

MD-PGME
Data Management Advisory Group
Approach to review of Data Collection tools and Reporting

Background:

The DMAG¹ is about to embark on a process of review of the data collection tools we use to acquire data to inform the learning and teaching experience and the principles, processes, and practices we will use for reporting on this data. The intent is to develop reports and processes that ensure data is conveyed and utilized in keeping with sound data stewardship, fiduciary oversight, and scholarly advancement of education, aligned with our social accountability mandate.

Domains:

There are three key domains of data collection and reporting as part of the DMAG process:

- a) Teacher Assessments
- b) Regular formalized Learner surveys
- c) Standing episodic experience assessments

Approach:

It is recommended that we take an evidence based and scholarly approach to the development of reports and reporting processes which will generally include, for each of the three domains, a literature review, development of principles, inclusion of local experts to inform gender and racial bias inherent in tools and/or reporting, as well as expertise in assessment and validity. In the case of new tools and processes, the work will also include the socialization of the tools. Additional detail on the specifics of each domain is below.

a) Teacher Assessments

A working group is being formed as a continuation of the initial work to develop the Learner Assessment of Clinical Teacher (LACT), co-chaired by D. Rojas and S. Glover Takahashi. The new working group will include education scientists, leaders in diversity, equity and inclusion, as well as representatives leading the Faculty initiative on teaching performance. It will employ the approach, identified above. Outreach to departments, faculty and education leaders on the context, rationale and appropriate use of LACT data and reporting, as well as develop guidelines on the process of LACT appeals will be prioritized. It will also incorporate a program evaluation of the use of LACT in the files. Work will continue from Fall 2020 to Summer 2021.

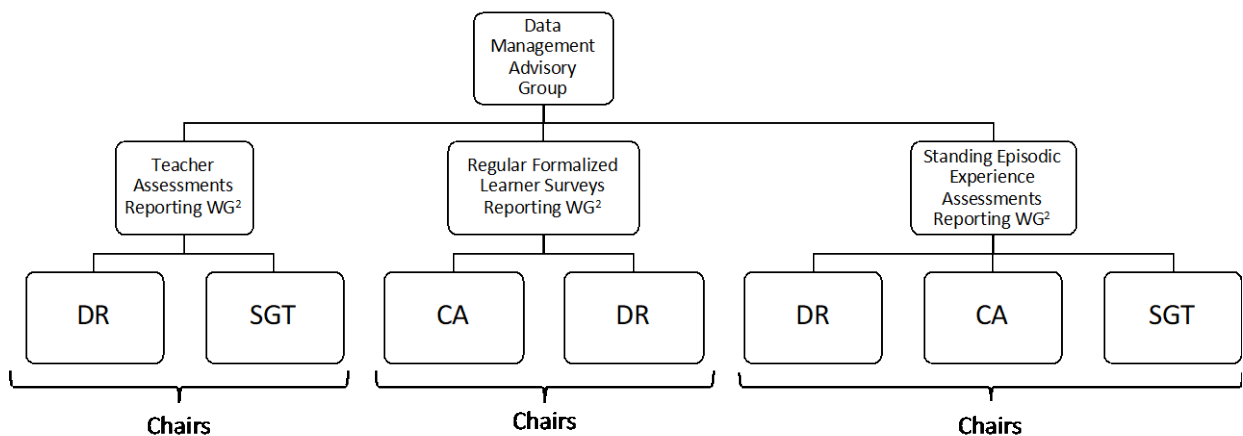
b) Regular formalized Learner surveys

¹ The Data Management Advisory group serves as a forum for coordinated discussion, consultation and development of recommendations regarding the collection, evaluation/analysis and reporting of MD and PGME learning experience/environment data in a harmonized and aligned manner.

A plan is underway, approved by Edu Deans, to employ the above approach, to review the “Voice of Surveys” series used in the Faculty of Medicine. The Voice of Surveys are a series of surveys aimed to capture stakeholders’ perceptions of the learning environment across the learning continuum (undergrad, postgrad, faculty, staff, etc.) C. Abrahams and D. Rojas chair the team. The team consists of data and analytics staff, research analysts and education scientists, with recruitment underway for a dedicated Research Analyst. A review of the survey tools is currently underway, with plans to deploy additional surveys in 2021. General reporting/communications practices will include high-level summary reports as well as detailed reports with planned directions.

c) Standing episodic experience assessments

²This domain will include data collection tools and processes used to acquire learner feedback on courses, rotations, learning activities, and learner disclosure reporting (among others). This group would be chaired by C. Abrahams, D. Rojas and S. Glover Takahashi. This group would review the evidence and scholarship generated in the previous stages to determine if there is generalizability and transferability of principles. If the principles are not transferable, a literature review would be conducted to inform the development of a new set of principles. A team of local experts (i.e., racial bias, assessment and validity) will inform this process. Work will continue from Summer 2021 to Summer 2022. The activity will be closely connected to the Faculty leadership on the learner environment and professionalism and may also include representation from learning sites.



² WG: Working Group