

# A Structured Feedback Form to Improve Interactivity in Lectures

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# Topic- Structured Feedback Form

- Highly structured feedback form
- Introductory presentations
  - <https://www.youtube.com/watch?v=LLEWf8DYJG0>
- Interactivity, adult learning theory
- Improve teaching effectiveness -> learning



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# Context

- Small groups
- Guest lecturers
- Minimal training in educational techniques

# Scholarly Basis

- Impetus: Residents' concerns about lectures
- Intervention informed by:
  - Published literature
  - 'Master Educator' course
  - Center for Teaching and Learning

# Results- Initial Feedback Form

- Learning objectives - Identifies no more than 3 clear learning objectives/take home points:
- 2 Relevancy - Information is tailored to your needs:
- Checks understanding and invites questions- Gives you chances to "feed back" or practice what you've learned, and elicits your perspective:
- Variation - Breaks up lecture with "soft breaks" (stories, videos, demonstrations, activities):
- Multisensory learning - Uses few words/lots of pictures on slides, engages other senses, uses humor/emotion/novelty:



# Results- Initial Feedback Form

- Rating scale:

- Significant changes needed
- Some changes needed
- Minor changes needed
- No changes needed

- Additional questions

- Comments for each of 5 domains
- Strengths (things not to change, or that you want more of):
- What was the most important thing you learned?
- How will this impact your practice?
- Addresses issues of diversity, inclusion and equity:
- Overall lecture rating:

# Results- Feedback on the Feedback Form

- Shorten
- Not helpful to see 'no change needed/no comments'
- Change organization
- Incorporate anti-bias language and methods

# Results- Feedback on the Feedback Form

- Focus on process, not just content
  - More interactive, engaging
- Specific, actionable feedback



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# Results- Proposed Revised Feedback Form

- Statement about bias

# Results- Proposed Revised Feedback Form

- Thinking both about content (what was taught) and process (how it was taught):
- Check top 3 areas for improvement:
  - Inclusion of appropriate learning objectives, which are repeatedly referenced in the didactic
  - Overly broad scope of information
  - Overly narrow scope of information (important information was missing)
  - Organization of the material
  - Relevancy of information
  - Checking understanding and inviting learners' questions or perspectives
  - Variation- breaking up lecture with soft breaks (stories, videos, demonstrations, activities)
  - Diversity- relevant issues of diversity were not adequately addressed
  - Multisensory learning- using few words on slides/lots of pictures; engaging other senses; using humor/emotion/novelty
  - Misplaced timing of the lecture/repetitive content considering the broader didactic curriculum
- Comments- provide at least one specific suggestion for addressing the areas of improvement noted above:

# Results- Proposed Revised Feedback Form

- Check 1-3 top strengths:
  - Inclusion of appropriate learning objectives, which are repeatedly referenced in the didactic
  - Appropriate scope of information
  - Organization of the material
  - Relevancy of information
  - Checking understanding and inviting learners' questions or perspectives
  - Variation- breaking up lecture with soft breaks (stories, videos, demonstrations, activities)
  - Multisensory learning- using few words on slides/lots of pictures; engaging other senses; using humor/emotion/novelty
  - Diversity- relevant issues of diversity were well-addressed
- Comments on strengths:
- Most important thing you learned? Or how will this change your practice?:

# Application

- Medical education settings; other learning environments
- Structured feedback form can improve educational process
- Questions: [alideus@uw.edu](mailto:alideus@uw.edu)



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