

Teaching Observation and Feedback: what is the value?

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Clinical Educator Programme

- What is it?

Workshops (2-3 hour), online modules, **teaching observation and feedback**, reflective portfolio.

- Who is it for?

Anyone teaching University of Edinburgh medical students

- Where is it?

Many sites across SE Scotland

- What does it cost?

Free to those eligible



What we observe and how we do it



Purpose of observation and feedback

We want to...

Encourage

Promote reflection

Affirm 'teacher' identity

Inspire

Be of practical help

Be friendly



Purpose of observation and feedback

We don't want to...

Evaluate

Monitor

'Tick boxes'

Cause anxiety

Use a lot of theory

Be very formal



What we did to explore this

Bristol Online Survey questionnaire

Who are we observing?

What are their expectations?

What does it feel like to be observed and get feedback?

How might it change their practice?

So what have we found?

“Who are you and what do you do?”

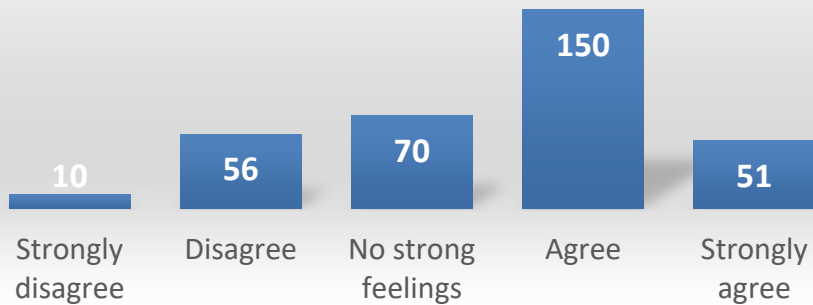
Wide range of all characteristics

Many never been observed before



What did you expect?"

