Feedback and Self Assessment

[Archer JC (2010) State of the science in health professional education: effective feedback. Med Educ 44(1):101-8. PMID: 20078761 DOI: 10.1111/j.1365-2923.2009.03546.x](https://www.ncbi.nlm.nih.gov/pubmed/?term=Archer+JC+(2010)+State+of+the+science+in+health+professional+education%3A+effective+feedback.+Med+Educ+44(1)%3A101-8.+PMID%3A+20078761+DOI%3A+10.1111%2Fj.1365-2923.2009.03546.x)

This article argues that effective feedback in the health professions must foster recipient reflection-in-action.

[Ende J (1993) Feedback in clinical medical education. JAMA 250(6):777-81. PMID: 6876333](https://www.ncbi.nlm.nih.gov/pubmed/?term=Ende+J+(1993)+Feedback+in+clinical+medical+education.+JAMA+250(6)%3A777-81.+PMID%3A+6876333)

This article presents guidelines for offering feedback adapted to clinical medicine based on the literature of business administration, psychology, and education.

[Eva KW & Regehr G (2008) “I’ll never play professional football” and other fallacies of self-assessment. J Contin Educ Health Prof 28(1):14-9. PMID: 18366120 DOI: 10.1002/chp.150](https://www.ncbi.nlm.nih.gov/pubmed/?term=Eva+KW+%26+Regehr+G+(2008)+%E2%80%9CI%E2%80%99ll+never+play+professional+football%E2%80%9D+and+other+fallacies+of+self-assessment.+J+Contin+Educ+Health+Prof+28(1)%3A14-9.+PMID%3A+18366120+DOI%3A+10.1002%2Fchp.150)

This article distinguishes between self-assessment as an ability, self-directed assessment seeking and reflection as pedagogical strategies, and self-monitoring as immediate responses to the environment. The article presents research that humans do not self-assess accurately.

[Moonen-van Loon JM, Overeem K, Govaerts MJ, Verhoeven BH, van der Vleuten CP & Driessen EW (2015) The reliability of multisource feedback in competency-based assessment programs: the effects of multiple occasions and assessor groups. Acad Med 90(8):1093-9.](https://www.ncbi.nlm.nih.gov/pubmed/?term=The+reliability+of+multisource+feedback+in+competency-based+assessment+programs%3A+the+effects+of+multiple+occasions+and+assessor+groups.+Acad+Med+90(8)%3A1093-9.)

[PMID: 25993283 DOI: 10.1097/ACM.0000000000000763](https://www.ncbi.nlm.nih.gov/pubmed/?term=The+reliability+of+multisource+feedback+in+competency-based+assessment+programs%3A+the+effects+of+multiple+occasions+and+assessor+groups.+Acad+Med+90(8)%3A1093-9.)

This is a study of the reliability of multisource feedback (or 360 degree evaluations) in residency programs. The authors found that the reliability of the feedback improved with more assessors and more feedback sessions.

[Sandars J (2009) The use of reflection in medical education: AMEE Guide No. 44. Med Teach 31(8):685-95. PMID: 19811204](https://www.ncbi.nlm.nih.gov/pubmed/?term=Sandars+J+(2009)+The+use+of+reflection+in+medical+education%3A+AMEE+Guide+No.+44.+Med+Teach+31(8)%3A685-95.+PMID%3A+19811204)

This article discusses reflection in medical education and stresses the importance of guided reflection with challenge from a mentor.

[Ten Cate TJ, Kusurkar RA and Williams GC (2011) How self-determination theory can assist our understanding of the teaching and learning processes in medical education. AMEE guide No. 59. Med Teach 33(12):961-73. PMID: 22225433 DOI: 10.3109/0142159X.2011.595435](https://www.ncbi.nlm.nih.gov/pubmed/?term=How+self-determination+theory+can+assist+our+understanding+of+the+teaching+and+learning+processes+in+medical+education.+AMEE+guide+No.+59)

This article discusses the implications of self-determination theory for medical education focusing on preparation and selection, curriculum structure, assessments and examinations, clinical teaching, and other factors.

[Watling CJ (2014) Unfilled promise, untapped potential: feedback at the crossroads. Med Teach 36(8):692-7. PMID: 24597625 DOI: 10.3109/0142159X.2014.889812](https://www.ncbi.nlm.nih.gov/pubmed/?term=Watling+CJ+(2014)+Unfilled+promise%2C+untapped+potential%3A+feedback+at+the+crossroads.+Med+Teach+36(8)%3A692-7.+PMID%3A+24597625+DOI%3A+10.3109%2F0142159X.2014.889812)

This article discusses two influences on how and why feedback becomes meaningful: the individual learner’s perception of and response to feedback and the learning culture where the feedback is given.