

The Culture of Giving and Receiving Feedback in Schools

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Abstract

The art and culture of giving and receiving feedback should be built and developed in every school and at every work place. Not criticism, but a critical feedback should be a positive, bonding and learning experience. By the definition, feedback is ‘information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement’ (Cambridge Dictionary). Considering this, feedback is an effective method of improvement, but only when performed correctly. The critical feedback is the only tool for us to grow in life, work and school (Seiter, 2014). Effective feedback in classroom should be educative, should be given immediately, needs to be sensitive to the individual need of the student, should be given one-on-one when needed and concentrate on one's ability. This means giving feedback that is clear, with purpose, provided by the person we trust, focused on the behaviour not the person, positive and lead by questions is an effective feedback (Seiter, 2014). It is argued that in order to ‘open’ classroom interaction, emphasis should be less on the questions teachers ask, and more on the manner with which teachers react to pupils' responses to questions. And what in today's world of studying at home is most important – the feedback can be given in any form – verbally, non-verbally or in written form (Reynolds, 2019). As already said, feedback should be a positive experience. When feedback is predominately negative, studies have shown that it can discourage student effort and achievement (Hattie & Timperley, 2007). Even our brain is protective and they always want to be right. We can conclude that quality feedback is something that comes naturally only when planed ahead with a great amount of knowledge, empathy and organization.

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