

Feedback in workplace-based assessment

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Definition: ingen konsensus

Feedback (Den Danske Ordbog!!): *"En proces, hvor et signal sendes tilbage til kontrolheden, som regulerer den fortsatte aktivitet"*

Feedback: *"En specifik information om sammenligningen mellem en kollegas observerede udøvelse af en kompetence og en standard, som gives med det formål at forbedre kollegaens kompetence"*

Feedback: *"Any kind of sensory information related to a previous response or action aimed at describing and improving performance"*

Feedback for simulation-based procedural skills training: a meta-analysis and critical narrative synthesis

**Rose Hatala · David A. Cook · Benjamin Zendejas · Stanley J. Hamstra ·
Ryan Brydges**

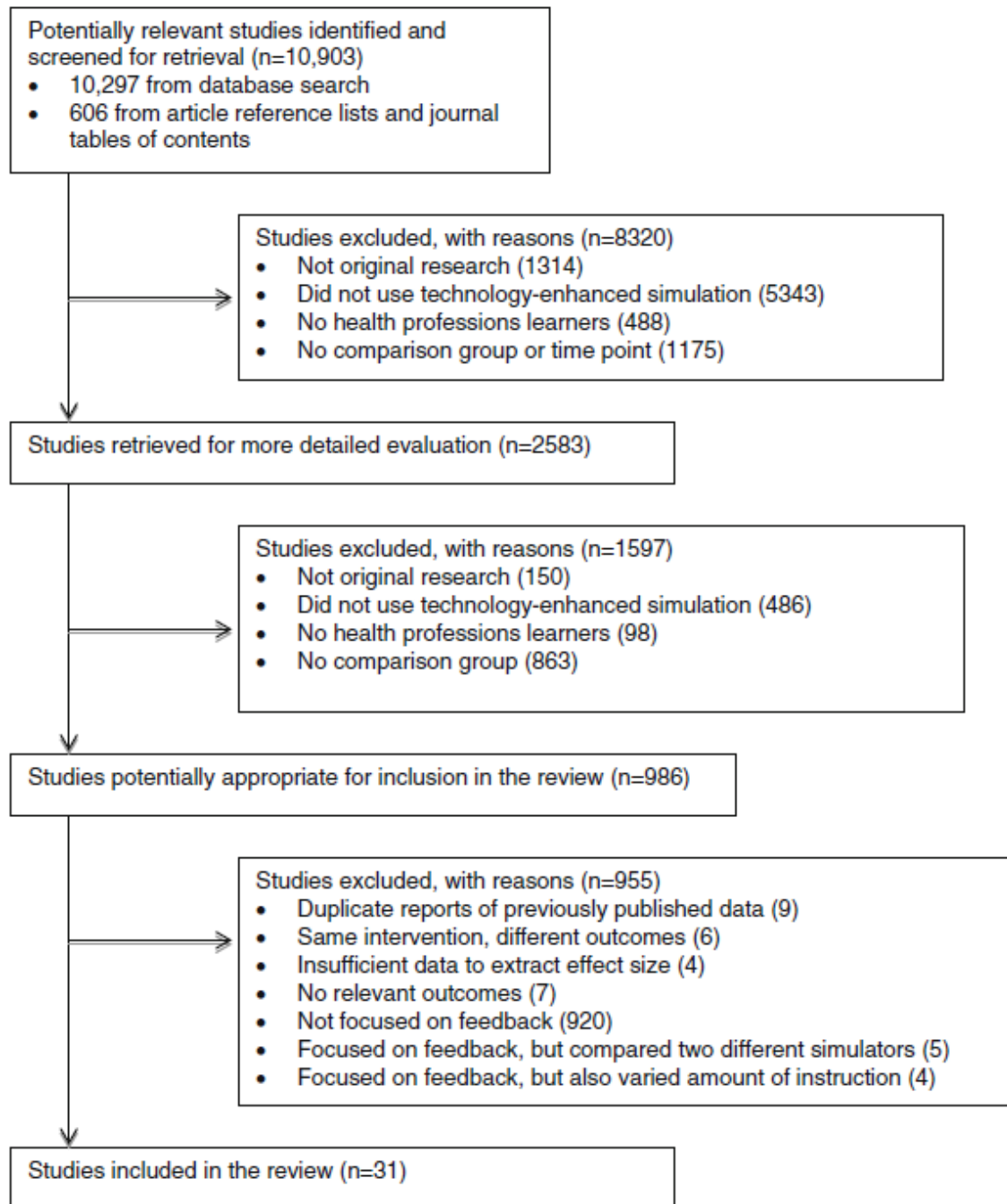


Fig. 1 Study flow

Resultater: Feedback vs no feedback. Skill outcomes

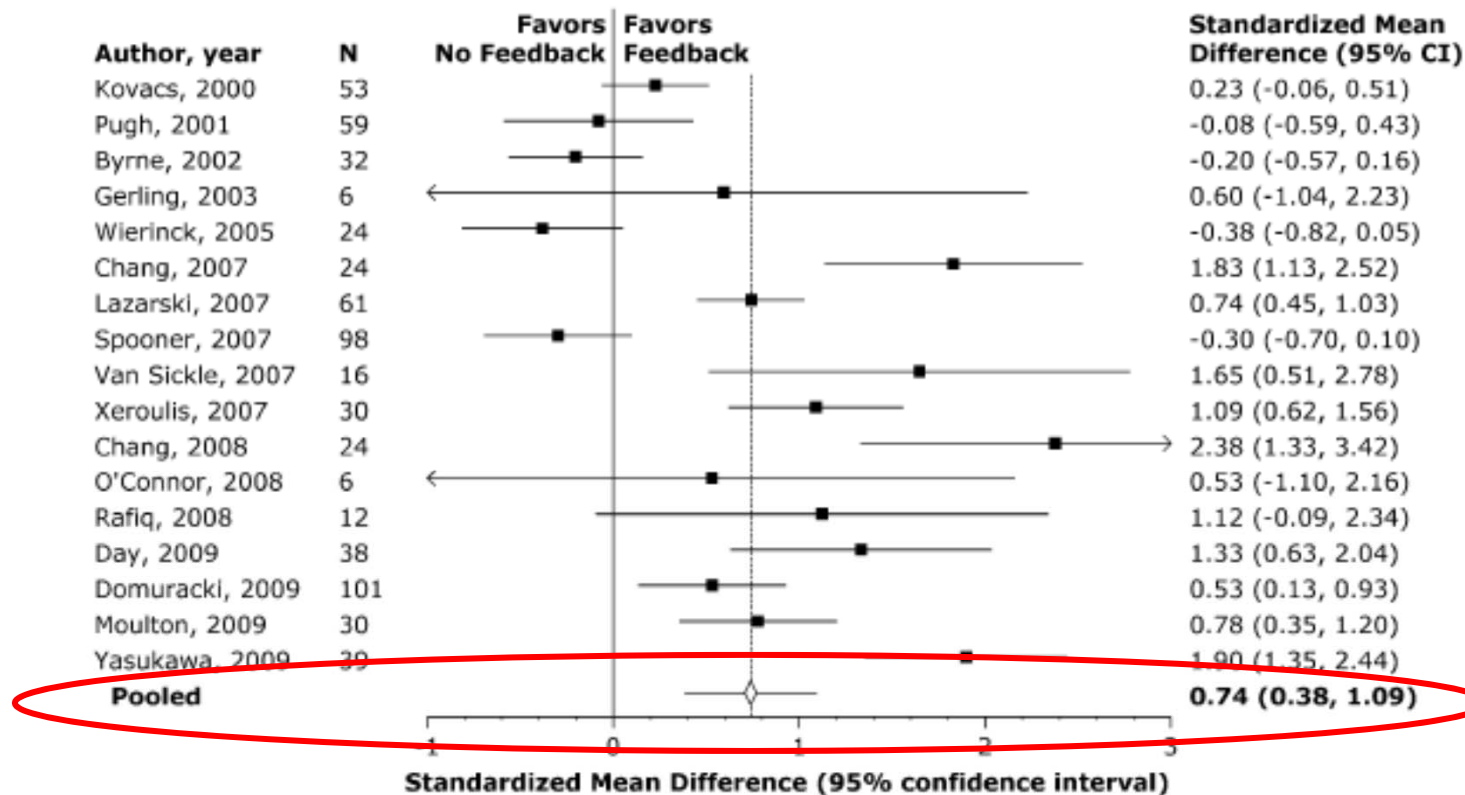
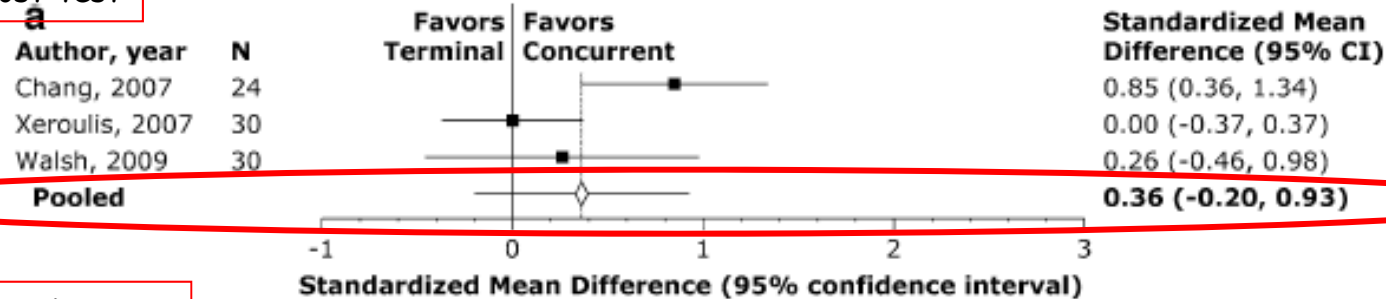


