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Bau Institute of Medical &
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香港大學鮑氏醫學及衛生教育研究所

Effective Feedback in Small Group Learning

Prof. Linda Chan

Acknowledgement: Prof. David Carless

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Overview

- Effective feedback principles
- Addressing feedback challenges
- Medical education examples
- Discussion & Key messages



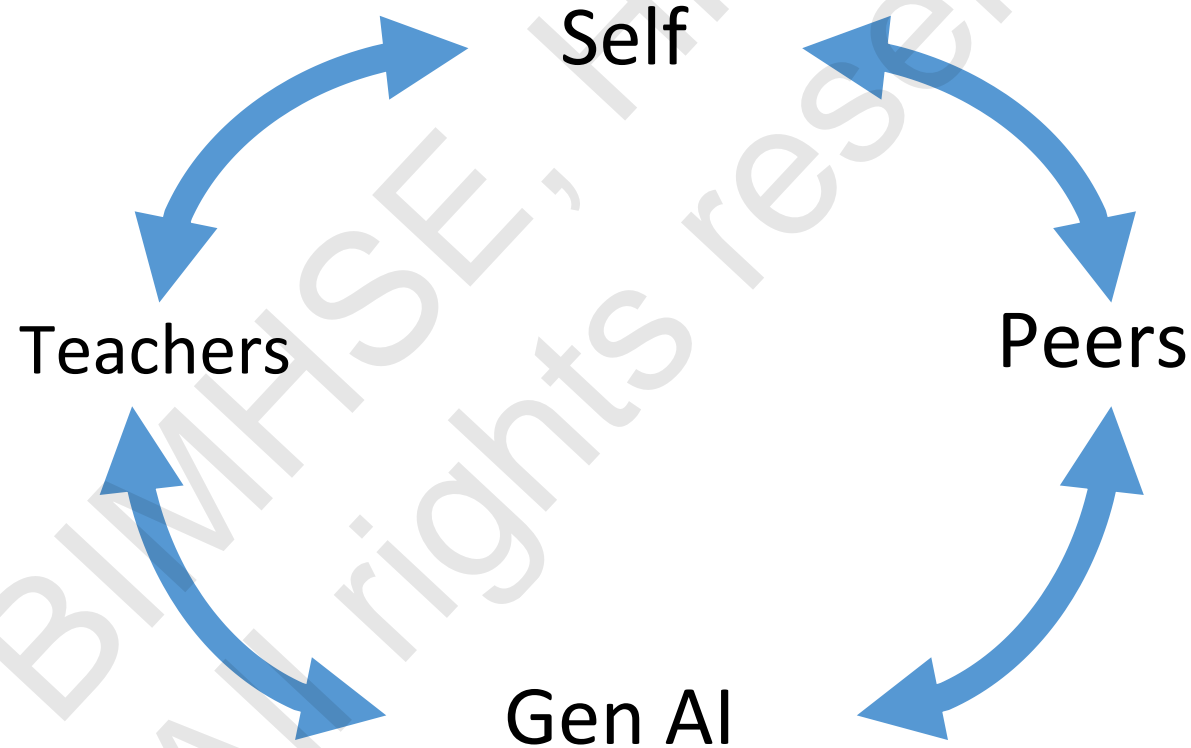
Learning Outcomes

By the end of the workshop, participants should be able to:

- Discuss the principles of effective feedback
- Critique examples of feedback in health professions education
- Formulate strategies to partner with students and scaffold student self-regulation during the feedback process



Potential Feedback Inputs





Teacher as Feedback Orchestrator

Facilitator and designer of feedback sequences

More than a feedback provider



Overarching Principle

Feedback needs to be actionable...
lead to positive impacts





Workload vs Impact

WORKLOAD

UPTAKE

Low resource investment	High impact
High resource investment	Low impact



Feedback Literacy

Making the most of feedback possibilities





Principles

- Feedback should make learners think
- Encourage self-assessment, self-regulation
- Stimulate reflection
- Encourage future action



