

Clinical Educator Programme

How to get feedback, how to reflect on it and what to do next

Getting started

How can I prepare for this exercise?

We recommend our 'Planning and Evaluating your Teaching' workshop as this will help get you thinking about how to get meaningful feedback about your teaching from your learners.

Who should I collect feedback from?

Please only use feedback that you collect directly from your learners. Do not use feedback that has been summarised for you by another party, unless this collated material contains the original feedback, unedited. Only use feedback from your learners, ie do not use feedback from an assessor or colleague. Please do not reflect on feedback that is more than three months old.

How many sessions do I need to collect feedback from?

You need to collect feedback on at least three separate teaching sessions. They can all be on the same topic, or on different topics.

How many learners need to be in each session?

We prefer there to be more than one learner in each of your sessions. However some teachers only teach 1:1 sessions. If this is the case for you, then it is fine to submit feedback from one learner but please ensure there is a different learner in each session.

What should I use to collect feedback?

Please use our standard feedback forms <http://sefce.net/page/cep-extra> because these are most likely to elicit the qualitative information that will be useful to reflect on. Encourage your learners to complete the forms fully and protect time in your session for them to do this. If you wish, you may adapt our forms for your own, or your department's, use in future.

Reflecting on your feedback

Why do I need to reflect on my feedback?

Reflection is a very good way of processing the thoughts, feelings and reactions which you will experience when you read the feedback from your learners. This helps you think about what aspects of your teaching you might change in future, and what things you will leave the same.

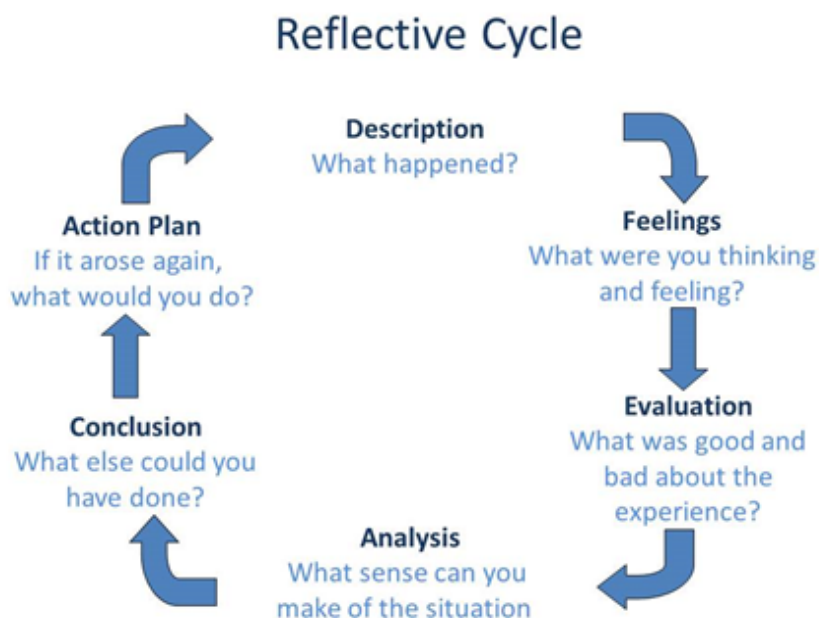
When should I reflect on my feedback?

We strongly recommend that you reflect on your feedback within one week of your teaching, so the memories are fresh. The maximum interval between teaching and reflecting should be 3 months.

How do I reflect on the feedback I have gathered?

Start by thinking about WHAT you read in your feedback, WHY you think your learners wrote this and HOW you could make any improvements. Many people find it helpful to use a model to structure their thinking eg Gibb's (1988) model, (see below), which is based on Kolb's (1984) Experiential Learning Cycle so you might find it helpful to think yourself through this cycle, starting at the 'Description' pole and moving around each step.

Once you have thought about your teaching, and your learners' feedback, in this way, you will be in a good position to write down your reflections. What works well is starting with a brief description of what happened, then exploring and analysing this, then drawing some conclusions and thinking about any changes you might make.



What do I use to document my reflections?

Please use our standard form on the SEFCE website <http://sefce.net/page/cep-extra>.

What to do next

What do I do with the completed feedback and reflection forms?

Complete a separate reflection form for each of your three teaching sessions. Ensure all your forms include all the necessary information. Please send them to us by email cep@ed.ac.uk or post.

What is the CEP looking for?

What we are looking for is evidence that you have reflected critically, honestly and personally on the feedback that your learners have given you. This is much more important to us than whether or not your learners have indicated that they thought your session was 'excellent'. If we think that there is sufficient evidence of critical reflection, we will let you know. If there is insufficient evidence, we will ask you to resubmit your forms. You may choose either to reflect again on the same three teaching sessions or, if you prefer, you may do so on three different sessions.

References

Gibbs, G. (1988) Learning by doing: a guide to teaching and learning methods. Oxford: Further Education Unit, Oxford Brookes University.

Kolb, D.A. (1984) Experiential Learning: Experience as the Source of Learning and Development. New Jersey: Prentice-Hall Inc.