Feedback: The Best Gift you Can Give to Your Learners

Feedback can be defined as “information about one’s performance received from an external source.” Feedback to learners as part of their health professions training is critically important. It provides learning opportunities, reinforcing what learners are doing well (and should continue) and identifying what should be improved. Formative feedback helps ensure competence upon graduation.

The literature suggests there is often a disconnect between the quantity and quality of feedback faculty believe they are giving and that which learners feel they are receiving. While faculty report giving “extensive” feedback on a daily basis, learners often report receiving “little or no” feedback. We also see this, firsthand, when we review institutional surveys. What is the cause of this disconnect and what can we do to address it?

Understanding why faculty might not give more (honest) feedback to learners can help guide faculty development efforts. After all, most have been thoroughly trained in their profession and are beyond competent at providing patient care, but may have never been trained as teachers. Lack of time, insecurity in giving effective feedback, uncertainty of learner performance, and/or expectations and fear of ramifications of providing truthful feedback are some of the reasons faculty list for why they don’t give more honest feedback.

It can also be argued that learners are equally responsible for their education and thus must play a role in the feedback they receive.

Do you want to learn more? Mark your calendars!! TEACH’s 1st annual Education Day will be held on October 28, 2015. The focus of the day will be on Feedback!

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References: