



# Making the Most of Feedback for Educator Growth

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# Disclosures

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*Adapted from work supported by the Institute on Medicine as a Profession and the Josiah Macy, Jr. Foundation*



# Objectives



Identify challenges to incorporating feedback from learners



Describe a framework for utilizing the written and verbal feedback of learners



Appreciate the importance of a growth mindset as an educator



Incorporate reflection into process of feedback integration







Feedback Is...

Essential for learning  
and growth

Challenging

Not given frequently  
or effectively enough

# Learners and Feedback

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Most learners use feedback for verification and not for learning



Often ignored or unable to interpret feedback



Positive feedback recalled more accurately than negative feedback



Feedback is most effective when learner is given guidance



HOW CAN WE SHIFT TO A  
TEACHER-AS-LEARNER  
MINDSET?

The image features a dark, textured background with warm, out-of-focus bokeh lights in shades of orange and yellow. The text is centered and written in a white, hand-drawn, sans-serif font. On the left side, there is a vertical orange bar. The entire graphic is framed by a white border.

THE BEST TEACHERS ARE  
THE BEST LEARNERS.



# Definitions

Formative  
Feedback

- Most often verbal
- Less often written

Summative  
Feedback

- Verbal
- Written
- "Evaluations"







**UNIVERSITY OF CHICAGO**

**Aggregate Evaluation Report - Resident**





# Influencers of Feedback

- Nature of feedback
  - Positive or negative
- Self-perceptions and expectations
- Feedback credibility
- Specificity and consistency with other feedback
- Emotional reactions



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# Influencers of Feedback

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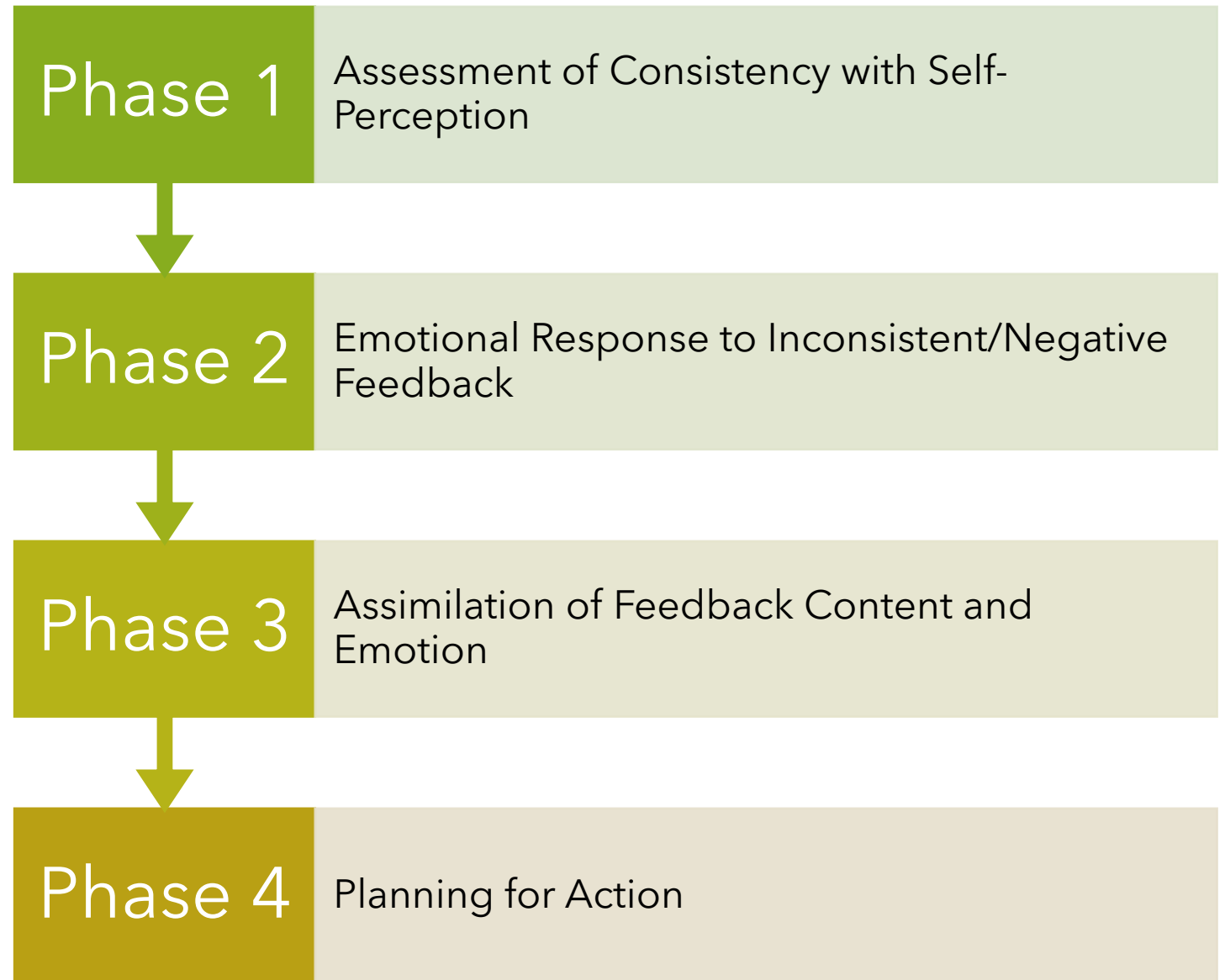
- Learner motivation
- Beliefs about ability to change
- Barriers to change
- Self-reflective abilities

