

Moving from Message to Action: The role of the learner in feedback

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Roadmap



- History and definition of feedback
- Role of the receiver
- Role of the message
- Role of the external forces
- Redefining feedback and moving forward
- I am not here to tell you the words to use to provide feedback. That is the easy part.
- I am here to share with you data about factors critical to successful feedback in addition to the "message" itself.



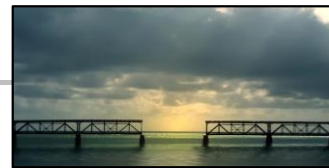
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Feedback

- 1860's Industrial Revolution
 - Feedback used to describe the way outputs of energy, momentum, or signals are returned to the point of origin in a mechanical system
- 1909 the coupling and loops between components in an electronic circuit
- "information alone is not feedback unless translated into action" Scriven (1967) and Ramaprasad (1983)



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

(Cantillon & Sargeant, 2008;
Crommelinck & Anseel, 2013)



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Feedback is ...

*"... the process of
making a connection
to share information about
observed strengths, perceived **gaps**,
blind spots, and/or the **impact** of
one's **behavior** on others"*



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Feedback in medical education

1892 Johns Hopkins School of Medicine

- Required that all medical students must have earned a bachelor's degree
- Medical degree would require a four-year course of study
- First class of 18 students were presented with a cadaver, a scalpel and the instructor, Dr. Mall, left
- No lectures, no text, no instruction

"Students didn't simply dislike Mall, they detested him"

Genius on the Edge: The Bizarre Double Life of Dr. William Stewart
Halsted. Imber G. Kaplan Publishing 2011



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Areas for Feedback in Medical Education



- **Clinical competence**
Physical examinations, history taking, diagnostic and therapeutic plans, notes or discharge summaries
- **Communication competence**
Patient/Client interactions; case presentation, team interactions
- **Professional competence**
Punctuality, time management, coping with responsibility, organizational skills, showing interest in learning



Feedback Assumptions

- All feedback is good feedback
- More feedback is better
- One-way flow of information
- Feedback is complete when information is delivered
- One model of feedback for all learners and situations



Does feedback have an impact?

- **Factors that influence student achievement**
 1. Direct instruction
 2. Reciprocal teaching
 3. Feedback
 4. Student's prior cognitive ability
- **Effect size varies**
 - Greatest effect - associated with feedback about a task and how to do it more effectively



Feedback in the Learning Environment



With Feedback

- Individuals have increased
 - Confidence and motivation
 - Interpersonal skills
 - Learner satisfaction
 - Clinical performance
 - Accuracy of self-assessment
 - Patient/client satisfaction

(Crommelinck & Anseel, 2013; Malloy & Boud 2013; Thomas & Arnold 2011; Davis et al 2006; Clynes & Raftery, 2008)

Without Feedback

- Individuals may
 - **Overestimate** their abilities
 - Lack reinforcement of effective performance
 - Fail to correct poor performance
 - Receive a false **"positive"** impression

(Davis et al 2006; Ende 1995; Laidlaw 2004; Watzkin 1985; Spickard, 2008; Cantillon, 2008)

"Lack of feedback is one of the most serious deficiencies in medical education practice."

Some feedback has no effect on learning or performance

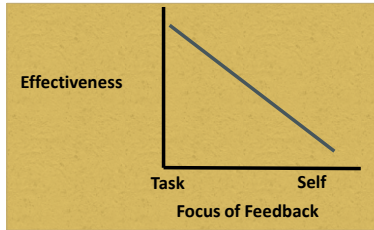
When students receive overly critical appraisals of their work, it can have a negative impact on learning

Kluger, A. N. and DeNisi, 1996;
Hattie and Timperley, 2007

The Effects of Feedback Interventions on Performance: A Historical Review, a Meta-Analysis, and a Preliminary Feedback Intervention Theory

Avraham N. Kluger
The Hebrew University of Jerusalem

Angelo DeNisi
Rutgers University



Psychological Bulletin 1996

Feedback – a gift?



