EXPLORING THE POTENTIAL IMPACT OF A TECHNOLOGY-ASSISTED STUDENT FEEDBACK TOOL (TSFT) ON MEDICAL EDUCATORS AND THEIR SELF-DEVELOPMENT

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Background

- Rising prominence of teaching in medical education
- Many medical educators have not received formal educator training
- Need to cultivate long-term positive reflective and teaching practices
- Effect of neoliberalism on higher education
- Shift from formative to summative function
- Rise of technology
Areas for investigation

- The need and acceptability of TSFT among medical educators
- Possible opportunities that may emerge for various stakeholders
- Potential issues that should be considered in advance

Research questions

- What are medical educators’ perceptions of TSFT?
- Can it be useful as a stimulant for self-reflection and influence changes in their approaches to teaching?
- What place may it have at the institutional and/or professional level?
TSFT Prototype

Questionnaire customisation form

Dear Participant X,

As mentioned previously today, please could you fill in the following table so I can then proceed to create an evaluation form for you. I have included a sample evaluation form on the next page for your reference. The annotations show the different answer formats and the additional requests you may make for each.

Please note:
- You may include up to 10 questions/statements
- The following answer formats are available:
  - Multiple choice
  - Star rating
  - Comment box
  - Slider

<table>
<thead>
<tr>
<th>Question/Statement</th>
<th>Answer format</th>
<th>Additional Requests</th>
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According to your students, you did well when you...
- Explained the techniques required for different areas of the examination
- Gave a great explanation of the anatomical position of the organs and why we do each part of the examination
- Asked students if they had any questions at regular periods

Your students thought it would be even better if...
- You spoke a little louder
- Ensured that you explain the reason for why a technique is being used
Methods & Methodology

Paradigms: pragmatism and interpretivism

Sampling and recruitment: purposive critical case sampling

Data collection: 2 sets of semi-structured interviews, 1 pilot test

Analysis: reflexive thematic analysis, respondent validation
Results

Value
- Age/experience
- Identity
- Time

Students as feedback providers
- Capability
- Motivation

Boundaries
- Ways of use
- Data accessibility

User design
- Characteristics
- Digital functions
- Support
Students as feedback providers

Capability
- Quality and accuracy of student feedback
- Student perceptions of a ‘good education’
- Influence by external, unrelated factors

Motivation
- Behaviourist incentivisation versus professional mutualism
- Nature of motivation affecting nature of feedback
Value

Age/experience
- Novice lecturers versus all lecturers
- Lifelong learning and continuing professional development (CPD)

Identity
- Medical educator identity
- Teacher self-efficacy: determinant and consequence

Time
- Most significant limiting factor
- Inevitable opportunity costs
Ways of use

- Developmental adjunct
- Quality monitoring
- Use in nationwide rankings

Data accessibility

- Various potential stakeholders
- Privacy concerns and surveillance
User design

Characteristics
- Customisation
- Appropriate timing

Digital functions
- Digital data collation and analysis
- Digital administrator

Support
- Technological support for educators
- Pedagogical support for educators and students
Conclusions

- TSFT is a possible improvement to the educator’s developmental eco-system
- Potential impact is multi-factorial
- Recommendation for deliberate and targeted usage
- Predicted most acceptable form: strictly self-development tool with privatised data
- Forseeable challenges: competition for data, modification of current prototype
- Further investigations with various stakeholders necessary
THANK YOU

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