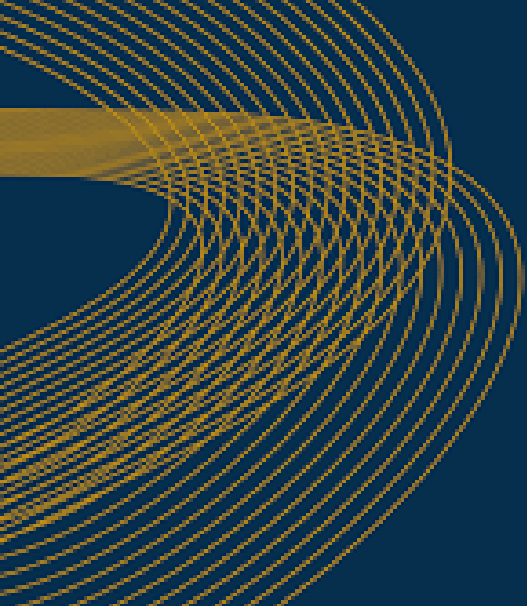




Introduction

Although feedback is an important tool to **facilitate constructive learning** and enhance the confidence level of students, the feedback interactions could be viewed differently by the students based on the type and context. Endeavouring to reach a common goal and its awareness is vital for proactively using feedback in the learning process (1). Newcastle University Medicine Malaysia is an international branch of Newcastle University (UK), and our students follow the UK medical school curriculum and the related feedback process. Students' expectations may sometimes be at variance based on their previous experience, maturity, and the **diverse cultural context of Asian medical students**. Understanding learner perspectives and empowering the learners to seek and utilize the feedback are key steps to ensure the benefits of feedback (2).

Objective

The objective of this study was to **explore the students' perception** of their feedback experience and to identify any concerns.

