



SETTING THE SCENE: MAKING FEEDBACK EXPLICIT

Supporting learner feedback literacy in the moment



Learners often interpret feedback through how they see themselves.

When feedback is not clearly named or its purpose is unclear, learners may feel confused or defensive - even when feedback is well intended.

Setting the scene helps learners recognize feedback and engage with it more thoughtfully.



Make Feedback Explicit

Small, intentional shifts at the start of a feedback conversation help learners recognize what is happening, understand why it matters, and engage in reflection before moving toward change.

- Name that feedback is happening
- Clarify the purpose (learning, not judgment)
- Invite learner readiness
- Invite the learner to reflect **first**, before sharing your perspective
- Support reflection with open, curious questions
- Connect feedback to tasks and goals

These small shifts help learners recognize feedback and move into reflection.

Naming That Feedback Is Happening

"Can we pause for a minute and talk about how that went?"
"I'd like to give you some feedback on that encounter."
"Let's take a moment for feedback before we move on."

Supporting Reflection with Open, Curious Questions

Once learners begin reflecting, more focused questions can help deepen understanding and support learning.

"What were you hoping to do in that situation?"
"What influenced your decision in that moment?"
"What do you think worked well - and what would you adjust?"
"What would you try differently next time?"

Clarifying the Purpose of Feedback (Learning, not judgment)

"This is feedback to support your learning."
"The goal here isn't evaluation - it's growth."
"This is about what to work on next."

Connecting Feedback to Task and Goals

"This feedback is about [specific task or skill], not you as a person."
"This connects to the goal we discussed earlier around..."
"At this stage of the rotation, this is a common area to focus on."

Inviting Learner Readiness & Reflection

A brief pause and invitation helps learners shift from performing to reflecting and engage more openly.

"Is this a good time to talk about feedback?"
"Before we get into it, what stood out to you?"
"How did that feel from your perspective?"

Normalizing Challenge and Growth

"Everyone works on this at some point - this is part of learning."
"It's okay if this feels a bit uncomfortable; that's often where learning happens."
"This is something we can work through together over time."



Making feedback explicit helps learners recognize, process, and use feedback more effectively.
When learners understand what is happening and why, they are more able to engage in reflection and growth.