How to Provide Effective Feedback

Providing Effective Feedback: Tips

The following recommendations for providing feedback are based on the classic article entitled, Feedback in Clinical Education, by Jack Ende (1983).

- **Self-Assessment**: Before giving feedback, ask the learner to self-assess. The teacher might say, "How do you think you did?"
- **Balanced**: Provide both positive and critical comments. Begin with the positive comments, then specify where something needs changed, and then end with encouragement. This is called the feedback sandwich.
- **Well-Timed**: Feedback should be given close to the time of the performance. Immediate feedback is usually best.
- **Descriptive & Specific**: focus on what the student did, not on personal characteristics. Generalizations such as, "That was a good presentation" are not helpful. The reinforcement is okay but the teacher should also say why the case presentation was good.
- **Regularly Provided**: Feedback should not be a surprise. It is often provided only when the learner has done something wrong. Establishing a routine of regular feedback prevents this.

References and Resources

*Courtesy of Dr. Steve Davis, Ph.D., Director, Office of Faculty Development of Ohio University Heritage College of Osteopathic Medicine*