CRAFTING IMPACTFUL FEEDBACK: FOSTERING STUDENT DEVELOPMENT

by: ROGELIO N. SUING

Teacher II, Bonifacio Camacho National High School, SDO Abucay Annex

In the dynamic landscape of education, students stand at the heart of a continual quest for development and innovation. The evolving nature of society demands a curriculum that not only imparts knowledge but also cultivates essential skills and qualities. The need for continuous improvement in teaching practices and interventions is paramount to nurture students who can navigate the challenges of an ever-changing world according to Vygotsky. As we embrace the call for innovation, educators must explore methods that not only transmit information but also foster an environment of growth and development.

Effective feedback is a cornerstone in the art of nurturing student growth. It goes beyond simply pointing out errors; it is a nuanced process that provides students with clear, constructive information about their performance and progress. Importantly, effective feedback is timely, specific, and actionable. It serves as a guiding light, steering students toward improvement and reinforcing positive behaviors.

The importance of effective feedback lies in its ability to close the gap between current and desired performance. By offering insights into strengths and areas for improvement, it empowers students to take ownership of their learning journey. Furthermore, effective feedback fosters a growth mindset, encouraging students to view challenges as opportunities for learning rather than insurmountable obstacles. In this way, feedback becomes a catalyst for self-directed improvement, laying the foundation for a lifelong commitment to learning.

depedbataan.comPublications

As we contemplate the future of education, the integration of effective feedback into new curricula, particularly in early childhood education, emerges as a transformative vision. Early childhood is a formative period where foundational attitudes toward learning are shaped. By incorporating effective feedback into the curriculum, educators can create a supportive learning environment that nurtures curiosity and resilience.

In the context of early childhood education, feedback should be developmentally appropriate and tailored to the unique needs of young learners. Simple, encouraging feedback can ignite a child's enthusiasm for learning, while gentle guidance can steer them toward refining their skills. Implementing effective feedback in the early years sets the stage for a positive educational experience, fostering a love for learning that extends throughout a student's academic journey. The integration of effective feedback into new curricula has a ripple effect on the entire educational landscape. It transforms the traditional model of assessment from a mere judgment of performance to a roadmap for improvement. By infusing feedback into the educational DNA, we shift the focus from grades to growth, nurturing a generation of students who embrace challenges, value continuous improvement, and are resilient in the face of setbacks.

The art of effective feedback is a powerful force in nurturing growth in students. Recognizing the need for continuous development and innovation, educators can harness the transformative potential of feedback to guide students toward success. As we envision new curricula, particularly in early childhood education, integrating effective feedback becomes a cornerstone in shaping a future generation of learners who are not only knowledgeable but also resilient, reflective, and ever ready for the evolving challenges of the world.

References:

Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), 81-112.



depedbataan.comPublications

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Studies in Higher Education, 31(2), 199-218.

Pianta, R. C., & Kraft-Sayre, M. (2003). Successful kindergarten transition: Your guide to connecting children, families, and schools. Paul H Brookes Publishing.

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. Instructional Science, 18(2), 119-144.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

depedbataan.com

The Official Website of DepED Division of Bataan