

Evaluating Your Students Effectively

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I am sorry if my student was a bit much....

Learning Objectives

At the end of the presentation the participant will be able to:

- Identify methods of evaluation
- Examine the effectiveness of various evaluation methods
- Understand the challenges and successes of learner feedback

One of the most critical components of effective precepting is effectively evaluating your learners...

ASSESSMENT

- Process of gathering data
- Measures learning & effectiveness of teaching
- Identify areas needing improvement
- Utilize data for feedback/facilitation
- At beginning and during teaching

EVALUATION

- Judgment based on gathered data
- Rubrics define more objective grades
- Grading a status at a given end point
- Mid-point and End-of-rotation evaluations

ASSESSMENT

DIAGNOSTIC ASSESSMENT

FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT

DIAGNOSTIC ASSESSMENT

DIAGNOSTIC ASSESSMENT

- Identify student's current knowledge/skill sets/learning style
- Clarify misconceptions before teaching takes place
- Knowing learning strengths and weaknesses allows personalized teaching methods and techniques

Diagnostic Assessment Techniques

- Pretests
- Self-assessments
- Interviews
- Direct Observation
- Assessment tools
- Checklists

Learning Contract

- **Student** self-evaluation – desired objectives / methods
 - Stakeholder in development and outcome
 - First step to life-long self-directed learning
 - **Preceptor** diagnostic evaluation - (student knowledge / skills / learning style) – suggested objectives and methods
 - Discuss & create evaluation rubric – DCOM expectations - rotation goals – student needs
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FORMATIVE ASSESSMENT

FORMATIVE ASSESSMENT

- Measures student's progress
- Provides feedback and information during the *learning* process
- Determines teaching effectiveness
- Focuses on the process toward the end of the “product”
- Primarily identifies areas that need improvement

Types of Formative Assessment Methods

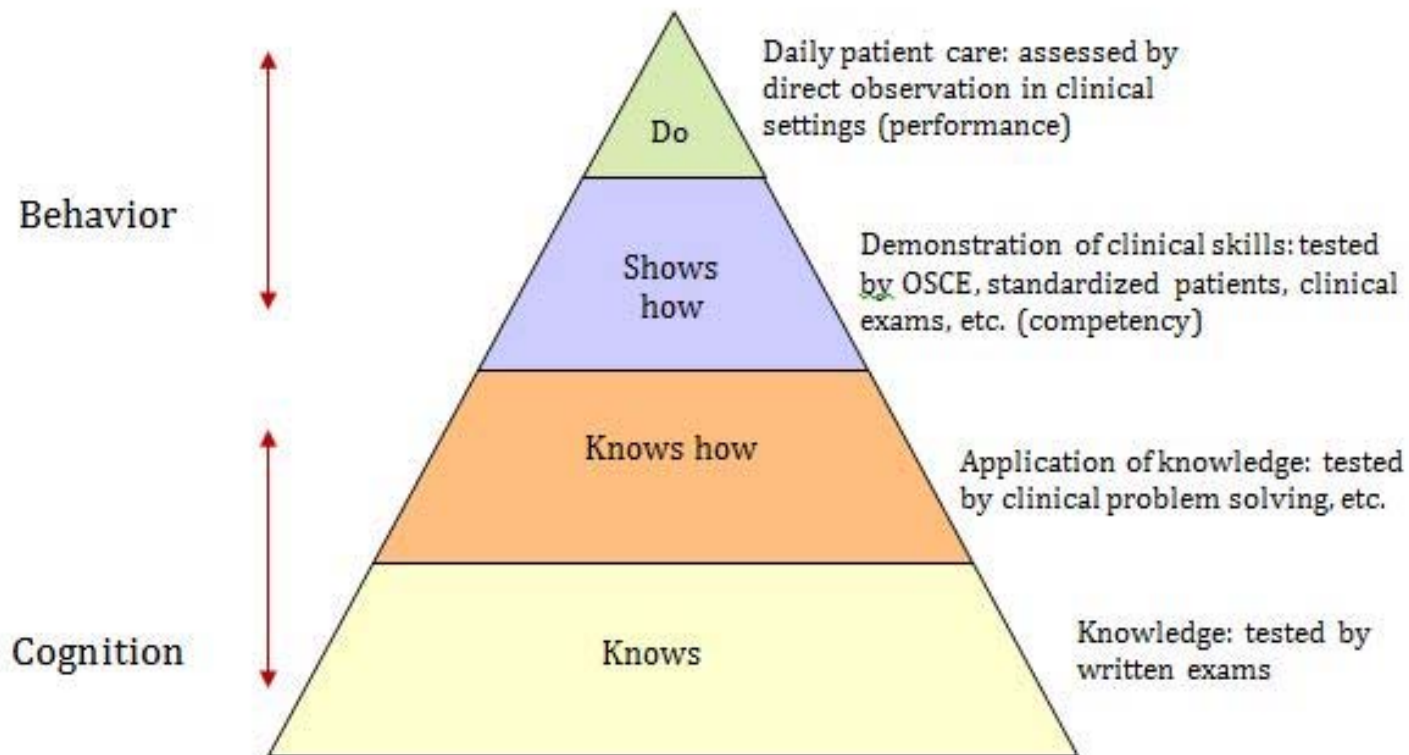
- Observation
- Homework exercises
- Journals
- Question and answer sessions
- Conferences
- Student presentations
- Self evaluation
- Student feedback
- Rubric
- Clinical assessment models

RIME Model

- REPORTER – Understands what is wrong with the patient
- INTERPRETER – Understands why something is wrong
- MANAGER – Understands how to address the problem
- EDUCATOR – Understands deeply, informs the team and is committed to continued, self-learning

Assesses progress of a learner – in a consistent manner
– provides timely, nonjudgmental feedback

MILLER ASSESSMENT PYRAMID



FEEDBACK

- Technically part of teaching
 - Utilizes the information gathered from assessment
 - Document ongoing assessments/feedback for final evaluation
 - Stress the positive – facilitate/guide student with correction
 - Make comments information-specific, issue-focused and based on observation
 - Not a one-way process - compare assessment with learner's experience/viewpoint
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FEEDBACK LEVELS

- Level 1 - description of learner's behavior without judgment
- Level 2 - expression of feelings triggered by learner's behavior
- Level 3 – prediction of the likely outcome of a behavior

FEEDBACK MODELS

- SANDWICH MODEL
- ASK-TELL-ASK MODEL
- ARCH MODEL
- FIVE-STEP MICROSKILLS (One Minute Preceptor)

FEEDBACK TIMING

- Each encounter
- Daily
- Weekly
- Mid-rotation

Provide frequent, prompt and facilitative assessment throughout the course as a guide to future learning.



Mid-rotation Review

- Progress report
- Share “room for improvement”
- “Thermometer” to guide the rest of the rotation
- Ask for a self-assessment from the student
- Review course goals and objectives
- Request feedback from learner – including ideas to improve learning experience

FEEDBACK PEARLS

- Document observations, examples, and feedback moments
 - Use feedback and conversations to create evidence, examples and observational support for the summative evaluation
 - Collect student feedback periodically (of instruction, self-evaluation and progress)
 - Use different types of feedback
 - Give feedback as soon as possible related to the behavior
 - Limit the amount of information
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FEEDBACK TRAPS

- Avoid reviewing from a self perspective
- Don't base feedback of a learner on unrelated factors
- Be aware of learner shifting attention back to preceptor (to derail feedback)
- Don't give feedback if angry
- Use multiple observation or measurement tactics (or even more than one evaluator)
- Steer clear of artificial barriers

