

**Seminar Series:
Applying Inclusive Teaching Principles to
Provide Effective Feedback to Trainees and Students**

**Thursday, October 20th
Noon-1:00 p.m.**

Dr. Deborah Breen, Director for the Center for Teaching and Learning
Prof. Megan Sullivan, Faculty Director of Inclusive Pedagogy and Associate
Professor of Rhetoric at the College of General Studies

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Applying Inclusive Teaching Principles to Provide Effective Feedback to Trainees and Students

Deb Breen, Director, Center for Teaching & Learning

Megan Sullivan, Faculty Director, Inclusive Pedagogy Initiative




Boston University Center for Teaching & Learning

Our plan for today

- Framing feedback within equity and inclusion
- Overview of feedback (summative and formative)
- Focus on formative feedback
- Practice
- Q&A and rounding up





Think about a time when you
had a less-than-positive
experience *giving* or *receiving*
feedback.

Write 2-4 words in the Chat to
describe how you felt when
giving or receiving this
feedback.



How did I feel?



Considerations: Inclusion and Diversity

Encourage a sense of belonging

- Know student's or resident's name
- Encourage growth mindset

Recognize diverse learning styles

- Is there more than one way a learner can demonstrate what he/she knows?

Know your students

- Are your students working while studying?
- What is the demographic of your students?

Cultural competency goes both ways

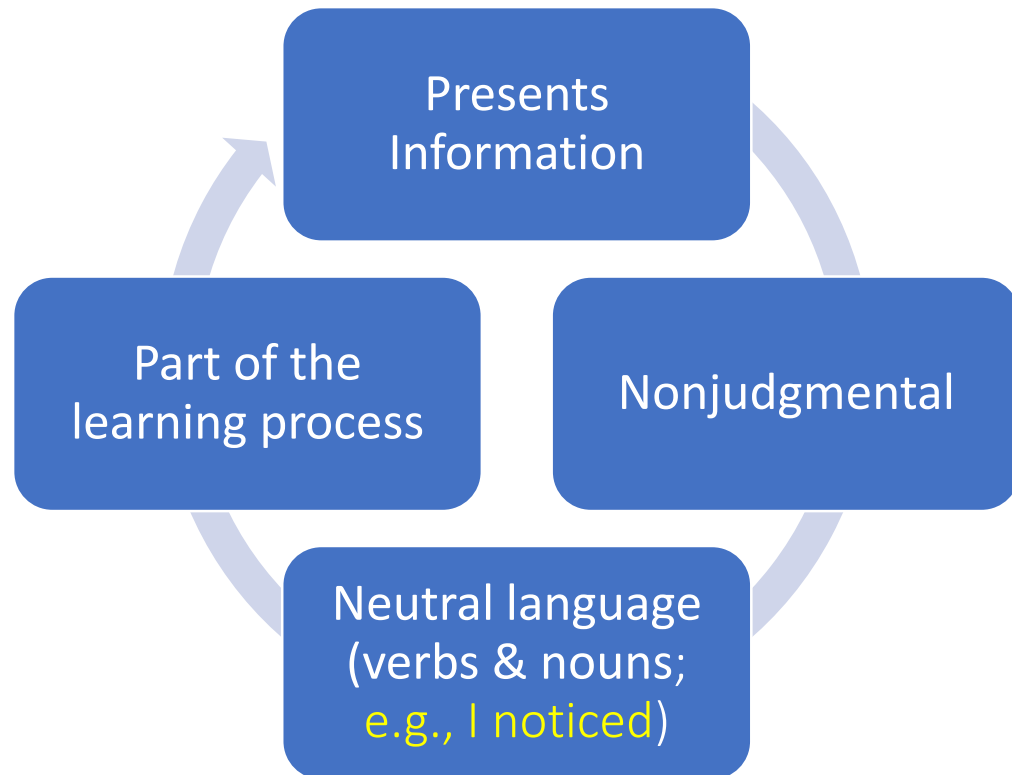
- Encourage students and residents to be culturally competent
- Consider your cultural competency

