THE UNIVERSITY of EDINBURGH

Giving Effective Feedback

centre for medical education

Session Objectives

By the end of this workshop you should be able to

- Identify and maximise **opportunities** for assessment and feedback
- Define the **principles** of giving and receiving effective feedback
- Provide feedback on performance that learners **can act on**
- Help learners to set and work towards clear **objectives**

Overview

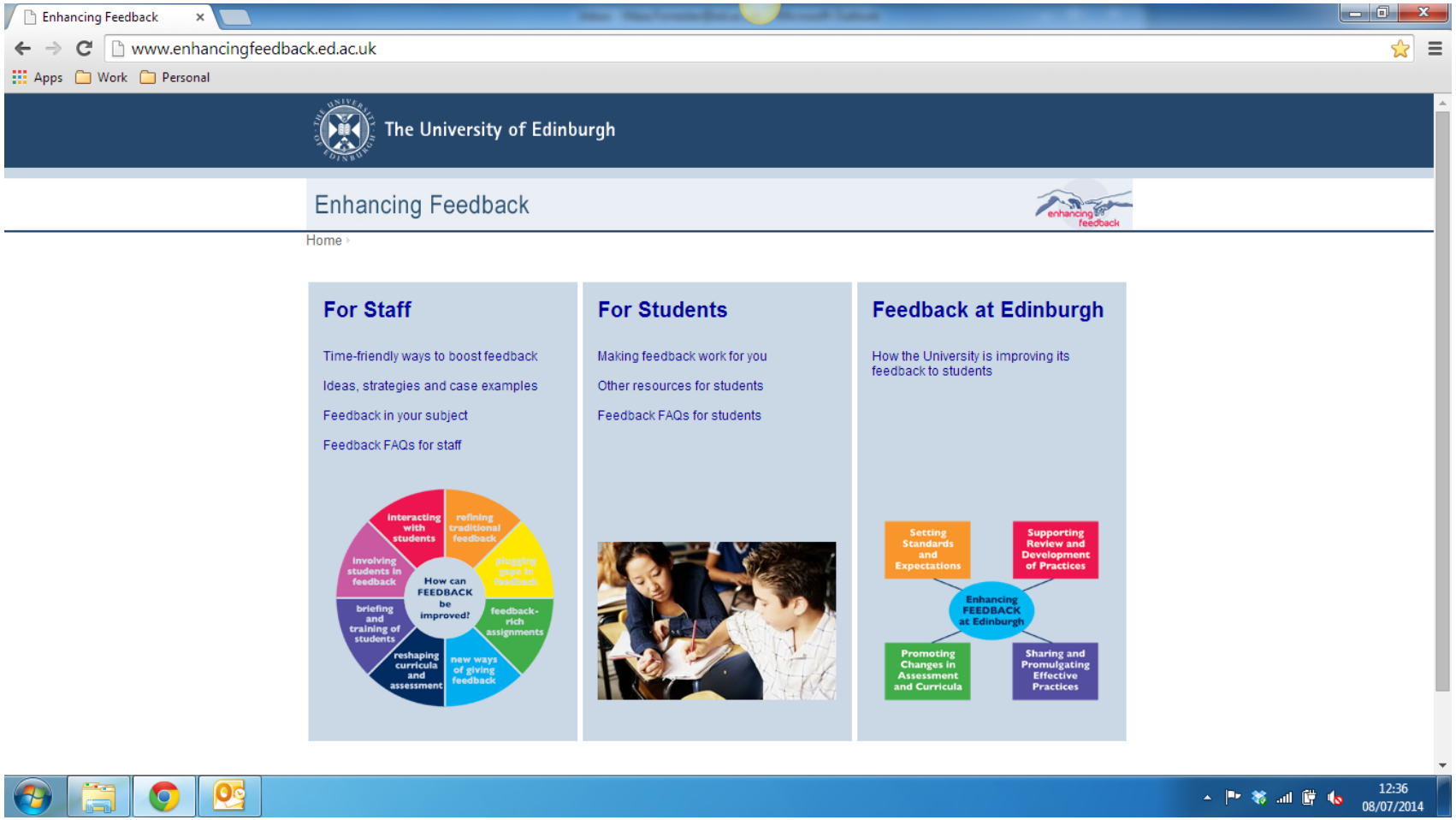
- Slides and discussion:
  - Definitions and importance
  - Effective feedback
  - Structuring feedback
- Break
- Video and discussion:
  - Reflection on a technique

