



CLIL in Medical Education:
Reaching for Tools to Teach
Effectively in English in a Multicultural
and Multilingual Learning Space

2019-1-PL01- KA203-065700



This project is co-funded by the European Union

Values of teaching and learning

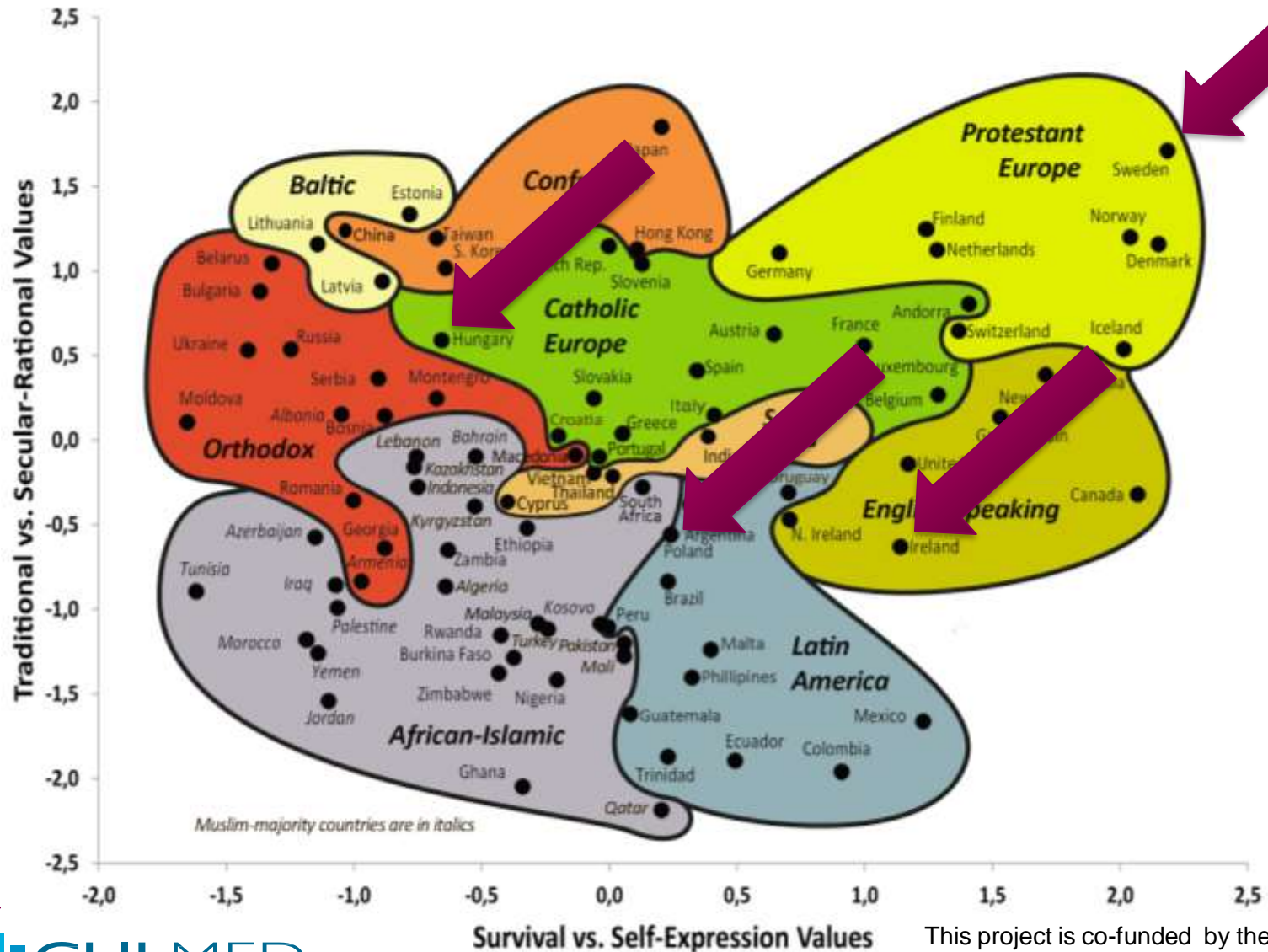
Do you recognise yourself?
Do you recognise your students?
How do these different value
systems impact feedback?

