

Abstract: Feedback Sessions: Does the Format of Presentation Matter?

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Background: Teaching venues, techniques of delivery, and ability to engage with the audience are in a dynamic state during the COVID-19 pandemic. We explore whether the format of presentation (virtual or in person) will be equally effective in knowledge acquisition and overall. We have given three presentations on a similar topic: “Feedback, Improving Effectiveness” over the spring of 2020 in virtual and in person settings.

METHODS: Setting 1 (in person) 53 in attendance, Setting 2 (Zoom virtual) 96 in attendance, and Setting 3 (telephone conference call) 8 in attendance. We utilized surveys at the end of the sessions. Knowledge acquisition is measured by narrative comments related to Importance of Word Selection; a new concept discussed during the presentations. Overall Evaluation is a specific category used on the Assessment Form given at the end of all presentations.

RESULTS: Importance of Word Selection- content or description, words matter, be specific/descriptive, general comments are not meaningful

Setting 1: 28/53 or 53%

Setting 2: 18/96 or 19%

Setting 3: 5/8 or 63%

Overall Evaluation-	Excellent	Very Good	Acceptable
Setting 1	80%	15%	5%
Setting 2	77%	23%	
Setting 3	100%		

DISCUSSION: Our research question is whether the format (in person, virtual with visual and audio or only audio transmission) of an education session related to feedback would affect the knowledge acquisition and overall evaluation. The results of survey data for Setting 1 and 3 where the content was identical are similar in acquiring new knowledge suggesting virtual audio is equally affective as in person format. Notably the sample size of Setting 3 is small which maybe a limitation.

The topic discussed in Setting 2 included a review of information presented in Setting 1 with additional information. It is possible attendees did not comment on the Importance of Word Selection because it was not a new concept.

Overall evaluation of all settings was positive; however, Setting 3 had the highest evaluation with 100% indicating excellent possibly due to the closeness of the small audience which allowed for a more informal and free interactive dialogue and engagement with the speakers. Our data indicates that the content related to Feedback can be effectively conveyed through multiple formats, virtual or in person.

We plan to utilize similar settings in the future not only with faculty but also with residents.