

## **ACETS Exemplar 15\***

# **Giving and receiving feedback**

Anne Davidson

Coventry University

\* Note: this project was unable to find suitable third-party materials and therefore did not complete an ACETS Exemplar learning activity. This report outlines their experiences and the progress they were able to make.

**ACETS Exemplar 15: Interview**

<i>Exemplifier</i>	Anne Davidson
<i>Exemplar description</i>	"Giving and receiving feedback"
<i>Interviewer</i>	Dawn Leeder
<i>Date and location of interview</i>	10 March 2005, School of Health, Coventry University
<i>Context of use</i>	Resource material to support the development of professional skills in physiotherapists, particularly in the area of mentor and peer feedback. This was around students on placement getting feedback from their mentor, and students giving feedback to each other if they were doing some kind of peer assessment of peer feedback. I suppose it was a specialist aspect of communication skills. Jane had a video that I think she'd used for a number of years but it was a business related video and she wanted something that had more of a health focus. Jane wanted to use it in a seminar environment initially, because that's how the course is set up, there would be a session on peer feedback at the moment she runs the video and then they go into a huddle and they talk, so blended learning.
<i>What level of students was the exemplar aimed at?</i>	Year one undergraduate degree in physiotherapy, so they're just thinking about developing professional skills and communication skills. I think the idea was to develop something electronic that could be handed to seminar leaders on a flash disc or a CD-ROM, but obviously we thought about using WebCT as well, to use as catch up or over time instead of face-to-face delivery.
<i>Searching and using for third party materials</i>	We tried to find out what was out there most was related to business. Also I discovered they'd made some videos and they just videoed students role playing and giving each other feedback, that was just one long video that we couldn't edit it but we could use stills. Jane and I searched for what was available on things like Merlots one afternoon but at the end of it we felt there wasn't anything particularly useful, although we did find material that would be useful to other aspects of the module. In the end Jane decided she would rather learn the technique to digitise the video and chop it up and edit it and add questions around it. Melanie Gunn my National Teaching Project assistant worked with her on this, as far as I know they achieved the digitisation but I don't know what happened to it, whether they used it or not. I suspect as a perfectionist she felt she couldn't deliver exactly what she wanted in the time scale involved, so I think she stopped there. In fact because we knew by then that we might have the CETL funding coming up we thought we might build a project around this.
<i>Why do you think it was hard to find third party materials?</i>	I think there are materials on communication skills out there, and we found them. It may be that it was such a specialist aspect of communication skills. I think Jane was quite clear that she wanted something very particular. Actually when it comes down to it there's so little that's freely available it's frustrating.
<i>I'm wondering if perhaps you'd had a broader approach you might have had more success?</i>	<p>I'm fairly skilled in searching myself, I run search skills sessions. I think Jane was quite clear she wanted something particular for this session. Did Jane fill in the template? I lost track of what was happening with it I left it to Jane and Melanie, I mean I saw Jane about October and she was looking stressed and she said 'well I'm not going to be able to do that ACETS exemplar in the time scale they're asking' and so I didn't pursue it. But I don't know how much it reflects the 'not invented here' syndrome that we're going experience with learning objects.</p> <p>Dawn: I think that's a very valid point, and I think it's something that we all have to look at when we're trying to make shareable content. This is why I ask the question I think it's particularly when you have a very fixed view of what you want, I think in this new sort of sharing 'world' we need to be more opportunistic and to actually look at something and say I could use that' but it's difficult'</p> <p>I mean I've done a lot of searching myself as part of my National Teaching Fellowship round resources which I think would be useful, but actually when it comes down to it there's so little that's still freely available. I mean there's all these wonderful things in</p>

	Merlot but you know time and time again you can't download them or you can only direct the students towards them.
<i>So that's a shortcoming that you register when you're looking for things?</i>	Yes
<i>Did you look at JISC resources?</i>	Yes we looked at the ACETS jump site, also there was a repository of lots of video materials I think it was called, it's one of the one's which you have to get librarian permission to use. Also in our 'learning week' each September for staff where people do short presentations on anything, we did a joint presentation with a librarian about acquiring images and videos off the Internet to use in learning objects. Because I haven't been working on this for so long I don't know what I've done with it. Well it'll come back to me...
<i>So have you conducted a review of all the resources?</i>	<p>My initial national teaching project was to develop something called the Healthy Learning website which was to point to good resources or exemplars of good practice in e-learning in health and social care. I think it's been overtaken by much bigger and better projects now, like ACETS and the development of Merlot and Heal. It's still useful to identify which ones you can download and which ones you can only point out to students.</p> <p>Dawn: I think this is quite illuminating that despite the wealth of information you have here, and Ann has a folder bulging with various information on just about every URL you still have been unable to find third party materials to suit your particular learning objective?</p> <p>I'm cross I can't remember the name of it, it's a JISC collection that I accessed which has got quite a lot of little videos and things on communication skills. I get I have to say I get quite confused with JISC and the X4L I found it a confusing term I was never quite sure what it was.</p> <p>Dawn: Well X4L is one of their programmes, exchange for learning. JISC is keen to have everyone using their materials</p>
<i>In the longer term are you going to continue work on this? And so you will hope to have a resource you can use, do you have a idea as to the time scale?</i>	<p>The ACETS exemplar may turn out to be one of our CETL learning objects in the long run, but I'm not sure. I think in our institution the people with the good ideas just get swamped by demands and they start out with good intentions each Summer and genuinely creative ideas, but come October and they get a whole load of extra teaching because somebody's sick or somebody's pregnant/ Part of CETL's aim is to see if we can't provide some kind of mechanism that allows people to develop these things. The other reason for stopping it there was to say well with CETL coming up if we got together with the other five course teachers who are dealing with communication skills they might be able to come up with something more generic, more interprofessional.</p> <p>I have been dogged by ill health and I think that we arrived quite late to ACETS which also hampered our progress.</p>
<i>Any other comments?</i>	For me it's been very useful to be associated with the ACETS project, however indirectly because it's plugged me into a little network of what's going on. I found the Manchester conference particularly useful.