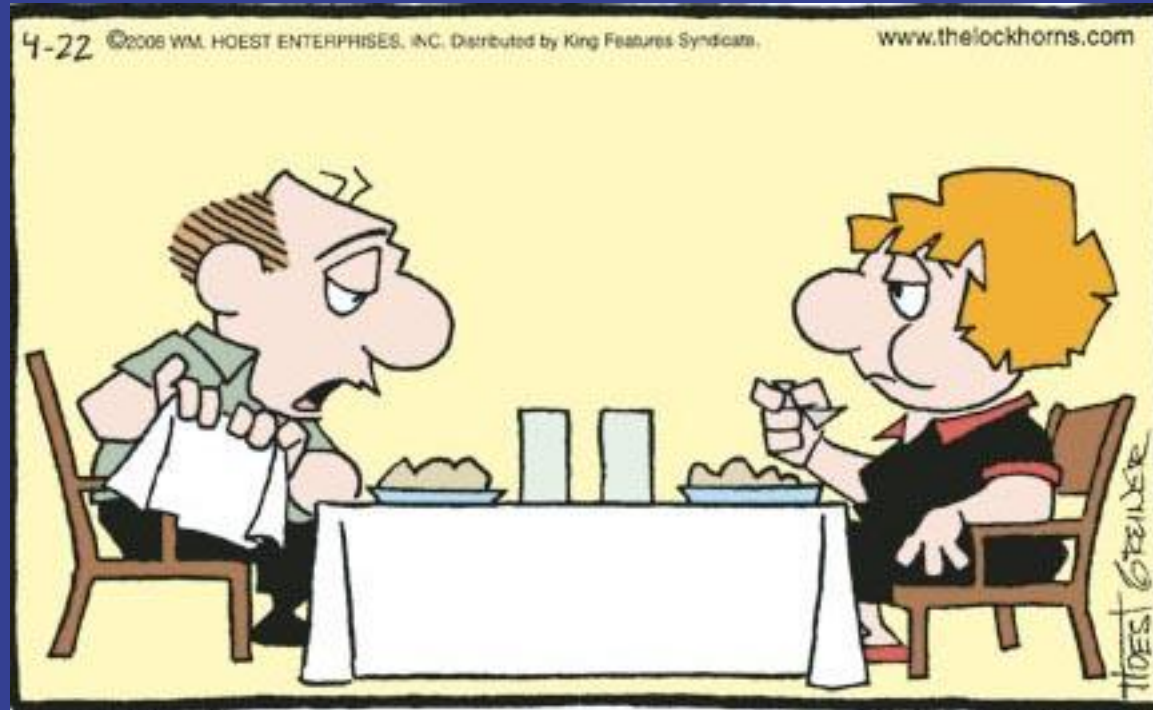# Feedback and reflection in the context of problem-based learning

Dr Feroze Kaliyadan

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"You make really bad food!!"

What is Feedback?

Communication to another person which gives information about how he/she is perceived by others

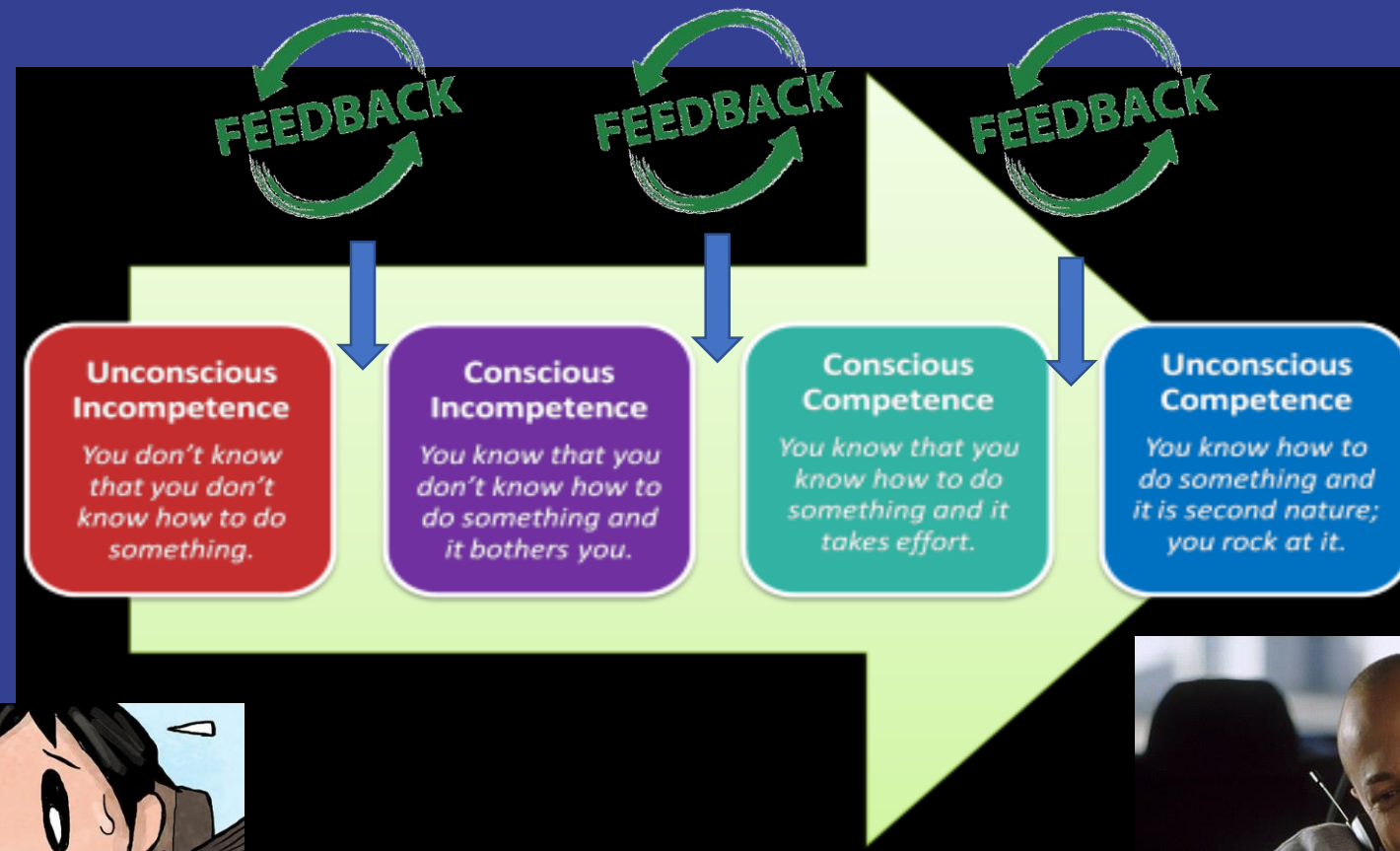# Why Feedback?

- IMPROVING **OBSERVABLE** **BEHAVIOR**

What does feedback do?