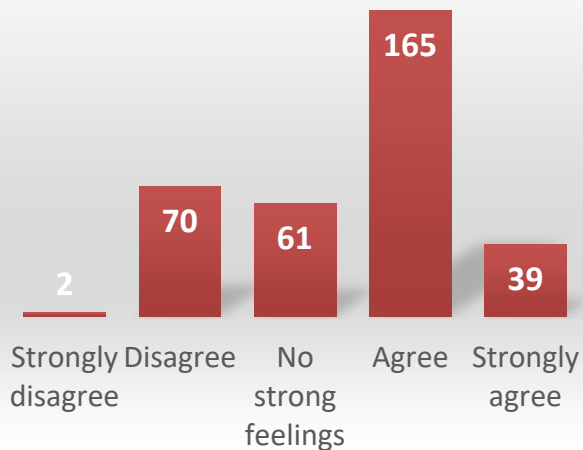
Assessment



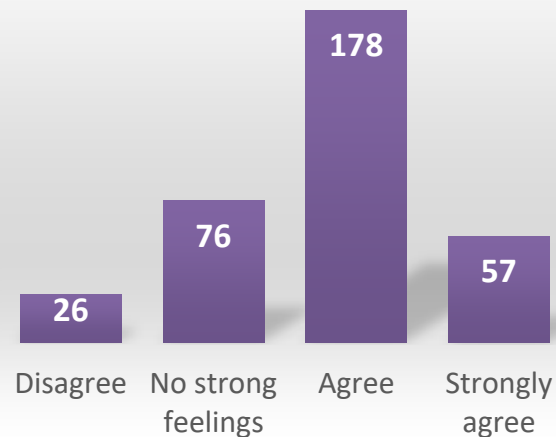
Professional development



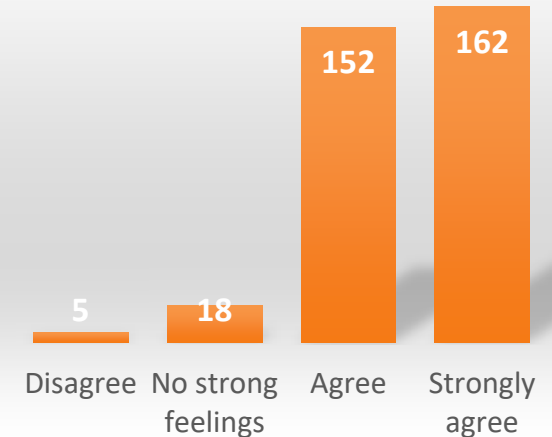
Relaxed



Clear expectations

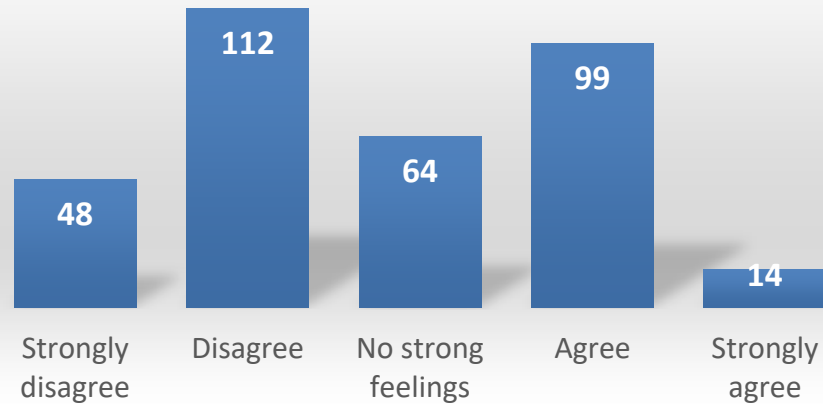


Helpful

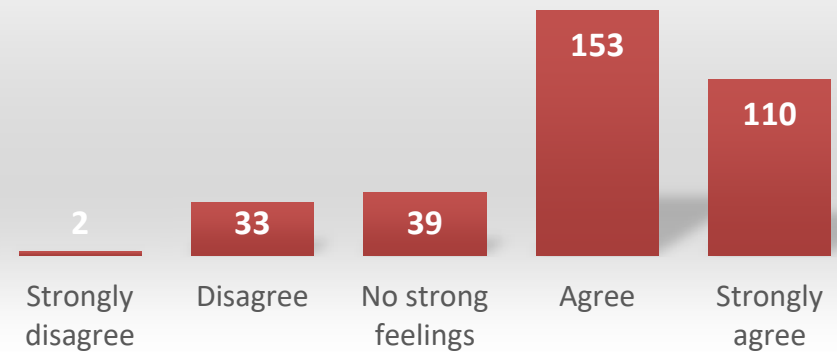


“How did it **feel** at the time?”

