

Rubrics- A Tool for Objective Assessment of Narrative Feedback in Medical Education



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INTRODUCTION:

- Feedback is an essential component of teaching-learning process, however its effectiveness depends on its overall quality. The process of collecting feedback can be variable, however its assessment in terms of quality must be standardized. A low-quality feedback will provide an imperfect picture on the students' knowledge, perceptions and needs.
- It is essential for teachers and students to have a level of literacy with regards to feedback. The teacher/faculty must be able to understand the processes in a feedback, capacity to manage the affect of feedback and to perform an action in response to feedback.

AIM & OBJECTIVES:

Develop a reliable, effective and useful instrument for **Objective Self Assessment of Narrative Feedback**

- Analyse** the quality of Narrative Feedback provided by MBBS Students
- Assess** whether the quality of feedback improves over period of time.

Fig 1: Mean Scores over 1 Year

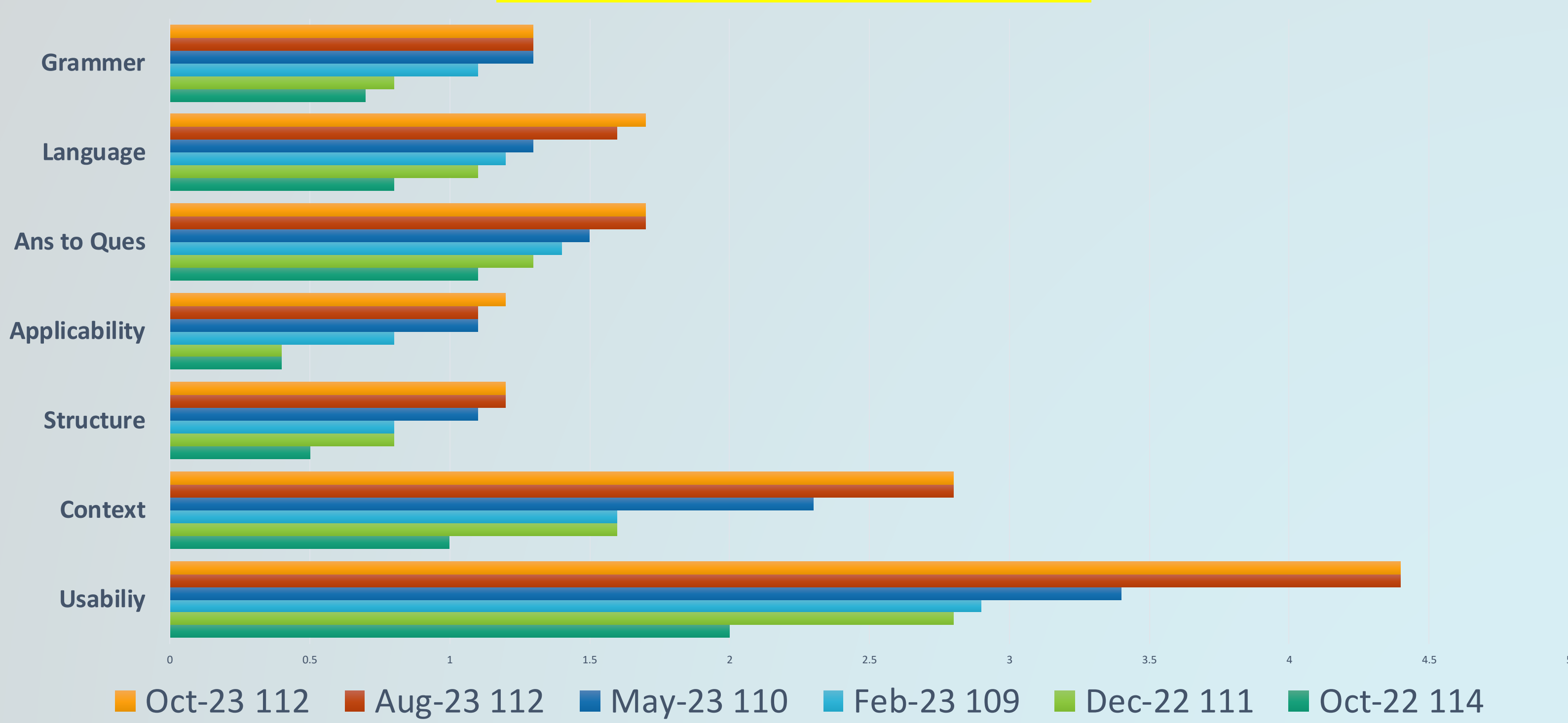
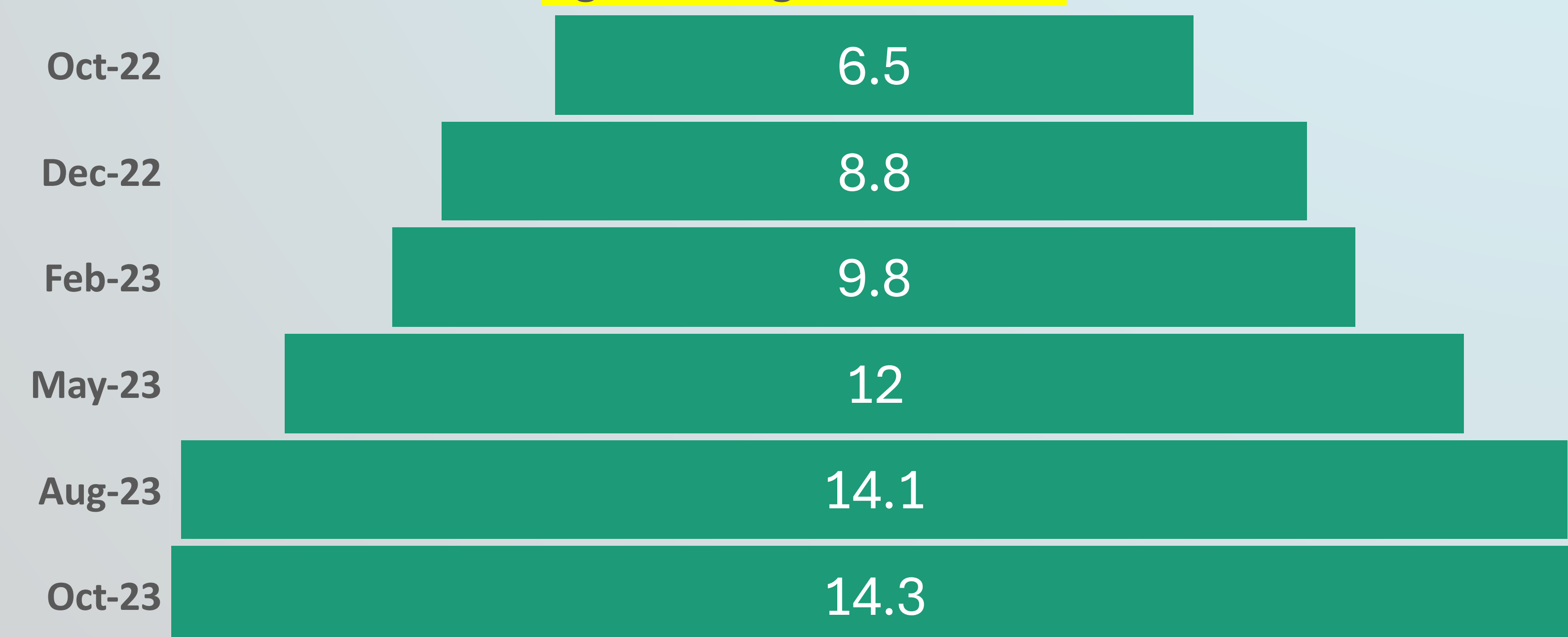


