Learning Conversations: An Analysis of Theoretical Roots and their Manifestations in FEEDBACK and DEBRIEFING

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EXPERIENTIAL LEARNING

Clinical Event | Dialogue | Future Performance

Feedback | Debriefing
“Specific information about a comparison between a trainee’s observed performance and a standard” [Van de Ridder 2008]

“Facilitation, two-way communication and cultural requirements” [Archer 2010]

“Facilitated reflection…describe key events and analyze thoughts to develop new understanding” [Lederman 1992]

“Enabling learners to move toward learning objectives…collaboratively with the instructor” [Rudolph, 2007]
FEEDBACK

LIMITATIONS ON OUTCOMES

DEBRIEFING
Reviews on feedback synthesize evidence without considering what debriefing may offer.

[Ossenberg et al., 2018]

Reviews on debriefing synthesize evidence without considering what feedback may offer.

[Chang et al., 2014]
Dialogue
Dialogue

Unique and separate concepts / unified conceptual framework

FEEDBACK  DEBRIEFING
“We explored the theoretical roots and their manifestations as they relate to feedback and debriefing”
Feedback-information-system [Engineering]

Teacher-centric, unidirectional corrective approaches [Ende 1983]

Facilitated Feedback Conversations [Sargeant 2015]

Control of a system by reinserting results of its performance [Weiner 1950]

Cognitive Theories informed by agency

Humanistic, Cognitive, Socio-Cultural Theories

FEEDBACK
Optimizing Organization Structure
[Bartunek and others 1984-1995]

Cognitive & Motivational Theories

In the moment sense making
[Rudolph 2007]

Psychological Safety and Reflection
[Eppich 2015]

Theories derived from Cognitive and Social Psychology

Humanistic, Cognitive, Socio-Cultural Theories

DEBRIEFING

DEBRIEFING

DEBRIEFING

DEBRIEFING

DEBRIEFING

DEBRIEFING
Humanistic, Social and Cognitive Theories

Mechanistic Systems

Organizations

Clinical Event | Dialogue | Future Performance
Experiential Learning | Reflective Practice | Deliberate Practice | Mastery Learning | Limitations of Self Assessment

Mechanistic Systems | Organizations

Clinical Event | Dialogue | Future Performance
Aside from context mainly:

1. Derived from distinct theoretical roots.
2. Both now draw on multiple similar theoretical frameworks.
3. Both position themselves as enacting similar multiple educational theories.
4. Considerable commonality between “patterns” now exist.
“Patterns” of Dialogues as Learning Conversations

Concepts and Routines

LEARNING CONVERSATIONS
“PATTERN of Dialogue: Learning Conversations”
“CONVERSATIONAL CHOICES”
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Thank you!

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[Epub ahead of print]