Giving and Receiving Feedback

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Agenda

1. Purpose for giving/receiving feedback
2. Tips for giving feedback
3. Tips for receiving feedback
4. Take away

Purpose of Giving/Receiving Feedback

"Feedback is about providing information to students with the intention of narrowing the gap between actual and desired performance."

(Cantillon & Sargeant, 2008)

Giving Feedback

- Ramani and Krackov (2012) recommend the following:
  - "Establish a respectful learning environment.
  - Communicate goals and objectives for feedback.
  - Base feedback on direct observation.
  - Make feedback timely and a regular occurrence" (p. 787).

Giving Feedback, cont.

- "Begin the session with the learner's self-assessment.

- Reinforce and correct observed behaviors.

- Use specific, neutral language to focus on performance.

- Confirm the learner's understanding and facilitate acceptance" (p. 787).

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Giving Feedback, cont.

- "Conclude with an action plan.
- Reflect on your feedback skills.
- Create staff-development opportunities.
- Make feedback part of institutional climate" (p. 787).

Giving Feedback

Cantillon and Sargeant (2008) offer two additional tips:

- "Feedback should be viewed as a normal everyday component of the teacher-student relationship, so that both sides can expect and manage its effects."

- "Feedback should be limited to one or two items only."

Receiving Feedback

from: Ten Tips for Receiving Feedback (Algiraigri 2014)

1. **Self-assessment**

   - "Break down the task into different components…" (Algiraigri, 2014, p. 3).

Example

Open-Ended Question: How did things go with your patient encounter?

Typical Overall/Global Response: Good

Better Response: I was able to develop a rapport with Mr. Smith. This let me gather a detailed history and helped me know what to look for in the physical exam. I think because I was able to establish a rapport, I got the information we needed and we were able to determine her present symptoms were caused by an interaction between her medication and alcohol consumption.

Receiving Feedback, cont.

2. **Benefitting from feedback**

   • We all have "blind spots." Feedback helps us see beyond and to further develop.

3. **Connect with instructors**

   • "...the bridge that promotes the learning process and initiates dialog about your performance" (Algiraigri, 2014, p. 2).

Receiving Feedback, cont.

4. **Ask for feedback**

- Proactive approach sets feedback as a priority and encourages *direct observation*.

- Ask for specifics; probe for details.

5. **Be confident and take positive feedback wisely**

- Be attentive to details—they are the basis for further growth and the next step.

Receiving Feedback, cont.

6. Control your emotions
    - Mistakes are expected—own them.
    - Use feedback "as an opportunity for personal growth and development rather than a failure" (Algiraigri, 2014, p. 3).
7. Take an action plan
    - If you are defensive, you are not *listening*.
    - Clarify vague issues.
    - Summarize main concerns to be addressed in action plan.

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The Take Away…

from: Cleary and Walter (2010)

1. Feedback occurs regularly.
2. Feedback occurs within a context of explicit objectives/goals/aims.
3. Feedback occurs in a private, quiet, distraction-free setting.
4. Feedback gives information for improvement.
5. Feedback provides the context for creating an action plan.
6. Feedback focuses on the behaviors, both strengths and weaknesses.
7. Learners/evaluators need guidelines for receiving/giving feedback.

References

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