Methodology

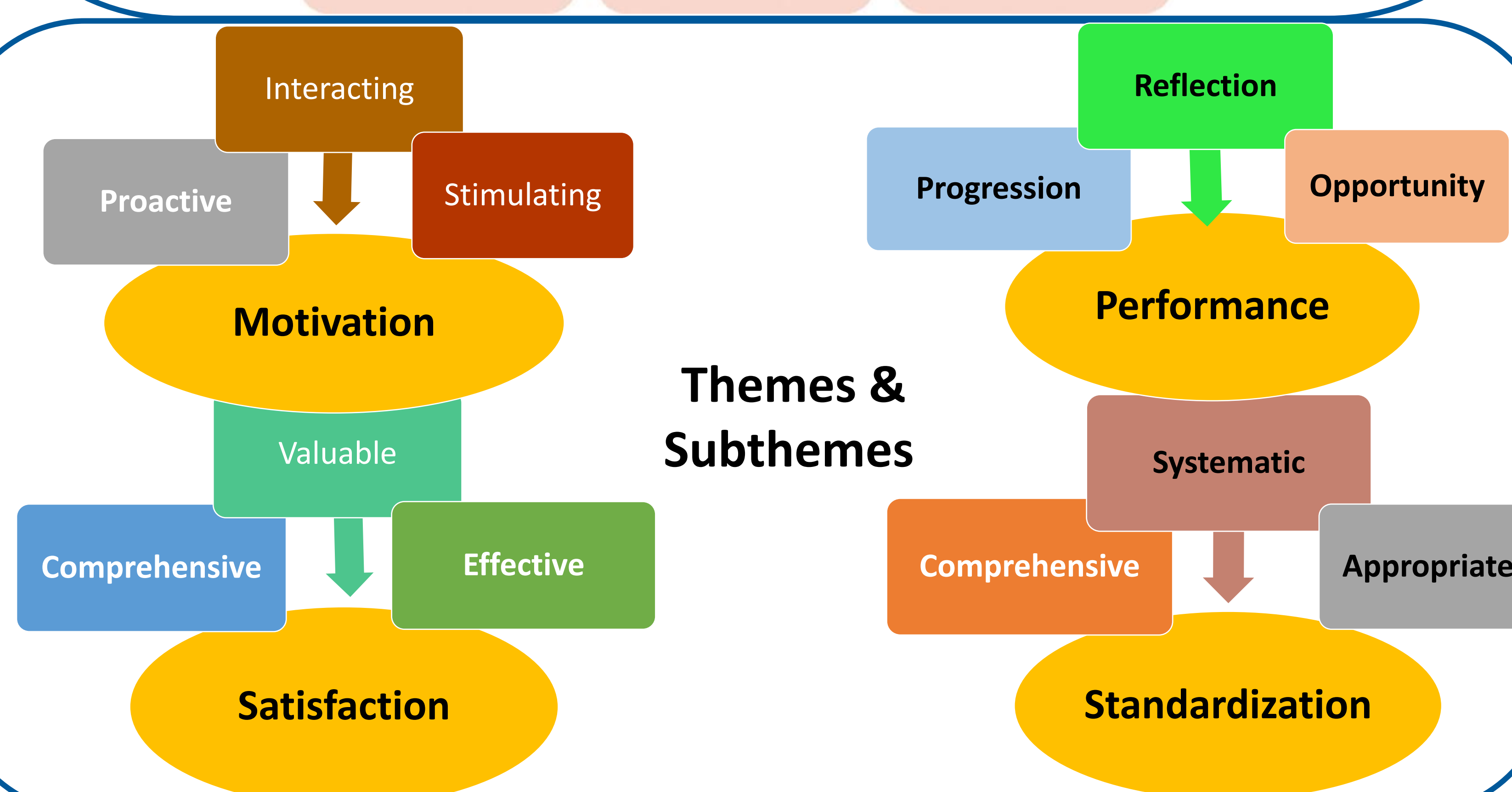
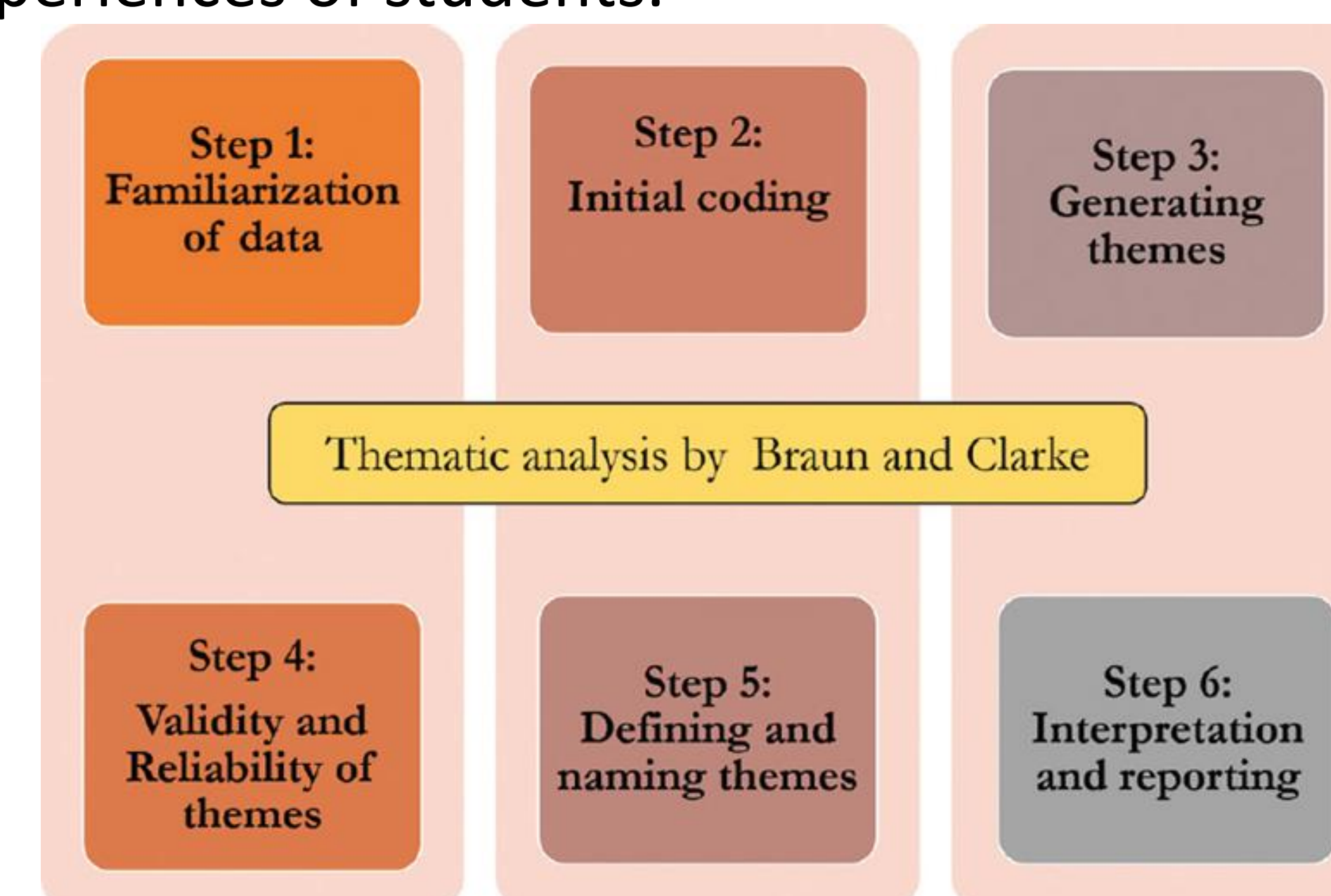
This was a **qualitative phenomenological study**. The approach was selected to gather the in-depth experience of a group of final-year medical students about the feedback they received during their undergraduate medical education in medical school.

Design

Data Collection: **In-depth personal interviews** with audio recording, transcribing, and note-taking.

Participants: **Purposeful sampling strategy** was employed by choosing 5 undergraduate medical students at our institution in the academic year 2019-2020. These students have received constructive feedback for 5 years during their course.

Data Analysis: A **qualitative, thematic analysis** of the transcribed data was done using Braun and Clarke's Principles (3). Themes were generated from the subthemes and codes, which in turn reflect the feedback experiences of students.



Results

- Feedback is highly appreciated as a **valuable learning opportunity**.
- Feedback **motivated learning and self-reflection**.
- The opportunity for feedback interaction is more during the clinical years.
- Negative feedback could be emotionally challenging.
- **Timely in-person feedback** in a supportive atmosphere is more valuable than electronic feedback.
- Students' perception of the concept of feedback and the usefulness of feedback has **improved over the years**.

Discussion and Conclusion

- This study provides a **comprehensive understanding** of our students' experience on the feedback.
- Students value the feedback as it has a powerful effect on their learning and performance in future assignments.
- A **structured and dialogic feedback** even for written assignments are suggestions for improvement.
- Students recognize the need for identification and correction of negative behaviors, but handling negative feedback is not always easy.
- Addressing students' views and **improving strategies** of providing feedback for enhancing their learning is crucial in ensuring acceptability, student satisfaction, and feedback seeking behaviour. The results can be used to improve the strategies in providing feedback and may be of interest to the faculty developers and medical schools of similar context.

References

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