



Using reflective questions for feedback about your teaching

Dalhousie Faculty Development Workshop

Sunday June 10, 2018

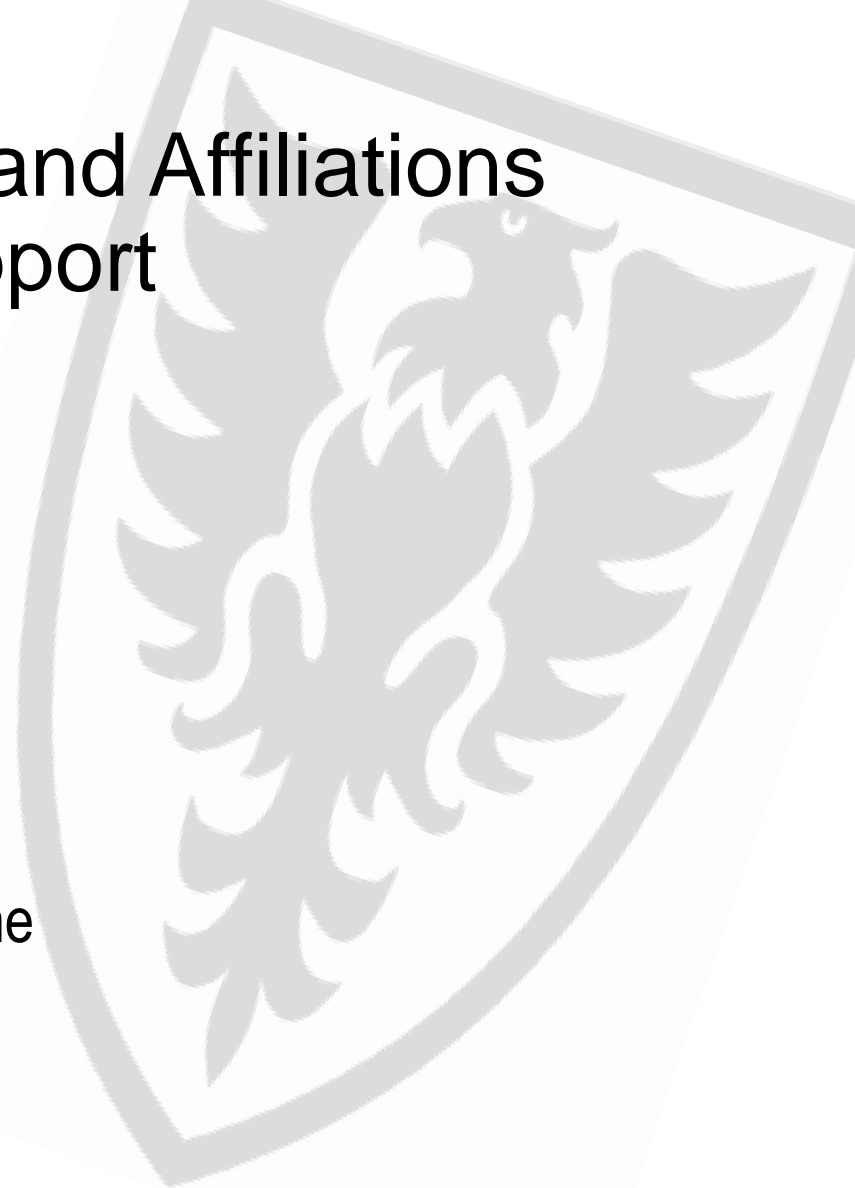
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- Consultant: None
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- Patent holder: None
- Other relationships: None
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Participants will be able to:

- 1. Understand the role of self-reflection when receiving feedback on their teaching.**
- 2. Apply a framework to guide the self-reflective process.**
- 3. Have an opportunity to start using the self-reflective questions from the teaching certificate program.**

Objectives



Collective intelligence and group success

Conversational turn taking and psychological safety



Edmondson, Amy. "Psychological Safety and Learning Behavior in Work Teams." *Administrative Science Quarterly* 44.2 (1999): 350-383. *SAGE Journals*. Web. 29 Mar. 2016.

WHO HAS RECEIVED FEEDBACK ON THEIR TEACHING?

Think about that experience of receiving feedback.

What we know

We often don't get a lot of feedback on our teaching

When we do it is in a silo

There are many barriers to us receiving timely and effective feedback

We want to improve our teaching

We may or may not change behaviour based on feedback

**HOW CAN A
REFLECTIVE
PRACTICE HELP US
WITH FEEDBACK
ABOUT OUR
TEACHING?**

What is reflection?

- “Reflection is a metacognitive process that creates a greater understanding of both the self and the situation so that future actions can be informed by this understanding. Self-regulated and lifelong learning have reflection as an essential aspect...” (1)
- “A generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation” (2)

(1) Sandars, J. The use of reflection in medical education: AMEE Guide no 44 Med Teach 2009, 31:685-95.

(2) Mann, K., Gordon, J., Macleod, A. 2007. Reflection and reflective practice in health professions education: A systematic review. Adv. Health Sci. Educ. Nov 23:1573-1677

LEADS LEADERSHIP FRAMEWORK

“LEAD SELF”

Self-motivated leaders:

- Are self-aware
- Manage themselves
- Develop themselves
- Demonstrate character

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LEADS LEADERSHIP FRAMEWORK DOMAINS AND CAPABILITIES



Provides an opportunity to digest feedback

Pushes you to think about your experience of receiving the feedback

Guides you towards reframing some of your thinking

Encourages you to change behaviours

How can guided reflection be constructive?

Caveat

The result is only as good as the effort you put in

**Faculty
Development
Teaching
Program
Reflective
Exercise**

The purpose of the exercise is to allow preceptors to refine their clinical teaching and supervision.

Provides a framework within which to think about and reflect on feedback they have received about their own teaching.

Provides impetus to be reflective and hopefully translate reflection into behaviour change.

1

Solicit/Identify
feedback you've
received about your
teaching

2

Use guiding
questions to reflect
on the feedback and
your response to it

3

Submit your
responses to
FMfacdev@dal.ca

3 Step Process

1

Solicit from a current or former postgraduate learner

2

Solicit feedback from a colleague who has or can observe your teaching

3

Use written or verbal feedback you have received

Step 1 – Solicit or Identify Feedback

STEP 2

Questions for Reflection

Questions

Question 1: What do I do as a teacher in the clinical setting when I am feeling rushed, frustrated or tired?

Question 2: How would I be described as a clinical teacher when I am working at my highest and best self?

Question 3: What are the observable behaviours of what I do well when I am supervising/teaching?

Question 4: What are the observable behaviours of what I do not do well when I am supervising/teaching?

Question 5a: What surprised me the most about feedback I received from a learner?

Question 5b: Why did that feedback surprise me?

Question 6: What am I going to try to do differently as a supervisor/teacher?

Question 7: How am I going to meet my goals?

Question 8: What am I going to do to follow up on putting the feedback into action?



DISCUSS



Barriers, Thoughts, Interest

STEP 3: SUBMIT COMPLETED QUESTIONS

FMFACDEV@dal.ca
DFMFACDEV.CA

**STEP: GOING THE EXTRA MILE:
SEND ME FEEDBACK ON THE PROCESS!**

alacas@dal.ca
DFMFACDEV.CA

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Did we meet the objectives?



References

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