- Reinforces positive (good) behavior
- Corrects undesirable (bad) behavior

Maslow's levels of competency
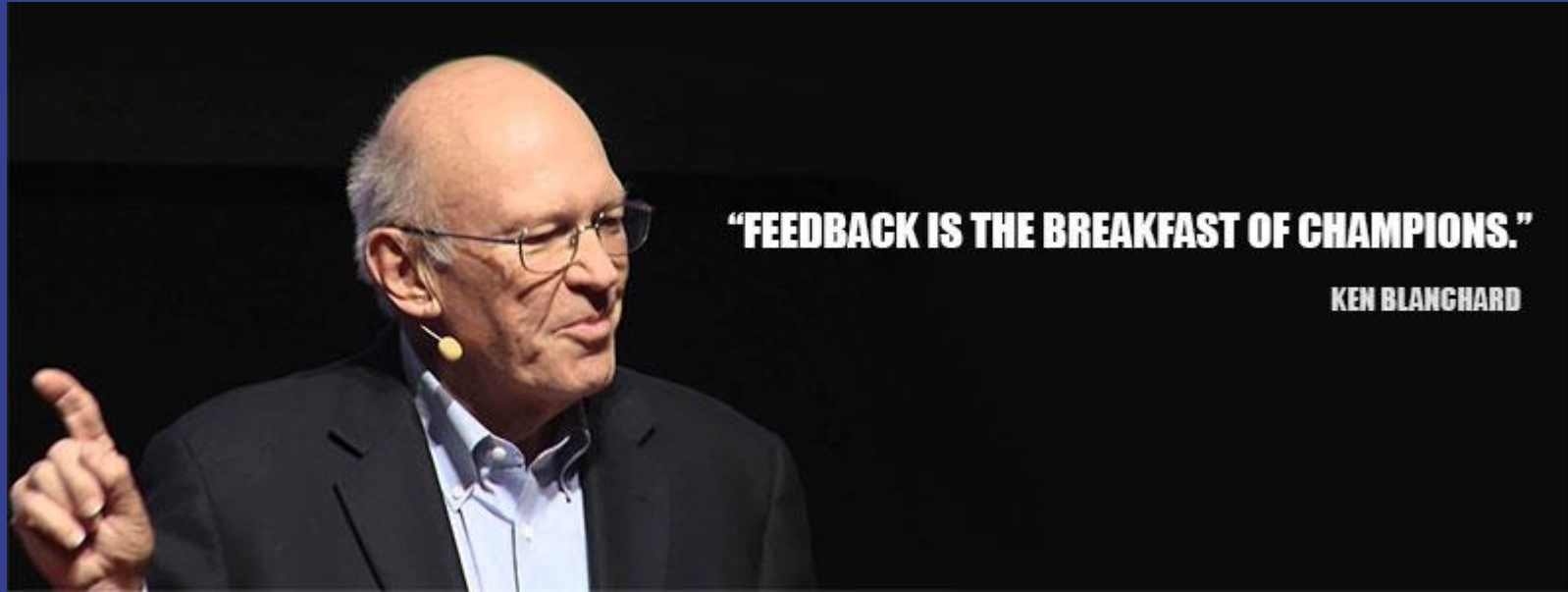
The 'power' of feedback

BEFORE   AFTER

"FEEDBACK IS THE BREAKFAST OF CHAMPIONS."

KEN BLANCHARD

Exercise 1 : Good feedback………???

Characteristics of good feedback

Person should feel safe…

....not threatened by the feedback!

YOU ARE A BAD STUDENT!!

"In my opinion, considering your abilities, **the quality of your assignment** could have been much better"

FEEDBACK SHOULD BE ON THE BEHAVIOR, NOT ON THE PERSON!

How would you do it?

THE MODELS OF FEEDBACK

Sandwich Model of Feedback

Compliment (positive)

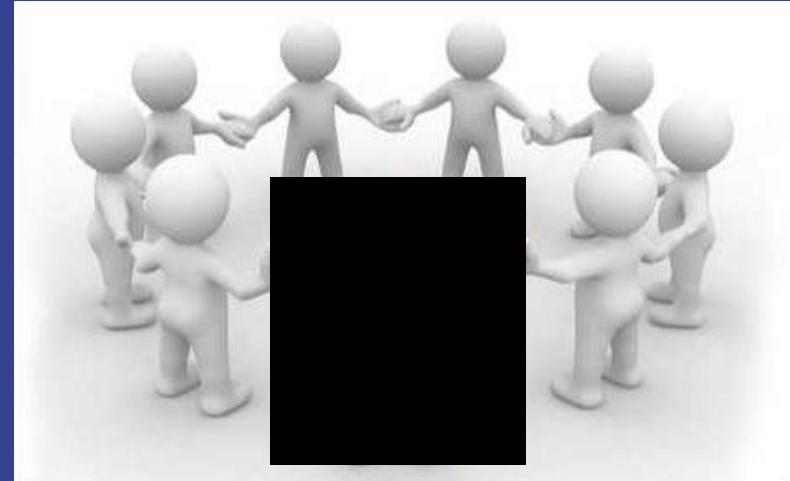**Criticism (negative)**

Compliment (positive)

PNP SANDWICH

Pendleton's Rules/Steps

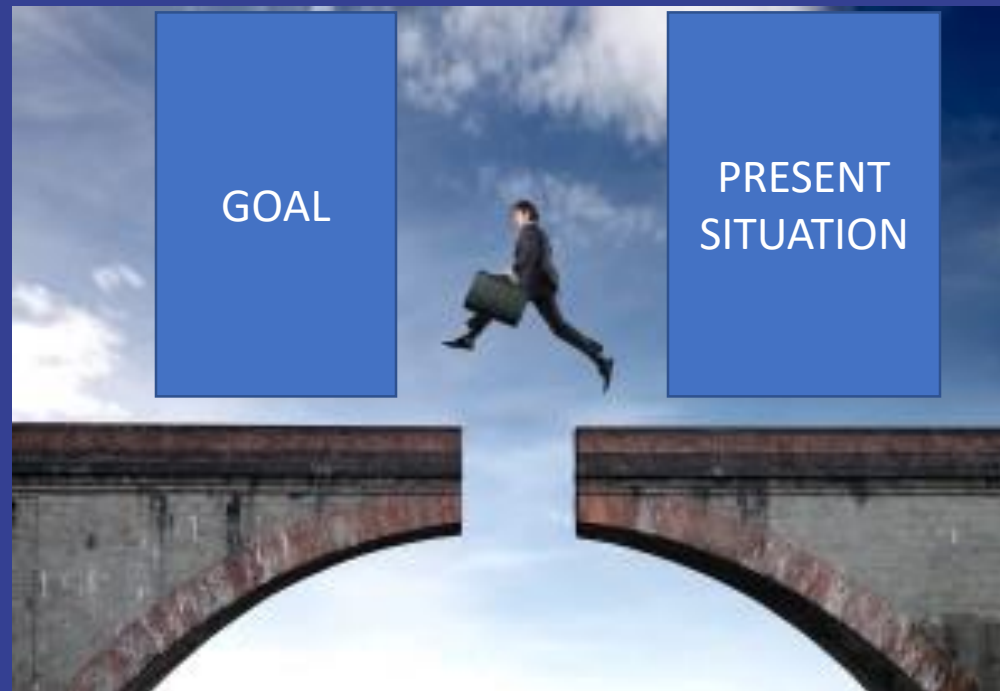- The person first comments on his/her own strengths (positive points)

- Others in the group (including the facilitator at the end) comment on the person's positive points -

- The person then comments on his/her own **improvement points**

- Others comment on the person's **improvement points**

- Summary: given by the person himself/herself

Feedback is not equal to assessment!