SUMMATIVE ASSESSMENT



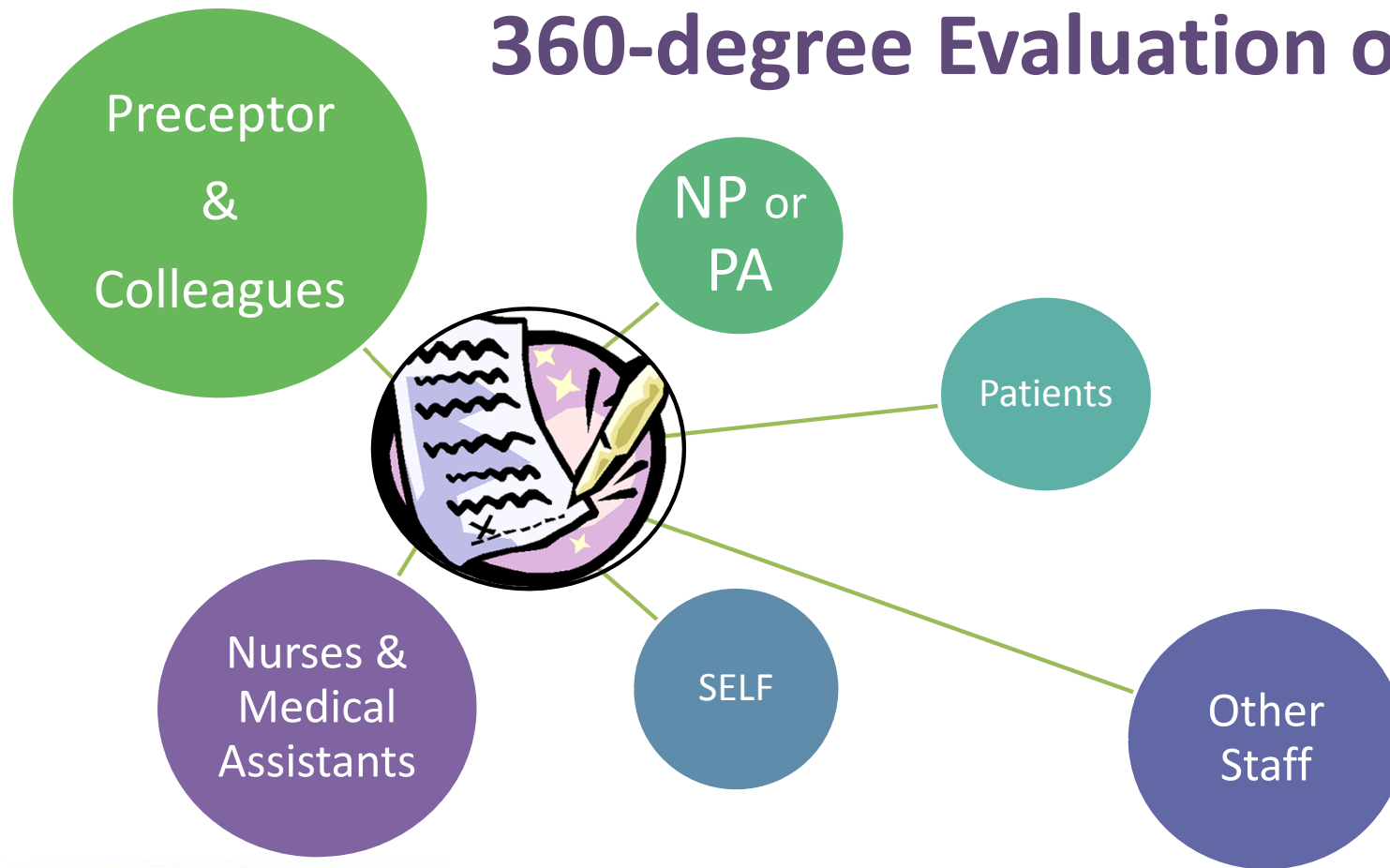
SUMMATIVE ASSESSMENT

- Sums up teaching as well as the learning
- After learning has been completed – end of rotation evaluation
- Product-oriented – assesses the final results or achievements
- Rubrics can be used (developed at onset of rotation around set of standards or expectations)

ASSESSMENT OPTIONS FOR EVALUATION

- Papers
 - Projects
 - Portfolios
 - Performance
 - Examinations
 - Student self evaluation
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360-degree Evaluation of Student



FORMAL REVIEW

- End of Rotation = summative evaluation of the data collected in formative assessments
 - Base on multiple observers if possible
 - Qualitative and Quantitative information
 - DCOM has form online
 - Space for written comments
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WRITTEN COMMENTS

CATEGORIES

- General Comments (strengths & weaknesses)
- Understanding
- Skill
- Knowledge
- Attitude

WHY
EVALUATE?

- To give feedback that motivates changes in the student
- To equip the preceptor for a facilitator role with meaningful instructional correction techniques
- To spur the student toward adult learning – critical thinking and self-directed, life-long learning
- To turn a systematic process into quality teaching with effective evaluation
- To allow the preceptor to become more effective as a one-on-one mentor
- To guide the preceptor in designing education sessions that meet the learning objectives

EFFECTIVENESS...

- Goals met on Learning Contract?
 - Rubric objectives completed?
 - Skills achieved?
 - Improvement in knowledge level?
 - Student built learner confidence?
 - Improvement in student self-reflection/assessment ability?
 - Student motivated to self-directed life-long learning mode?
 - How well did student perform on SHELF exam or COMLEX?
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Challenges with Learners

CONCERNS

- Problematic behavior?
- Struggling or progressing more slowly than others?
- Ongoing or new onset?
- Attitude problems?
- Lack of skill or knowledge issues?

TO DO

- Categorize the issue or problem
- Have a private discussion with learner
- Focus on behavior that can change
- Is the problem important enough to address?
- Work on plan for learner
- Seek outside help if necessary
- Notify the Clinical Rotations Office

Beyond Student Evaluation...

- Student will be evaluating the course and preceptor
 - Opportunity to have feedback on your teaching skills
 - Solicit feedback from student
 - Assessing student's success reflects teaching success
 - Self-evaluation throughout the rotation
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ROTATION