Cultural Competency Goes Both Ways: Understanding our Biases

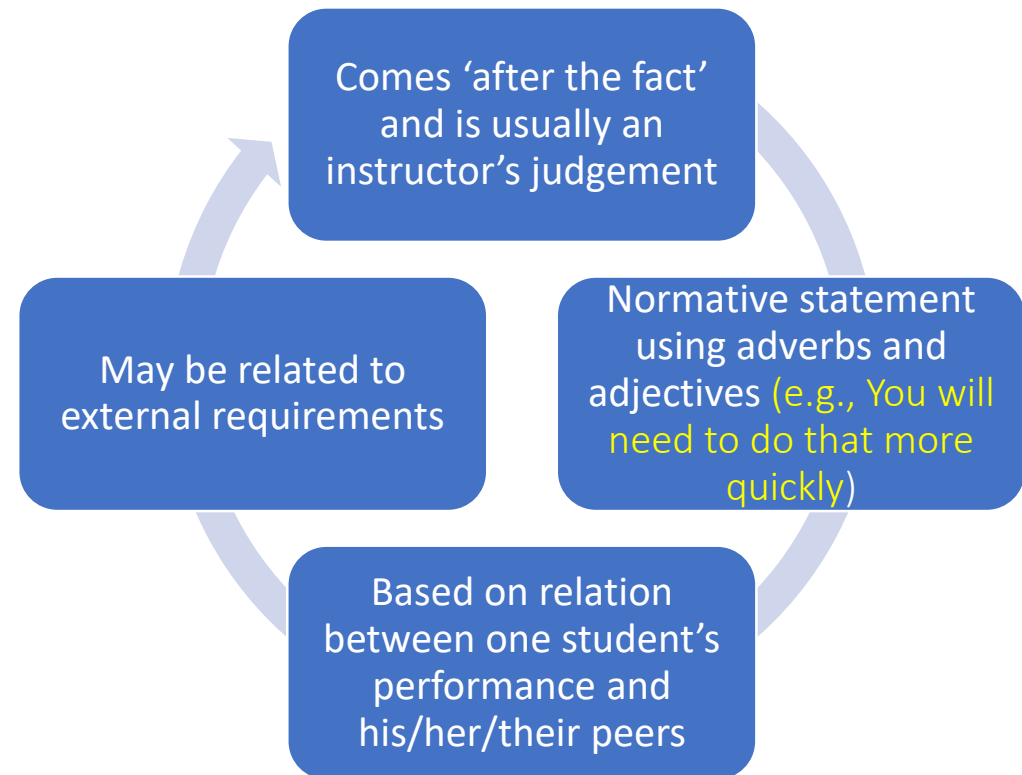
- **Prove It Again** – Underrepresented in Medicine (URiM) have to prove themselves over and over
- **The Tightrope** – URiM walk a thin line; they do not wish to be perceived as overly aggressive or difficult. (Studies show that white males can be authoritative. URiM students are more likely to have their personalities mentioned in evaluations.)
- **The Maternal Wall** – Pregnant women perceived as less committed
- **Racial Stereotypes** – All Asian students are good at Math