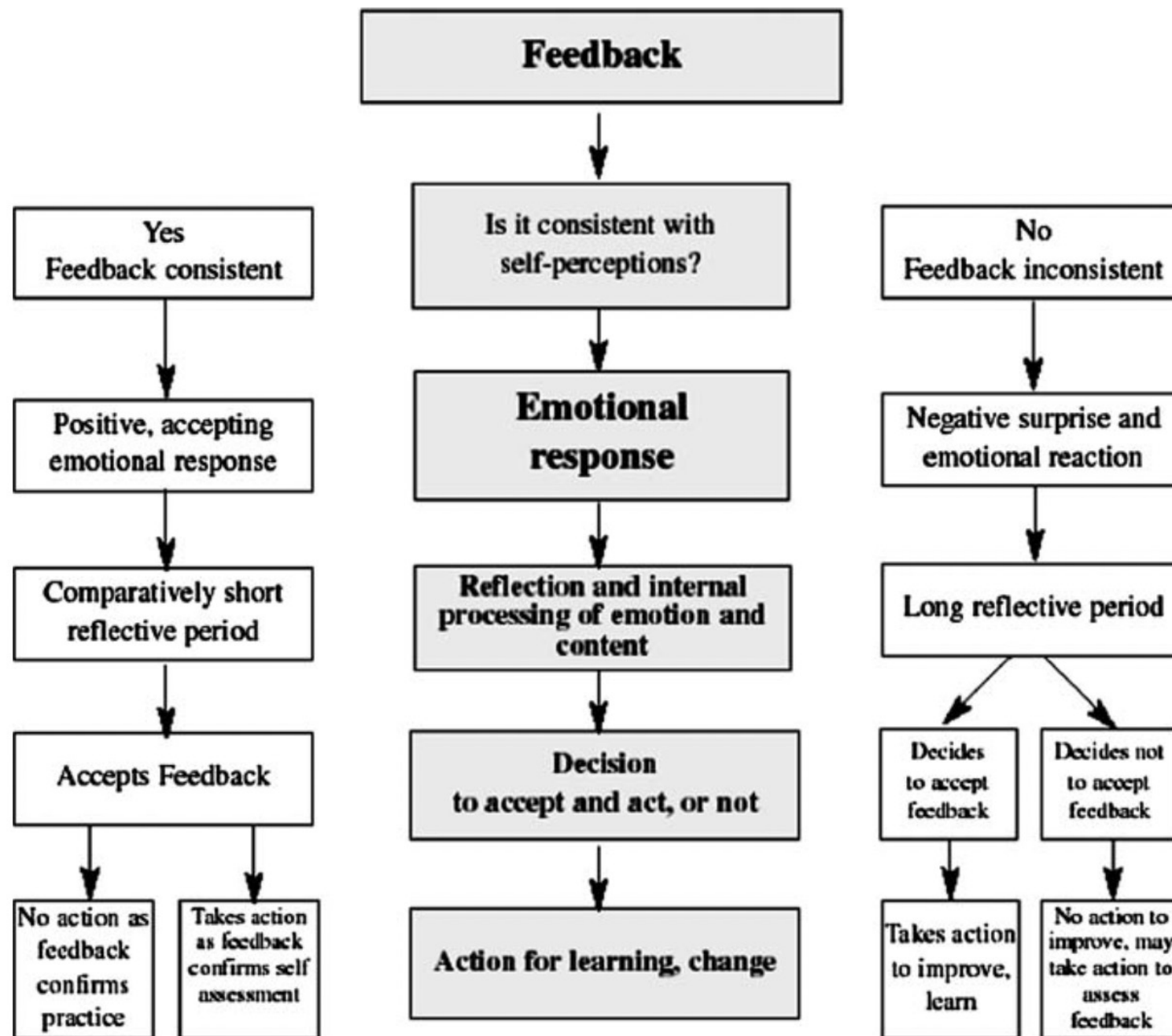




# A Framework for Feedback Processing

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# My Memory

The background of the slide features several axial brain MRI scans in shades of blue. Overlaid on these scans are various technical parameters and text, including 'FoV 199', '296\*512', 'Tra>Cor(6.1)>Sag(1.5)', 'W 128', 'C 66', 'AF', 'Chilom', 'Harmony', '4VA128', 'HFS', '+LPT', 'STUDY 1', '1101', '11:56', '18:11:18', 'RFP', '5cm', and 'R'. The text is in white and yellow, providing a clinical and technical context for the title 'My Memory'.

Be less scary? Nothing you can help I think.

Sometimes she comes across as being too intense and could be scary

# Phase 1: Consistency with Self-Perception

Requires Reflection

# What is reflection?



“Reflection is a metacognitive process that occurs before, during, and after situations with the purpose of developing greater understanding of both the self and the situation so that future encounters with the situation are informed from previous encounters”



# The Pieces

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Metacognitive

Before/During/After

Understand self and situation

Inform future action





# The Power of reflection

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"A deeper approach to learning that allows new learning to be integrated with existing knowledge and skills"

Guided reflection is useful

