



# Umbrella Summary

## Video Feedback

A Summary of Workforce Research Evidence Relevant to the Child Welfare Field

### What is video feedback?

Video feedback refers here to a training method that involves giving learners feedback on their skills using a video recording of their behavior in a real or simulated environment. Though video feedback is used in a variety of settings (e.g., athletic, parenting, or surgical training), the focus here is on skill development among professionals that engage in interpersonal interactions (e.g., teachers, social workers, nurses; Fukkink et al., 2011). Targeted skills may be broad (e.g., empathy, nervousness, active listening) or narrow (body posture, eye contact, gestures, use of open questions). The process typically involves recording learners as they participate in interactions in a real or simulated situation, followed by an instructor reviewing the video with the learner. The video serves as a form of feedback, and the instructor provides additional instructional feedback on the targeted behaviors. Sometimes structured forms with rating scales are used to guide and document the feedback.

### Why is video feedback valuable?

Video feedback is valuable because it leads to improvements in interpersonal skills (Fukkink et al., 2011). The effect is stronger when the focus is on desirable (vs. undesirable) competencies and on broader competencies, rather than microbehaviors. Video feedback is also more valuable when a structured form is used to guide the review.

### QIC-WD Takeaways

- ▶ Video feedback is recommended in interpersonal skills training because it leads to improvements in skill development.
- ▶ Video feedback is more effective when the focus is on broad and positive behaviors and when a structured form is used.

### References

Fukkink, R. G., Trienekens, N., & Kramer, L. J. C. (2011). Video feedback in education and training: Putting learning in the picture. *Educational Psychology Review*, 23, 45–63.

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