Feedback

Gail Koshland
Director of Program Evaluation,

How to Put Feedback in Your Curriculum
and
How to Give Feedback in a Teaching Setting

Excellent source for basics of giving feedback:
(University of Virginia website)

Focus = instructor to student
Definition of Feedback

Mirriam -Webster

1. The return of part of the output of a machine, system, or circuit to the input in a way that affects its performance

2. Comments in the form of opinion about and reactions to something, intended to provide useful information for future decisions and development.

Feedback = loop, to promote learning
Definition of Feedback

NOT evaluation

Evaluation = knowledge of results,

Evaluation = not a loop

Feedback = sharing of information (e.g., observation of performance) to promote learning

VIDEO
Focus of Workshop on Feedback

Learning Objectives:

1. Describe a setting in which you can provide feedback that you had not considered before.

2. Explain a new idea(s) that you have realized on how to provide feedback.

Settings for Feedback

What are settings for which you currently provide feedback?

e.g.,
- classroom, clinical (bedside), small group, mentoring?
- one-on-one, group?
Barriers to Giving Feedback

Logistical barriers:

1. Best practices state (1) be timely and (2) choose a appropriate setting.

   But often not enough time and can’t find suitable place.

2. Best practices state establish the expectation.

   Students often don’t recognize they are receiving feedback

Inherent barriers:


Methods:
17 focus groups (134 students)
5 countries (Netherlands, UK, Belgium, US, Canada)
8 medical school programs (as well as undergraduate, graduate programs)

Programs encouraged feedback and self assessment through use of portfolios, personal learning plans, multisource feedback, facilitated practice-based small group

Questions regarding self-assessment; themes identified
### Barriers to Giving Feedback

**Inherent barriers:**

**Results:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Specific tensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within self</td>
<td>Wanting feedback, yet fearing disconfirming information</td>
</tr>
<tr>
<td>Between people</td>
<td>Wanting to be able to question others and learn from feedback, yet not wanting to look incompetent or share areas of deficiency</td>
</tr>
<tr>
<td>In the learning environment</td>
<td>Incongruence between the stated curriculum and the curriculum-in-action</td>
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<tr>
<td></td>
<td>Engaging in authentic activities to inform self-assessment versus playing the evaluation game</td>
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How to promote learning during feedback

Feedback sandwich
Positive – negative – positive
or plan for future

Bad example – “…but…”

Best example
Observable behaviors

Reflection -- essential ingredient of feedback to promote learning

• Scrutinize one’s own take-for-granted assumptions and professional work practices
• People make sense of external stimuli through internal cognitive frames, internal images of external reality.
• Mistakes are usually the result of intentionally rational actions

Instructor’s job to help student bring these frames to the surface, analyze their impact on actions and craft new frames

How to promote learning during feedback

**Model 1 – Debriefing with Good Judgment**


<table>
<thead>
<tr>
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<th>Judgmental</th>
<th>Non-Judgmental</th>
<th>Good Judgment</th>
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<tbody>
<tr>
<td>Focus of Instructor</td>
<td>Get the student to change</td>
<td>Get the student to change</td>
<td>Create a context for learning</td>
</tr>
<tr>
<td>Focus of Debrief</td>
<td>External: the action or inaction of trainee</td>
<td>External: the action or inaction of trainee</td>
<td>Internal: the meaning and assumptions of trainee and instructor</td>
</tr>
<tr>
<td>Who does not understand</td>
<td></td>
<td></td>
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<td>Typical message</td>
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<tr>
<td>Who does not understand</td>
<td>Instructor will set student straight</td>
<td>Instructor will find kindest way to fill student in on how to do it right</td>
<td>Instructor explains what sees, and given instructor’s view, what is s/he missing?</td>
</tr>
<tr>
<td>Typical message</td>
<td>“Here is how you messed up”</td>
<td>“What do you think you could have done better?”</td>
<td>“I noticed X. I was concerned about that because of ... I wonder how you saw it?”</td>
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How to promote learning during feedback

**Model 2 – Johari Window**

*Feedback is based on information sharing-- “we see ourselves as others see us & others learn how we see them.”*

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Supervision and the Johari window; a framework for asking questions. (2009) Halpern H Ed Primary Care 20: 10-14
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Summary

Feedback – promote learning

Encourage reflection, self assessment
- Reveal how student makes sense of situation
- Expand information known to others
- Expand information held by self

Consider settings to provide feedback
- Is your purpose -- knowledge of performance vs. feedback
- Be explicit that you are giving or receiving feedback
Practice:

Role play with colleague, etc for these situations:

Case 1 --
Instructions:  
In this curriculum, there are small group sessions that meet two times a week over the last 4 weeks. Sally is a very quiet student and has previously expressed to you that taking in a group discussion is not her style. In her words, she is a listener.

Your role:  
You’re the facilitator of the small group and you are meeting with Sally for one-on-one feedback that is mid-course in a separate meeting room.

Practice:

Case 2 --
Instructions:  
In this curriculum, there are small group sessions that meet two times a week over the last 4 weeks. Sally is a very quiet student and has previously expressed to you that taking in a group discussion is not her style. In her words, she is a listener.

Your role:  
You’re the facilitator of the small group and you are meeting with Sally for one-on-one feedback that is mid-course in a separate meeting room.
Practice:

Case 31 --

Instructions:
You and a colleague were conducting bedside teaching. Your colleague made an off-hand remark about an ethnic group that you consider inappropriate.

Your role:
You are having lunch with your colleague and you are the only two in the room.

Summary

What new setting might you consider for providing feedback?

What new technique or approach might you use for giving feedback?