INTRODUCTION
Feedback is a process of delivery of information, suggestion, guidance and supervision from instructor to a student's learning progress, and the quality of a student's expression of learning. Feedback is an essential part of education, learning and training programs in healthcare settings. It facilitates the learners to enhance their potential at different phases of training, increase understanding, identify areas for improvement and suggest actions to improve the performance. Feedback has a powerful influence on learning and achievements and helps to minimize the gaps between the student's current level of understanding and performance. It is essential to develop learners' competence and confidence at all stages of their medical careers. Feedback may be given as formal or informal. The formal feedback is well-designed and given at the middle or terminal part of the session. The informal feedback should be given on regular basis in relation to specific events such as performing a Spirometry in lung function laboratory. Without feedback, mistakes go uncorrected, high-quality performance is not reinforced, clinical competence is achieved empirically or not at all and path to improvement is not identified. Giving feedback is not a simple component of teaching in basic and clinical medical sciences, and teaching faculty in medical schools are lacking in this aspect of their responsibilities. An adequate, meaningful and fruitful feedback needs motivation, emphasis, objectivity, expertise, and active participation in the feedback. For getting a good start while giving feedback, it is better to establish the instructor and student's plan.

Establishing the instructor and student's plan: First step in giving a feedback in medical teaching is to invite an appropriate number of medical students to join the teaching session and select a suitable time and valuable venue for the discussion. In clinical teaching, before the selection of the patient, the instructor should be fully aware of the students' needs, understand the level of the students, their stage of study and requirements of the teaching session. The instructor should be familiar with the learning outcomes and objectives based on the given task. For example, in lung function laboratory, the instructor should know the requirements of the students so that in future, the students should perform the lung function test, interpret the spirometry findings, understand the spirogram, type and severity of lung function impairment and manage the patients. The instructor should be fully involved in the selection of patient with required task, accept responsibility to deliver a feedback, facilitate student's learning and encourage student's thinking and to relate what is already known to the students. Moreover, instructor should encourage questioning and students must be given a chance to ask as many questions as possible to make the process of learning active rather than passive.

Educational environment: Instructor must have introduction with the students and start the session in a friendly environment. The educational environment
should be collaborative, friendly and personal identity may foster through a focus on individual student needs. Instructor must adopt the policy of honest admiration, appreciation and constructive rather than destructive feedback. Feedback in such educational environment makes an important impact on student's deep learning.

MEO's triangular approach in giving feedback (Figure 1 and Table I): There are certain important factors which must be considered while giving an effective feedback. These includes motivation, emphasis and objectivity of the contents.

![Figure 1: MEO's triangular approach in giving feedback.](image)

<table>
<thead>
<tr>
<th><strong>Table I:</strong> MEO's triangular approach in giving feedback.</th>
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<td><strong>Motivation:</strong> Feedback should be delivered to motivate the learners that they can actively involve in the learning process. Instructor must know the worth of motivation in learning and provide frequent, early, uncomplicated and constructive feedback that supports the students' beliefs that they can perform the task well.</td>
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<td><strong>Emphasis:</strong> The instructor should emphasize on the given aims, objectives and outcomes of the task. The instructor should know what, where, which area needs to be emphasized.</td>
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<td><strong>Objectivity:</strong> Organize the feedback contents so that the learner can work on it to achieve the set objectives. The instructor must have clear, well organized, objectives of the session.</td>
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Motivation: Motivation is an essential component with higher principles in teaching and learning. It involves learner's ambitions to actively participate in the learning session. It is also concerned with the grounds or goals which motivate student's participation in learning behaviour. In giving feedback, the instructor must know the worth of motivation in learning and provide frequent, easy, uncomplicated and constructive feedback that supports the students' beliefs that they can perform the task well. Facilitate the students to freely communicate and discuss their ideas. The instructor must develop friendly environment that is optimistic and students believe that they are valued members of the session. These factors increase positive attitude and motivate the learners to actively participate in the learning process and to accept the feedback.

Emphasis: Emphasis on the important contents of the session plays a vital part in giving feedback in medical teaching. The instructor should be precise on the task with clear aims and objectives. Moreover, instructor should know that what, where, which area or component needs to be emphasized and needs feedback. The students would like the specific feedback rather than a general. Therefore, it should be kept in mind that instructor deeply emphasize and concentrate on the action, behaviour and performance.

Objectivity: While giving feedback, the instructor needs to organize the contents of the feedback session in such a way that all the contents are properly structured so that the instructor and learner can work on it and achieve the set objectives. The instructor must have clear, organized objectives of the session and students should also be well aware of what they are expected to learn in the session. For example in lung function lab, if the instructor asks the students to perform Spirometry, students should know that first they would take brief clinical history and then they will obtain the anthropometric data, enter the data into the electronic Spirometer to perform the test. A well organized task boost enthusiasm among the learners and they easily accept and understand the feedback on a given task.