Shared goals

Feedbacker Problem Receiver

You and the other person against the problem

You against the other person and the problem
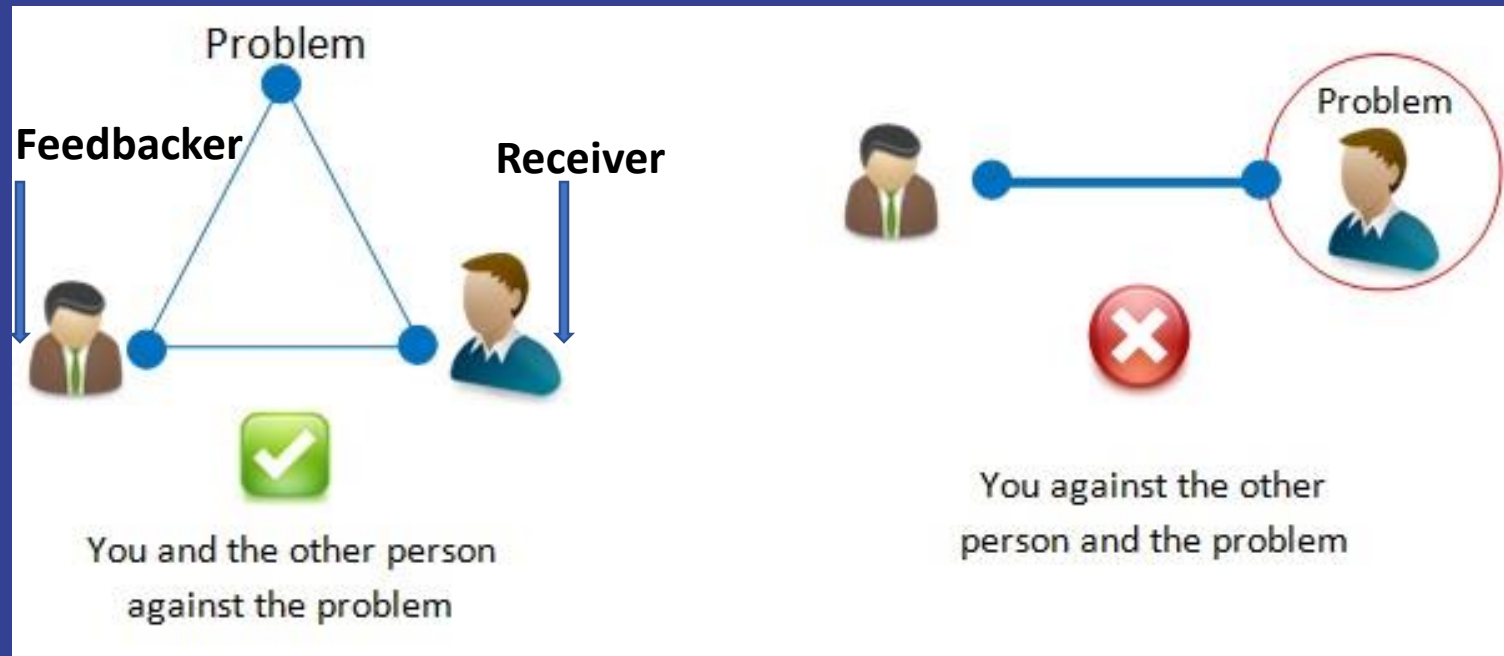
- Clear standards (objectives/learning outcomes) – The 'AGENDA'
- Clear training /teaching –learning methods for achieving these objectives
- Clear criteria for assessment of these objectives

Evaluation Areas	Strengths and points for improvement	Grade (1-5)
A. Managing work tasks	Strengths: a) --- --- b) --- --- Points for improvement: a) --- --- b) --- ---	1= Fail 2= needs attention 3=good 4=very good 5=excellent
B. Working with others	Strengths: a) --- --- b) --- --- Points for improvement: a) --- --- b) --- ---	1= Fail 2= needs attention 3=good 4=very good 5=excellent
C. Self-functioning	Strengths: a) --- --- b) --- --- Points for improvement: a) --- --- b) --- ---	1= Fail 2= needs attention 3=good 4=very good 5=excellent

A. Managing work tasks

Points of attention:

* Preparation
Prepare for tutor group meeting
studies the required material for preparation

* Participation / effort
Shows attention,
is interested in the contents,
asks appropriate questions,
provides valid arguments,
contributes to the thought process,
is critical.

* Assignments
Content:
   completes assignment adequately, improve assignment on the basis of received feedback
Form:
   Clear layout, no spelling mistakes, clear use of language

* Other, namely

B. Working with others

Points of attention:

* Attendance
Has sufficient attendance
Compensate for absence accordingly

* reliability and punctuality
Is reliable
Fulfills commitments
Is punctual
If unable to attend, report this in good time
Finish work on time.

* Cooperation
Works well with others
Does not show disruptive behavior
Tries to understand others.

* Active listening
Listen actively to others
Gives others enough space
Let's others finish
Follows up on what has been said

* Communication style
Communicate constructively with others
Does not undermine other people integrity

* Giving effective feedback
Gives applicable feedback to others (constructive and non-offensive)
Is able to follow the roles of effective feedback (first strengths then points for improvement, uses concrete examples as illustration)

C. Self-functioning

Points of attention:

* Critical self-reflection
Is able to critically self-reflect
Has a realistic self-image
Is able to identify own strengths and weaknesses

* Being open to feedback
Is open to and shows understanding of feedback from others
Refers to / builds on this feedback in final report.

* Self development
Tries to improve self-functioning when necessary,
is able to experiment with different types of behavior, if necessary.

* knowing and estimating own limits
Knows own limits and acts accordingly

* Other, namely

Good feedback

- Make the agenda clear/set the stage/mutually agreed,shared goals

- Encourage self assessment /reflection

- On the observable behavior – not on the person

- Specific/descriptive
  - Give relevant examples of desirable behaviour

- Constructive
  - Encourage and motivate to improve – give recommendations

- PNP – Always start with a positive

- Applicable
  - Change must be achievable/ practical

- From the observer's perspective / non-judgemental
  - "I" message

- Timely – don't drag the past

- Make sure the person is ready to receive feedback (time/place)

CONSTRUCTIVE

SPECIFIC

PNP

"You are a very good student. In my opinion, considering your abilities, the quality of your assignment could have been much better. You could especially use better references. The references need to be newer and more relevant I feel. That will definitely ensure that your work is better and more original I am sure you will do better next time"

'I ' PERSPECTIVE

PRACTICAL/
ACHIEVABLE

Receiving feedback………understand the barriers.

Cultural contexts for feedback

Tips on receiving feedback.....

