FEEDBACKING GUIDE FOR TEACHERS

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Over the years, the concept of feedbacking and its significance to learners’ performance and learning outcomes could not be underestimated. It is now part of the requirements and criteria for monitoring and evaluation of the teaching and learning process. This tells us that feedbacking is an integral part of our teaching and the strategies and techniques we use to deal with our students.

John Eckert in his educational article described the potential of feedbacking to have a powerful effect on student learning, and that for students to benefit from feedback, they must have the opportunity to act on it (Eckert, 2021). When teachers provide feedback, more positive results on the learners’ performance outputs can be expected.

In his educational blog, Eckert emphasized some steps for suggested effective feedbacking. These are summarized into the following:

1. The target and goal of feedbacking must be clear. The learners should be informed of the scores or points they can gain and how they will gain it, so as to establish the clear criteria of a successful output or product they can create or accomplish.

2. Learn how to draft and redraft. When giving feedbacks, give learners of a draft of the feedback and return another once they have responded to the suggestions we made in their outputs.

3. Lead the learners into shared goals. Let the class know about the advance learners in class and allow them to help and assist their classmates. They can also learn how to give feedbacks to their classmates.
4. Allow learners to improve and apply the suggestions or corrections in the first draft of the feedbacking. This will help them in making meaningful progress.

5. Focus the feedback on the rubric or criteria. The expectations we established to the learners and to their performance outputs should also reflect on our feedbacking. This will also train the learners into the proper way of feedbacking.

6. Use constructive comments and suggestions in feedbacking. Learn to compliment and praise students on something or simple progress we saw on them.

7. Reward students by giving certificates or compliment card as attached to the work we return to boost their confidence more and keep the motivated to do another task.

8. Reflect on the feedbacking we made, and let our learners also reflect on their own performance through our feedbacking strategy.

These might just be some of the important tips we can use in our feedbacking, and we can still add more to this. What’s emphasized here is that whatever we do as teachers, learning to provide positive feedbacks is a good step to successfully perform our duty.

References: