

- Scottish University of the Year 2017



School of Medicine
University of Dundee

Giving Effective Feedback

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Objectives

- Discuss the importance of feedback as part of the learning process
- Explore how feedback and feed forward are linked to effective learning
- Consider the key principles of providing effective feedback
- Review several models by which feedback can be delivered effectively and efficiently
- Practice of feedback techniques through a scenario.



Why is feedback important?



Feedback

- Helps learners to maximise their potential at different stages of training
- Raises their awareness of strengths and areas for improvement
- Encourages reflection, allowing learners to identify actions to be taken to improve performance.
- Is central to developing learner's confidence and competence





What is effective feedback?



Who should give feedback?: Ideally the person who observed should give the feedback

When?: Ideally as soon as possible after the event

Where?: Informal feedback can be given almost anywhere!

Tips for Effective Feedback





Ten tips for giving more effective feedback



1. Base on direct observation.





2. Give feedback as soon after the event as possible.





3. Feedback is for the recipient, not the giver - be sensitive





4. Encourage reflection.





5. Always include something positive.





6. Focus on behaviours that can be changed, not personality traits.





7. Be specific, giving examples where possible.
Do not assume motives.





8. When giving negative feedback, suggest alternative behaviours.





9. Do not overload – identify two or three key messages





10. Check understanding





Models for giving feedback



The feedback 'sandwich'

Identify a positive

Identify an area for improvement

Finish with a positive



Pendleton's 'rules'

1. Check the learner wants and is ready for feedback.
2. Let the learner give comments/background to the material that is being assessed.
3. The learner states what was done well.
4. The observer(s) state what was done well.
5. The learner states what could be improved.
6. The observer(s) state **how** it could be improved.
7. An action plan for improvement is made.



Pendleton Plus

Headline Q:

How do you think that went? (T asks L)

I thought that was excellent/good/average/of concern. (T tells L)

Discussion

What worked well- how? Why? (L first, T prompting)

What need work- how? Why? (L first, T prompting)

Action Plan

What are you going to do to....



W3

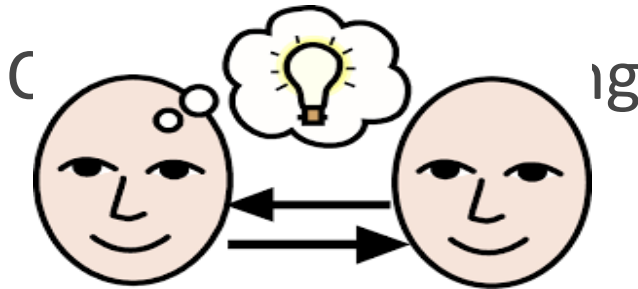
What worked well?

What did not work well?

What could be done differently?

Tips

Do not overload – identify two or three key messages





Watch the video clip

What does the tutor do well?

What could be improved?



Student consultation 1



Feedback exercise

Thinking of the tutor in the video clip:

Identify key areas for improvement and provide structured feedback.

Don't forget to identify strengths to build on!





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Further reading

Ajjawi, R. & Schofield, S. (2015) Getting Started... Feedback. University of Dundee: CME

Ramani ,S & Krackov, SK (2012) Twelve tips for giving feedback effectively in the clinical environment. *Medical Teacher* 34: 787-791.

McKimm, J. (2012) Effective Feedback. Online. Available at:

<http://www.faculty.londondeanery.ac.uk/e-learning/effective-feedback>
(accessed 24/02/15)