- **Listen to the feedback (rather than prepare your defense)**
- **Make sure it is clearly understood (ask to repeat if needed)**
- **Assume it is constructive!**
- **Pause and think before you respond**
- **Ask for suggestions**
- **Thank and respect the person giving feedback**
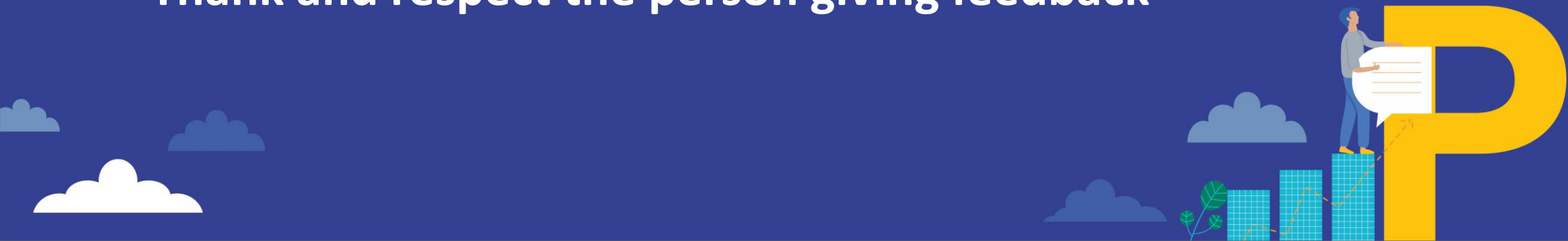
Feedback is important not just for the students but the tutor too

Feedforward vs. Feedback
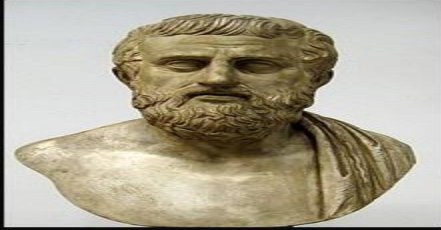
Nobody likes the bringer of bad news.
(Sophocles)

izquotes.com

Supervisor: What went wrong? Why did you do that?

Trainee : These are my excuses

Supervisor: Well, here's what you should have done. Get it right from now on

Supervisor: You did great work last time, but I noticed a slight issue. Do you think it is important to get this right next time?

Trainee : yes

Supervisor: Why?

Trainee explains

Supervior: Do you have any specific plans for doing it better?

Trainee explains

Supervisor : Great you could try those things and maybe a few other things like…………..

FEEDBACK vs FEEDFORWARD
by @inner_drive | www.innerdrive.co.uk

| FEEDBACK		FEEDFORWARD
EMPHASIS ON THE PAST		EMPHASIS ON THE FUTURE
CRITIQUES PREVIOUS WORK		SUGGESTIONS ON WHAT TO DO NEXT TIME
DESCRIBES WHAT HAS HAPPENED		IDEAS ON HOW TO IMPROVE
FOCUSED ON WHAT DID AND DIDN'T GO WELL		FOCUSES ON HOW YOU CAN DEVELOP AND PROGRESS
PERSON GIVING THE FEEDBACK DOES MOST OF THE WORK		PERSON RECEIVING THE FEEDBACK DOES MOST OF THE WORK
HIGHLIGHT ERRORS		ASKS "WHAT WOULD YOU DO DIFFERENTLY NEXT TIME?"
CAN BE VERY TIME CONSUMING		LEVERAGES TIME EFFECTIVELY
CAN LEAD TO PEOPLE FEELING JUDGED		EMPHASIS IS ON THE TASK, NOT THE PERSON
PERSON RECEIVING THE FEEDBACK CAN TAKE COMMENTS PERSONALLY AND GET DEFENSIVE		PERSON RECEIVING THE COMMENTS IS MOTIVATED AS IT FOCUSES ON STRATEGY

Feedback works only with good *Reflection*

LINK FEEDBACK TO THE REFLECTIVE LEARNING PROCESS
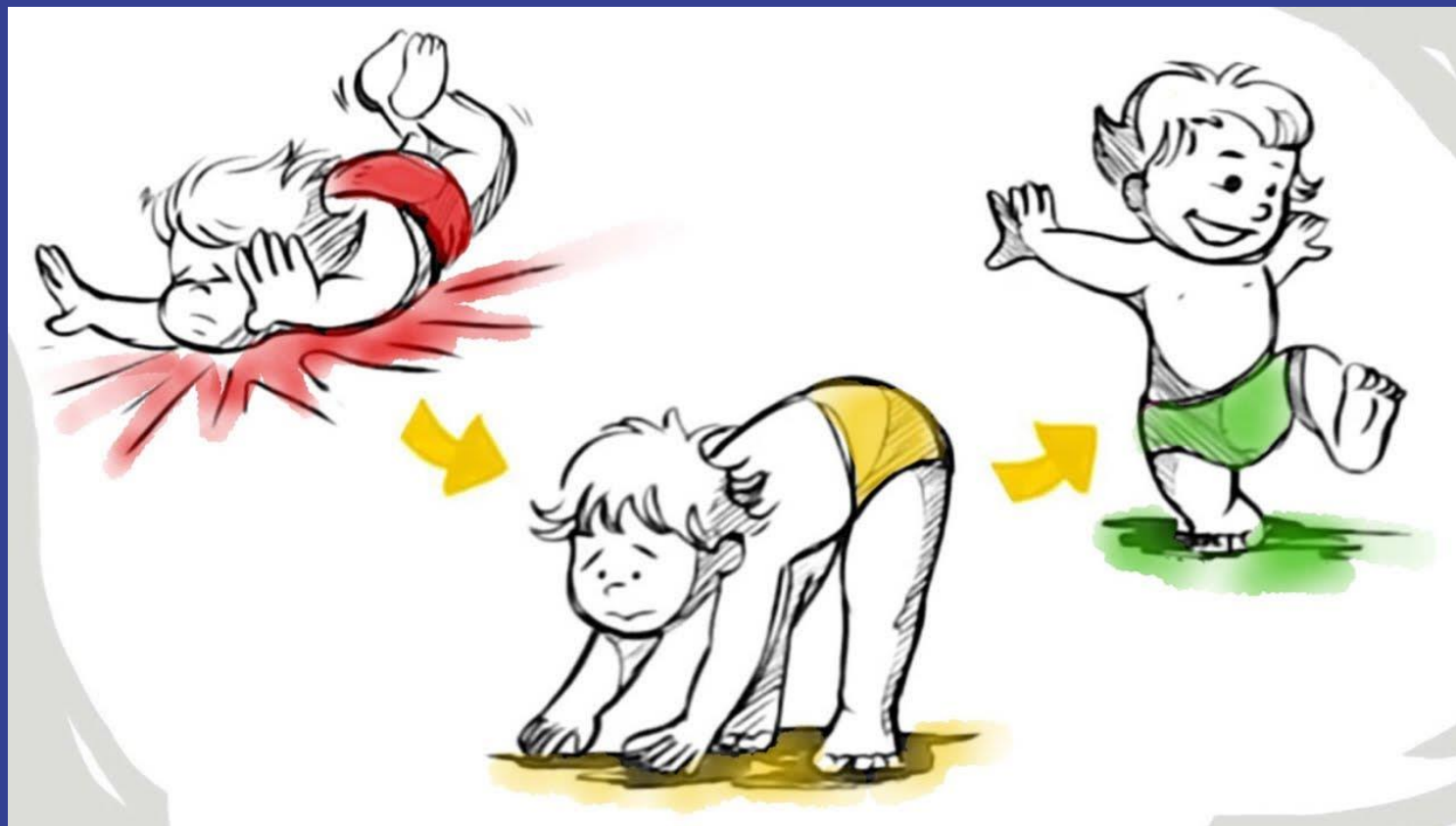
"Oh I do this anyway…so what's the big deal?"

