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The Importance of Feedback in Contemporary Education

Ionut-Constantin MANOLE[1]

[1] Ovidius University of Constanta, Romania, manole.ionut@gmail.com

Abstract: Our study aims to create an analysis, from the following perspectives: pedagogical, philosophical and informatics on the feedback in the contemporary education. Feedback is the mean by which the teacher can receive opinions about the activity or something he has done. This is very important for the person receiving it to improve their future performance. Given that, in contemporary society, courses can also be conducted online, and it is difficult in some scenarios for teachers to receive feedback from students. That is why it is so important for students to think about how teachers are conducting the educational act. Teachers generally don't tend to ask students for feedback, even if this would have been beneficial in the act of teaching-learning, as they relied on the fact that they could physically follow them during classes. The bench position, the students' facial expressions and gestures were essential signals for the teachers, who helped them to adapt. However, in contemporary society many students do not interact in video and audio during classes, it is very difficult for teachers to observe from their attitude what they understood and what they did not. So the solution would be to opt for alternative methods of obtaining feedback.

Keywords: *method, feedback, informatics, lesson, pedagogy.*

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1. Introduction

Differentiating between appreciation, criticism and feedback and their effects on a person and his activity. In general, for many people receiving feedback is seen as a criticism of their personal address, but this is wrong. After all, feedback from lessons is a mean that should help the teacher to adapt the way he teaches and the methods he uses so that students have an education that suits their needs (Brookhart, 2008, pp. 130-132).

As a psychological and pedagogical benefit, appreciation, consists of words of praise for teaching. In this case, the students notice the positive parts of the course (Cristea, 2008, pp. 81-82) and what helped them to understand the subject. Appreciations are very important because they raise self-esteem, but they do not always help in a future evolution.

Regarding criticism, this represents the presentation of the negative parts in a direct way. We can say that this is not the best way for a student to present his opinions on how the teacher make his activity in the classroom, because it can show a lack of respect, which leads to an artificial rivalry between teachers and students.

2. Theoretical Background

Feedback is a combination of appreciation and criticism. When someone gives feedback, it is expected to present to others all aspects, both positive and negative (Nicola, 1996, pp. 41-42). Following these opinions, it is desired to achieve a development and an improvement (Avison & Shah, 1997, pp. 90-91). of the teacher's activity and the way he teaches. Feedback should not be seen as a criticism, because it does not want to highlight the negative parts, but its ultimate goal is to take into account the opinions and their analysis in order to reach a common denominator between students and teachers (Cerghit & Vlăsceanu, 1988, pp. 78-79). Also, feedback should not be seen and formulated as advice, but rather as a simple and concrete statement related to the topic in question.

When, how and why is feedback provided ? From a temporal point of view, summative feedback is provided at the end of a lesson or activity related to what was previously discussed, but feedback exists at different intensities throughout the entire teaching activity within the lesson (Cristea, 2018, pp. 56-57). The teacher asks the students to express their opinion about the way he presented himself, the topic discussed and the impact it had on them.

This is very important for the teacher, because only by listening to the students he will know how to adapt the teaching method and the subject to suit their needs (Mialaret, 1954, pp. 67-68). Although for many students, this part of the feedback seems useless, it actually has a major weight in the educational act. On this basis is based the efficient continuity of the educational path, which tends towards the success of students in knowing as much as possible of what is taught and so that they can apply in various situations what they have learned.

3. Methods used to ask for and provide feedback

In order to better understand the purposes, effects and types of feedback, it must be seen as part of a continuum that has at one end a clear distinction between training and feedback, and at the other end an interconnection of them (Herold & Martin, 1977). The process itself takes the form of a new way of training (Manole & Petac, 2016, pp. 83-84), rather than providing students with a simple correction of mistakes. To achieve these educational goals, feedback must contain specific information related to the tasks and the learning process, information that covers the "gap" between what has been understood and what should have been understood (Wiener, 1948, pp. 42-43). This difference can be covered through emotional processes, by increasing effort, motivation or involvement. Differences can also be reduced through a series of cognitive processes such as restructuring understanding, providing confirmation (von Foerster et al., 1951, pp. 10-11) to students that they have completed the task correctly, or information that they have completed it incorrectly, highlighting directions in which students can go, or presenting alternative strategies they can apply to understand certain types of information (Winne & Perry, 2000, pp. 75-76).

Sandwich method - The Sandwich method of providing feedback consists of three components: Praise, Criticism and again Praise. So it actually consists of constructive feedback between two parts of praise. This method has many benefits, such as making the work of the giver easier, because it is easier to give praise than to criticize. Also, the fact that you present a negative side between two positives, tricks the brain to more easily accept the so-called criticism.

a) Start-Stop-Continue method

This method is very simple and consists of answering three questions, which can be deduced from its name.

For START we will answer: What should be implemented ?;

For STOP will respond with: What should no longer be implemented ?;

And for Continue: What is good and should it be used further ?.

b) SBI (Situation-Behavior-Impact) method

In the case of this method, behaviors from a well-defined situation are especially discussed. First of all, a concrete situation must be presented, with a clear and specific context. Then, the behavior and its impact on the educational act or on that situation are discussed.

c) DESC method (Description-Effect-Solution-Conclusion)

The DESC method also consists of several steps. It begins with a description of a situation or behavior and then presents the effects it has on learning and teaching. A solution to the problematic situation is to be found and a conclusion drawn on the basis of what has been discussed.

Although these methods seem similar, each has a different impact on the one receiving the feedback (Cristea, 2016, pp. 27-28), especially because in each specific case a personal component of the one providing the feedback is attached.

Depending on the number of participants, various methods of receiving feedback (Boekaerts, 1999, p. 447) can be used. If we have a small group of participants, for example between three and ten people, the fastest way would be to provide oral feedback (Shannon, 1948, pp. 385-386). In this way, everyone can express their opinion about what happened, what they liked and what they would like to improve (Cristea & Manole, 2018, pp. 117-118). These oral answers are the most effective, because if the teacher needs a development of the received idea he can receive it on the spot, which facilitates the whole process (Nicol & Macfarlane-Dick, 2006, pp. 213-214).

If we are dealing with a large group of people, we can also use oral feedback from several students (Hattie & Timperley, 2007, pp. 83-84). However, in this way one can only have an overview of the students' opinions. So in this case, the methods of providing written feedback are more effective. You can opt for an online form (Anghel, 2017, p. 161), or a physical form (Biensan, 1987, p. 210) on which to write a few words about how the audience felt about the learning experience.

4. Conclusions

Feedback aims to improve learning among students. Feedback reorients the actions of the teacher, parent or student in the direction of achieving specific goals of the learning process by aligning the effort and

activity with a certain expected result. It can be verbal or written, it can be offered through tests or digital technology, it can come from the teacher, from the instructional process or from colleagues.

Therefore, feedback is any information provided by an agent, be it a teacher, colleague, book, parent, own person, experience, on issues related to a person's level of performance or understanding. The teacher or parent can provide corrective information, colleagues can provide alternative strategies, the book can provide information to clarify certain ideas, the parent can provide encouragement, and the student can analyze his answer to assess the level of correctness. Feedback can thus be considered a consequence of performance.

Feedback studies show that it has a strong effect on learning. However, feedback can have a very wide range of effects, and some studies show that there are situations when, when not given properly, feedback produces negative effects. For this reason, it is important to have a good understanding of both the benefits and potential limits of feedback as an integral part of teaching and learning processes. In general, approaches that explicitly aim to provide feedback to students, often have a positive impact. Feedback has effects on all age groups. Research in schools has focused in particular on the impact of feedback on subjects such as language and literature, mathematics and science.

So, although the concept of feedback is often misunderstood, it plays an important role in digital education. During this period, although we face unprecedented situations, we managed to adapt and continue our lives. And in order to be as easy as possible in the future, we need to provide feedback, especially to the teachers who form and trains the society of the future.

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