Fig. 2 Feedback versus no feedback, skill outcomes. Effect sizes for feedback compared with no feedback. Positive numbers favor feedback. For pooled effect size, $p < .001$; $I^2 = 87\%$

Resultater: terminal vs concurrent feedback

Immediate post-test



Delayed retention-test

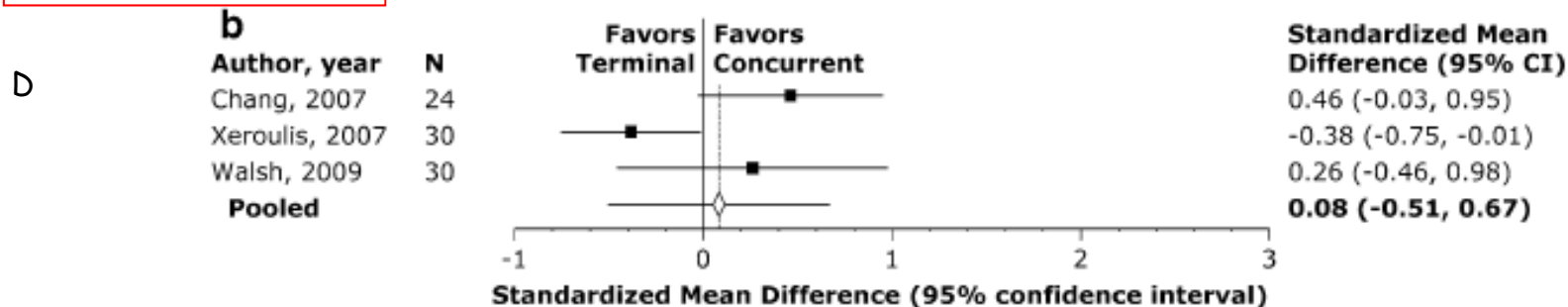


Fig. 3 a Concurrent versus terminal feedback, immediate post-test. Effect sizes for concurrent feedback compared to terminal feedback, for skills outcomes. Positive numbers favor concurrent feedback. For pooled effect size, $p = .21$; $I^2 = 73\%$. **b** Concurrent versus terminal feedback, delayed retention test. Effect sizes for concurrent feedback compared to terminal feedback, for skills outcomes tested at least 5 days after intervention. Positive numbers favor concurrent feedback. For pooled effect size, $p = .78$; $I^2 = 75\%$