Information/observation

Provided to the learner



Feedback message delivered = Success

Essential components of feedback

- Information on the goal of the performance
- Information on the executed performance
- Strategies to address the gap between task goal and task performance



What to put in the box?

Sadler DR. 1989 Instructional Science 18:119-144

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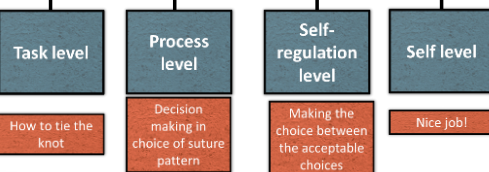
Effective feedback answers three questions

Where am I going? (goals) Feed up

How am I going? Feed back

Where to next? Feed forward

Hattie and Timperley 2007



Impact of learner focus





- **Prevention focus**
 - Regulates avoidance of pain or punishment
 - Things we do because “we have to”
- **Promotion focus**
 - Regulates the achievement of pleasure or reward
 - Things we do because “we want to”

Kluger and Dijk 2010



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Impact of learner focus

- **Study findings**
 - **Prevention focus**
 - Negative feedback causes  in performance
 - Positive feedback causes  in performance
 - **Promotion focus**
 - Positive feedback causes  in performance
 - Negative feedback causes  in performance

Kluger and Dijk 2010



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Feedback, the various tasks of the doctor, and the feedforward alternative

Avraham N Kluger¹ & Dina Van Dijk²

Medical Education 2010;44:1166-1174

“to determine which type of feedback is appropriate, we need to know not only which regulatory focus is salient, but also which aspect of motivation is stronger in each situation”

- **Emphasis in medicine**
 - avoid error, manage risk, minimize losses
 - prevention focus
 - avoid malpractice rather than improve patient health



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Learner perception of feedback

- “I consider it important to get feedback on my work”
96% positive responses
- “I think I receive enough feedback”
58.8% positive responses
- “I know where to get more feedback from if I need it”
35.8% positive responses



Maturation differences in undergraduate medical students' perceptions about feedback

Diederik M. van der Vliet¹ & Jean S. Sargent²

Medical Education 2012; 46: 711-721



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Why don't they just ask?

Feedback seeking

“The conscious devotion of effort towards determining the correctness and adequacy of one's behaviors for attaining valued goals.”

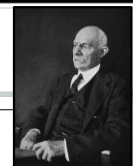
Ashford SJ, 1986



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Key aspects of feedback-seeking

- **Method**
 - Inquiry
Direct ask for information
 - Monitoring
In-depth observation of the situation and other people's behavior in order to collect information about one's own performance
- **Frequency**
- **Timing**
- **Characteristics of the “target”**
 - Greater expertise
 - Greater accessibility
- **Topic**



Crommelinck M and Anseel F. 2013

Feedback seeking

■ Motives

- Performance improvement
- Ego bolstering
- Image Building



- Personal characteristics
- Situational circumstances
- Perceived benefits and costs



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Encouraging residents to seek feedback

DIANNE DELVA¹, JOAN SARGEANT², STEPHEN MILLER^{2,3}, JOANNA HOLLAND⁴,
PEGGY ALEXIADIS BROWN⁵, CONSTANCE LEBLANC^{2,4,6}, KATHRYN LIGHTFOOT² & KAREN MANN²

Medical Teacher 2013

■ Culture

- Faculty and residents agree that culture normalizing feedback would open residents to seek feedback

- Faculty feel residents expected to take responsibility for seeking feedback

■ Residents

- Lack of quality
- Lack of observation
- Infrequent feedback

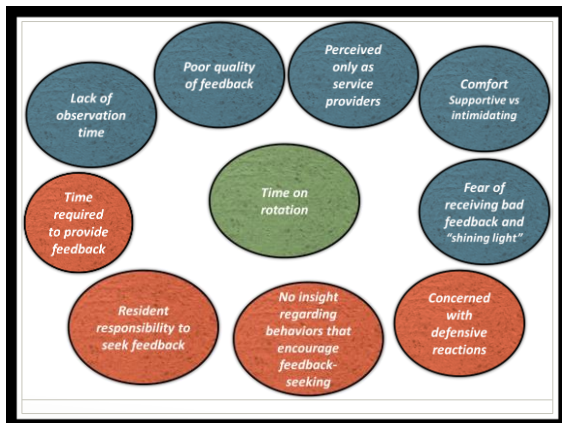
} Discourage feedback-seeking

■ Relationship

■ Emotional response



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feedback seeking

Clarifying students' feedback-seeking behaviour in clinical clerkships

Hauselt G J, Bok F, Pies W, Trummer S, Antoniadou-Spreng J, Joannas F J, Finkbeiner P, von Bredow S, Dohler A, De C, Joannas J, & Gies F M von der Vöhring