Improved self-reported outcomes on learning and professional development

# Types of reflection



INNER DIALOGUE



DIALOGUE WITH  
TRUSTED COLLEAGUES



WITNESSES

# Phase 2: Emotional Response to Inconsistent/Negative Feedback



## Emotions of Feedback

Many experience “shock” when they are told of a weakness in their performance



Need to reconcile this feeling in order to use the information obtained in the feedback to improve



Need to get over this feeling to prevent them from avoiding the task in which they have a deficiency

# Phase 3: Assimilation of Feedback Content and Emotion



# Assimilation Influencers

## Positive Feedback

- People are more likely to trust positive feedback
- "Carry on"
- Less reflection
- Reinforces good behaviors but provides less impetus for improvement

## Negative Feedback

- People are more likely to discount negative feedback
- Can demotivate
- More reflection
- More effective for changing behavior if responds to it

# Fixed

Mindset

# Growth

Mindset

Carol Dweck

## Intelligence is static.

Leads to a desire to LOOK SMART and therefore a tendency to:

- ✓ AVOID CHALLENGES
- ✓ GIVE UP EASILY DUE TO OBSTACLES
- ✓ SEE EFFORT AS FRUITLESS
- ✓ IGNORE USEFUL FEEDBACK
- ✓ BE THREATENED BY OTHERS' SUCCESS

## Intelligence can be developed

Leads to a desire to LEARN and therefore a tendency to:

- ✓ EMBRACE CHALLENGES
- ✓ PERSIST DESPITE OBSTACLES
- ✓ SEE EFFORT AS PATH TO MASTERY
- ✓ LEARN FROM CRITICISM
- ✓ BE INSPIRED BY OTHERS' SUCCESS