Resultater: simulator vs instruktør

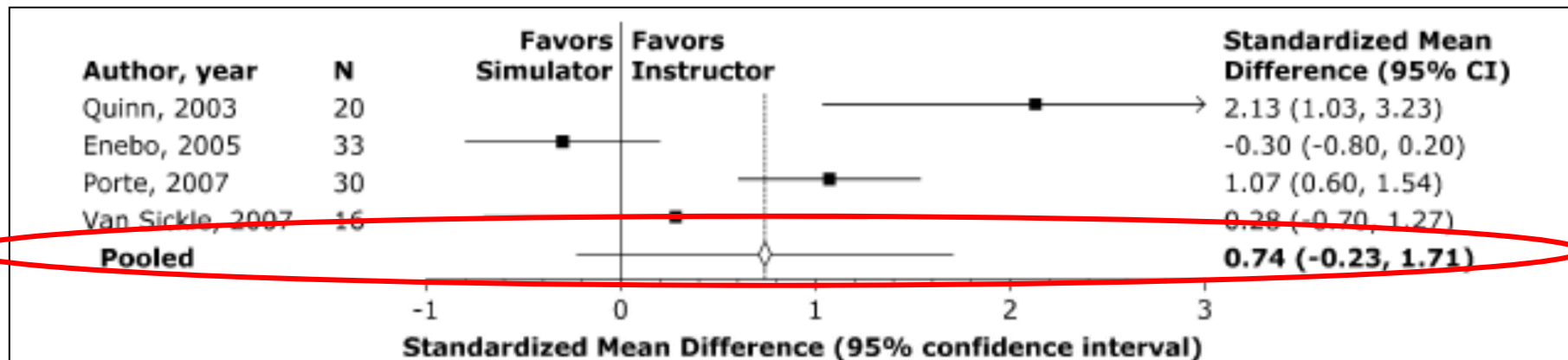
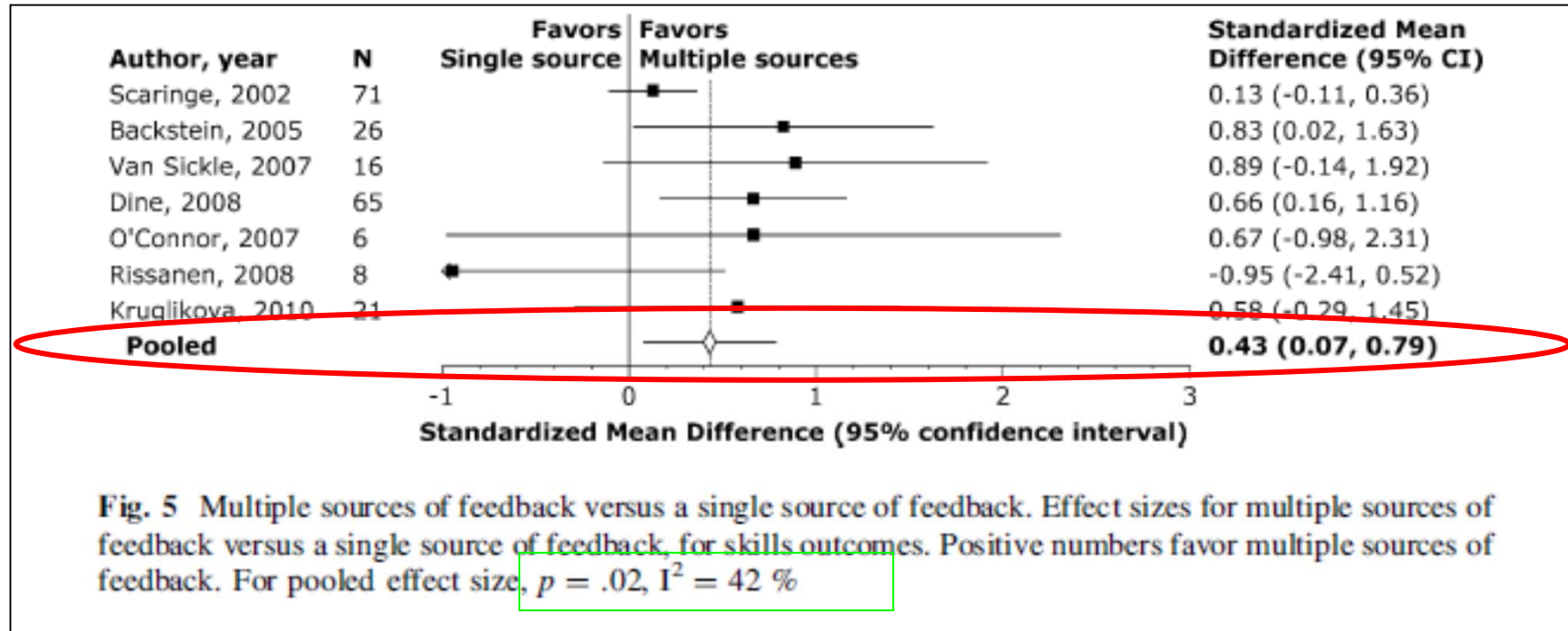


Fig. 4 Instructor-generated versus simulator-generated feedback. Effect sizes for instructor-generated versus simulator-generated feedback, for skills outcomes. Positive numbers favor instructor-generated feedback. For pooled effect size, $p = .13$, $I^2 = 88\%$

Resultater: multiple sources vs single source of feedback



Konklusion

- Positiv effekt af feed-back
- Terminal feed-back > concurrent feedback for long-term skill retention
- Multiple sources of feedback (typically instructor) > single source

Workplace learning: Key findings from literature

- It is an emotional business
- Learners complain that they do not get enough feedback
- Educators resent that although they put considerable time into generating feedback, student take little notice of it
- Both parties agree that it is very important

The educators

- The educators' inflated perceptions of their own performance points to a key issue that lies at the heart of the "feedback problem" - that educators, like all learners, need feedback on their (feedback giving) skills in order to recalibrate and improve their practices

Molloy and Boud.

Key messages feedback in workplace learning: problems and prospects

- Verbal feedback in workplace learning is problematic
- Research demonstrates that feedback in this context is typically expert-driven, "telling", "diagnostic" and lacking "design"
- In designing feedback experiences, both clinical education and simulation-based education should be integrated

Key messages feedback in workplace learning: problems and prospects

- New conceptual models of feedback/debriefings are needed- and these need to be tested. Simulation holds the key to testing, and developing the feedback seeking and giving skills of both learner and educator

Spørgsmål

- Hvordan får vi implementeret feed-back i den kliniske hverdag
- Hvordan motiverer vi såvel den uddannelsessøgende som den uddannelsesgivende til feedback
- Hvordan "uddanner" vi den uddannelsesgivende i feed-back