In addition to motivation, emphasis and objectivity, there are certain other important factors which must be considered while giving a substantial and rewarding feedback. These includes being specific on the task, conduct the session at their utmost level, learning should be timely and instructor must acknowledge the learners and there should be no space to criticize the learners. Keeping in view all these aspects, a six step model called SULTAN's hexagonal approach was established in giving a feedback (Figure 2 and Table II).

Specific: The effective feedback must be specific, well defined, constructive, delivered at the right occasion, right place and to the right person. Instructor must use specific words, learners feel easy, appreciate the task,
provide precise feedback such as during the task of lung function test, the patient bent his neck, in this situation adequate results could not be obtained. The students easily understand their weakness that adequate result cannot be obtained if the patient bent the neck during the performance of lung function test.

Utmost: Feedback must be delivered at the utmost levels of the instructors' inspiration, knowledge, skill and attitude. The instructor should have a command on the task with higher knowledge and skill to deliver and control both the positive and negative aspects of the feedback. Instructor should also have practice on the task as practice makes man perfect and instructor must deliver the feedback at the utmost level of his / her knowledge and skills.

Learning: Feedback should be based upon learning goals, outcomes, actions and issues. Instructor should emphasize on the specific learning issues to be discussed during the feedback to achieve the required aims and objectives of the task. Moreover, emphasis should be given on the deep and active learning.

Timely: Feedback should be brief, balanced and delivered in true-time, especially during the task, action, event, performance during or at the end of the session. Instructor gives feedback at right time to gain the deep attention of the learner on the task unless the sentiments interfere with the task. A summarized feedback and emotional support facilitate the learning. Delayed feedback is ineffective and hampers the process of feedback as well as learning. Literature across various disciplines suggests that instant feedback has the greatest effect. The earlier the feedback, the more information learners can apply to their own efforts. Frequent and timely feedback engages the learners and results in more learning.7

Acknowledgement: Instructor must acknowledge the positive points, contribution, time, effort and intellectual input of the students. An acknowledgement at the right time builds the confidence of the learners, sustains attention, interest and enhances the learning process. Hence, acknowledgement is an important component of the feedback.

No-criticism: In the current situation there is no space to criticize the students, as criticism affects the process of learning. Feedback should be given on an individual basis or in a group. Instructor should think about the type of feedback, if feedback is required privately, instructor should have the trust of the learners and respect the privacy of the students. An old maxim is to "praise in public and criticize in private." It should be kept in minds that if the learners did a mistake, avoid providing a frank feedback as this may impede the learning process. It is very important not to provide meaningless or inappropriate feedback during the task, as learners appreciate honesty when they have got it wrong.8 In certain unavoidable situation, if criticism is required, it should be in a polite way with recommendations of the weaknesses and limitations.

Setting the scene in lung function laboratory (Spirometry): While setting the scene, clarify the ground rules on the part of the clinical teaching sessions. Provide task to the students such as perform the lung function test. Get the students to perform the task and the main role of the instructor is just to observe the students during the task. When students complete the task, the instructor immediately starts and focuses on the positive points related to the task. The feedback must be about the appropriate task such as decisions and actions while taking the clinical history and conducting lung function test. Instructor must give effective feedback that addresses the behaviour or action rather than the trait or character of the student. Start with constructive comments such as you have correctly obtained the age, height and weight of the subject, can you tell me more about physiological variables which may be noted to get better results such as cultural and ethnic variation.

The feedback should be descriptive rather than evaluative.9 In this situation, give the feedback such as you have obtained a good clinical history related to cough and sputum production, but I noticed that in the beginning you were looking at the notes, which prevented eye contact and need to explore more about the respiratory risk factors such as smoking and job history especially related to occupational and environmental exposure to dust and fumes.

Feedback should be specific rather than general, while giving specific feedback need to be elaborated points on the specific behaviour or action such as you did well in obtaining details about family history, but came short of asking the patient about history related to occupational and environmental exposure to dust and fumes as subjects was working in flour mill and exposure to flour dust impairs the lung function.10 If students ask the question, the instructor can reply with a pause, provided eye contact, gentle tone, silence for a few seconds, and appreciate the question with body language and give feedback in a way that this is a good question and tries to explore the feedback and ask open questions. Moreover, the instructor should develop the dialogue,
encourage reflection, use the skills, develop respect and trust with the students. Summarize the key message points, ask appropriate questions but do not overload the students. In addition, the instructor must correct the mistakes and provide constructive and honest feedback with recommendations for future improvement.

CONCLUSION

Feedback is an essential component of teaching and learning both in basic and clinical medical sciences and also an important aspect of the instructor and learners relationship. It provides a learning opportunity and has high value as it represents a set of perceptions about behaviour. An adequate and fruitful feedback needs motivation, emphasis, objectivity, expertise, and active participation in the feedback. The instructor should be well prepared and must utilize all means such as good communication, eye contact, visual cues, body language to actively involve the learners in a session.

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REFERENCES


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