■ Feedback seeking related to personal and interpersonal factors

■ Intentions and characteristics of the feedback provider

- Good communicators
- Provide feedback on observed learner performance
- Relationship between the feedback seeker and the provider
- Longer history of working together

■ Image and ego

- More likely to seek feedback when it might have positive effect on image and ego



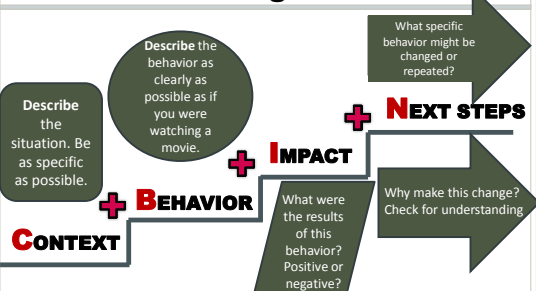
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Information/observation Provided to the learner



CONTEXT + **B**EHAVIOR + **I**MPACT + **N**EXT STEPS

C-BIN Feedback Talking Points



Adapted from CCL, "Giving effective feedback," 2003

C-BIN: Feedback to Reinforce Behavior

CONTEXT + BEHAVIOR + IMPACT + NEXT STEPS

"Early this morning, I listened to you gather a history from Mrs. Smith regarding her cat Bob..

I noted that you listened carefully to her tell you that she was worried about him and his reported vomiting. You spoke with a calm voice and...

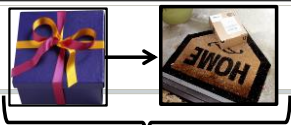
I heard the client tell you that she appreciated you listening to her and your support. Your capacity to listen to clients and show empathy, even when you're busy, is impressive.

I really appreciate that you did that. It shows your commitment to our practice philosophy of compassionate care. I would like you to discuss this interaction in case rounds today so that others gain from your experience"

Adapted from CCL, "Giving effective feedback," 2003

Only 50% of feedback encounters in a medical education study included strategies for how the learner could improve

Fernando N. 2008 Medical Education 42:89-95



CONTEXT + BEHAVIOR + IMPACT + NEXT STEPS

Feedback message delivered

**≠
success?**

The Role of Culture and Relationship to the Individual Giving the Gift



Making sense of feedback experiences: a multi-school study of medical students' narratives

Lynn M Urquhart, Charlotte E Rees & Jean S Re

Medical Education 2014; 48: 189-203

- Medical students describe feedback as:
 - Happening "to" them rather than "with" them



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Beyond individualism: professional culture and its influence on feedback

Medical Education 2013; 47: 585-594

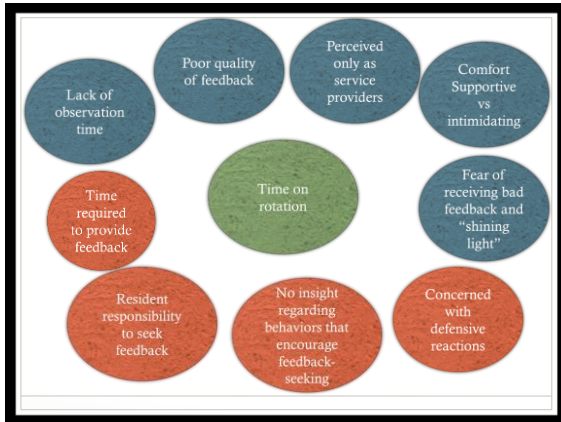
Christopher Walling,¹ Erik Driesen,² Coen P M van der Vlieten,³ Meredith Vannote⁴ & Lorelei Lingard⁴

Study of how feedback is handled within different professional cultures and how the characteristics and values of a profession shape learners' responses to feedback.

