LEARNING FEEDBACK IN THE TIME OF PANDEMIC

by:

R-jay V. Dela Cruz
Lamao National High School

Students' feedback in blended learning is a necessary tool for teachers to improve the learning delivery and teaching process. It provides essential information from the perspective of the students who are the primary beneficiary of the learning and teaching (Reynolds, 2020). It is carried through experiential assessment and output-based evaluation on the effectiveness of learning materials through means of delivery and performance of the students. It is for purpose of improving measures to be responsive to the needs of the students. Thus, meaningful feedback allows both teachers and students contribute to improving the process of learning delivery and monitor performance.

There are many types of feedback. It can be formal, formative, summative, peer, self, constructive, or resources, strategies, or assistance feedback. However, in education, formal or direct feedback allows contributors to immediately assess through their experience about the object of feedback. Due to the limitation brought by the pandemic, teachers resulted in a remote form of learning feedback depending on the situation of the students. These are online feedback, printed feedback, and verbal feedback.

Online feedback uses the online platform in providing comments and suggestions about learning delivery and learning output (Tucker, 2020). Students within the duration of their experience about the learning deliver, as well as their output through their performance are submitted to the teacher through an online platform. Hence, teachers assess the provided comments, suggestions, and performance. This practice provides a good avenue for teachers in keeping students’ involvement and motivation in the
learning process. Thus, providing good access to the students’ performance help keeping learners on track, allowing them to be more motivated in their studies.

Printed or written feedback is also applicable in this situation (Harry, 2007). Though it provides less interaction, students can have meaningful experiences out of it. This type of feedback can be in a form of a short quiz, assessment, formative assessment, project, and performance task wherein they are required to submit in a printed form. Thus, teachers are obligated to read, assess and come up with a comprehensive evaluation to be returned to the students. In this way, the students may still have access to their performance. It stimulates and rewards them for correctly answering the activities. It is also beneficial for the teachers because they could monitor the completion rates of various lessons. Written communication is also necessary. It is to keep track of the feelings, and sentiments, and challenges of the students to have a broader understanding of their situation.

Last is verbal feedback. It can be done through face-to-face or phone calls. However, due to the strict compliance with the safety protocols for the students, face-to-face feedback is in abeyance. Phone calls are more suitable in this time of the pandemic. In this process, teachers would directly ask the students about their feedback in both learning delivery and learning output. Nonetheless, it is not limited to the students but also involves the collaboration of the parents who are directly involved in the submission and retrieval of learning modules or who monitor the online class of the students. Furthermore, teachers can make a short assessment of the students about the lesson by giving flash questions that require direct experience. Verbal feedback permits teachers to make follow-ups with the students on their learning activities (Quinn, 2020). It allows them also to remind the students to provide honest feedback.

Feedback facilitates students to get the most out of learning delivery and materials that have a substantial impact on their performance (Herrmann, 2020). It allows teachers to have a valid assessment to gauge their academic development and room for
improvement for the learning delivery. Moreover, it informs them of the areas of strength, opportunities, and even weaknesses and threats in the implemented learning and teaching process of self-enhancement. Furthermore, it is an essential factor in keeping students motivated and engaged with the learning material. It is also significant for teachers in making sure that blended learning modalities are engaging, educational, empowering, and motivational to students. Continuous improvements are necessary to be applied for the development of new and better learning experiences for the students to achieve their learning goals.

References: