

The Interdisciplinary Development of A Feedback Literacy E-Learning Module for Undergraduate Healthcare Student

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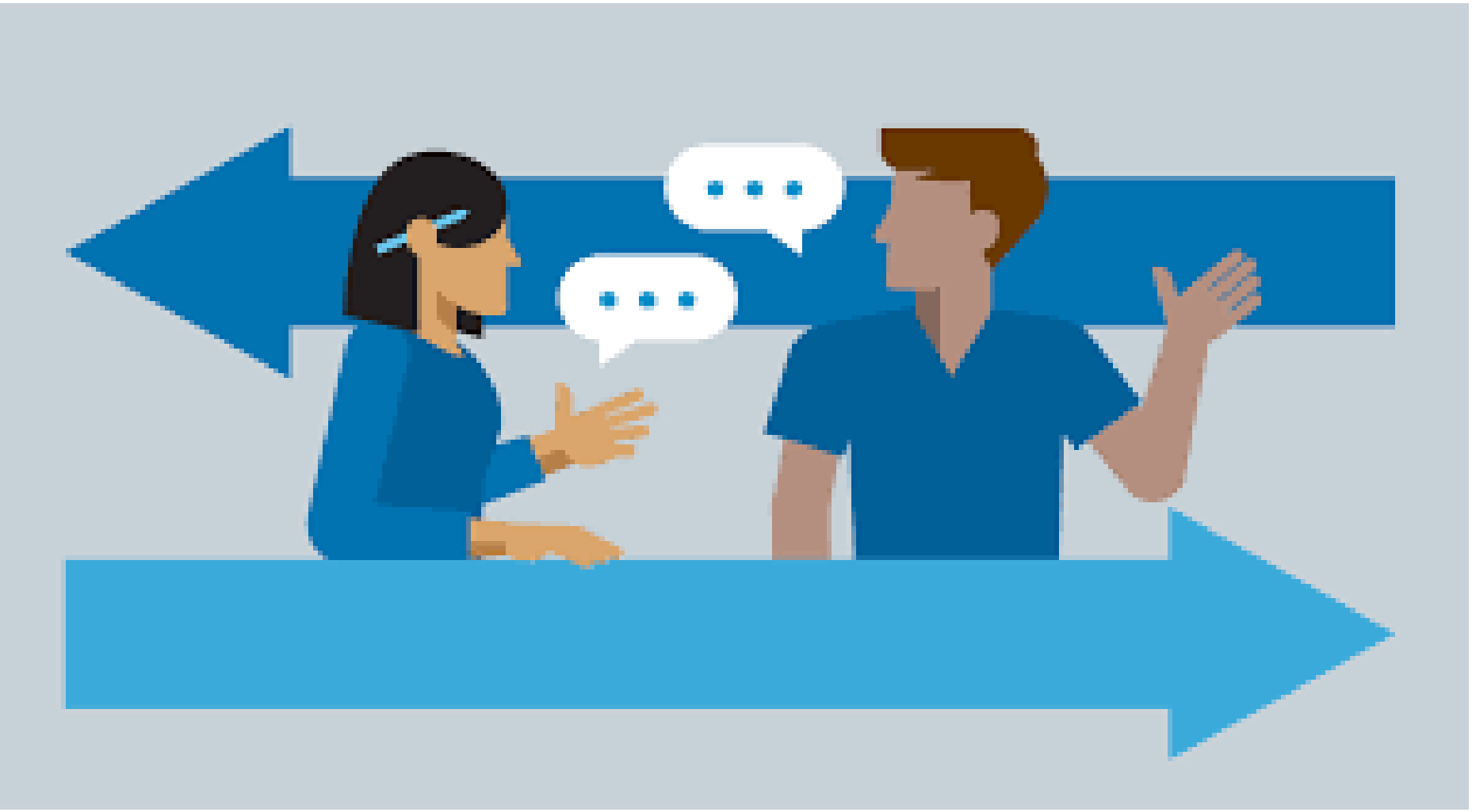
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Background

Central to the supervision and education of all health and social care professional students is the provision and receipt of feedback. Students learn within clinical environments and clinical environments serve as unique learning settings where meaningful feedback is shared between supervisors and students. Feedback is fundamental to facilitating the students learning and is critical to the development of student competence and confidence. ¹ In the clinical setting, it is essential for students to actively engage in the feedback process to enhance their sense of agency. To achieve this, students need intentional support in developing their feedback literacy skills, as their active participation is crucial for effective learning.² Feedback literacy is a topic that has much conceptual literature, however there is a paucity of research examining intervention research, in the how and if feedback literacy can be developed in a student cohort.³ Supporting the development of health and social care students' feedback literacy is pertinent in order to ensure high-quality learning experiences, the development of professional and clinical competence as well as enhanced reflective skills for future practice.

Aim

This research focuses on promoting student agency and empowerment in the feedback process by fostering trust and support within health science curricula through the creation and implementation of an innovative interdisciplinary e-learning module. This poster will showcase 1. the module's development, which is designed to enhance student feedback literacy and 2. outline ongoing research evaluating the module's impact on students' knowledge and attitudes toward feedback. It will also investigate the long-term effects on educational quality and learning in the clinical environment three months after completing the module.

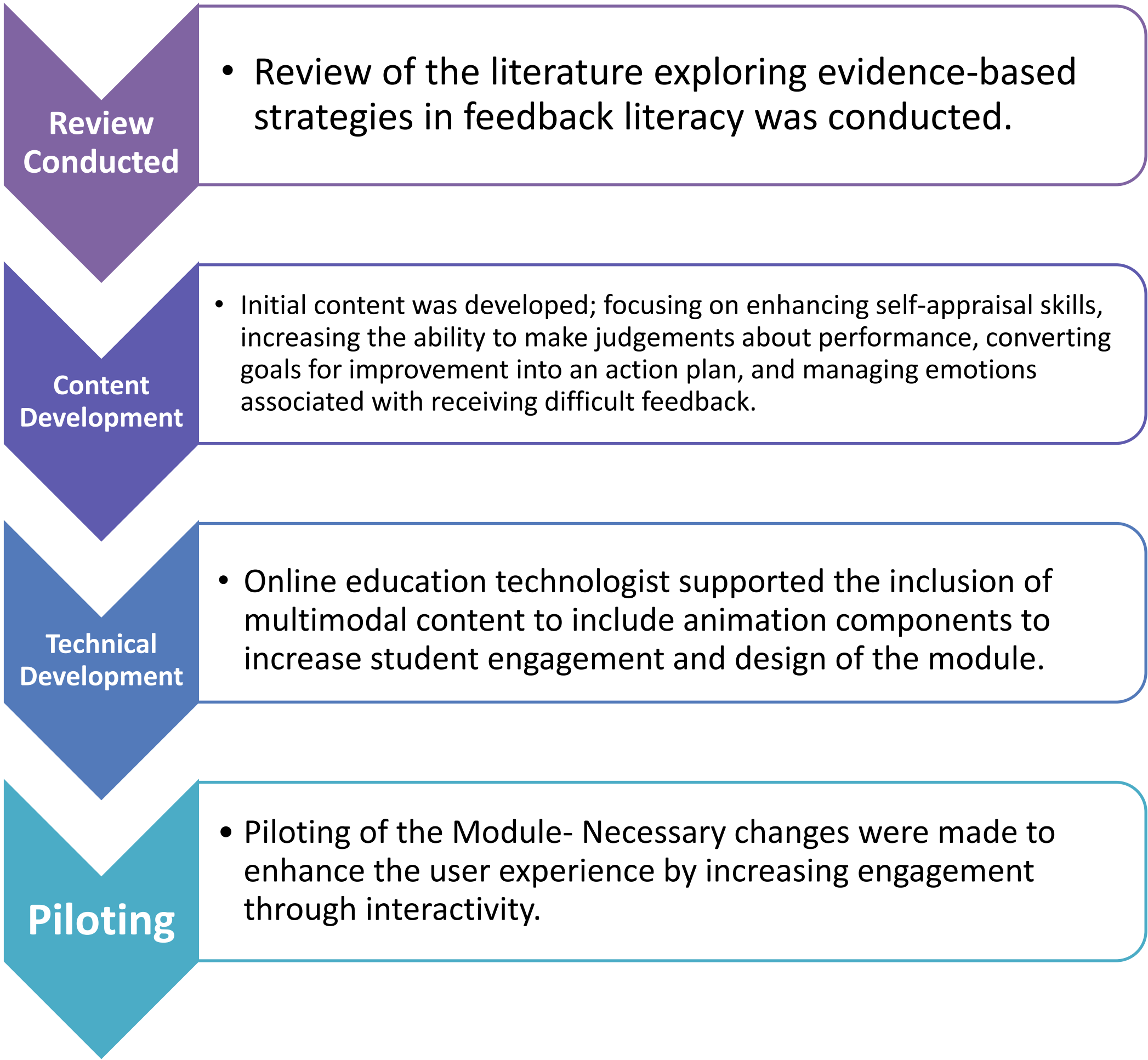


Methodology

1. Steps in the Development and Design of the E-Learning Module

Online learning has become increasingly relevant within the university sector with a move to online pedagogies and more blended approaches to teaching and learning, which supports a more diverse group of learners. With this background in mind, the group of interdisciplinary health professional educators from the disciplines of dental science, radiation therapy, physiotherapy, speech and language therapy and social science in Trinity College Dublin, sought to research, design and develop an e-learning environment that could harness the potential to support students in building feedback literacy skills. The module was developed to enable students to become reflective practitioners who think and act independently, by building their feedback literacy skills.

In designing and developing the module the following steps were undertaken by the research team:



2. Evaluative Research on the Module

Successful ethics applications across the individual health and social care schools was granted to conduct an evaluation to explore the impact of the e-learning module for students.

Three evaluations in the form of surveys are embedded in the module and consist of:

- Pre-course evaluation** (before accessing the e-learning module) to check prior knowledge and identify learning needs
- Post-course evaluation** to measure students' perception of content (directly after accessing module)
- Evaluation three months** after completion to determine longer-term benefits or impact.

Pre-course Evaluation Survey

Pre Evaluation Survey

Likert Scale: Strongly agree, agree, disagree, strongly disagree.

Thinking about feedback in the clinical and academic environment please tick your response to each of the following statements below

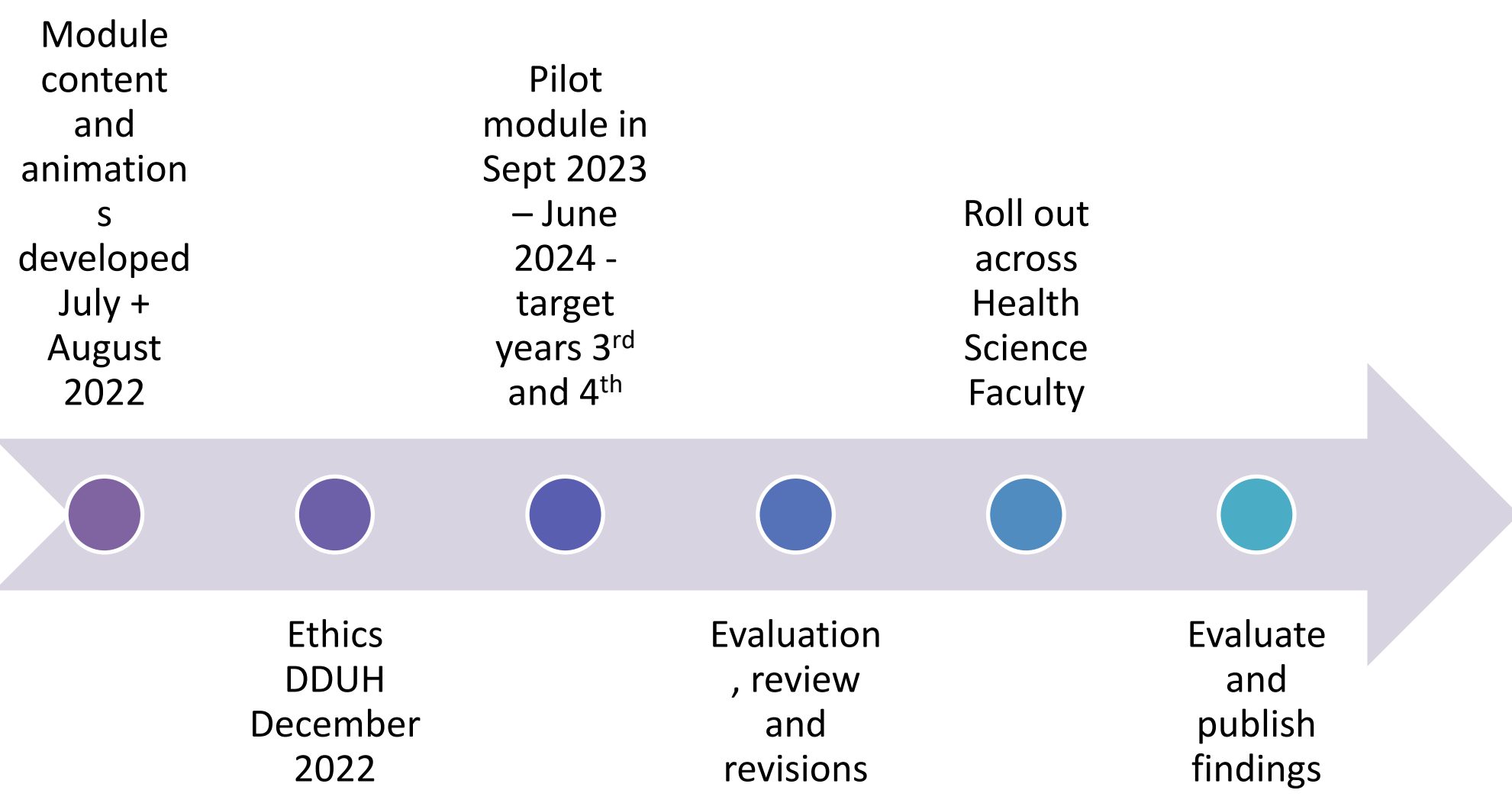
☐	Feedback is important to develop my learning
☐	I seek feedback regularly to improve my learning
☐	I do not see the purpose of seeking feedback
☐	I have difficulty understanding feedback offered to me
☐	I am able to apply feedback given to me
☐	I take feedback as a personal critique
☐	I have the skills to engage in the feedback process
☐	Feedback enables me to develop my learning goals
☐	I always read written feedback and make note of it for future learning
☐	Feedback is a shared responsibility between the educator and the learner
☐	Feedback is the educator providing feedback or information

Post-course Evaluation Survey

POST EVALUATION survey (to be completed immediately after completing the module and again in 3 months)

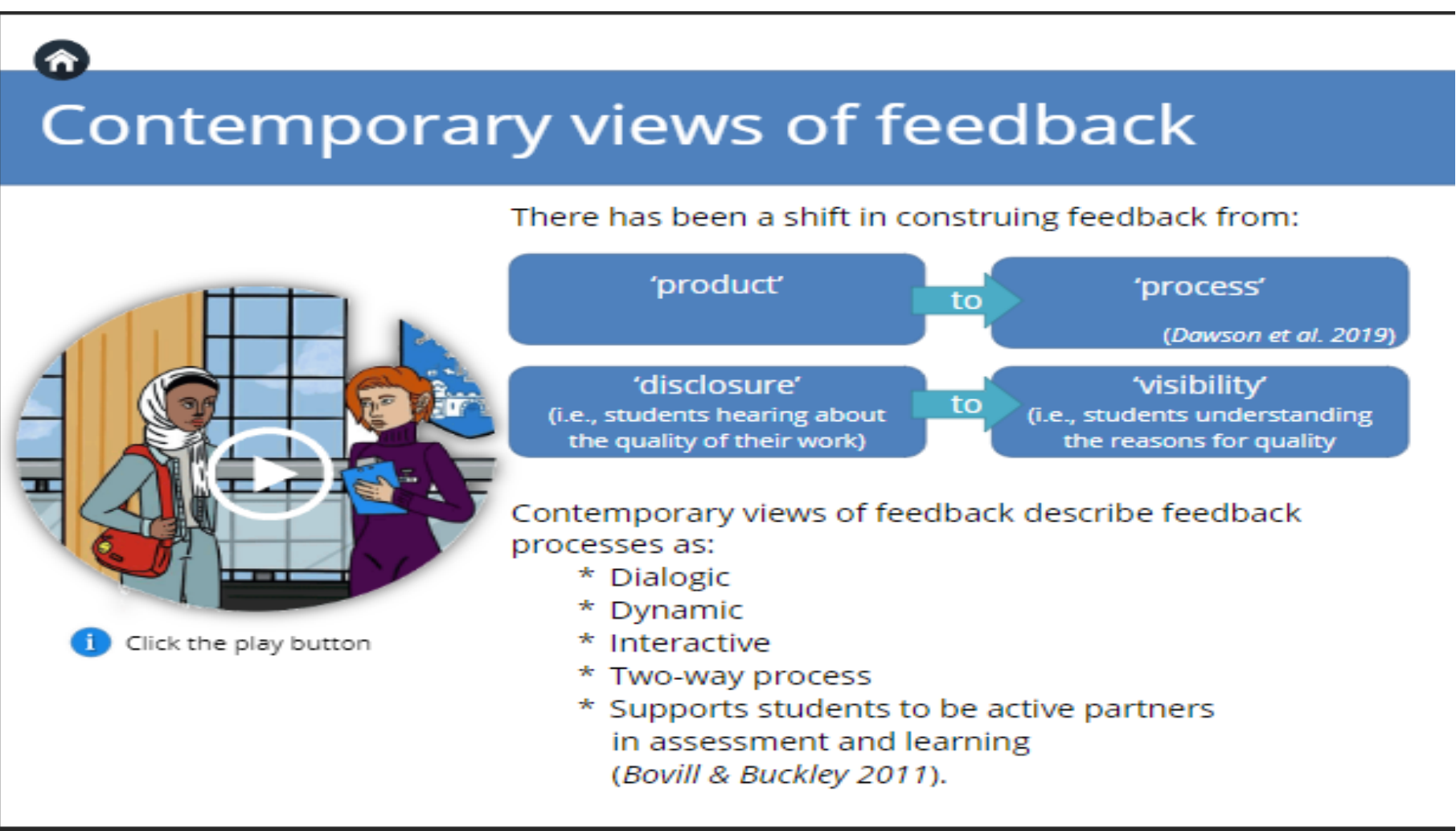
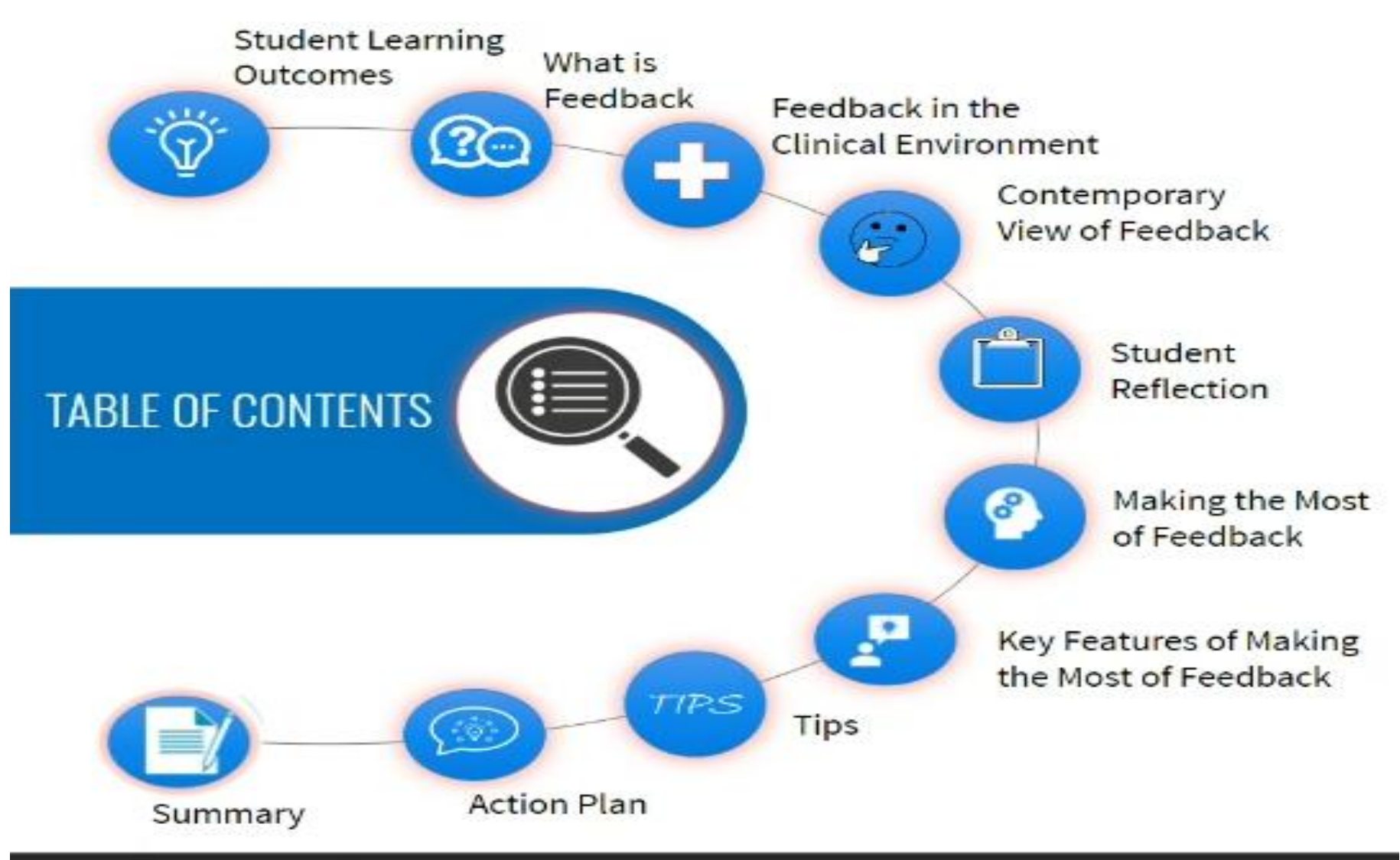
☐	I found this module helpful
☐	I will be able to apply what I have learnt in clinical practice
☐	I will be able to apply what I have learnt in the academic setting
☐	I feel more confident about my role in the feedback process
☐	Current year of study
☐	Age
☐	Gender