Ground Rules

1. Mobile phones on silent
2. Share your ideas and be open to new ones
3. Be honest: say you disagree if you do
4. Maintain appropriate confidentiality
5. Enjoy yourself!

Feedback: how are we doing?

Feedback: University of Edinburgh



Feedback: Edinburgh MBChB

Academic feedback

https://www.eemec.med.ed.ac.uk/pages/academic-feedback-and-evaluation

Apps Work Personal

eemec My EEMeC Curriculum Other info Contact Search 0 Maia Forrester

EEMeC / Other info / Academic feedback

Academic feedback

What is Academic Feedback?

Academic feedback is the practice of giving students information about their performance against a known standard. The information comes from a variety of sources including peers, patients, teachers and examiners. Feedback from assessments almost always includes a grade but may in addition take the form of written or audio comments on a text assignment, ratings against criteria on a marking schedule. discussion with an individual or group after an examination, or a commentary on EEMeC. Good teachers make academic feedback an integral part of their teaching. That is to say they routinely let learners know how they are doing, and how to improve their performance in settings such as class discussions, practicals, project work, oral presentations, clinical teaching, ward rounds and surgeries.

Alice receives feedback (More)

What is the purpose of Academic Feedback?

Academic feedback aims to create change in learners. It helps students realise what they know and can do and most importantly how to improve their future performance. Academic feedback can therefore encourage and steer learning and is a vital part of high quality learning and teaching.

At review meetings Personal Tutors and other staff will discuss all relevant academic feedback with students and help them use it when considering priorities for learning and future career direction.

Codes of Practice

Staff involved in the MBChB should familiarise themselves with the document "Academic Feedback in the MBChB Summary Code of Practice" that is linked as a resource from this page. This summarises the standards for feedback to students that MBChB teachers are currently working towards.

The University of Edinburgh's feedback standards are available online:

http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Feedback_Standards_Guiding_Principles.pdf

See also the Institute for Academic Development website: http://www.ed.ac.uk/schools-departments/institute-academic-development

More...

- Feed-forward formative assessment
- Send us feedback
- Feedback from Assessment
- Feedback from Teaching
- Feedback Postcards Project

Resources

- Academic Feedback Leaflet 10 06 09

Related Pages

- What to do with feedback

Quick Links

- About EEMeC
- EEMeC bugs and issues
- Staff info
- Student info

12:43
08/07/2014

You are getting feedback!

Giving Effective Feedback

- What do we say?
- How do we say it?
- When do we say it?

- Does it actually make a difference?

Where can feedback come in?

Kolb (1984)

Over to you…

- Task:
  - Individually: recall your experiences of receiving feedback. Think of a helpful, and an unhelpful, feedback experience. Why did these feel helpful or unhelpful? 2 MINS
  - In pairs: share your experiences. 3 MINS

So the MOST important thing about feedback is…

to promote **insight and reflection**

NOT

to judge or to offer quick solutions

Reflective Cycle

Gibbs (1988)

Guidelines for giving effective feedback

- Choose the right time and environment
- Give clear comments with specific examples
- Describe behaviour, not personality
- Concentrate on what can be changed
- Suggest specific strategies for performance improvement

So remember to … **BOOST**

B	Balanced	strengths and weaknesses
O	Observed	evidence based
O	Objective	behaviour not personality
S	Specific	examples and future action
T	Timely	immediate (if appropriate), regular

