

Research and Practice of Teaching Consultation and Mid-Term Teaching Feedback in Medical Colleges

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Abstract: Middle student feedback (MSF) teaching consultation service is a kind of teaching support service that helps teachers find and solve problems through classroom observation and collection of student feedback by teaching consultants and providing corresponding teaching consultation. Teachers determine the direction and method of teaching adjustment based on student feedback and teaching consultation, and implement it in teaching to improve classroom teaching and teaching standards. The factors that MSF service promotes the change of teacher's teaching behavior are: service motivation meets teacher needs, students' active participation, counselors focus on guidance, and teachers' active reflection, etc. This service has a significant impact on the improvement of medical school teachers' teaching.

1. Introduction

Mid-term student feedback (MSF) teaching consulting is a form of teaching support service that helps teachers find and solve problems through classroom observation and collection of student feedback and provision of corresponding teaching consultations by third parties (teaching consultants). Service projects that make teachers feel that they can gain recognition from students through their own changes and progress, and improve teachers' enthusiasm and satisfaction [1]. The contribution and interrelationship of different roles in MSF services in each service link. MSF service is of great value to improve the quality of teaching, so it is widely used in foreign universities. This service has been implemented in Washington University since the 1970s, and Shanghai Jiaotong University has provided this service to willing teachers of the University since March 2012 [2]. In recent years, many domestic colleges and universities have carried out this service one after another, but there is no information about medical colleges and Universities Carrying out this activity. Qiqihar Medical College launched teaching consultation and mid-term teaching feedback activities in the first semester of 2019-2020 academic year.

MSF service is a highly personalized teaching development support project developed from the process of small group instructional diagnosis (sgid, 1974). It is implemented by teaching consultants in the middle of the semester. This service strictly follows the general service process in American universities. That is, on the premise of the teacher's voluntary application, the consultant and the teacher have a one-to-one contact. The implementation process can be summarized into three steps: early talks, classroom observations and later talks.

1) Early talks. Counselors and teachers talk about the situation of the course and the classroom, and build a trusting and cooperative relationship.

2) Class observation. Class observation includes three specific operations: observation, collecting feedback, and forming feedback reports. First, the counselor observes the teacher's classroom and records the observation data, such as the teacher's teaching behavior, students' learning behavior and the interaction between teachers and students. At the end of the course, the consultant organizes the students to give feedback on the teacher's teaching.

3) Post interview. The counselor and the teacher discuss the feedback report and classroom observation, and formulate the direction and strategy of teaching adjustment.

2. Data and Methods

Four teachers who participated in this teaching consultation and mid-term teaching feedback (pilot) activity came from the school of public health. They are responsible for the theoretical courses of preventive medicine for clinical medicine major, with 72 hours in total, and the theoretical courses of 4 teachers are 26 hours and 16 hours respectively. The teaching objects are divided into 5 classes, each class has 100-198 students. Each teaching class is completed by two teachers in stages.

1) From September 22 to September 29, we completed filling in, summarizing and sorting out the feedback questionnaires of the student groups (1-2 groups organized by each class) and individual students (guide the teacher to enter the class and use the questionnaire star as the tool [3]) of the two teachers, and fed them back to the teachers themselves respectively. 646 valid personal questionnaires for students (73.7% effective participation rate), leading teachers to sort out subjective evaluations, sorting out “the best aspects of doing”, “the worst aspects of doing”, and “the worst” Aspects that should be improved “, 6 each. The student group submitted 35 questionnaires (20/15), sorting out 41 teaching advantages (23/18) of teachers, and 43 teaching improvements (22/21).

2) From October 8th to October 17th, the pre-class observation interviews, classroom observations, student group, and personal feedback questionnaires were completed and summarized and sorted out and feedback interviews were conducted with the two teachers who taught in the second stage. Through the pre-observation interviews, the teaching goals were further clarified and the teaching design was improved; classroom observations were conducted 3 times, each 90 minutes. There are 669 effective questionnaires (76.3%) for students, which are sorted out by two teachers as “the best way to do”, “the worst way to do” and “the best way to improve”. The tutor participated in the discussion of 11 student groups. The student groups submitted 20 questionnaires (11 / 9), 75 teaching advantages (43 / 32) and 70 improvements (42 / 28). The facilitator formed a feedback report and conducted a feedback interview with two teachers.

3) From October 22 to November 12, we completed the feedback report and feedback interview (for the first stage of teaching) for the two teachers in the first and third stage of teaching, as well as the pre observation and classroom observation in the third stage of teaching. Classroom observation was carried out three times, each time for 90 minutes.

4) Summary stage from November 13 to December 12. In the last lesson of the theory teaching, we use the questionnaire star to investigate the value of the teaching feedback and the students' personal feedback. At the same time, a feedback survey of the student group was conducted. The instructor participated in the discussion of the 7 student groups. The student group submitted 16 questionnaires (1 invalid questionnaire). Card out 50 advantages, 55 areas for improvement and supplementary suggestions. At the same time, a written survey of “Teachers' Evaluation of Feedback” was conducted.