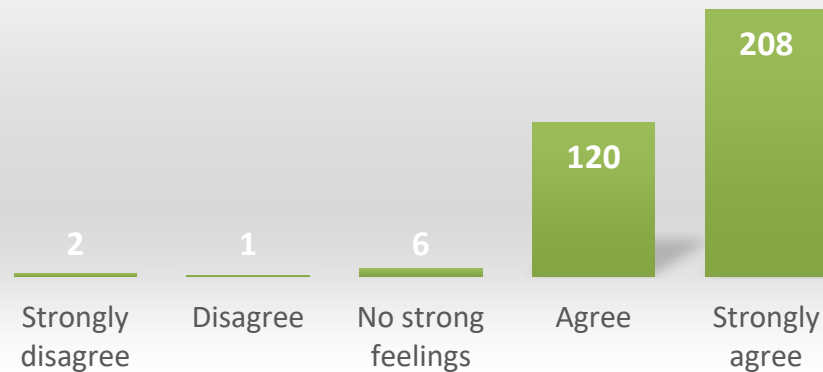
Assessment



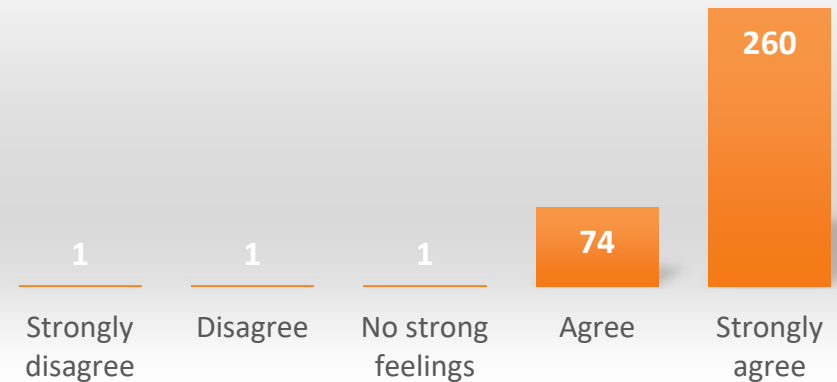
Professional development



Relevant



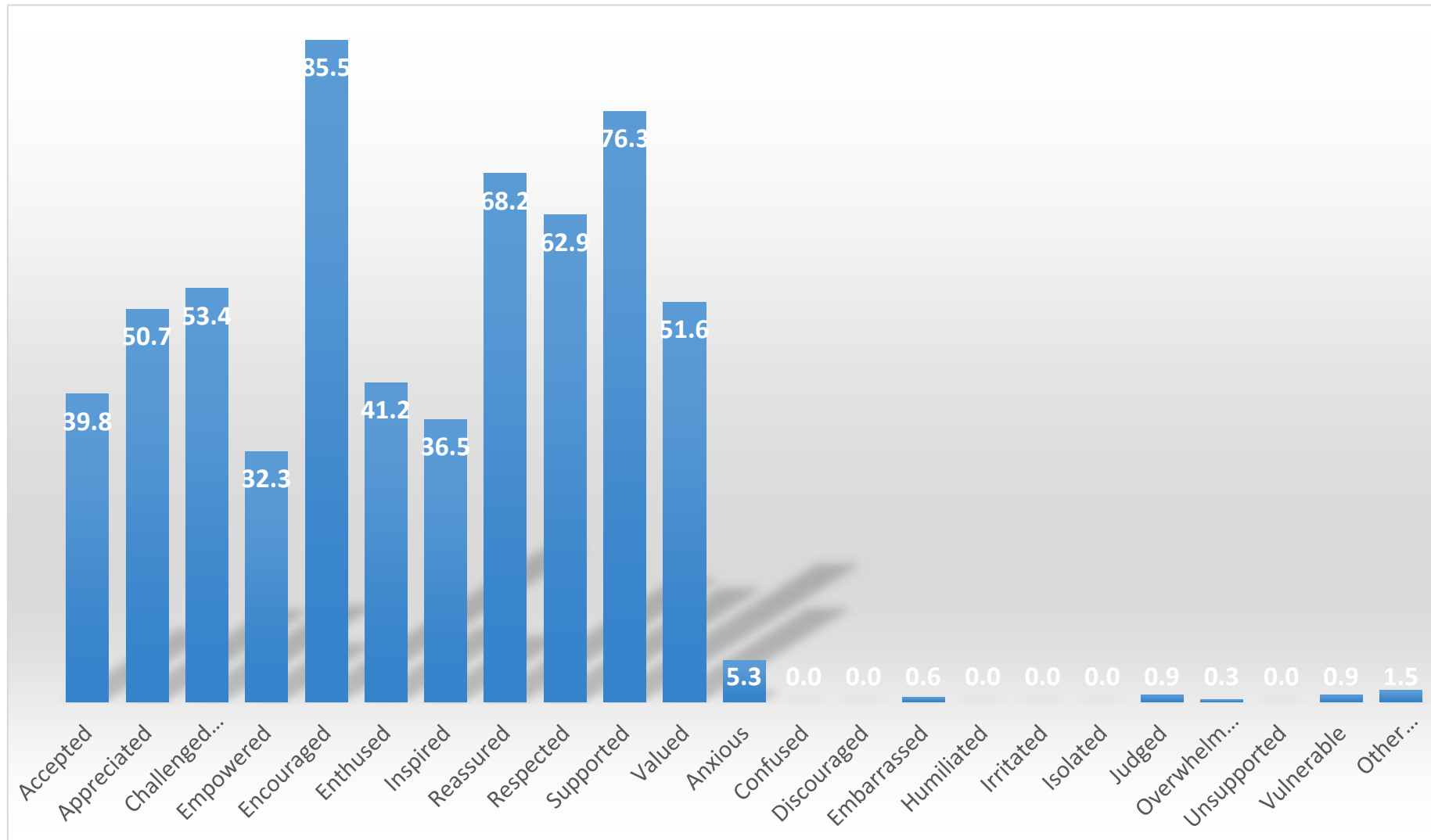
Helpful



“What words describe how you felt?”

Positive

Negative



“What words describe how you felt?”