Respect for lecturer authority
Lecturer should not be
questioned
Motivation: pressure to excel
Effacement and silence
Group orientation to learning

Lecturer as mentor/facilitator
Lecturer is open to challenge
Motivation: desire for individual
development
Self-expression of ideas
Personal growth and creativity

The World Values Survey 2015

Source: <http://www.worldvaluessurvey.org/WVSContents.jsp?CMSID=Findings>



Etymologies

Feedback (English) – to nurture, to allow to thrive

Återkoppling (Swedish) – to link, to pull together, to unify

Visszajelzés (Hungarian) – to give back a sign

Informacje zwrotne (Polish) – to return information

Aiseolas (Irish) – to get information back



High versus low context cultures



Low Context

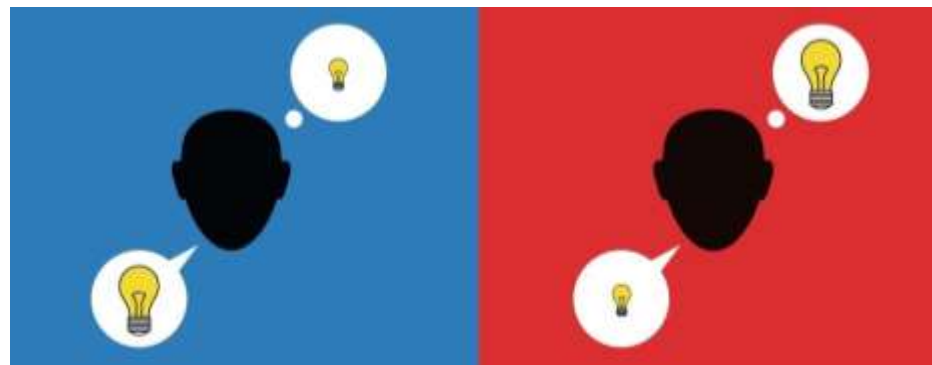
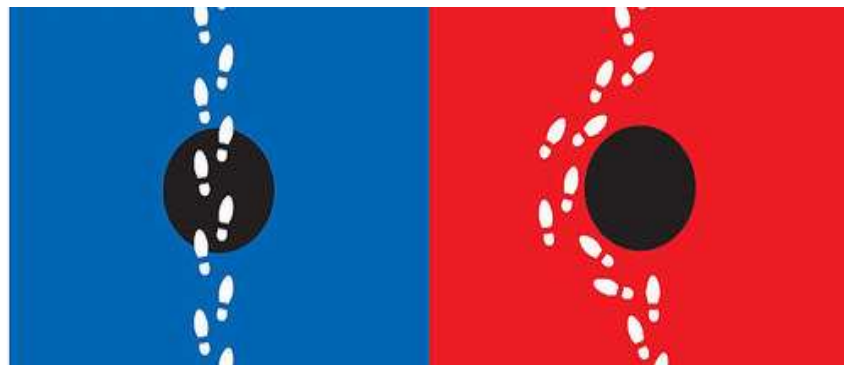
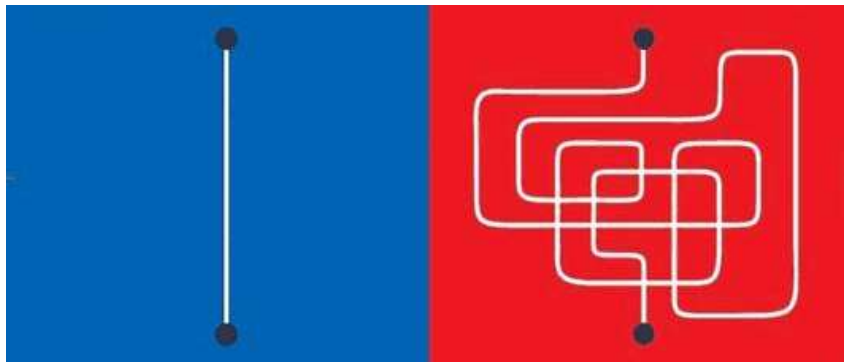
- Explicit communication
- Nonverbal elements are not significant
- Low power distance
- Disagreement is depersonalised
- Space is compartmentalised
- Events and tasks are scheduled

High Context

- Implicit communication
- Nonverbal cues: voice tone, gestures, facial expression and eye movement
- Respect for hierarchies
- Personal sensitivity to conflict
- Space is communal
- Time is not easily scheduled



Discuss: Low and high context cultures and feedback



What are your values?

Read the statements and move to the
appropriate side of the room.



I rely on facts and evidence for
making decisions.

I use intuition and feelings to
make decisions



What are your values?

Read the statements and move to the appropriate side of the room.



I always tell it
like it is, even if it hurts
someone's feelings.

I strive to maintain harmony,
even if means not
telling the complete truth.



How to provide feedback effectively

1. ALWAYS start with asking your students about how they view their performance
2. Before giving feedback, remind yourself why you are doing it.
3. Be timely.
4. Make it regular.
5. Prepare your comments in advance
6. Be specific.
7. Create a safe space, without interruptions
8. Use “I” statements
9. Limit your focus.
10. Praise when praise is due!