The e-learning module and research is interlinked, and the students complete the e-learning module while simultaneously the data is gathered by the evaluations. The roll out of the project is depicted in the next image.



Results

E-Learning Module Creation:



Complete the checklist below to rate how you currently make the most of feedback (Molloy, Boud & Henderson, 2019)

Characteristic	Self-reflection criteria	Never	Sometimes	Always
Commits to feedback as improvement	I use feedback to continually improve my work	☐	☐	☐
Appreciates feedback as an active process	I recognise that effective learners are active in identifying their own learning needs	☐	☐	☐
	I anticipate my own learning needs and discuss these with my Practice Educator	☐	☐	☐
	I understand the role of the national professional conduct and clinical competences in judging the work of myself and others	☐	☐	☐
Elicits information to improve learning	I realise that feedback requires active elicitation and I do not wait for others to provide unsolicited information	☐	☐	☐
	I consider feedback from multiple sources - e.g. Practice Educators, peers, MDT members, myself - to provide a different scope and opportunities for learning	☐	☐	☐
	I seek out exemplars to make sense of standards of clinical competence	☐	☐	☐
Processes feedback information	I recognise and understand language specific to practice education containing important cues about the clinical task or created outcomes	☐	☐	☐
	I extract key actionable information from others, and prompt for more detail or clarity	☐	☐	☐
Acknowledges and works with	I build trust in facilitating honest and meaningful information exchanges with others	☐	☐	☐

Conclusion

The e-learning module has been rolled out to all health and social care disciplines within Trinity. The evaluation of the impact of the module on students' confidence and acceptance of feedback is currently being analysed.

References

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- Winstone N, Mathlin G, Nash R. (2019) Building feedback literacy: Students' Perceptions of the developing Engagement with Feedback Toolkit. Front Educ., (4), <https://doi.org/10.3389/educ.2019.00039>
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