Deliberate

adjective

dəˈlib(ə)rət/

done consciously and intentionally.

Relevant

Relevant - Meaning:

Adjective. To have significance in relation to something.

Be honest

QUESTION YOUR ASSUMPTION

The Reflective Practitioner

How Professionals Think in Action

Donald A. Schön

Reflection in action (at the time the event is happening)

- The experience itself
- Thinking about it during the event
- Deciding how to act at the time
- Acting immediately

Reflection on action (after the event)

- Reflecting on something that has happened
- Thinking about what you might do differently if it happened again
- New information gained and/or theoretical perspectives from study that inform the reflector's experience are used to process feelings and actions

The link to PBL

- Active process
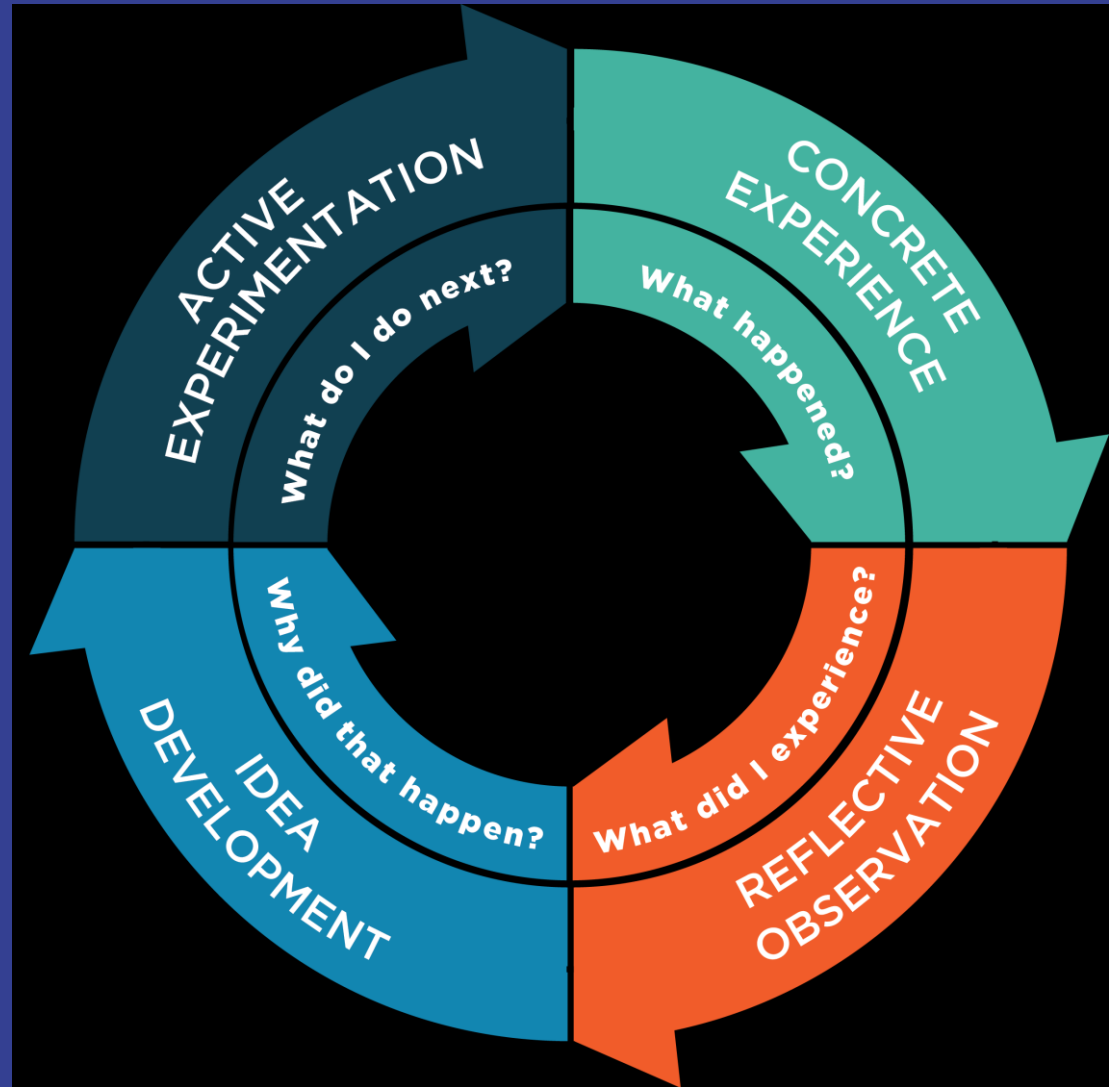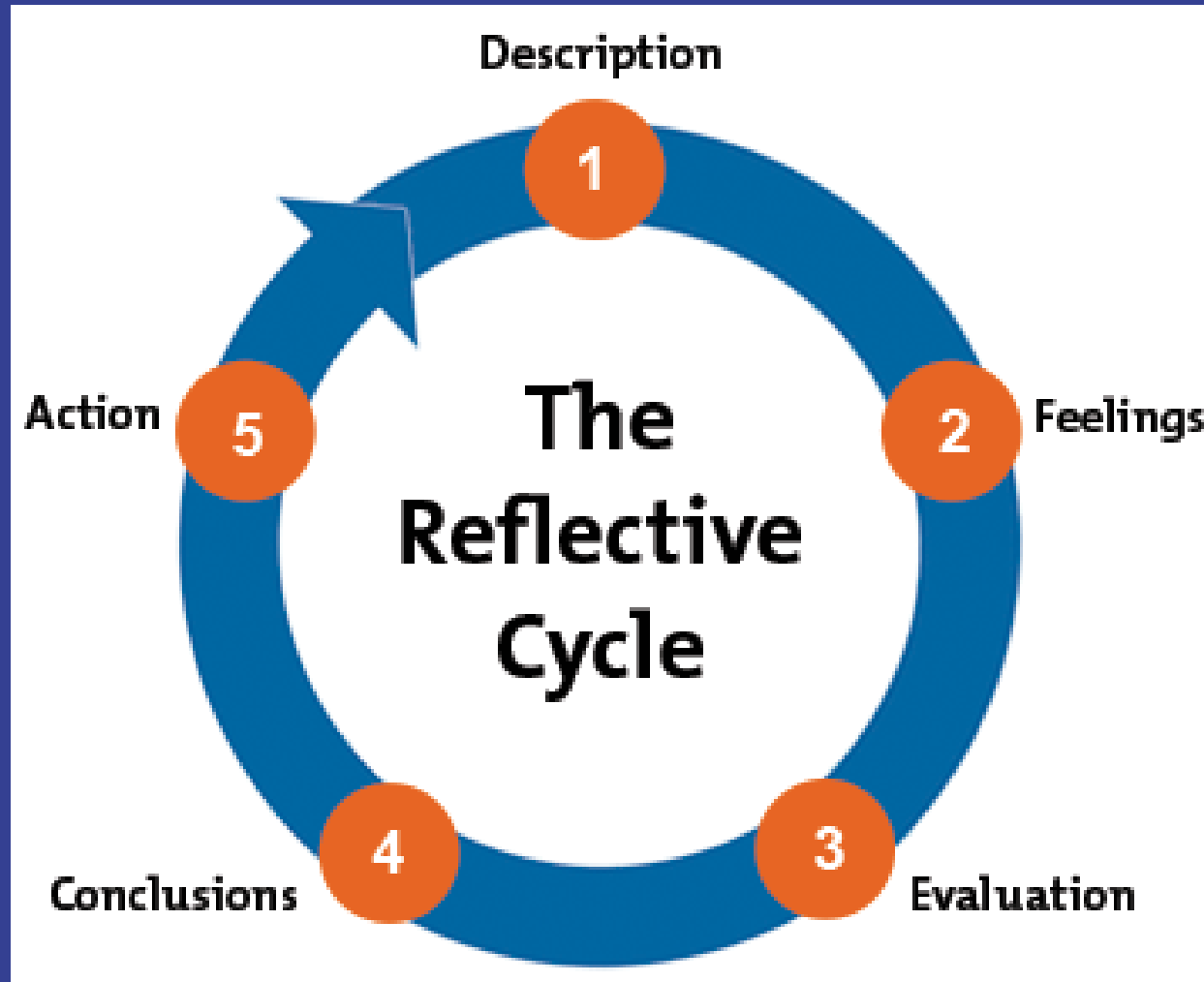- Life long learning
- Problem solving

