Immediate Feedback & Students

All students respond well to appropriate, immediate feedback. But as teachers, it can be difficult to supply both positive and negative feedback. But, there are a few strategies teachers can do in order to help their students learn from effective feedback.

1.) Use other students to teach all students

A student learns from feedback, but can learn just as much, if not more, from providing feedback. Providing an example of what to look for, then giving students the chance to provide feedback can be extremely effective. A few tips to make the process easier and more worthwhile for the classroom’s learners-

- Give specific jobs
- Model proper feedback
- Demonstrate how to frame criticism positively
- Foster a culture of respect for peers

Peers have several advantages over teachers when it comes to giving feedback. They are usually friends outside of class, have known the student for longer, and can connect with them more than a teacher can. That is not to say a teacher is unnecessary, but a good teacher should use the students to help teach other students.

2.) Let students make revisions

Students who receive feedback should be given the chance to change what they have done. When they do something that requires feedback, let the students make revisions. Whether it is wording a sentence an unique way, rewriting an answer, or even changing their mind on a topic, students should be able to change their minds. Letting students revise answers and responses allows for them to

- Think critically
- Make decisions
- Talk through their answers
- Gain confidence

These are all things that teachers wish students would do. Many say they wish there was a way for them to get their students to do it. Giving students a chance to change their mind based off feedback is one sure-fire way to do just that.

3.) Integrate feedback into the lesson

When teaching, always give the students chances to see positive feedback, as well as give it and receive it. Students who are sharing or discussing should be shown how feedback is supposed to operate. That way, they can see what is expected of them, and have good behavior modeled for all students. Allowing students to practice giving feedback with the teacher before peers will show them how to give respectful criticism, what to look for, and how to receive that criticism. Teachers that demonstrate these skills can better prepare their students for peer reviews, and teacher feedback in later lessons.
**Students With Special Needs**

At the end of the day, good teaching is good teaching. Students will respond to a teacher giving quality feedback no matter their disability or learning capabilities. Teaching students who have special needs should function much the same as students who do not have these same needs.

But, students with special needs especially respond well to instant feedback, as well as the ability to revise their answering or behavior. While this strategy can be effective for every student in a class, the students who often need the most help will get what they need with this strategy. With practice, patience, culture, and proper implementation, any teacher can make their class more engaging and impactful for every student.

**Conclusion**

Every teacher should provide immediate feedback, wherever possible. Students with disabilities, English Language Learners, and students following a standard curriculum all benefit from a system of immediate feedback. If a teacher truly wants their students to learn to the best of their abilities, they will implement a program of immediate, quality, feedback.

**References**