Recognize the Difference: Formative and Summative Feedback

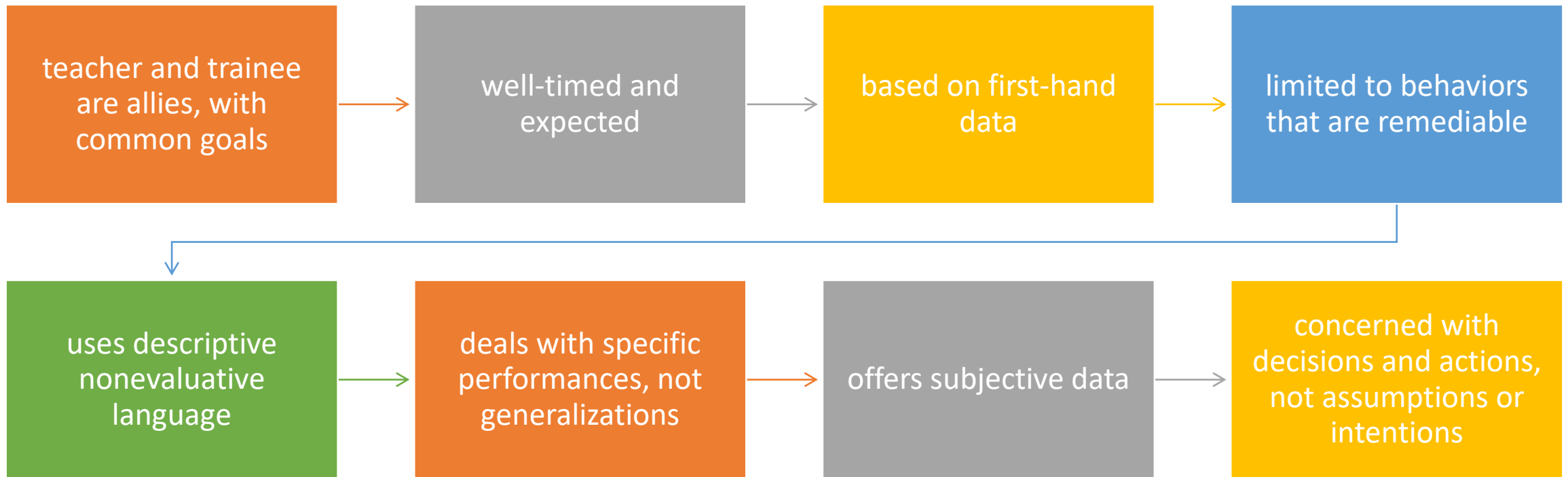
Formative



Summative



Some Characteristics of Formative Feedback



Some Examples of Formative Feedback

teacher and trainee are allies,
with common goals



I'm looking forward to our meeting tomorrow. I plan to observe you in rounds, so feel free to suggest some areas that you feel particularly proud of or concerned about.

Some Examples of Formative Feedback

uses descriptive
nonevaluative language



You asked specific, non-judgmental questions when you were taking that sexual history.



When you said "phase I trial" Mr. Gomez's eyes glazed over.

The Power of Well-formed Formative Feedback

What the research tells us:

Medical students who receive positively framed feedback (even when the feedback is considered negative or constructive)

- are more satisfied
- had higher self-efficacy immediately after receiving feedback
- performed better 2 weeks *after* receiving feedback than students who experienced negatively framed feedback

van de Ridder, J.M.M., Peters, C.M.M., Stokking, K.M. *et al.* Framing of feedback impacts student's satisfaction, self-efficacy and performance. *Adv in Health Sci Educ* **20**, 803–816 (2015).



G.O. Ask-Tell-Ask (University of Utah)

Before you give feedback

Goal Setting: Review goals of the educational experience (shared and mutually agreed on)

