Use Peer and Learner Feedback to Improve Your Teaching

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Who are you?
Introduction
Introduction

- Content is important – **behaviors are more important**
- Feedback improves teaching behaviors (1-3)
- SFDP = validated framework for effective teaching behaviors (4-6)
- “**Non-expert**” feedback is practical and beneficial (7-10)

2. Skeff, Eval Health Prof, 1992
5. Litzelman, Acad Med, 1999
Objectives

1. Use an objective, structured framework to describe “great teaching”
2. Elicit useful feedback from peers and learners
3. Modify your “teaching behaviors” based on feedback

Framework ➔ Practice ➔ Practical Tips
Questions?
Framework – 7 Categories

- Learning Climate
- Control of Session
- Communication of Goals
- Promotion of Understanding & Retention
- Evaluation
- Feedback
- Promotion of Self-Directed Learning

Skeff et al, Teaching and Learning in Medicine, 1992
Learning Climate

- Tone of the teaching setting
  - Is it stimulating?
  - Can learners comfortably identify their limitations?
Learning Climate

Did the teacher ...

1. Show interest through body language?
2. Encourage learners to participate?
Control of Session

- Focus and pacing of session
  - Did you cover what you planned to cover in the time allocated?
Control of Session

- Did the teacher ...

3. Call attention to time?
Communication of Goals

- Explicit expression of learning objectives
  - Do the learners know why they are there?
  - Do they know what to do?
Communication of Goals

Did the teacher ...

4. State goals clearly and concisely?
5. State relevance of goals to learners?
Understanding and Retention

- Explaining the content being taught
  - Will they remember it tomorrow?
  - From my brain to yours
Understanding and Retention

- Did the teacher ...

  6. Present well organized material?
  7. Cue important teaching / take-home points?
Evaluation

- Assessing the learners’ knowledge, skills and attitudes
  - Do you know how the learners are doing?
Evaluation

Did the teacher ...

8. Evaluate the learners? (through observation, asking questions)
Feedback

- Providing information about performance for the purpose of improving performance.
  - Correcting mistakes
Feedback

Did the teacher ...

9. Explain to individual learners why they were correct or incorrect?
Self-Directed Learning

- Fostering motivation and use of resources.
  - Initiated by the individual learner's needs, goals and interests.
  - Will the learners continue to learn?
Self-Directed Learning

Did the teacher ...

10. Motivate learners to learn on their own?

- Reinforce self-directed learning
- Model self-directed learning
- Discuss approaches to lifelong learning
- Raise controversy or doubt
# Framework

<table>
<thead>
<tr>
<th>Positive learning climate</th>
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“The Cough” - Instructions

- You are observing
- One constructive feedback
- One reinforcing feedback
“The Cough”
What did you see?

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Questions?
How to use this ...

- **It takes some courage!**
- “I’m trying to improve my teaching, can you fill out a feedback form later?”
- “Let me explain the form to you.”
- “Constructive comments are much, much more useful to me than positive comments.”
Good Feedback

- Welcomed
- Timely
- Constructive
- Collaborative
- Reinforcing
- Behavioral
It works

1 = strongly disagree, 5 = strongly agree

- I can accurately assess my colleagues’ teaching skills: 3.2
- I can give accurate feedback to my colleagues: 3.4
- I can give feedback in a way that my colleagues will not feel defensive: 3.6
- I am confident in my ability to teach during “Attending Rounds.” N=14: 3.2
- Learners regard me as an effective teacher. N=14: 3.1

P < 0.05
N=15

Mookherjee et al, J Hosp Med, 2014
It works
**Structured Feedback to Improve Teaching**

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<td>State goals clearly and concisely.</td>
<td>Presented well organized material.</td>
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<td>Explained to learners why they were correct or incorrect.</td>
<td>Motivated learners to learn on their own.</td>
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<td>Learners to participate actively</td>
<td>Started relevance of goals to learners.</td>
<td>Cued important teaching points / take-home points.</td>
<td></td>
<td>Yes.</td>
<td>I would agree.</td>
</tr>
<tr>
<td>Went over at times</td>
<td>Goals always clear</td>
<td>Teaching Excellent</td>
<td>Yes, kept session interactive</td>
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Somnath Mookherjee, MD

**It works?**

Pick one behavior to improve next time
Objectives

1. Use an objective, structured framework to describe “great teaching”
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3. Modify your “teaching behaviors” based on feedback
“The Thyroid”

Promotion of Understanding and Retention: Model II