Recap: effective feedback

- Central to learning
- Promotes and supports reflection
- Some core principles

How to structure feedback

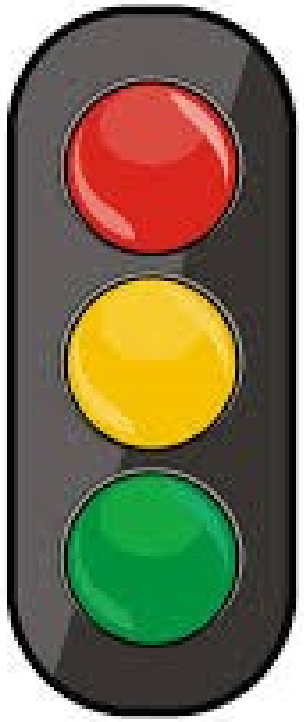
…do you know any feedback models?

Sandwich

- Positive: “I liked … because …”
- Constructive: “Next time you could try …”
- Positive: “So overall, well done on …”

Traffic Lights or SHIM

- STOP
- CONTINUE
- START



- STOP
- HOW to IMPROVE
- MAINTAIN

Pendleton's rules

1. Trainee leads on what went well
2. Supervisor discusses what went well
3. Trainee identifies what didn't go well
4. Supervisor discusses what didn't go well (prioritise)
5. Recommendations for change
6. Discuss how improvements can be made

Pendleton et al (1984) The Consultation: An Approach to Learning and Teaching, Oxford General Practice

SET-GO principles

1. What I **Saw**. Trainer describes what he saw.
2. What **Else** did you see? Trainee describes what he saw.
3. What do I **Think**? Trainer reflects back to the trainee what he thought about what he saw.
4. What **Goals** are we trying to achieve? Trainer and trainee revisit what the desired outcome is.
5. Any **Offers** on how to achieve the goals? Trainer and trainee discuss skills and solutions to achieve goals.

Recap: structuring feedback

- Models can help
- Learner-led dialogue
- ‘How’ to change not just ‘what’

Video

- all participants consented
- scripted for consultant only
- not intended to represent best or worst practice
- extract from wider process
- focus on process, not details

Over to you…
Critiquing a feedback technique

Watch the video clip:

- What does the consultant do that is **effective**?
- How do you suggest he **improves** his approach?

Promoting trainee ownership of feedback

- encourage trainee to self-assess prior to receiving external feedback
- give feedback in small, digestible quantities
- allow the trainee to respond to the feedback given
- ensure that feedback is converted into an action plan (PDP) for the trainee

(Norcini and Burch, 2007)

Putting the principles into practice

Reflect…

What are you going to take away from this workshop that you will use in your future practice?

Session Objectives

By the end of this workshop you should be able to

- Identify and maximise **opportunities** for assessment and feedback
- Define the **principles** of giving and receiving effective feedback
- Provide feedback on performance that learners **can act on**
- Help learners to set and work towards clear **objectives**

You might also like…

Clinical Educator Programme
"Impromptu Clinical Teaching"

Effective Communication for Healthcare (EC4H)

http://www.ec4h.org.uk/our-courses/ec4h-courses-in-edinburgh/

EC4H
Effective Communication for Healthcare

NHS
Lothian

Giving Effective Feedback

THE UNIVERSITY of EDINBURGH

maia.forrester@ed.ac.uk
cep@ed.ac.uk
www.sefce.net/cep

References

Bower et al. (2006) **Support-challenge-vision: a model for faculty mentoring.** Medical Teacher; 20 (6): 595-597.

Ende, J. (1983) **Feedback in clinical medical education.** Journal of the American Medical Association; 250: 777-781.

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.

Pendleton D., Schofield T., Tate P. & Havelock P. (1984) **The Consultation: an Approach to Learning and Teaching.** Oxford: Oxford University Press.

Silverman et al (1996) **The Calgary Cambridge approach to communication skills teaching 1: agenda-led outcome-based analysis of the consultation**. Education for General Practice 7: 288-299.

Van der Ridder et al (2008) **What is feedback in clinical education?** Medical Education; 42: 189-197.