MAKING A DIFFERENCE VIA POSITIVE FEEDBACK

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When is the last time that you give feedback to your learners? How it went? Are they appreciative of it or not?

If learners cannot manifest positive behavior and better their performance, there must be something wrong with how you give feedback on their work or output. Pecson (2021) pointed out that teachers often think that positive feedback does little to encourage and improve learners' engagement in the process. Little do they know that it worked and may increase learning outcomes if done effectively. He reiterated further that it is better if the feedback is process-oriented than students' personality-oriented. In that sense, learners can focus on completing a learning task rather than focusing on their ineffectiveness as a person. Corrective feedback may fail if it always points to the learners' incapacities.

Undeniably, feedback could make or break our learners. If given correctly, it can motivate and inspire learners to be at their best and be empowered to improve their learning; if not, it leads to poor engagement and lack of self-confidence, self-awareness, and enthusiasm. When learners show signs of disengagement, feedback through praises and words of encouragement, even clear expectations, would make them feel attached to the process.

In whatever forms, feedback should always be constructive, timely, meaningful, and acted upon by the learners. In that way, their engagement and achievement can be assured. As Nicol (2010) reiterated, feedback becomes only valuable when received,
understood, and acted on by the students because how they analyze, discuss and act on it is as vital as the quality of the feedback itself.

The next time you think of giving feedback to the learners' output think multiple times about how it may affect their engagement and learning achievement.

References:
