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Autore	Nair Chenicheri Sid
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ISBN	1-78063-433-1 1-84334-752-0
Descrizione fisica	1 online resource (271 p.)
Collana	Chandos Learning and Teaching Series
Disciplina	378.125
Soggetti	Education, Higher - Study and teaching Medical sciences - Study and teaching (Higher) Student evaluation of curriculum
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Cover image; Title page; Table of Contents; Copyright page; List of figures and tables; Preface; Author biographies; 1: Evaluating Student Experiences of Medical Education in the Joint Medical Programme: a Case Study of a Unique Dual University Programme; Abstract; Introduction; Evaluating the learning experience in the JMP: initial cohort 2008-2011; The instruments, their purpose and reflection on performance; Qualitative instruments; Reflections on performance, years 1-3; Closing the loop for students; Issues of dependability, credibility, and trustworthiness; Conclusions; Acknowledgements 2: Using Student Feedback to Enhance Teaching and Learning in an Undergraduate Medical Curriculum: the University of Hong Kong ExperienceAbstract; Introduction; Feedback to and from students in medical education settings; Example: HKU iClass; Example: feedback to students on their performance from tutor and from peers; Example: feedback from students to tutor; Feedback in clinical teaching environments; Example: recorded consultation review as feedback to students; Example: student reflective writing as feedback to community-based clinical teachers; Feedback through course evaluation

HKU Student Learning Experience Questionnaire (HKUSLEQ) Staff-  
 Student Consultation Meetings (SSCM); Focus group interviews; Faculty-  
 co-ordinated paper questionnaires; Mechanisms for reviewing student  
 evaluations for enhancement of teaching and learning; Faculty Teaching  
 and Learning Quality Committee (FTLQC); Quality Assurance Sub-  
 committee of the MBBS Curriculum Committee; Conclusion; 3:  
 Feedback as Conceptualised and Practised in South East Asia; Abstract;  
 Introduction; Feedback on the learning process; How feedback is  
 conceptualised; How feedback is carried out; Improving current practice  
 Unhealthy practices related to the feedback provider Unhealthy practices  
 related to the feedback recipient; Feedback on the teaching process;  
 Context; Feedback; Acting upon feedback; Conclusion; 4: Enhancing  
 Clinical Education with Student Feedback: a Thai Perspective; Abstract;  
 Introduction; Medical education in Thailand; Use of student feedback in  
 undergraduate medical education; Student feedback on teaching  
 strategies; Student feedback on a medical curriculum; Student feedback  
 on assessment; The use of resident feedback in postgraduate training;  
 Conclusion  
 5: Student Feedback in Medical and Health Sciences: an Indian  
 Perspective Abstract; Use of student feedback for evaluation of faculty  
 (SEF); Common criticisms and perceptions of SEF; Key points on the  
 utility of student feedback; Some background in Indian medical  
 education; Cultural and contextual issues regarding use of student  
 feedback in India; Current use of student feedback in medical and  
 health professional education in India; Department of Physiology;  
 College of Nursing; Utilisation of feedback; Manipal University  
 Experience; Prospects of using student feedback effectively in India  
 Role of faculty development

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## Sommario/riassunto

Student feedback has appeared in the forefront of higher education  
 quality, in particular the issues of effectiveness and the use of student  
 feedback to improve higher education teaching and learning, and other  
 areas of student tertiary experience. Despite this, little academic  
 literature has focussed on the experiences of academics, higher  
 education leaders and managers. The final title in the Chandos  
 Learning and Teaching Series to focus on student feedback, Enhancing  
 Learning and Teaching through Student Feedback in the Medical and  
 Health Sciences expands on topics covered in the previous p

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