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UTILIZING PROMPT FEEDBACK AND FEED FORWARD IN IMPROVING THE LITERACY ENGAGEMENT IN THE NEW NORMAL OF SELECTED GRADE 2 PUPILS AT WAWA ELEMENTARY SCHOOL

ABSTRACT

This study aimed to improve the literacy engagement of selected grade 2 pupils in the new normal through the use of feedbacking and feed forward. Quantitative analysis is used in analyzing the results of the study. Purposive sampling was used in choosing the 15 grade 2 pupils as respondents of this study. The teacher assessed the pupils' level of interest in submitting an output before the intervention was made and compared this to the pupils' interest after the intervention was given. Feed backs were given to students based on their outputs, feed forward was also initiated by the teacher in guiding the pupils on what are expected from them in their subsequent outputs.

Moreover, feed forward was equally significant for the next assignments or outputs given to students. During the first few weeks of study, it has been noted that there were only 6 out of 15 respondents who submitted outputs and it is not consistent. But when feedbacks were given, the number of pupils who submit outputs and those who attend online classes has significantly increased. Parents also became motivated to do follow ups to the teacher and what else should be improved in their child's performance.

The use of feedback and feed forward were effective in increasing the literacy engagement in the new normal of grade 2 pupils. The most likely positive effect of feedbacks and feedforward when transmitted is reduced student anxiety, which is a proven obstacle to deep learning (Entwistle & Ramsden, 1985)

Key Concepts: Literacy Engagement, Feedbacks, Feedforward

INTRODUCTION

Increasing the literacy engagement of pupils in times of new normal is challenging to a teacher, especially in motivating them to regularly do and submit their outputs. Giving inputs to students' expected outputs is another burden to a teacher.

Providing feedback means giving students an explanation of what they are doing correctly and incorrectly, with the focus of the feedback on what the students is doing right. It is most productive to a student's learning when they are provided with an explanation as to what is accurate and inaccurate about their work.

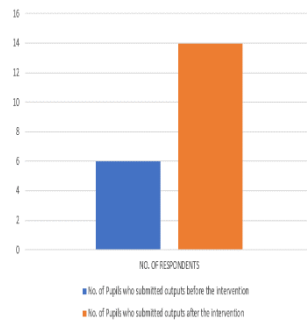
Feedforward is a developmental approach to assessment and feedback; feed forward looks ahead to subsequent assignments and offers constructive guidance on how to do better.

Hounsell and others (2008) asserted that feedforward refers to 'timely and constructive feedback' that feeds into the next assignment. Hence, the literature often connects it to self-directed learning. The approach is rooted in traditional theories of learning, for example, Kolb's learning cycle (Kolb, 1984). Diverse practices or interventions are labelled as feedforward: teacher's written comments on student work, or activities engaging students with exemplars and assessment criteria/rubrics.

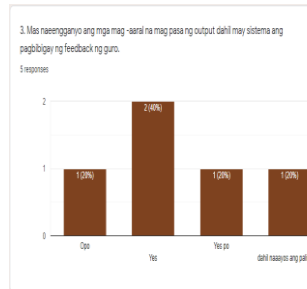
In the first quarter of the school year, it has been observed that there were only few pupils who submit their outputs regularly. During online classes only 25% of the class attended such classes and submitted tasks from their modules. Majority of the students most likely do not submit their outputs or are not motivated to attend online classes.

In this new normal set up where pupils' learning became output based, it is greatly important that they are informed on the status of their learning for reflection and for improvement. If the teacher is also asking for an output, the teacher must see to it that the details are clearly discussed to the pupils, so that they know what are being expected from them. So the researchers decided to use providing feedback and feedforward as intervention in this study,

RESULTS AND DISCUSSIONS



The graph shows that there is a significance difference of pupils who submitted outputs before an intervention was given and after the intervention was given. Out of 15 respondents, only 6 pupils regularly submitted their outputs when the teacher was not able to check and give on time feedbacks to output. But the teacher observed that when he gave feedbacks on time on the output being submitted, other pupils were encouraged to submit their outputs on time as well.



The graph shows how the students were motivated to submit their outputs and attend their online classes as influence by the feedbacks and feed forward given by the teacher.