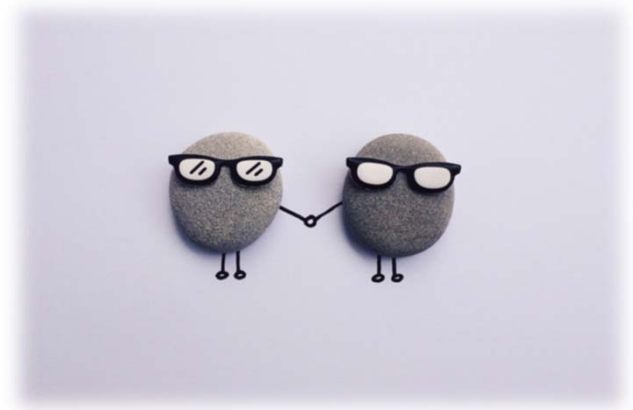
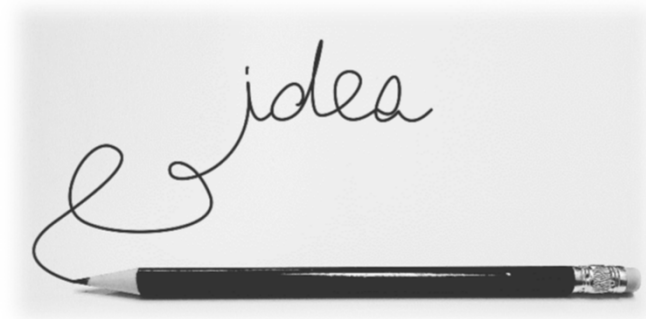
A word cloud on a light beige background. The words are arranged in a roughly circular pattern. The largest word is 'Supported' in the center. Other large words include 'Valued', 'Encouraged', 'Reassured', and 'Respected'. Smaller words include 'Enthused', 'Challenged', 'Empowered', 'Inspired', 'Judged', 'Embarrassed', 'Overwhelmed', 'Vulnerable', 'Anxious', and 'Other'. The words are in various shades of purple and brown.

Enthused
Valued Encouraged
positively Vulnerable
Challenged
Supported
Other Anxious
Empowered Judged Overwhelmed
word(s)
Embarrassed Reassured
Inspired
Respected

“Why was it helpful?”

Themes:

1. **Positive change**
2. **Supportive environment**
3. Observer objective
4. Supported reflection
5. Gratitude



POSITIVE CHANGE:

“The feedback session was one of the most useful I have ever had and will have a huge influence on the way I plan, deliver and evaluate my teaching in future”

SUPPORTIVE ENVIRONMENT:

“(name) was absolutely lovely, very encouraging ... a pleasant, supportive, constructive manner ... an informal atmosphere which was very helpful”

OBJECTIVE OBSERVER

“It is very good to hear from someone else whom you don't know very well how you did to get an unbiased opinion”

SUPPORTED REFLECTION:

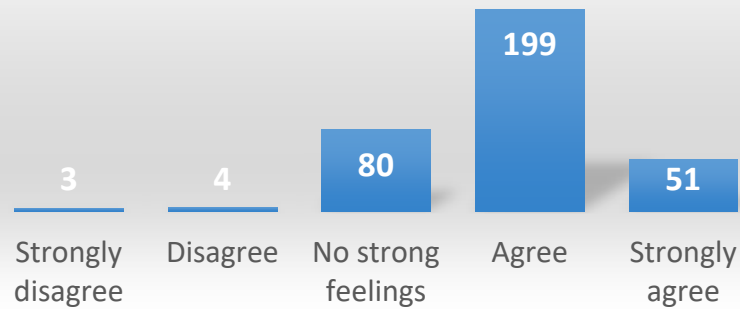
“It felt like a safe space to reflect on my practice”

GRATITUDE:

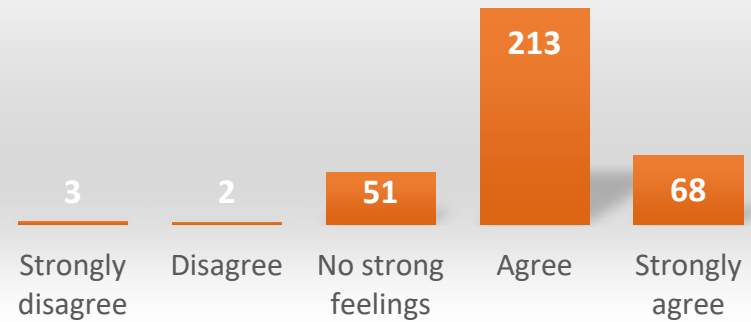
“As a result of the TOF I do genuinely feel ... appreciated ... which often isn't the experience of busy NHS staff ... Thanks for your time”

“How have you felt since?”

