

Virginia Tech Carilion School of Medicine

FREE* Newsletter

*(Faculty Resources for Educational Excellence)

VTCSOM Office of Continuing Professional Development

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Professional Development
(OCPD)

Office of Continuing Medical
Education (CME)

Center for Simulation,
Research & Patient Safety
(CSRPS)

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Quote of the Month

"We all need people who will
give us feedback. That's how
we improve."

Bill Gates

Hungry for Feedback?

It's something we hear a great deal about in medical education yet still struggle to give and receive - feedback. Feedback can also be a powerful tool in helping educators improve their teaching skills though it is challenging to obtain. Faculty in the health sciences and healthcare settings are often not formally educated or prepared for their teaching role and the opportunity to receive constructive teaching feedback can be a key step to improving their skills as an educator.

Adult learning theory tells us that adult learners welcome feedback, especially when based on performance and tailored to specific goals.¹ Feedback is intended to provide information, not judgment, to help guide future performance.² In contrast to an evaluation, feedback should be presented using first hand observations, should be well-timed and expected, and focus on specifics.³ We all crave feedback, especially in respect to a skill in which we have not received formal training and don't know where to start when the need arises. So, what better way to get started than to ask someone you respect as an educator to provide you with some feedback on your teaching?

There are a few things to remember when first thinking about requesting feedback from a peer. First, identify an observer who will be committed to the feedback process and who can focus on the teaching, not the content. Next, pinpoint the teaching venue where observation would be most meaningful. As you know, teaching encounters come in many shapes and sizes! Practical skills trainings and bedside teaching moments are equally as critical as the formal lecture setting. Another key to feedback success is to identify areas of focus ahead of time to provide to the observer. Good feedback is a powerful tool for enhancing teaching skills and can be pivotal to professional development.

So if we are striving to be better educators, who can we turn to for useful feedback? The Office of Continuing Professional Development and TEACH have implemented an innovative solution to help educators with their teaching observation needs. For faculty looking to improve their instruction skills the opportunity to sign up for a **Teaching Observership or Consultation** through TEACH is now available.

Experienced educators are available to provide objective, confidential feedback on current teaching practices, offer educational resources for improving skills, and/or assist in measuring impact on learners. This opportunity has minimal time commitment and is expected to result in robust outcomes by helping to quickly identify what you do well and what can be improved in your role as a teacher. Don't miss out on this opportunity to utilize peer-observation to enhance one's teaching skills.

Request your Teaching Observership or Consultation now! Via the TEACH website...

<https://info.vtc.vt.edu/teach/educator-development/teaching-observership/>

-- Mariah Rudd
(newest member of the OCPD team)