CONCLUSION

The use of feedback and feedforward were found effective in promoting students' literacy engagement, thereby improving academic performance esp. during this new normal. Pupils are excited to attend online classes and in submitting their outputs.

RECOMMENDATIONS

- Teachers should really be consistent in checking the outputs and giving feedbacks on the pupils' output.
- Instructions should be clear as to what are expected by the teacher in the pupils' performance.
- There must be an open communication between the parents and the teacher.

REFLECTION

The researcher realized that in giving feedbacks, the teacher must give clear and specific description especially that you are training young minds to create outputs that will reflect their learning. Pupils are eager to know how well they performed in a particular task. It is also time consuming on the part of the

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STATEMENT OF THE PROBLEM

This research aimed to improve the literacy engagement of selected Grade 2 pupils through feedback and feed forward at Wawa Elementary School of the school year 2021 – 2022.

Specifically, this study sought to answer the following:

1. Is there a significant difference between the literacy engagement of Grade 2 pupils as indicated in the survey results?
2. How can the use of feedbacks and feed forward help improve the pupils' literacy engagement and academic performance of selected Grade 2 pupils?

METHODOLOGY

Quantitative analysis is used in interpreting the results of the study.

Survey questionnaire was used in generating data as well as informal interview.

Fifteen pupils were selected and were used for this study with the assistance and guidance of their parents.

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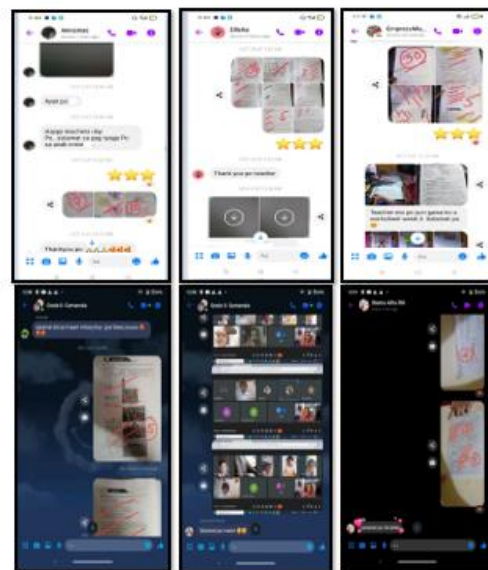
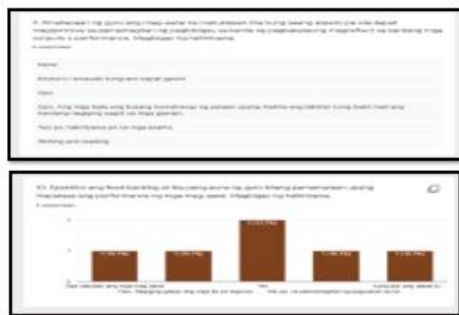
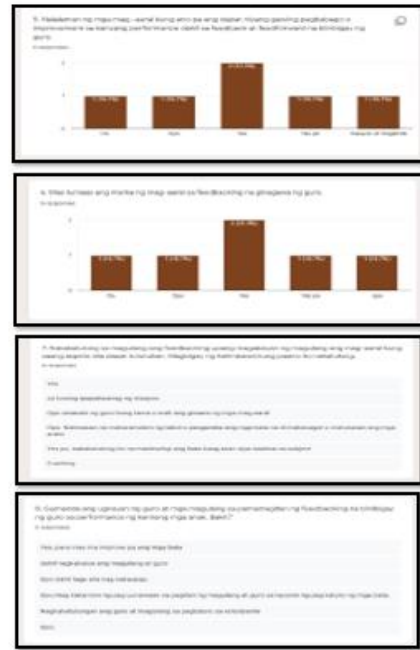
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Sample of questionnaires being answered by parents' participants through Google forms. Others answered in printed sheet specially those parents who have no gadgets and internet connections.

Parents' reactions about the teachers' daily checking of pupils' outputs.



Conducted meetings with teachers and parents' participants for orientation. The researchers have weekly gathering and analysis of the data based on the observation and feedbacks for the completion of the research.