Is there evidence?

Can you teach reflective practice?
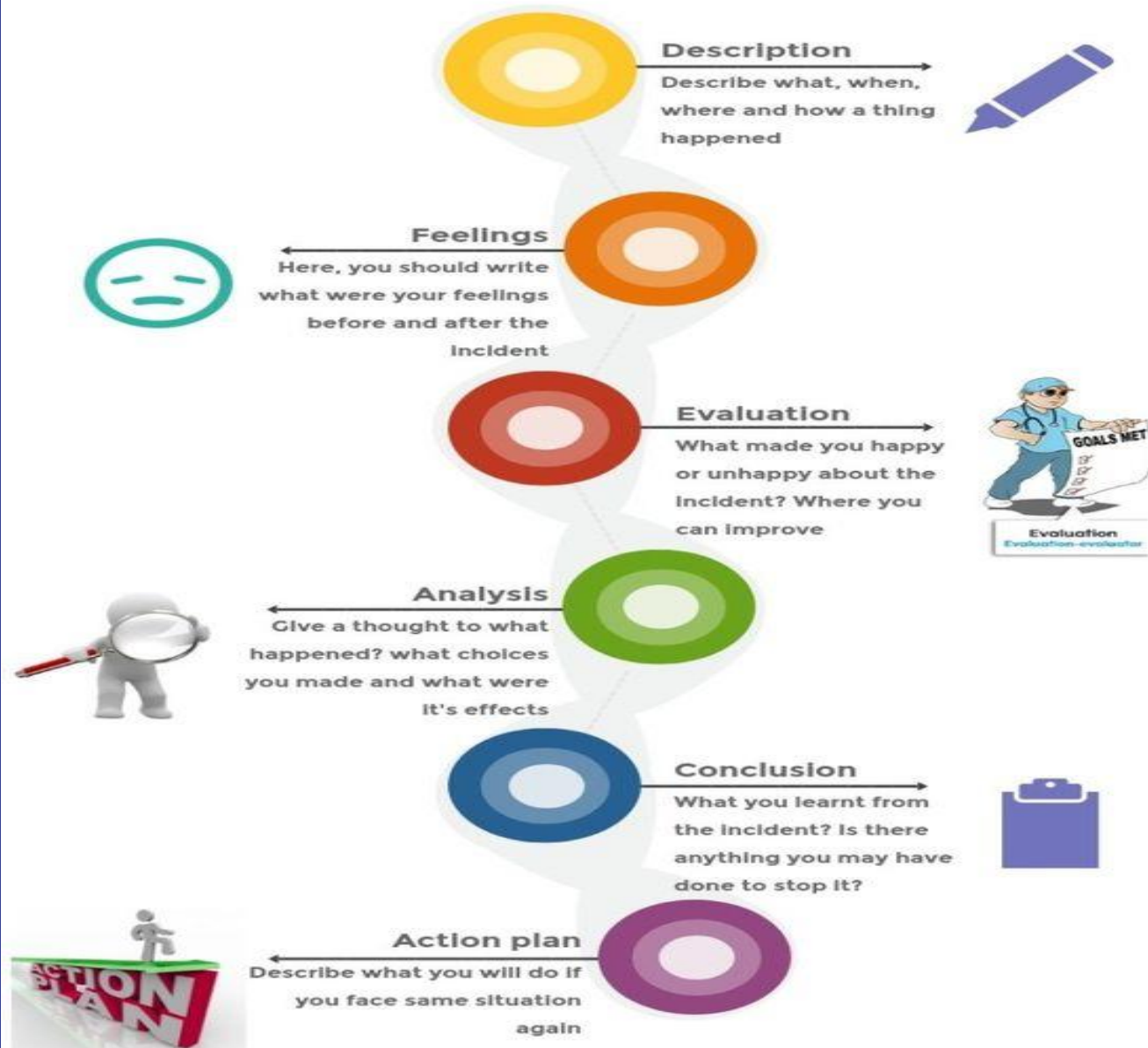
The Reflective Cycle

1 Description
2 Feelings
3 Evaluation
4 Conclusions
5 Action

Gibbs Reflective Cycle

Description
Describe what, when, where and how a thing happened

Feelings
Here, you should write what were your feelings before and after the incident

Evaluation
What made you happy or unhappy about the incident? Where you can improve

Evaluation
Evaluation-evaleator

Analysis
Give a thought to what happened? what choices you made and what were it's effects

Conclusion
What you learnt from the incident? Is there anything you may have done to stop it?