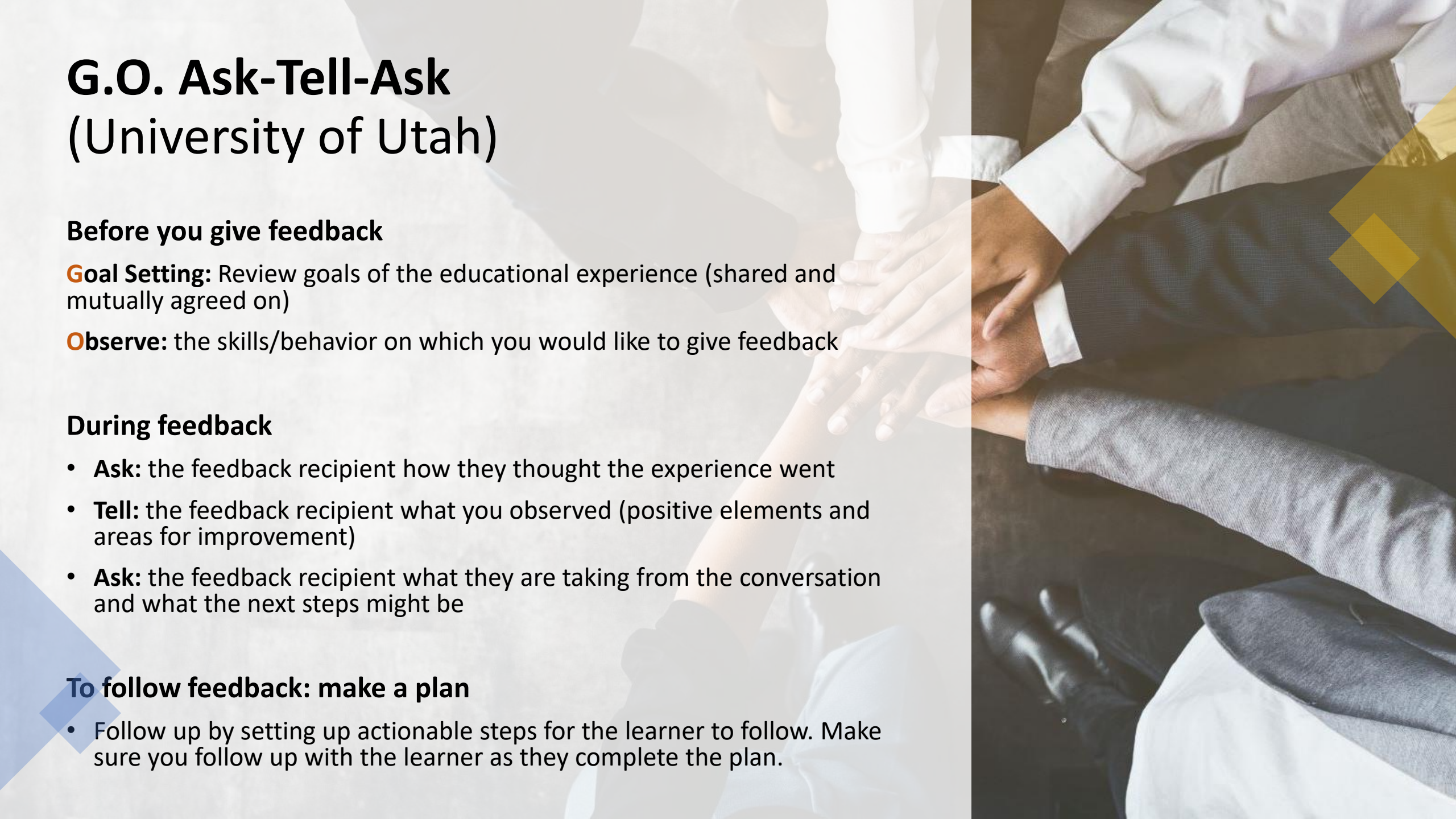
Observe: the skills/behavior on which you would like to give feedback

During feedback

- **Ask:** the feedback recipient how they thought the experience went
- **Tell:** the feedback recipient what you observed (positive elements and areas for improvement)
- **Ask:** the feedback recipient what they are taking from the conversation and what the next steps might be

To follow feedback: make a plan

- Follow up by setting up actionable steps for the learner to follow. Make sure you follow up with the learner as they complete the plan.



The W3 Model: University of Arizona

W1: **What** worked well?

“You communicate clearly and in a manner that patients can understand, well done.”

W2: **What** did not work well?

“However, I noticed that the information recorded for history-taking is too exhaustive.”

W3: **What** could be done differently next time?

“Be sure to document what is relevant and pertinent to developing a treatment plan, and omit details that are not patient-related.”

How would you give feedback?

Task

- You will be in a small group in a breakout room (10 minutes)
- Each group will be assigned a scenario
- Choose one of the formative feedback models (GO Ask-Tell-Ask or W3)
- Decide how you could respond to the scenario
- Add your notes to the google doc

Reminder

Formative feedback is non-judgmental, presents information, informs learning, and uses neutral language (nouns and verbs)



Inclusion Tips

As a group, decide on a structure for your work

- who will take notes (add to google doc)
- who will report back to the larger groups
- who will keep time
- whose role it is to ask questions of the group

Scenario Assignments

Scenario	Break Out Room
1	1, 6, 11
2	2, 7, 12
3	3, 8, 13
4	4, 9, 14
5	5, 10, 15

The link [to scenario docs](#) will be posted to Chat. Please find the link that corresponds to your breakout room number and add the names of your group members to your doc – thanks!

Report Back: What Would You Do?



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Select Bibliography

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Thank you!

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