

2021–22 Transformational Ideas Initiative Project

Developing a Low-Stakes Environment for Teaching Development and Feedback: The Teaching Test Kitchen



By Chase LaRue, MEd, M2; Erica Chou, MD; Kerrie Quirk, MEd; Max Hershey, M1; and Enrique Avila, M1

Project Background

COVID-19 disrupted traditional methods of education delivery and pivoted teaching to virtual platforms. Teachers now need to address additional considerations in their teaching sessions, such as managing and utilizing technology, which takes practice, trial and error to learn what works. Medical education has been moving away from traditional lectures and is beginning to embrace a more student-centered pedagogy. In designing new educational sessions focused on active learning, teachers must consider how students will engage in these activities, but they don't have the opportunity to seek feedback from students prior to implementing their sessions.

Currently, students provide feedback on courses and teaching sessions through end of course evaluations, which are not timely and doesn't allow for changes to be implemented until the following year. This makes the educational quality improvement process slow and less effective.

Project Plan

Our idea is to develop a Teaching Test Kitchen which provides a forum for teachers to test teaching sessions with volunteer testers. The teachers can practice or perform a “dry run” of their sessions and receive real-time, low-stakes, constructive feedback on any or all aspects of the session, including content, instructions, timing, technology, logistics, etc. This process will allow teachers to improve and adjust their sessions as necessary and feel more confident when delivering their sessions to a real audience. This also allows students to contribute at their level of expertise and collaborate in co-designing curriculum, which provides both teachers and students with different perspectives.

We would like to have the Teaching Test Kitchen be an easily accessible resource that is available to all students, residents, fellows, faculty and staff who will be conducting teaching sessions.