3. Midterm Teaching Feedback Results

1) Students evaluate the teacher's teaching advantages: the lectures are clear, the lectures are conscientious, and the language is fluent; Caring for students, being patient, having affinity, etc. Some teachers are polite and speak clearly. Some teachers are full of vitality, passion and relaxed atmosphere. Some teachers give detailed and comprehensive lectures, which is easy for students to understand. Some teachers often ask questions, urge students to review actively, and mobilize students' enthusiasm for learning. Some students commented that the teacher's “teaching method I like very much, I can feel the personal charm of the teacher”, “her enthusiasm and professionalism in class always attract me”, “let me be very interested in this course, very willing to learn”.

2) 4 teachers need to improve: improve the education concept of “student-centered”, strengthen the teaching design, and clarify the teaching objectives. We should pay attention to the understanding of learning situation and find out the difficulties that are suitable for students. Combine with clinical practice, pay attention to the integration of knowledge points, and cultivate

students' ability to use knowledge to solve future clinical problems. Strengthening the practice and application of curriculum ideology and politics, ideological and political elements such as healthy China, prevention-oriented, and the scientific spirit of exploring the cause can be integrated into the course of "preventive medicine". Make full use of the favorable conditions of "learning through", "rain class", "cloud class" and online and offline mixed teaching, integrate course resources, analyze academic situation, arrange appropriate tasks, etc., so as to improve classroom efficiency.

3) The aspects that students need to improve the teacher's evaluation are as follows: (1) Combining clinical knowledge and practical problems to explain boring theory, combining animation, increasing interest, and enhancing the attractiveness of the classroom. (2) Simplify the difficult-to-understand knowledge points so that students can understand as much as possible; communicate more with students to better understand students' problems. (3) Increase the amount of exercises in class and the arrangement and explanation of exercises after class, and clarify the ideas of solving problems. (4) Use mind map to summarize the class. (5) Don't speak too fast. Some teachers speak fast and don't pronounce clearly. (6) Some teachers should increase the passion of lectures, promote students' enthusiasm and enthusiasm for learning, pay attention to students' classroom performance and strengthen classroom management.

4) Students think that the most inappropriate thing teachers do is: (1) they have little communication with students, lack of communication with students, and lack of understanding of students' actual knowledge. (2) They don't care much about the students' enthusiasm for learning, and they don't correct the students' speaking and not listening in class. (3) The lectures are too bland, lack of passion, boring content, and the classroom atmosphere is not active. (4) I do not know how to apply the statistical methods taught.

5) Teachers' evaluation of "teaching consultation and mid-term teaching feedback (pilot) activities". Four teachers believed that this activity was valuable and agreed that "let me have the opportunity to discuss my teaching with the guide teacher", "gave me some detailed suggestions on improving the teaching quality", "made me have a clearer understanding of my own teaching, found prominent teaching problems", "let me further understand the student-centered teaching concept". Willing to recommend this activity to colleagues.

6) The tutor suggests changes made in the follow-up teaching: actively encourage students to speak in class, give priority to inspiration and give assistance to teaching. Apply more clinical cases to arouse students' interest; apply online and offline hybrid teaching to receive feedback from students' learning in real time. Focus on students and increase interaction with students. More stringent assessment standards, focus on process assessment, comprehensively cultivate students' learning ability. The number of lectures in class is increased and the content of ideological and political course is increased.

4. Discussion

The main factors that affect the feedback teaching consultation of middle school students are: the nature of curriculum, the time to enter the classroom and the time to collect feedback, the grade of students, the types of problems in teaching, etc. Compared with general courses, core professional courses have a positive impact on service effect. Late in the classroom to collect student feedback, due to the short time left behind for teaching improvement and adjustment, the enthusiasm of students will be affected [3]. If there is not enough time for the counselor to guide the students to fully discuss and collect feedback, etc., the process of collecting feedback will adversely affect the service effect. It is more difficult for younger students to provide constructive opinions, which will also affect the effectiveness of services.

1) Drawing on the experience of domestic and foreign teaching consulting and mid-term teaching feedback services and the actual situation of the pilot project of the hospital, draw up a plan for the next step of this work. It is clear that the target audience for teaching consulting and mid-term teaching feedback services are senior students (with less than 100 teaching classes), young teachers, and core professional courses (with no more than 2 teachers in each course). The service provider is "teaching consultant". The goal of service is to improve the teaching effect and

quality.

2) Let more teachers and students understand and accept the teaching quality assurance and promotion mode of teaching consultation and interim teaching feedback service. It emphasizes the characteristics of formative assessment, that is, the purpose is only to improve teachers' teaching rather than to evaluate the good and bad of teachers' teaching, so as to eliminate teachers' concerns and create a sense of security [5]. Strengthen the publicity of its scientific information collection process and ways to promote teachers' teaching improvement; it can also be promoted by teachers who benefit from the consultation process [6].

3) Inviting and dispatching to train our teaching consultants to meet the needs of teaching consulting and mid-term teaching feedback service projects. Consultants should have a certain number of years of teaching experience, be enthusiastic to help others, have the teaching concept of "student-centered", and meet the following three conditions: (1) to know the teachers and students of our college, so that they can easily obtain the trust of consulting teachers. (2) To have the knowledge reserve of teaching strategies and methods can provide effective guidance and help for teachers. (3) Good communication skills to ensure the overall quality of the service.

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