

Feedback Sessions: Does the format of presentation matter?

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INTRODUCTION

Background: Teaching venues, techniques of delivery, and ability to engage with the audience are in a dynamic state of flux during the COVID-19 pandemic. Educators have transitioned presentations from in person lecture to virtual video/audio or audio only.

Research question:

Does the format of presentation matter?

We explore whether the format of presentation (virtual or in person) will be equally effective in knowledge acquisition and overall effectiveness.

METHODS

We presented sessions covering feedback delivery and receipt during spring/summer of 2020 in three different settings.

Setting 1 - **Lecture in person** 53 attendees
Setting 2 - **Zoom Video/audio** 96 attendees
Setting 3 - **Audio only** 8 attendees

Surveys were collected at the end of each session.

Knowledge acquisition is measured counting narrative comments specifically identifying new content discussed in the presentation related to *words matter, being specific in feedback, and general comments are not helpful*.

Overall evaluation is a category on the survey reflecting overall effectiveness.

RESULTS

Knowledge Acquisition: Narratives containing: *words matter, being specific, general comments are not helpful were counted*.

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%		

Feedback Content Covered:

- Four-layer Sandwich
- Learner states what was good
- Teacher comments on what was good
- Learner comments on what needs improvement
- Teacher comments on what needs improvement

Responding to learners' feedback:
Limit emotions, do not throw all comments out "with the bathwater". Know expectations.
Be strategic in next steps targeting areas for improvement.

FOUR-LAYER FEEDBACK SANDWICH
&
BABY WITH THE BATHWATER



DISCUSSION

The topics covered in Setting 1 and 3 were the same. The topic presented in Setting 2 was a review of Setting 1's topic then additional new material was presented. It is possible that attendees in Setting 2 did not view "words matter, being specific, general comments are not helpful" as **new** knowledge thus explaining at least in part the lower knowledge acquisition score for Setting 2. Setting 2 is one of the first Zoom presentations offered by TEACH.

Setting 1-3 attendees had the ability to engage via direct questioning and Setting 2 had both direct questioning and chat line in real-time.

Setting 3 had a notably smaller audience of only 8 which raises the possibility of comfort in small numbers(feeling a bonding or familiarity) possibly leading to the 100% Excellent overall score.

CONCLUSIONS

Across all three formats of delivery new knowledge was acquired similarly and overall effectiveness of delivering content was similar regardless of delivery method.

Role play demonstrations can be performed effectively in an audio only venue.

The format of presentation does not matter.

FUTURE DIRECTIONS

Feedback is a topic which is very relevant to residents as well as faculty. We anticipate expanding our interactive sessions to reach residents and develop additional role play scenarios.