

# Feedback

**A. Definition:** Feedback is the process by which the teacher provides learners with information about their performance for the purpose of improving their performance.

**B. Educational Purpose of This Category**

**C. Characteristics of Effective Feedback**

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|----------------------|---|
| 1. Specificity       | 5. Learner Reaction   |
| 2. Frequency         | 6. Action Plan  |
| 3. Timing            | 7. Learning Climate<br>(acknowledge learner's situation, admit limitations) |
| 4. Positive/Negative | 8. Communication of Goals<br>(agree on goals with learner)                  |

**D. Levels of Feedback & Specific Teaching Behaviors**

1. Minimal Feedback  
*Teaching behaviors:*

- Tell learner that performance is correct or incorrect
- Agree or disagree with learner's opinions
- Use nonverbal cues like nodding

*Examples: "No." "Good." "That's correct." "You made a mistake."*

2. Behavioral Feedback  
*Teaching behaviors:*

- Describe learner's performance as behaviors
- Tell learner why performance is correct or incorrect
- Give reasons for agreement or disagreement with learner
- [minimal/behavioral FB] + Offer behavioral suggestions for improvement

*Examples:*

*"During rounds, you frequently interrupted the other team members." or  
"When you said/did X, I interpreted it as ..."*

*"Your response is correct because ..." or "That comment might have a negative effect on others."*

*"I agree with your opinion because ..."*

*"[minimal/behavioral FB] + To address this, you could/should ..."*

3. Interactive Feedback  
*Teaching behaviors:*

- Give learner feedback on performance (minimal or behavioral) <--> have learner self-assess (EV)
- Have learner self-assess (EV) and give feedback on ability to self-assess
- Give learner feedback on performance and elicit learner's reaction
- Develop an action plan with learner

*Examples:*

*"How do you feel you did?" -> "I noticed that you ..."*

*"How comfortable are you with your ability to...?" -> "Your self-assessment is more accurate than before."*

*"...What do you think about what I've said?" or "Why do you think this happened?"*

*"...What do you want to change?" or "...What would help you improve?"*