

Feedback Role in Enhancing the Professional Growth of the Medical Student and the Teacher

Dear Editor,

Feedback is one of the key aspects to facilitate adult learning.^[1] In medical education, feedback plays a crucial role in ensuring curricular reforms or in improving the competence levels of both students and teachers.^[1,2]

In relation to students, a quality feedback delivered to students at the right time plays an immense role in motivating them to achieve what is expected out of them.^[2] Moreover, the presence of a timely feedback helps the students to regain their focus and brings about a constant improvement in their learning abilities.^[1-3] This feedback to the students can be given by different stakeholders (teachers, peers, patients, nursing staff, parents, etc.) and the student can use the same to refine their approach toward reading and learning.^[2,3] A focused feedback helps students not only to identify those areas which require more attention but also to strengthen those topics in which they are really good.^[3] Moreover, it helps them prioritize their study topics, better time management, ways to revise effectively, and even organize their answers (including need of drawing and labeling diagrams wherever necessary) during examinations to convey all important information to the examiners.^[1-4] In addition, the feedback can help the learners to identify the common mistakes which they do while presenting clinical cases and how best they can avoid it.^[4] As well, mentoring sessions can be utilized by the students to seek advice from their teachers (like how to deal with a relatively difficult topic) or even gives them an opportunity to take guidance to handle some of the personal issues.^[3,4] In fact, informal feedback plays a remarkable role to allow the students to excel in their studies.^[2]

It is known that only in the medical field, no training is required for a postgraduate candidate to become a teacher. They can directly become teacher the next day of passing their postgraduation examinations, and on their shoulders lies the future of all future medical students. Moving further, in the traditional mode of education, faculty acts as the driving force for learning and thus it is quite essential that their approach toward curriculum, teaching–learning, and students should be improved.^[2,3] The attributes required for teaching can be improved either during the microteaching sessions or through the feedback received from the students regarding their style of teaching (namely, teaching skills, speed, quality of presentation, meeting the objectives required for an undergraduate student, or teaching very advanced things).^[2-4]

Based on the received feedback, teachers can look to improving their styles of teaching (namely, speed, use of pictures, and apt use of A-V aids), focus on those areas more, in which students find more difficult to understand, asking those questions in examinations which has been taught (as assessment should focus only on those things which falls within the purview of subject,

and not recent advances), being more objective while correcting answer papers, and even improving their behavior in class by striking a balance between being extremely strict and lenient.^[1-4]

In conclusion, the concept of giving feedback to the student or the teacher in medical education is extremely vital and plays a remarkable role in the professional development of both of them.

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Conflicts of interest

There are no conflicts of interest.

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