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**Organizer Responsibilities: Instructor Feedback to Learners**

IACET requires faculty/instructors to provide feedback to learners on their mastery of the learner outcomes. Although instructors may use different methods and techniques to engage learners in discussions to provide feedback on their mastery of an activity outcomes, adhering to a documented process for providing feedback to learners on their mastery of an activity’s outcomes is important.

* Review AAC Institute Policies listed at <http://www.aacinstitute.org/CEUs/Organizers.html>
* Submit ALL information requested in the Activity Registration list at <http://www.aacinstitute.org/CEUs/Organizers.html>. If not using the templates provided, all information requested in the templates (e.g., Event Information template) must be included in your submission.

**Feedback to learners on their mastery of learning outcomes**

Instructors must provide face-to-face feedback to learners during and at the end of the learning event, when completing the evaluation form and any follow-up questions that a learner may have regarding their mastery of learner outcomes. Verbal and/or written feedback may be provided to ensure that the learners have feedback on achieving the learner outcomes.

**Academic freedom** is valued and instructors have the freedom to make decisions about the methods, techniques or strategies they prefer or select to engage consumers in asking and answering questions, discussing content, providing feedback to learners.

Steps in the process to verify that instructors have provided effective feedback to learners on the mastery of learner outcomes include:

1. At the start of the educational activity, identify the learner outcomes, identify the evaluation process, and identify how feedback to learners will be provided during/after the event.
2. Pause and provide a segment of time during the presentation to evaluate the learner’s declarative memory on the content presented. Ask questions that require the learners to recall facts and basic concepts or explain ideas or concepts about the content based on the learner outcomes.
3. The CEU administrator recommends that the time ordered agenda includes time/pauses to provide feedback to the learners.
4. For content presented using PowerPoint, a slide can be created before the next title/content slide as a reminder for questions, answers and discussion allowing the presenter/trainer to provide specific, effective feedback to learners. This strategies provides for “check points” for focused feedback during the event.
5. Provide feedback that acknowledges the learner’s ability to recall and explain the information. If a learner provides an incorrect or incomplete answer, provide the correct response.
6. To ensure that all learners are answering questions, call on learners who may not be volunteering readily.
7. At the end of the training, provide time for discussion and to evaluate the learner’s declarative and/or procedural memory on the content presented or to demonstrate targeted skills. Ask questions based on your learner outcomes that require the learners to demonstrate mastery of the learner outcomes. If a learner provides an incorrect or incomplete answer, provide the correct response.
8. Training is not completed with the learner completing an evaluation form that assesses mastery of the learner outcomes. Correct answers to assessment questions may be provided as written or verbal feedback to the learner.
9. Some learners may have follow-up questions after completing the event. Effective and focused written feedback should be provided to learners. Use these questions to guide any content revisions the question and your feedback provide for activity revisions.

**Additional answers to providing feedback to learners:**

* Instructors of internet-based learning activities provide feedback on completion of a quiz at the end of each module
* Instructors must provide learners with contact information and make every effort to respond in writing to learner questions regarding course material.
* Proprietary interests related to course material/content and learner outcomes must be disclosed to participants prior to the start of the learning event.
* Organizers must provide learners with instructions for requesting CEUs through the AAC Institute website and requirements for CEU eligibility (i.e., attending events, completing attendance and assessment/evaluation forms at website).
* Refer to Bloom’s Taxonomy to support creating questions based on the learner outcomes.
* Consider whether declarative or procedural memory is required for the learner to demonstrate mastery of the learner outcomes. Declarative memory requires the learner to demonstrate gains in new information while procedural memory requires the learner to demonstrate gains in a motor skill.
* The CE administrator is available to organizers to assess in meeting the processes for providing feedback to learner on the mastery of learner outcomes.

**A final word about effective feedback to learners:**

* Feedback content may vary in focus, function, clarity, specificity, and tone.
* It is important that feedback is descriptive and specific enough to be valuable to the learner and provide them direction.
* At the same time, feedback should not be "overly nitpicky" and correct every single error.
* Feedback should always be delivered in a nonjudgmental and positive way. Instructors should choose words that convey support and respect.
* Feedback should be clear and instructors should verify that the learner understands the feedback.
* Best feedback is criterion referenced - that is, it references a specific concept or skill and tells the learner where they stand in relation to mastery of that concept or skill.  It does compare them others.

**If you are unable to meet any of the requirements listed above, the AAC Institute must be notified. In cases where IACET CEUs are unable to be provided, AAC Institute CEUs will be granted.**