

## GIVING STUDENTS THE BENEFIT OF THE DOUBT

*by:*

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With pupils who seem motivated, who learn well, or who learn quickly, it is simple for teachers to convey positive expectations to them through words of encouragement. However, it is even more crucial to convey optimistic attitudes and expectations to pupils who are sluggish, seem unmotivated, or struggle. It's crucial to understand that pupils' apparent comprehension of topics does not necessarily reflect how capable they are in mathematics. It is crucial to avoid stereotypes about students, however how challenging that may be.

In this light, giving pupils the benefit of the doubt is crucial in this regard. Giving something or someone the benefit of the doubt means trusting them despite reservations as trustworthy or honest. It conveys to the student that the instructor has confidence in them, that he or she believes they are trying their best, and that the teacher is aware of their desire for a victorious conclusion. However, extending and receiving grace can also affect how a teacher handles and reacts to your regular encounters and experiences. Although it is simple to write off these students, there might be a way to connect with them. To start that process, teachers must comprehend them. In situations where the choice to do either, it is better to hold a positive opinion of someone rather than a negative one. It is feasible to develop individually by giving children the advantage of the doubt. Students feel valued and encouraged to do better if you give them the benefit of the doubt.

In addition, benefit of the doubt relieves some of the burden on the discussion and the atmosphere in the classroom when professors give their students the benefit of the doubt. It makes it possible to hear what the other person is saying, listen responsively,

and establish a connection. Asking for what a student desires instead of getting frustrated or irritated when someone does not give the benefit of the doubt is a better course of action.

Furthermore, giving and receiving grace also makes it less difficult to get beyond long periods of negative thinking, deal with ongoing displeasure during hard talks, and move on. Distraction and dissatisfaction are released as a result. And best of all, it plays a momentous role in how teachers and students develop trust.

### *References:*

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