Impact of a Daily Quiz on Otolaryngology Residents' Perceived Knowledge and Confidence

Deeya Bhattacharya, BS[1]; Isabel Chris, BS[1]; Ali Baird, MD[2]; William Doyle, MD[2]; Russell Whitehead, MD[2]; Mohamed Elrakhawy, MD[2]

1. Rush Medical College, Rush University Medical Center, Chicago, IL
2. Department of Otolaryngology, Rush University Medical Center, Chicago, IL

Introduction

- Low-stakes assessments have frequently demonstrated promise in surgical education, but there is limited data within otolaryngology
- Daily micro-quizzing may offer a convenient, high-yield strategy to reinforce concepts while providing insight into learners' perceived preparedness

Goal

- This study evaluated the **impact of a daily short quiz** on **evaluating perceived knowledge, confidence,** and **ability to self-identify educational gaps in knowledge.**

Methods

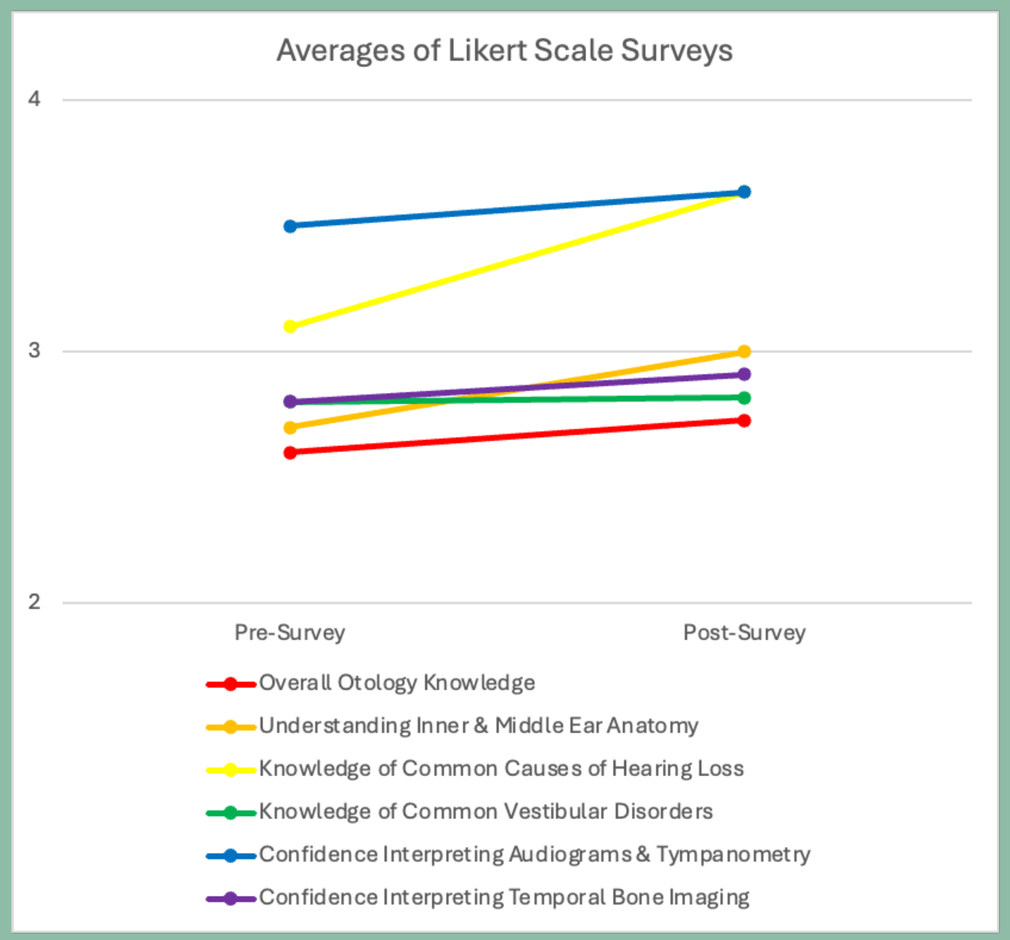
- Cross-sectional study
- Residents received a **daily, anonymous quiz** via an app during otology academic month
- Pre and post intervention **surveys** were given to the residents
- A **Wilcoxon Paired Test** was used to compare pre- and post-survey responses

Results

Residents had significantly increased perceived knowledge about the **common causes of hearing loss** ($p = 0.028$)

Subjective responses also demonstrated tthe daily quizzes were **helpful by reintroducing important otologic concepts** through frequent assessments

No statistically significant differences in perceived knowledge and confidence comparing pre- and post-surveys, but **survey responses show a general trend towards improvement**



Conclusion

- Daily quizzes in otology-neurotology **increased both perceived knowledge** and **confidence** of otolaryngology residents, especially in causes of hearing loss
- These findings suggest that daily micro-assessments in otology and neurotology may be a **low-burden**, **practical way to reinforce learning** and enhance insight into competency gaps in otolaryngology-head and neck surgical education

References

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Department of Otolaryngology - Head and Neck Surgery
Rush University Medical Center
Chicago, IL

Contact
Deeya Bhattacharya
Deeya_Bhattacharya@rush.edu