A CASE STUDY OF FORMATIVE FEEDBACK SIGNIFICANCE IN GAINING SPECIFIC SKILLS TOWARDS A SUCCESSFUL LONG-TERM MEDICAL CAREER

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Introduction
Feedback is an indispensable tool in providing performance in the academic environment. From our experience, as both students and tutors, we ascertained that in our university system, the summative feedback is primarily used in student's assessment, which leads to students focusing on promoting the exams rather than concentrating on gaining vital long-term skills for a successful medical career.

Aim
The present study was purported to determine the students' perceptions of the usefulness of the formative feedback through different methods of learning.

Materials and Methods
A group of 70 medical students, from Histology, Biochemistry, Pathophysiology and Dentistry Departments were subjected for 2 weeks to 4 new approaches and techniques of formative assessment

Histology interactive smart board sessions, highlighting key points that should be found when looking at the microscope helping students to identify the tissues.

A 9 question survey was given out to students in the first, second, and third year of study from the General Medicine and Dentistry faculties.

These questions were focused on 4 topics:
- student-tutor communication (1 to 3),
- methods of teaching (4 to 6),
- methods of evaluating (7)
- student progress and student learning goals (8 and 9).

Results

- 73.12% of the students consider that the dialogue between the student and teacher as being very important while 21% consider it important.
- 90% of the students said that the answers and explanations given in the lab were good or great while only 10% of the people were barely satisfied with these answers.
- Regarding the methods of implementing the formative feedback in teaching, 99.51% of the answers were positive for using drawings, sketches, and med-maps in the teaching process, and considered it was helpful for a better understanding of the subject and increase the chances of storing the information in the long-term memory.
- The use of the IT infrastructure and interactive smart learning within the labs was found useful by 90% of the students. They have also suggested that online classes and online exam simulations would improve the teaching process.

Conclusion

- Build stronger bridges and improve interaction between tutors and students
- Diversity and deepen approaches to improve formative assessment (feedback)
- n the university
- Strengthen students ability to find answers and to encourage them to address problems with which are not familiar
- Guiding students toward the development of their own strategies for the process of learning
A case study of formative feedback significance in gaining specific skills towards a successful long-term medical career.

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Introduction: Feedback in the university environment is an active bidirectional process and has an important influence on students learning. Feedback signals about the topic or skills should be a strong part of future clinician’s continuous professional development.

From our experience, as both students and tutors, we ascertained that in our university system the summative feedback is primarily used in student’s assessment which leads to students focusing on promoting the exams rather than concentrating on gaining long-term skills and knowledge for a successful medical career.

This study aims to explore the improvements that can be made to the learning (feedback) process in order to include the formative feedback as seen from both the student’s and tutor’s perspective.

Materials and methods: We applied a case study research in which the unit of analysis was represented by groups of students from different medical fields (histology, pathophysiology, biochemistry and dentistry) and different years of study. The methods that we used were represented by: maintaining an appropriate interpersonal climate, improving the direct interaction between the student and the tutor, interactive sessions during presentation that were based on clinical cases, scientific experiments, using tools such as smart boards and medical devices and implementing the use of med maps concept and draw schemes. We evaluated results using questionnaires in which students could quantitative appreciate in which way they found formative feedback more effective in comparison with the summative feedback.

Results: The case study analyses revealed that the constructive feedback techniques led to a greater focus on developing medical skills on the student’s side, as well as an improvement of the interaction between the tutor and the students. Another benefit was an increased level of attention and motivation for studying observed during and outside of classes.

Conclusion: In contrast to the summative feedback, the formative feedback also contributes to an improvement of communication skills needed in student’s future medical career and also in establishing a strong physician-patient relationship. In order to enhance the quality of constructive feedback, we suggest implementing the use of virtual tools and systems which allow the tutor to apply formative assessment to offer immediate and efficient feedback.