Fig 2: Change in Quality of Feedback



Fig 3: Average Total Scores



Data Analysis:

- Chi-Square analysis revealed a statistically significant change in scores of October 2022 and October 2023 (p-Value <0.01)
- The parameters of Usability, Context and Applicability showed highest changes over the same period of time.

LIMITATIONS

- Bias needs to be better controlled by using a separate independent faculty.
- There is no specific valid standard for rubric evaluation in medical education.
- Validation of the rubric was inadequate.
- Statistical analysis was sub par, further analysis using valid tests of significance can provide a better picture

METHODOLOGY

Pre Study

- Orient the faculty & Prepare a Rubric
- Obtain Ethical Clearance
- Run a Pilot Study with 20 Students
- Evaluate and Revise

In Study

- Total 12 cycles of feedback collected over 1 year.
- 1 Open Ended Question and 5 Closed Questions
- Feedback taken on class quality, assessment methods, Skills, etc
- Collected via Google Form

Analysis

- Demographic Data not shown to evaluators.
- All Feedbacks independently assessed by 2 faculty
- In Case of discrepancy more than 3 points, lowest score taken.
- Data analysed and students re-oriented on essentials of feedback.
- Cycle repeated.

Table 1: Designed Rubric For Assessment

Item	Max Score	Scoring Elements
Usability	6	Opinion, Reason and Suggested Improvement
Context	4	Clear, with example/ Context
Structure	2	Elements of Usability present in Correct Order
Applicability	2	Complete or Partially Applicable
Answer to Ques	2	Complete or Partially Answered
Language	2	English/ Use of Slang terms/ Emojis
Grammar	2	Spelling and Grammar

Table 2: Sample of Feedback

Good Quality Feedback (18*)	Poor Quality Feedback (4*)
<p>The theory papers need to be explained in such a manner that we are told the how answers need to be drafted. Apart from telling what is to be written, it must also discuss what is not required. For Eg: Which type of Antihypertensives Classification is best and do we need to mention two classifications or not? This type of discussion will enhance the way I study and possibly help me understand my mistakes.</p> <p>(Usability-6; Context-4, Structure-1, Applicability- 1, Answer to Ques-2, Language- 2, Grammar -2)</p>	<p>The exam paper lecture must be made more in detail for future exam purpose.</p> <p>(Usability-2; Context-0, Structure-0, Applicability- 0, Answer to Ques-1, Language- 0, Grammar -1)</p>

CONCLUSION

- Using a rubric can facilitate assessment of Narrative Feedback in an Objective Manner.
- Rubric can stimulate the skill of narrative feedback in medical students leading to a focussed improvement in curricula, methods of teaching and assessment modalities.

REFERENCES

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