

REFLECTIONS ON MY STUDENT/TRAINEE FEEDBACK

- *What is going well, and why?*

Here I learned that, as some subject matter transcends training grade, it can be possible to adapt existing teaching sessions and still make them relevant and enjoyable to other target audiences. This light-touch technique means that, despite a busy clinical schedule, I have been able to use one basic set of slides and teaching materials and techniques and adapt these to several different groups to offer a more extensive teaching commitment than I had first expected. Whilst I had initially taught this subject to FY2 doctors, having discussed the topic informally with my undergraduate students I had realised they were similarly interested in the subject matter and am pleased that I was successful in being able to adapt the presentation so that they all reported it as enjoyable and relevant to their needs. This made me think about techniques in which teaching and learning can be maximised in busy clinical environments where time and resources are limited.

All the students enjoyed the interactive nature of the tutorial, in particular the quiz, and commented specifically on this in feedback. This helps keep them alert, engaged and actively thinking throughout the tutorial – and is actually a light-touch teaching technique as it gives me a few moments of silence to gather my thoughts whilst they ponder each question! This has therefore reinforced my enthusiasm for using digivoting/clickers!

I was pleased to read about the broad range of learning points they took away from the session – all were areas I felt important to explain and explore, but their responses were quite varied and reflected that different students probably found different aspects more interesting or thought-provoking. I am pleased that this appealed to a broad range, therefore, and that everyone took away something!

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

When the students were asked “what would I prefer to be different is...” the common response was that it could be shorter. This session did run on beyond the planned hour by an extra ten minutes, although largely because we started late as it took a while to set up the technology (slide, clickers and two videos) and the tutorial room was booked by a different group right up until our start time. This caused some delay in starting which I expect was frustrating and I suppose can probably best be addressed by aiming to book the room ten minutes in advance next time to allow me adequate set-up and preparation time to be ready to start immediately at the advertised time!

Furthermore, I was aware that the small room was quite hot and stuffy and expect this could have impacted on fatigue, as it didn't adequately meet Maslow's hierarchy of needs – next time I will pay more attention to this and not be afraid of briefly interrupting the session if needed to ask education centre to help with climate control. And/or provide coffee!

Finally, I think I perhaps tried to pack a bit too much into the session, particularly as it involves active participation and thinking throughout, so can be quite tiring for participants! The best

way to address this would probably be to reduce the content by a few slides – as I'm quite attached to them I may need help in doing so, probably by asking the next cohort to specifically feedback on what areas they feel were the least helpful or enjoyable and culling those slides! Helpfully I already have feedback on the aspects they enjoyed the most and the main learning points so will prioritise those slides in future.

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)?

As lead tutor for the Dundee students during their time with us in Kirkcaldy, I am responsible for completing an annual appraisal report including responding to student feedback and proposing amendments where necessary, so I will feed back my reflection and action upon this feedback for this regular teaching session in this vehicle.

In terms of also communicating this directly to students, as the session is advertised online via TuBS I can include a note there about how the session has evolved in response to student feedback – this may help future cohorts engage further by appreciating that their feedback is genuinely listened to and considered valuable in informing our teaching.