



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

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This project is co-funded by the European Union

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## Assessment and feedback across cultures

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# Values of teaching and learning

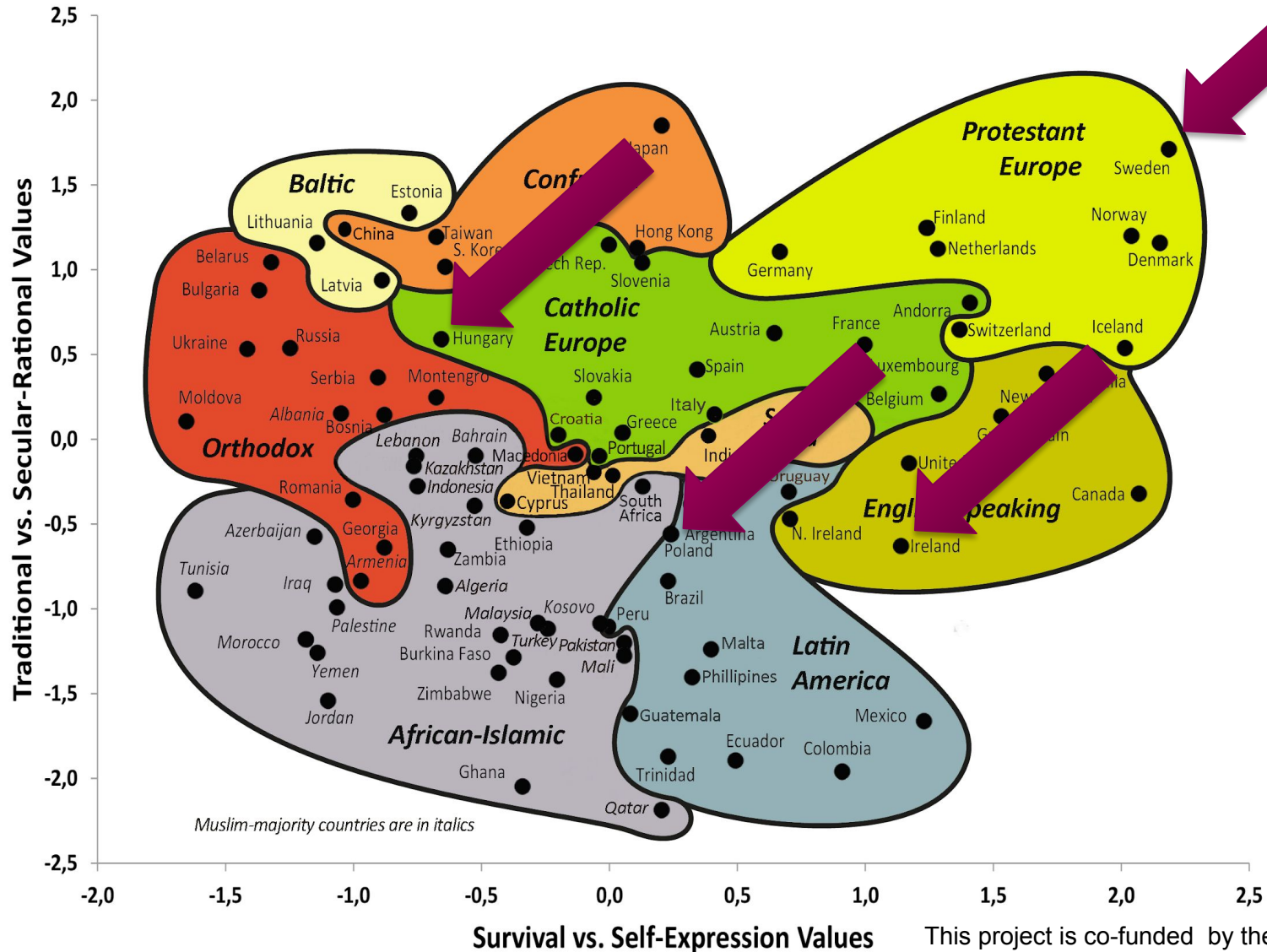
Do you recognise yourself?  
Do you recognise your students?  
How do these different value  
systems impact feedback?

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>



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# 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

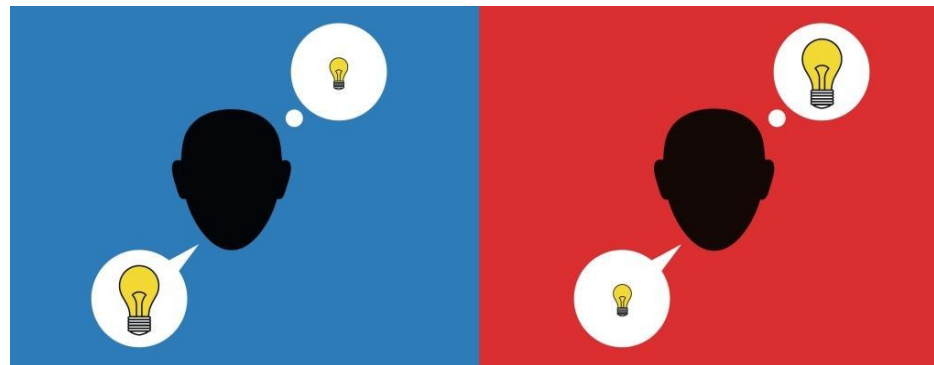
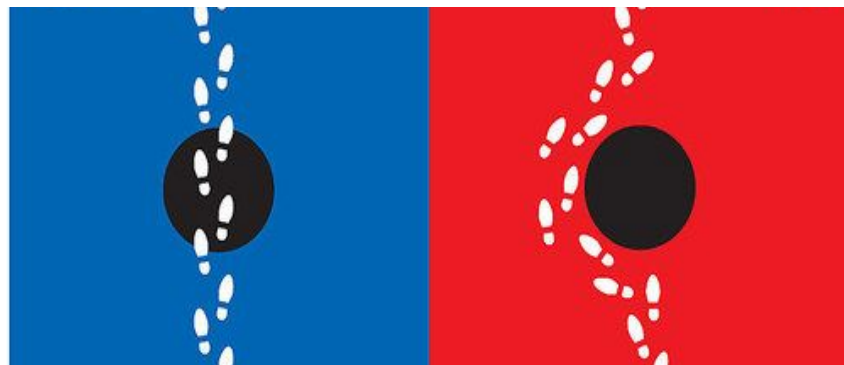
## High Context

- 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!