- Music
Taught by the same teacher for many years
- Teaching
Time limited intense practicum experiences
- Medical education
Multiple expert preceptors for short periods of time
- Context for learning influences how feedback was handled
- Credibility and constructiveness
- Essential for feedback to be perceived as meaningful
- Incorporation of an action plan



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*If one hopes to convey feedback that is perceived as **credible** an effort must be made to tailor feedback in a manner that will be **interpretable and palatable** through the lens of the recipient's perceptions.*

*Feedback appears most likely to be perceived as worthy of attention and action when delivered from a **clear position of beneficence** that allows the learner to maintain their self-concept.*

Feedback in Higher and Professional Education:
Understanding it and Doing it Well
Boud & Molloy 2013

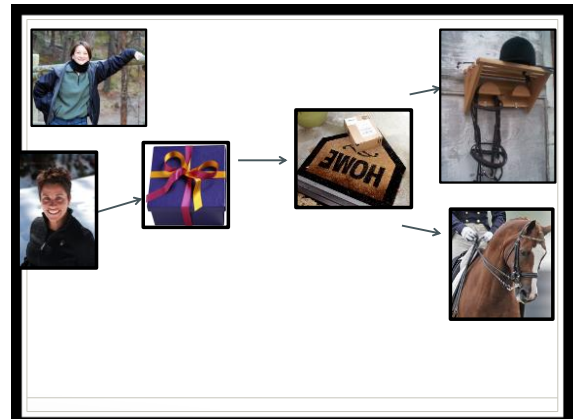
When, how, and by whom feedback is delivered matters ...
and it is not received in a vacuum

How feedback is **received** is as important as how it is **delivered**

receiver's view of:



world of practice
feedback provider
his/her own abilities
fears, motivations, expectations



Follow through Putting the gift to work



"The process of feedback might be prompted by what teachers say or write, but the process is not concluded until action by students occurs."

Feedback in Higher and Professional Education:
Understanding it and Doing it Well
Boud & Molloy 2013

"Learners must have an *active* role in feedback.

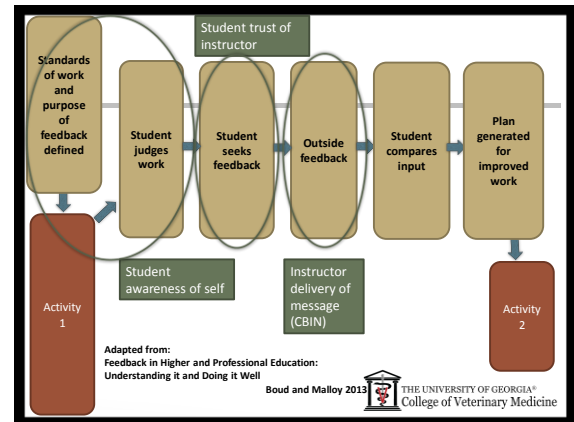
If they are passive recipients of inputs from others, feedback for learning is not occurring.

It is only the learner who can ultimately act to change what they do.

Students must therefore develop the skills of engagement, including seeking feedback, self-evaluating, and making sense of internal and external judgments, at the earliest stage."

Feedback in Higher and Professional Education:
Understanding it and doing it well

David Boud and Elizabeth Molloy 2013



Reflective knowledge building

- A process of evaluation and knowledge building
 - Students given the opportunity to:
 - Reflect on and evaluate their own work in relation to feedback input from others or from self-review
 - Use the results of the evaluative processes to build better understanding
- Development of a skilled, self-aware learner

Roscoe and Chi 2008
Boud and Molloy 2013



Feedback is a process

- Role of the learners
 - Seek information about their work

Feedback contributes to the development of self-aware, feedback-seeking, lifelong learners

- Role of the educator
 - Create a culture that values time and space for feedback
 - Build relationships with learners over time
 - Deliver the message effectively



Feedback contributes to the development of self-aware, feedback-seeking, lifelong learners

