

Interpreting Student Evaluations

Who should run the asylum?

Objectives

- Recognize the limitations of student evaluations.
- Differentiate between evaluation data that has value and that that does not.
- Analyze and interpret the comments from student evaluations.

*There are only two ways to live your life.
One is as though nothing is a miracle.
The other is as though everything is a miracle.*


Albert Einstein

Things to Consider

- Timing
- Context
- Content
- Numbers
- Aberrations
- Direct Feedback

Timing

- Why are they delayed?
- What was going on at that time?
- What is going on now?
- How much has already changed due to feedback?



Context

- Who were the students?
- What were their goals?
- What was the “team” like?
- What was the patient load?
- What were their grades?
- How was their experience?

Content

- What did they say?
- How did they say it?
- How many said it?
- Is it pertinent?
- Is it possible?

Aberrations

- Why was it said?
- Who said it?
- Was it a mistake?
- Does it fit the trend?
- How would changes based on it affect the whole?

As human beings, our greatness lies not so much in being able to remake the world ... as in being able to remake ourselves.

Gandhi

Feedback: Them to Us

- What students *do* is more important than what students *say* when it comes to their experiences on rotation.
- This affects understanding, discipline, burden, enthusiasm and professionalism.
- Student behavior can be an unintended consequence of our actions as preceptors.

Classic Examples

- Student seems to be waiting for something.
- Student seems frustrated.
- Student engages in low level activities regularly without being requested.

Classic Examples

- Student seems to be waiting for something.
- Student seems frustrated.
- Student engages in low level activities regularly without being requested.

Need for structure/direction

Possible Solutions

- Increase structure by clearly defining the activities in the syllabus.
- Create a set of default activities.
- Encourage daily planning to have the students designate their times to tasks.

Classic Examples

- Student seems hesitant to participate.
- Student tries to defer to you or other staff whenever possible.
- Student begins a task and bails out quickly.

Classic Examples

- Student seems hesitant to participate.
- Student tries to defer to you or other staff whenever possible.
- Student begins a task and bails out quickly.

Lack of confidence regarding skills or knowledgebase

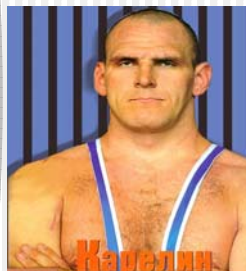
Possible Solutions

- Create situations to build confidence.
- Avoid the temptation to rescue them.
- Explain intervening steps.
- Provide immediate positive feedback when possible.

Unintended Consequences

- Everything we do while precepting students has the opportunity to affect their behavior.
- Sometimes these changes in behavior are not expected or wanted.
- Being aware that this can happen will help us understand and correct if necessary.

Alexander Karelin



- Russian Greco-Roman Wrestler.
- 3 Gold medals.
- 9 World Championships.
- Undefeated for 13 yrs.
- www.karelin.ru/en

Summary

- Being aware of student behaviors and their meaning is another useful form of feedback.
- Our actions can produce behaviors which we might not expect.
- Adjusting what we do in response is an excellent way to improve the experience for our students and ourselves.

Questions?
