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**

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

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

1. **Minimal Feedback**
   *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**
   *Describe learner’s performance as behaviors*
   *Tell learner why performance is correct or incorrect*
   *Give reasons for agreement or disagreement with learner*
   *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**
   *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?”

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