Key Feedback Challenges

- End-loaded assessment
- Large classes, impersonal relationships
- Human nature: emotions & affect






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FEEDBACK IN MEDICAL EDUCATION



Authentic feedback: supporting learners to engage in disciplinary feedback practices

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ABSTRACT

How can learners be supported to engage productively in the kinds of feedback practices they may encounter after they graduate? This article introduces a novel concept of authentic feedback to denote processes which resemble the feedback practices of the discipline, profession or workplace. Drawing on the notion of authentic assessment, a framework for authentic feedback is proposed with five dimensions: realism, cognitive challenge, affective challenge, evaluative judgement and enactment of feedback. This framework is exemplified and interrogated through two cases of authentic feedback practice, one in the subject of digital media in an Australian university, the other focussed on bedside rounds in medicine at a university in Hong Kong. The framework enables the identification of both highly authentic aspects of feedback, and aspects that could be made more authentic. The framework informs the design of feedback practices that carry the potential to bridge university and workplace environments.

KEYWORDS

Authentic assessment;
authentic feedback;
feedback literacy



Authentic Feedback

Resembling feedback practices of the discipline,
profession or workplace

(Dawson, Carless & Lee, 2021)

authentic

Bedside Rounds

- Feedback based on direct observation
- Enables dialogue and clarification
- Includes demonstration



Interrogative Feedback

- What is your main goal? ...
- What is your treatment strategy? ...
- What is the most likely diagnosis? ...
- What is your interpretation? ...
- How can you find out more?
- Anything else?





Aspects for Development

- Vicarious learning from observation
- Eliciting feedback from patients
- Peer feedback
- Setting the scene for feedback



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Teaching Feedback Award: 2018

Interviews (x 2) with teachers recognized
for good feedback practices (Carless 2023)

Science, Law, Accounting, Education,
Engineering, Medicine





Feedback and PBL

- Transparency and clear expectations;
- Formative before summative;
- Self-evaluation;
- Care, being kind and sympathetic;
- Rapport, someone to talk to.

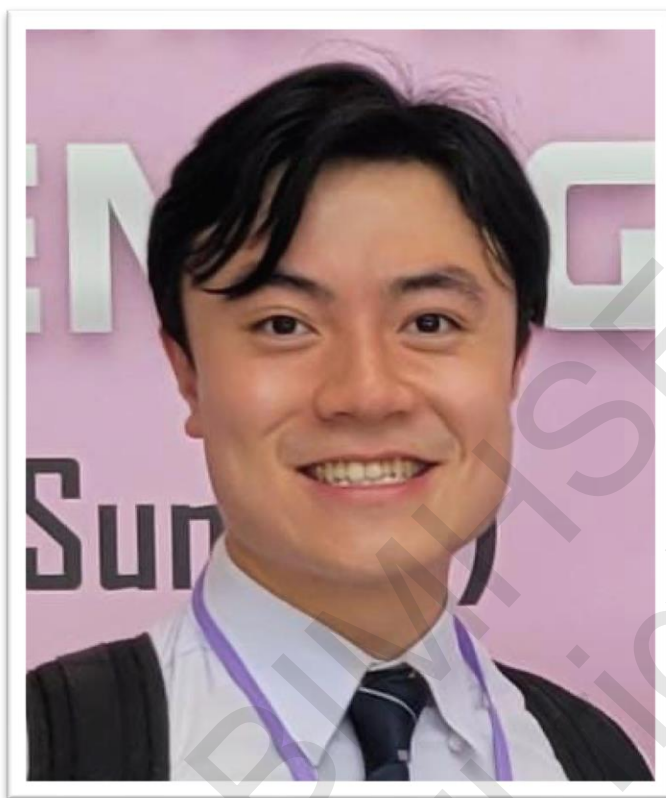


Expert Feedback Practices

- Designing feedback processes for student uptake;
- Reflecting upon students' responses / struggles with feedback;
- Iterative refinement of practices over time (Carless, 2023).