# Phase 4: Planning for Action







# Action Items

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Return to reflection

In action  
On action



Find facilitators



Commit to change

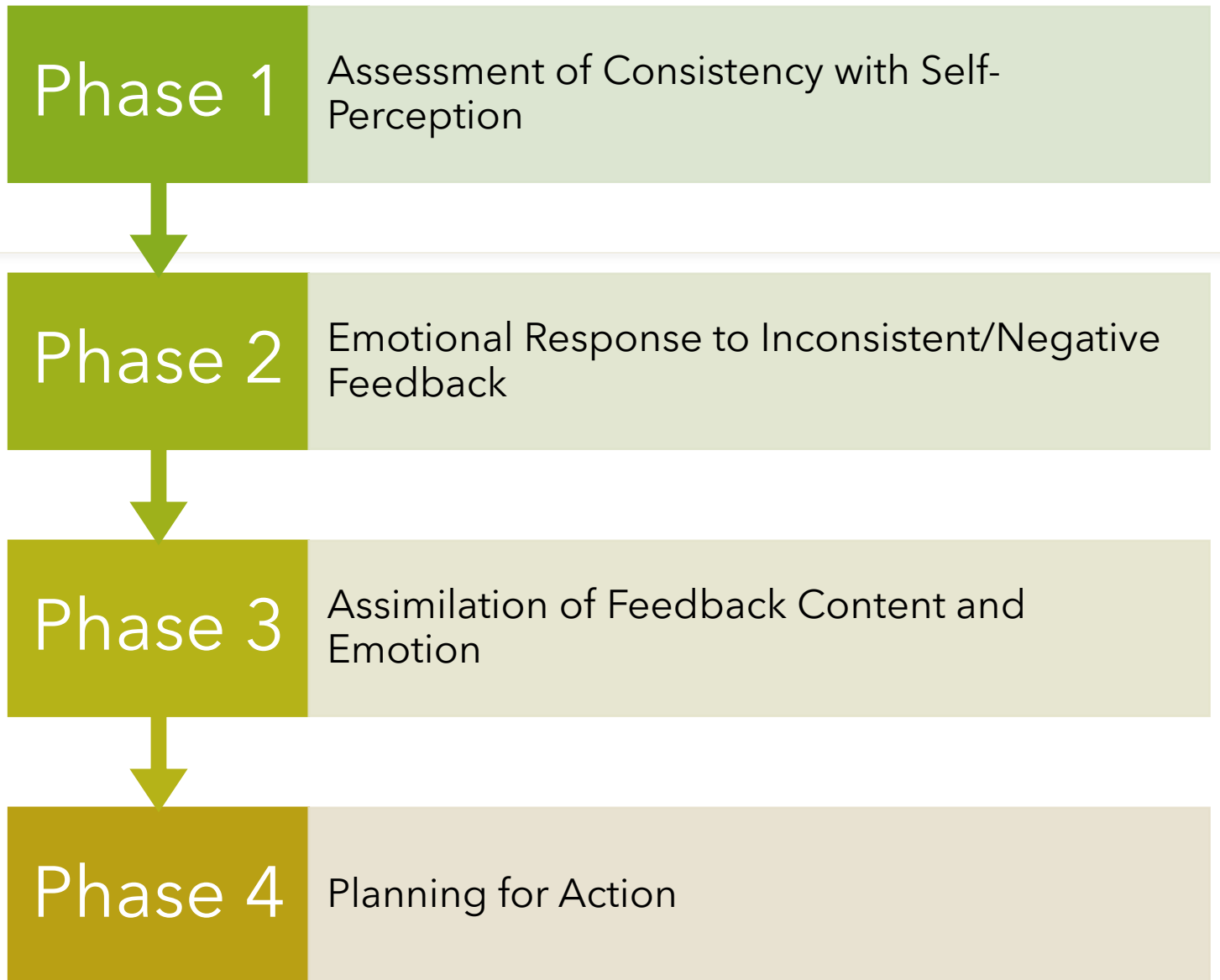


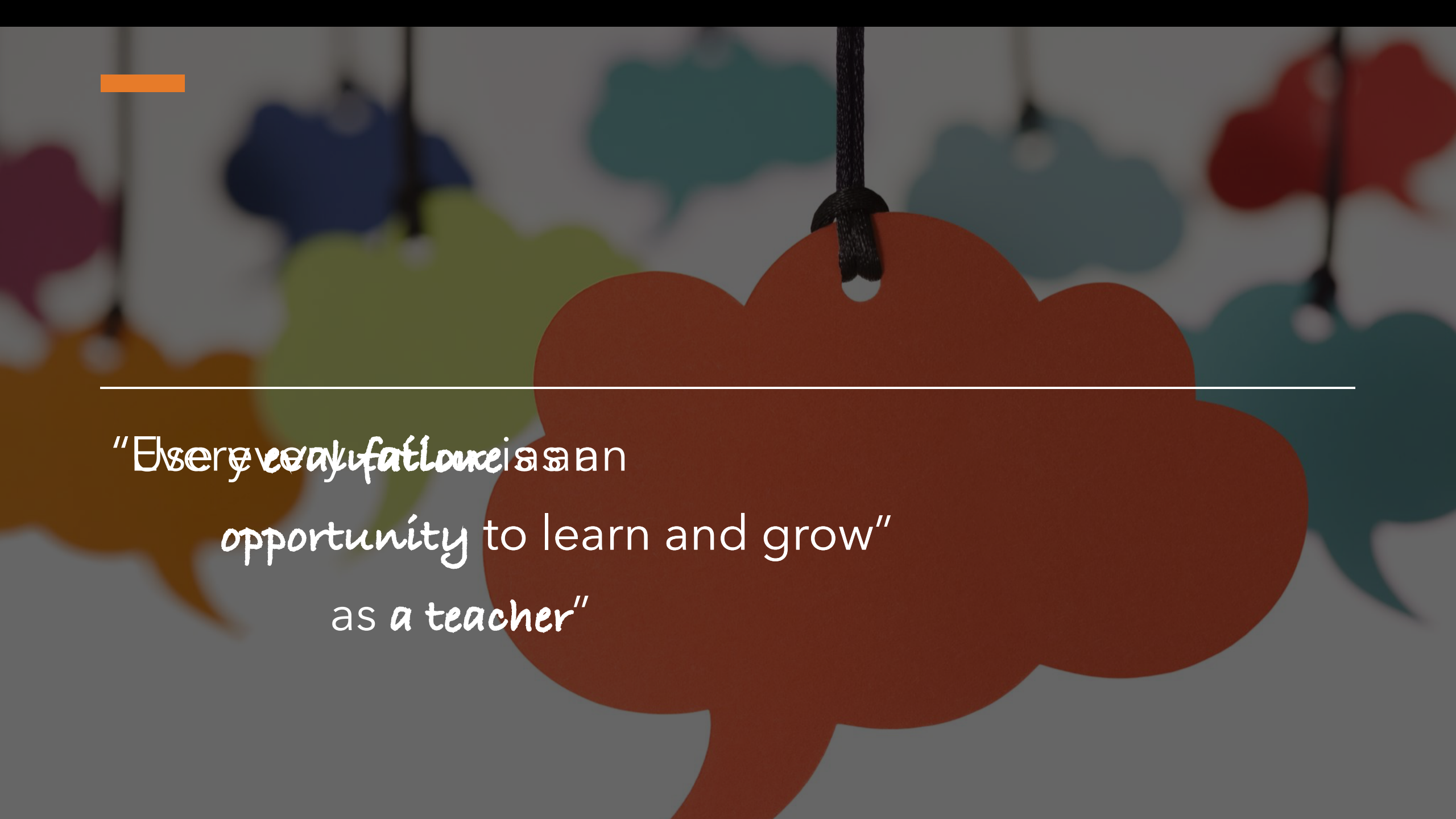
Set goals



Seek more feedback

# A Framework for Feedback Processing





*"Eserveceayfatloueisan  
opportunity to learn and grow"  
as a teacher"*

