ASSESSING THE DIGITAL SHIFT: A TOOL FOR EVALUATING VIDEO-BASED FEEDBACK QUALITY.

Valentina Durán E, MD, MSc, Enrique Cruz Mackenna, Queroa Fernández, MD; Rafael Selman Álvarez, MD;Ignacio Villagran, MSc; Julián Varas Cohen, MD, MSc; Javiera Fuentes, Pontificia Universidad Católica; Chile.

INTRODUCTION: In the current digital landscape, quality feedback during video-based assessments is pivotal for effective student learning. However, to date non has been developed. This research aimed to devise a new tool for assessing the quality of feedback provided by trainers in such digital settings.

METHODS AND PROCEDURES: A scoping review identified prevalent tools and their assessed dimensions, culminating in a 10-item preliminary digital-specific tool. Overall, 100 video samples from our platform were evaluated by four trained raters to test the tool's consistency and validity.

RESULTS: Ten criteria for assessing feedback quality in a digital environment were assessed. Criterion C5 showcased the highest reliability, with almost perfect agreement (κ=0.811, $p<0.001$). Criteria C7 and C8 had moderate inter-rater reliability (κ=0.431 and κ=0.619, respectively, $p<0.001$). Conversely, C1 and C2 had slight, statistically insignificant agreement, suggesting potential ambiguity. The remaining criteria (C3, C4, C6, C9, and C10) displayed varying degrees of agreement from slight to substantial, all underscored by significant p-values. In examining the ten criteria by correlation, C1-C5, C3-C5, C3-C7, C3-C8, and C1-C10, exhibited weak correlations (r=0.13 or lower), emphasizing their distinct roles within the assessment.

CONCLUSIONS: The study illuminates the need for refining some feedback criteria to ensure consistent interpretation, while underscoring the strong reliability of others in video-based feedback assessments. Based on the findings, Criteria C5, C7, C8, C6, and C10 emerge as the most promising due to their combination of reliability and distinctiveness. Preliminary results suggest that the refined tool can offer a reliable measure for assessing feedback quality in the digital context.

Criteria 1. Feedback is formulated using non-judgmental and non-condescending language
Criteria 2. Feedback is formulated taking into account expected learning outcomes
Criteria 3.Feedback is based on direct observations of my performance/behavior/skill
Criteria 4. It provides me with specific/focused information for the trained performance/behavior/skills
Criteria 5.It reinforces what I did well
Criteria 6.It identifies and explains the gap to achieve expected performance/behavior/skills
Criteria 7.Feedback provides constructive information, based on how to improve
Criteria 8.It gives me precise and concrete suggestions for improvement
Criteria 9. It concludes with an action plan for the purpose of modifying or reinforcing observed performance/behavior/skills.
Criteria 10. It links feedback with future learning outcomes or performance/behavior/skills