

A need for feedback.... “Deeds do not aspire to Ameliorate – Justify Your Deed!”

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Information gathered from an individual or group of people to assess a person's execution of a task which is utilized as a premise of development is called as “**FEEDBACK**”. The modifications in the process of execution of work with regard to feedback will enhance the outcome. Feedback in medical education is an integral and important element of teaching as it encourages and enhances the learners' knowledge, skills and professional performance. In addition to it, it increases the improvement of the performance of the learners with the basic aim of helping them achieve their goals in addition to the educational objectives^{1,2}. The potential of feedback can be maximized provided the teacher is receptive to suggestions for change and willing to improve³. Teachers are always required irrespective of careers to educate and guide the individuals to the future nation. Acquiring knowledge and skills is not possible only through books, especially in the field of Medicine. Medical profession is a noble profession. Anyone can earn a degree but being professional is not that easily possible? Every year, the capitation fees is escalating and finding a professional doctor among them has become a challenge. Faculties of Medical profession are not only expected to teach only the lessons in the text books but are expected to become as a “**Transformative Educator**” who can inspire a student with great qualities like personality, enthusiasm, compassion, knowledge competency, clinical skills, good relationship with patients, integrity, and the ability to teach. There always exists a relationship between the students choice of post-graduation along with a Faculty who has inspired them during their undergraduate period.

Desideratum of Student Feedback

Student feedback is a teaching assessment intended to elicit formative feedback from students to improvise the course of teaching and student's learning. The student's perspective must always be considered before opinions are applied on them. Improvising the qualities with respect to student's expectations will give higher results of achievement.

“If assessment feedback is to be guiding faculties for effective teaching, it should be encouraged rather than influencing the students to give positive feedback”

Attitude of Teacher's Towards Student's Feedback

Students must be given opportunity to impart their expectation on teachers. On exploring, the attitude of faculties towards student's feedback is controversial. The feedbacks designed for betterment of forthcoming lectures but they just end as an appreciation of the completed lectures.

➤ They expect only positive comments about their way of teaching.
➤ When one is aware of their negative aspects of teaching, they are reluctant to accept their mistakes.
➤ Faculties defend the decision made by a student.
➤ They tend to find out reasons to justify their teaching rather than analysing the comment received.
➤ Some of the faculties are not even ready to answer certain questions rather they find faults in which the questionnaire is framed for assessing the attitudes on students feedback.

Getting faculties to act to student's feedback is found to be difficult. An optimal instructor would initiate changes in him according to the feedback

“When the intention of student feedback form collected is not for reformation –Justify the deed!”
A sample student feedback form prepared by the authors is given below covering all the dimensions of feedback from students.

Student Feedback Form**Name of the professor:****Department:****Year:****Please Rate the Following Attributes Using 5 – Point Scale**

S. No	Assessment of the qualities	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Below Average (1)
1.	Subject Knowledge of the Professor					
2.	Communication Skills / Delivery of the Structured Lecture					
3.	Effective teaching methods are adopted that enhance my learning(e.g. Quiz, Group Discussions, Role play etc.)					
4.	Punctuality/ Sincerity/ Commitment					
5.	Availability beyond normal class hours					
6.	Ability to integrate the subject with clinical aspects to provide a broader perspective					
7.	Lectures fostered towards developing Professional Skills (e.g. research skills, communication skills, attending conferences etc.)					
8.	Approach towards motivation to realise Career Goals					
9.	Rate the Student – Teacher relationship					
10.	Overall Rating: In my view the teacher has Professional Competence and is a Role Model					

References:

1. Schartel, S. (2012). Giving feedback - an integral part of education. *Best Practice & Research Clinical Anaesthesiology*, 26(1), 77-87.
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3. Burr, S. and Brodier, E. (2010). Integrating feedback into medical education. *British Journal of Hospital Medicine*, 71(11), 646-649.