Action plan
Describe what you will do if you face same situation again

THE POWER OF METACOGNITION

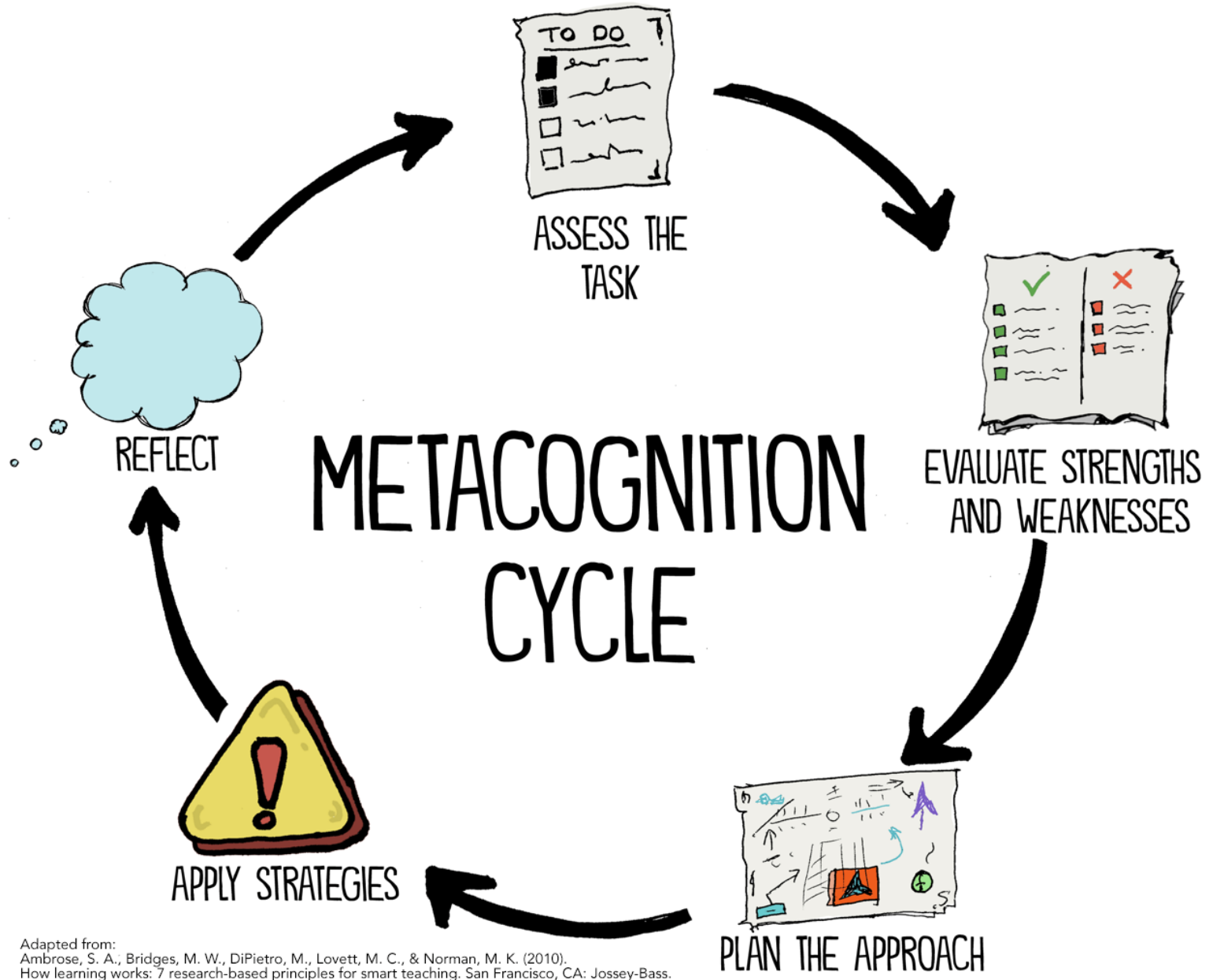Metacognition is vital for students to thrive in college, in their careers, and in life-long learning. It helps promote autonomy and resiliency. When students improve their metacognitive skills, they are more likely to embrace a Growth Mindset and learn from mistakes.

If we want students to grow into problem-solvers and critical thinkers, we need to help them develop metacognition.

JS
JOHN SPENCER

METACOGNITION CYCLE

ASSESS THE TASK

EVALUATE STRENGTHS AND WEAKNESSES

PLAN THE APPROACH

APPLY STRATEGIES

REFLECT

Adapted from:
Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010).
How learning works: 7 research-based principles for smart teaching. San Francisco, CA: Jossey-Bass.

Criticism /disadvantages

- Reactive, not proactive
- Over-structured
- Superficial
- "Not important"
- "Not convinced"
- Difficult to be really honest
- Not much of critical thinking

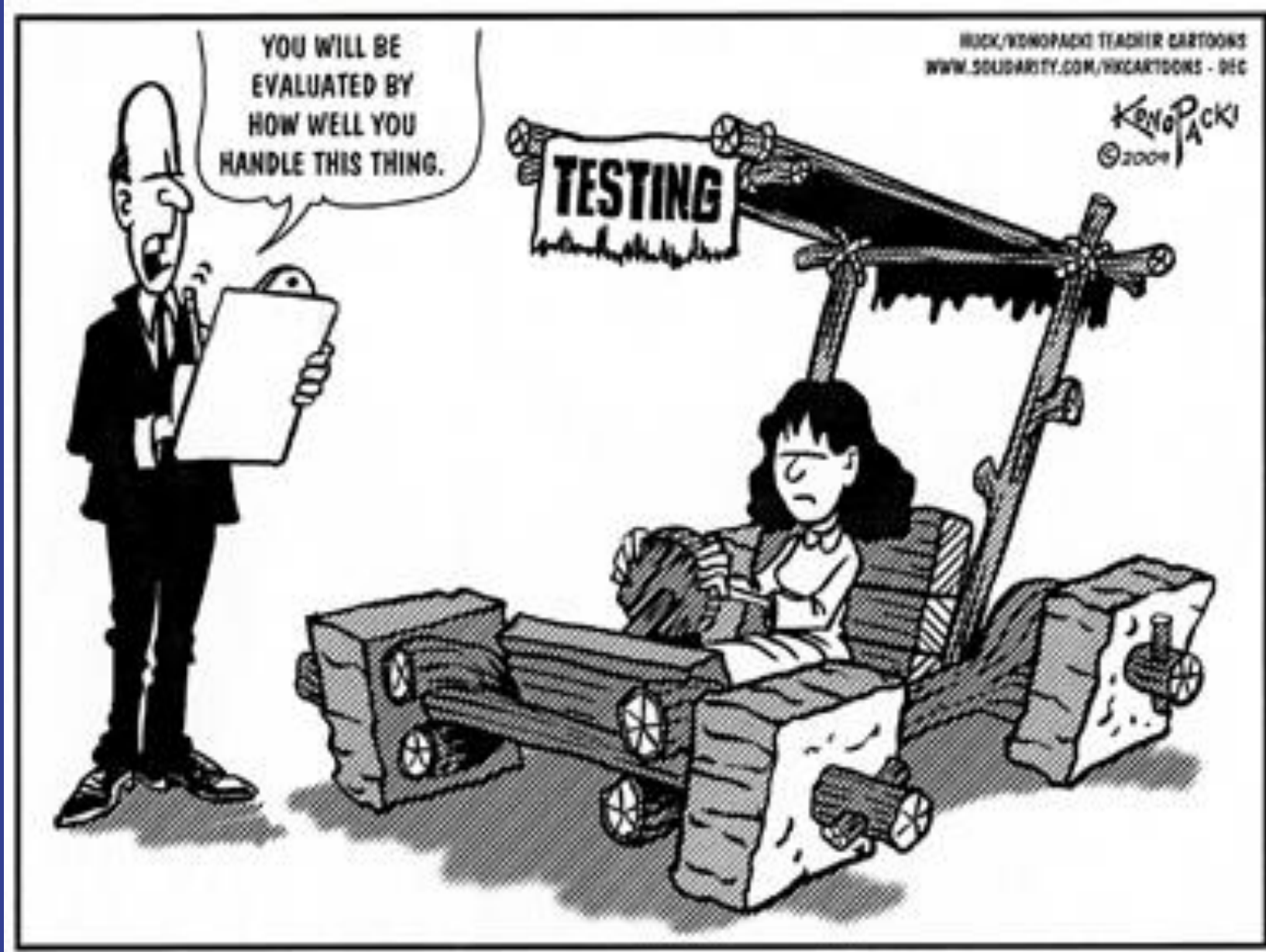# Why assess reflection?Can you assess reflection?