Panel Discussion



Mr. Anson Cheung Tang Him
MBBS Year 6 student



Dr. Elton Yeung Hau Lam
MBBS Graduate



Feedback Example

- Watch video 1
- Jot down strengths and weaknesses in the feedback provider's conversation with the feedback receiver



- Discussion



Feedback Example

List things that you thought the feedback provider did well:	List things that you thought the feedback provider could do differently the next time:

Principles of Effective Feedback

1. **Specific:** Focus on behavior, not generalization

Example 1: *“You were terrible at coming up with differential diagnoses.”*

Example 2: *“Your pacing was good.”*



Example 1: *“Your differential diagnoses did not include the possibility of tuberculosis.”*

Example 2: *“Your pacing was slow enough that I could have easily taken notes.”*





Examples of Overly General Feedback

“Good job!”

“Very good
follow
through”

“Good with
patients”

“Excellent
attitude”

“Had a very
good shift”

“Reliable
learner”

“Enthusiastic,
upbeat”

“Fun to work
with”

“Poor fund of
knowledge”

“Needs some
guidance”

“May improve
over time”



Principles of Effective Feedback

2. Actionable

- “If the student could only change one thing next time, what change would make the most significant improvement?”
- Emphasize what could be done differently next time

Principles of Effective Feedback

2. **Actionable:** what could be done differently next time

“You were so excited about the topic we discussed that you cut Mark off a few times.”



“You cut Mark off a few times during the discussion. Maybe next time you could let Mark finish his thoughts. Allowing him time to explain would help everyone understand him better.”



Principles of Effective Feedback

3. Non-judgmental

- Instead of using “You” statement, using “I” statements.

I see “facts”

Here is what I
observed

I have a concern
I’d like to share
with you

I feel “emotions”

What bothers me is
“attitudes & facts”
because “why”

Principles of Effective Feedback

3. Non-judgmental



“You failed to do what we are good at”



“This case/skill/procedure is quite difficult to master; let’s see how to get there”
- use neutral language



“You trainees must learn to eventually be like us”



“This is what we all went through; we all must practice to attain such new skills.”
(Pulling the trainees into the professional group)



Principle of Effective Feedback

4. Shifting from **instructional messages** to **self-regulation**

"I will tell you exactly what you must do."



"How do you think you would handle this next time?"



- **Respectful**

- ✓ Communicate **at least one concrete thing** that a student did well in an assignment
- ✓ Doesn't mean giving unnecessarily general feedback simply for the sake of giving positive feedback

Pendleton's Feedback Model

Step 1 - Ask: What did you do well?

Learner's self-assessment of strengths

Step 2 - State: Discusses what went well

Teacher's reinforcement of the positive behaviors

Step 3 - Ask: What should be performed differently?

Learner's self-assessment of weaknesses

Learner

Teacher

Learner

Pendleton's Feedback Model

Step 4 – State

Reinforce what you agree with what went less well adding your own observations, and provide recommendations of something you would like them to do differently

Teacher

Together

Step 5 – Agree an action plan

Get commitment from learner and make sure they understand the points made



Pendleton's Feedback Model

Step 1

- **Ask:** What did you do well?

Step 2

- **State:** Discusses what went well

Step 3

- **Ask:** What should be performed differently?

Step 4

- **State:** Reinforce what you agree with that went less well

Step 5

- Agree an action plan

Non-verbal Facilitative Strategies



Open body posture, eye contact, relaxed



Supportive tone of voice



Allowing time to respond and for reflection



Reviewing the report together



Feedback Example

- Watch video 2
- Jot down strengths and weaknesses in the feedback provider's conversation with the feedback receiver



- Discussion



Feedback Example

List things that you thought the feedback provider did well:	List things that you thought the feedback provider could do differently the next time:



Take Home Messages

- Set the scene for feedback interaction
- Partnership with students
- Scaffold student self-regulation
- Plan for future action



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Thank
you!



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