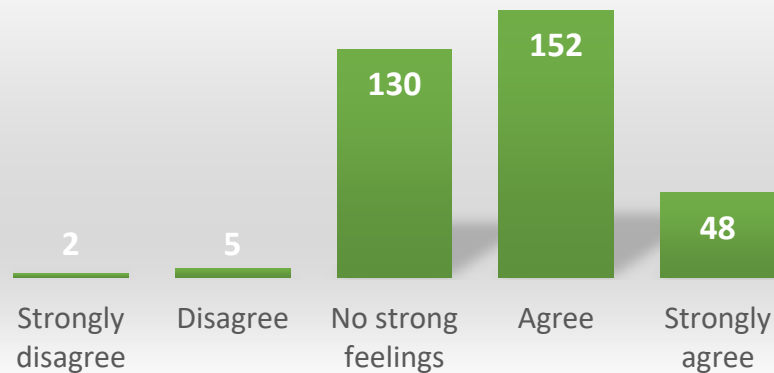
More competent



More confident

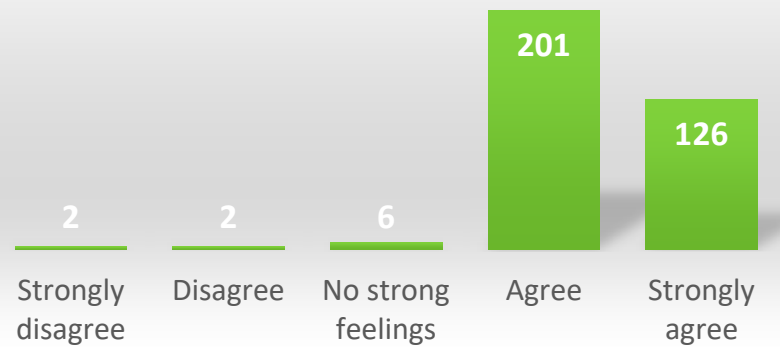


Teaching more enjoyable.

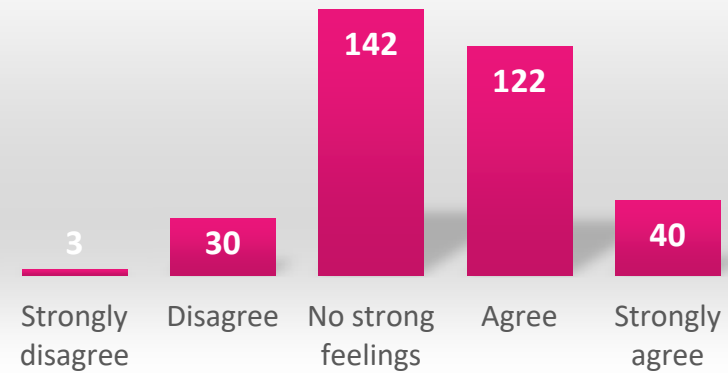


“What will you do now?”

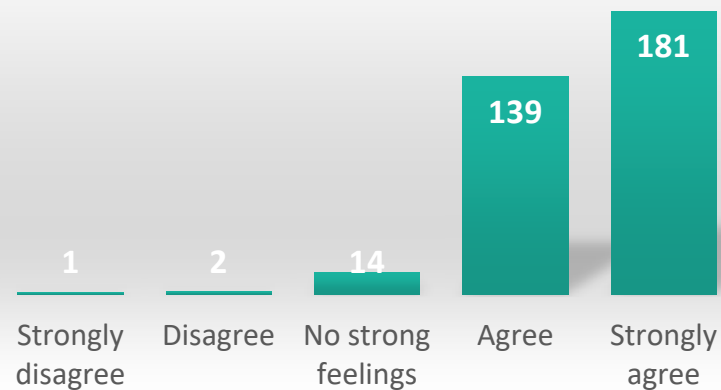
Make changes



Want another TOF



Will recommend



What might all this mean?

We think the main message is ...

“Correction does much,
but encouragement does more”

Johann Wolfgang Von Goethe



But what do *you* think?

References

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Sullivan, P. B., Buckle, A., Nicky, G., Atkinson, S. H. (2012). Peer observation of teaching as a faculty development tool. **BioMed Central Medical Education**. 12 (26) <http://www.biomedcentral.com/1472-6920/12/26>

Dewar , B., Mackay, R., Smith, S., Pullin, S. and Tocher, R. (2009). Use of emotional touchpoints as a method of tapping into the experience of receiving compassionate care in a hospital setting. **Journal of Research in Nursing**. 15(1) 29-41



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