Why assess reflection?

ASSESSMENT DRIVES LEARNING

Ensures that medical students develop reflective skills

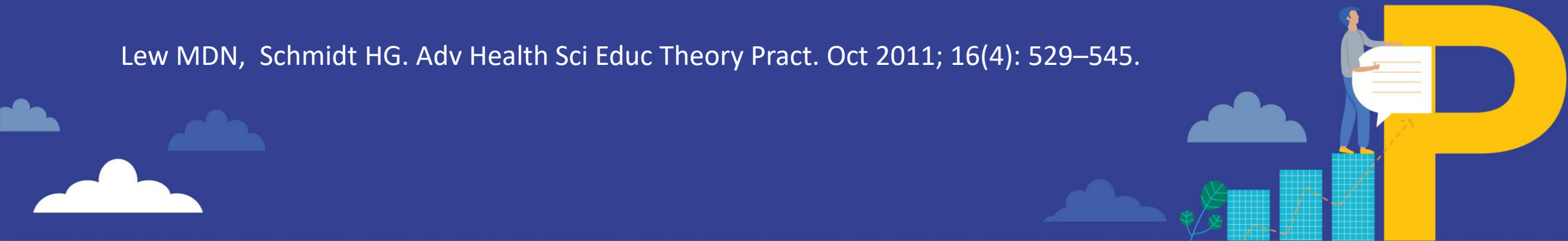**ASSESSMENT DRIVES LEARNING, PROVIDED THAT THE ASSESSMENT IS WELL DESIGNED**

Reflective assignments

- Improves critical thinking
- Improves academic performance

Lew MDN, Schmidt HG. Adv Health Sci Educ Theory Pract. Oct 2011; 16(4): 529–545.

Assessment of reflective assignments - general

1.PROPER STRUCTURE

Introduction

Body

Conclusion

2.LANGUAGE AND GRAMMAR

What are you mainly assessing?

The body

EVALUATION OF THE BODY OF THE REFLECTION: Good reflection

- **Follow the format - What went well/ bad?**

  Why?

  What can be better?

- **Clarity**

- **self-awareness and self-criticism**

- **Give specific examples (what went well/poorly), interconnections with previous experiences**

- **Give concrete/practical plans for improvement**
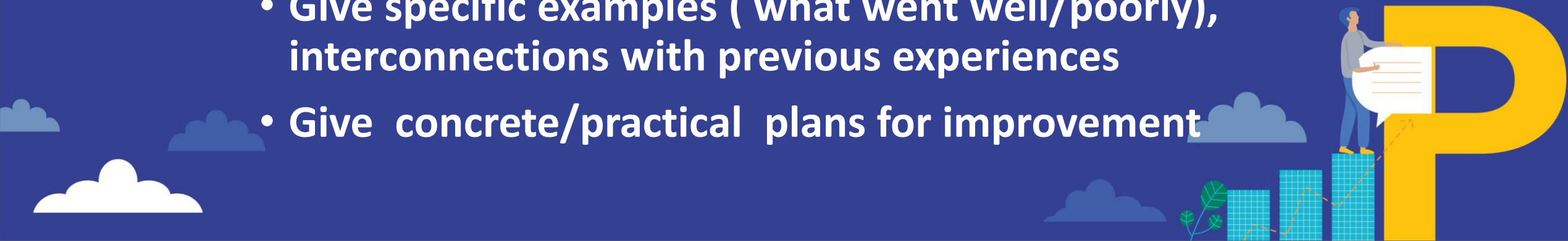
Example 1 – Student got feedback from teacher that he was not confident in the group activity

I don't agree with the teacher's comments.

Actually I think I did very well. I participate well

I don't have to improve anymore

Example 2 – Student got feedback from teacher that he was not confident in the group activity

- *I agree with the teachers comments*
- *I am nervous in group activities*
- *Next time I will be more confident*

Example 3 – Student got feedback from teacher that he was not confident in the group activity

I agree with most of the comments I received.

I tend to keep quiet sometimes during discussions and this is mainly because I am not confident of speaking in English.

I will try to practice my English speaking (maybe in front of a mirror).

I am sure I will perform better next time

Levels	Criteria
Reflective Practitioner 8-10	**Clarity**: The language is clear and expressive. The reader can create a mental picture of the situation described. Abstract concepts are explained accurately. Explanation of concepts make sense to an uninformed reader. **Relevance**: The learning experience being reflected upon is relevant and meaningful to student and course learning goals. **Analysis**: The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts. **Interconnections**: The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals. **Self – criticism**: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.
Aware Practitioner 6-7	**Clarity**: Minor, infrequent lapses in clarity and accuracy. **Relevance**: The learning experience being reflected upon is relevant and meaningful to student and course learning goals. **Analysis**: The reflection demonstrates student attempts to analyze the experience but analysis lacks depth. **Interconnections**: the reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals. **Self – criticism**: The reflection demonstrated ability of the student to question their own biases, stereotypes, and preconceptions
Reflection Novice 3-5	**Clarity**: There are frequent lapses in clarity and accuracy. **Relevance**: Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader. **Analysis**: Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis. **Interconnections**: There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences **Self – criticism**: There is some attempt at self – criticism, but the self – reflection fails to demonstrate a new awareness of personal biases, etc.
Unacceptable <3	**Clarity**: Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately. **Relevance**: Most of the reflection is irrelevant to student and/or course learning goals. **Analysis**: Reflection does not move beyond description of the learning experience(s). **Interconnection**: No attempt to demonstrate connections to previous learning or experience. **Self – criticism**: Not attempt at self – criticism.

Criteria	Reflective practitioner	Aware practitioner	Reflection Novice	Unacceptable	Marks
Clarity	3.5-4	2.5-3	1.5-2	<1	/4
Relevance	3.5-4	2.5-3	1.5-2	<1	/4
Analysis	3.5-4	2.5-3	1.5-2	<1	/4
Interconnections	3.5-4	2.5-3	1.5-2	<1	/4
Self-criticism	3.5-4	2.5-3	1.5-2	<1	/4
					/20

Final rounded off out of 10 |

General suggestions

- If a reflection is poor, consider sitting with the student and help him/her improve it – effective feedback is essential for effective reflection

- Use the rubric rather than the global rating

- Avoid extreme marks without proper justification

It's all about getting the right mirror!

Thank you…..

Thank you