**VIGNETTE:** Feedback strategies-educator, peer and self evaluation

**Activity a**

When watching the video vignette, use the table below to indicate the different types of applications you observed in relation to stages of the Feedback Cycle (described in Module Two).

<table>
<thead>
<tr>
<th>Feedback cycle</th>
<th>SPEF-R® Application</th>
<th>Examples observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit criteria and standards</td>
<td>• Clarifying own understanding of the SPEF-R® criteria and standards.</td>
<td>☑</td>
</tr>
<tr>
<td>Student engagement with criteria and standards</td>
<td>• Supporting student understanding of the SPEF-R® criteria and standards</td>
<td>☑</td>
</tr>
<tr>
<td>Provision of self and supervisor assessment and feedback</td>
<td>• Encouraging student self-assessment</td>
<td>☑</td>
</tr>
<tr>
<td></td>
<td>• Making ratings decisions</td>
<td>☑</td>
</tr>
<tr>
<td></td>
<td>• Providing formative feedback</td>
<td>☑</td>
</tr>
<tr>
<td>Student engagement with feedback</td>
<td>• Encouraging student clarification of feedback and goal setting for enhancement of performance</td>
<td>☑</td>
</tr>
</tbody>
</table>

**Activity b**

Now discuss your notes with your group.

Did you all agree? If not, how did you differ?

Explain your selections.

**Activity c**

Now watch the vignette a second time.

This time think about and note:

- How the practice educator encouraged student self-assessment? Peer-assessment?
- Ways in which the practice educator provided feedback e.g. physical cues, verbal feedback
- How the practice educator engaged the students in goal-setting and future planning
- How the practice educator expressed empathy with the students and worked towards the establishment of a positive and supportive tone throughout the discussion
- At which stage of the practice placement this meeting would be most appropriate
- Ways in which the practice educator could have improved the outcomes of the meeting

**Activity d**

Now discuss your notes with your group.

In what ways was the meeting likely to be effective in supporting student learning? Share any further examples from your own practice.

**Activity e**

Reflection.

Think about the behaviours illustrated in this vignette.

What are your personal strengths?

- in providing feedback
- in encouraging student self/peer assessment and goal-setting?

In what ways would you like to enhance your practice in this area? What ideas can you take from the vignette?