

## **INTRODUCTION TO HIGHER EDUCATION TEACHING 2**

### **PEER OBSERVATION GUIDELINES FOR FEEDBACK**

**As a group, we agree that our discussions following peer observation will be confidential and constructive rather than destructive. We agree to adhere to the following guidelines for giving feedback.**

#### **Guidelines to constructive feedback**

**This is taken from Student-Managed Group Work, A guide for tutors. Centre for Learning and Professional Development, University of Aberdeen  
<http://www.abdn.ac.uk/hr/esdu/main/resources.hti>**

**NOTE: Although this document was written for group work, the principles are relevant for use in the situation of one to one feedback, which we will be utilising in our peer observation.**

#### **How to give feedback**

1. Make sure that the time, place or circumstance is appropriate for giving feedback; it is usually better when invited rather than imposed.
2. Be descriptive and relate what you saw or heard. Give clear and unambiguous examples.
3. Reveal your own position or feelings by starting your comments with the word 'I': for example, 'I am not clear about your meaning' rather than 'you are not making yourself clear'. The latter statement will induce a defensive response.
4. Do not label the behaviour you are describing by using words like 'irresponsible', 'immature'.
5. Do not exaggerate: for example, 'you are always late for meetings', as this will invoke a discussion on the exaggeration rather than the real issue.
6. Ensure that the feedback is about behaviour the person has the power to change or control.
7. Check that the feedback has been understood by the receiver.
8. The giver and receiver of feedback should confirm that it is accurate.

#### **How to receive feedback**

1. Listen carefully, without interrupting.
2. Ask questions for clarity and request specific examples.
3. Give the feedback serious thought and decide whether it is appropriate to change your behaviour.
4. Tell the individual what they could do to help you change.

**THE "SET-GO" METHOD  
OF DESCRIPTIVE OUTCOME-BASED FEEDBACK**  
(This is taken from *Medical Interviewing and Communication, Tutor Guidance notes*. Faculty of Medicine and Medical Sciences, University of Aberdeen and has been amended to suit the purposes of our one to one feedback.)

**Base the feedback on:**

1. What I Saw  
descriptive, specific, non-judgemental.

**Prompt if necessary with either or both of:**

2. What Else did you see  
what happened next in descriptive terms.
3. What do you Think?  
reflecting back to the lecturer, who is then given an opportunity to acknowledge and problem solve himself or herself.

**To problem solve**

1. Can we clarify what Goal we would like to achieve
2. Any Offers of how we should get there  
suggestions, alternatives to be rehearsed if possible

From: Kurtz SM, Silverman JD, Draper J (1998). *Teaching and learning Communication Skills in Medicine*. Radcliffe Medical Press (Oxford)