concerned that this session might become too didactic, but was reassured to receive feedback that students had in fact found it interactive. They commented favourably on the way I had equipped them with an approach/structure that enabled them to make a start with interpreting any xray they were faced with, which will undoubtedly be of more use to them than trying to 'get through' the boundless possible radiographic diagnoses that they might ever come across. This focus on the application of principles vs rote learning approach was something I had made efforts to emphasise, so I was pleased to see this highlighted positively in feedback I received. They appreciated having the opportunity to consolidate new skills of interpretation by practice, and indeed this was a rewarding aspect of the session from my perspective as a clinical teacher – to witness their growing confidence and fluency in approaching each new film I displayed.

The other concern I had before the session was whether it would adequately cater for the range of abilities in the room – both early 3rd year clinical students with no formal training on radiograph interpretation, through to an accomplished and confident 4th year student who seemed entirely at ease with the basics of routine radiographs. This was something I had anticipated, and once I had got the measure of the ability of the different participants I was able to direct more appropriately pitched questions to different students, with the aim of striking a balance between pushing students outside their comfort zone and not causing demoralisation or despondency. This was always going to be a challenge, but I was buoyed to hear that whilst one student had found the session hard, she had still derived a great deal of usefulness from it and it had served as good preparation for her first programmed taught session on radiology, whilst the more advanced student had simply commented that she thought it was pitched appropriately.

- What could be improved and how could these changes be brought about?

Students do often like to come away with something physical after a teaching session which has featured a significant amount of data – time spent transcribing during a very demanding visual presentation such as on radiology, is time probably better spent attending to the visual information being displayed! Hand outs may have released the students from the perceived need to write and record, and enable them to commit the slides to their full attention. It is time consuming to formulate hand outs, and having a centralised bank or library of these, perhaps with accompanying skeletons of presentations, might be a sensible way of reducing the otherwise slightly onerous preparation time for these sorts of sessions.

Students commented elsewhere that the session at 2 hours was too long, which was something I sensed myself given the academic nature of the topic. I subsequently either shortened my future sessions, or included deliberate breaks. In future I made sure sessions featured a variety of activities such as an initial interactive small group discussion recapping relevant basic sciences, a break, and then a bedside session putting the theory into practice.

- How could the evaluation of your session, and any intended improvements, be communicated to your students/trainees and colleagues, (eg put in study guides annual report to Module Organiser; tell next cohort of students; report at Year Committee)?

The evaluation for the session could be published on a dedicated page of the EEMEC website, allowing students to see that their feedback was being acknowledged and responded to, and for colleagues to get a broader sense of the likes/ dislikes of tutees to guide them in better putting together popular and effective teaching sessions

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