

Analysis of the Present Situation of Feedback in Middle School and Its Countermeasures

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Abstract: As an important principle in education and teaching, feedback theory is widely used in teaching practice, which plays an important role in promoting the benign communication between teachers and students and building an efficient classroom. However, there are some problems in practical application, such as too single feedback form; The reason is not deep enough and so on. This paper analyzes the existing problems in middle schools and puts forward some suggestions, hoping to improve the teaching quality and enrich the teaching evaluation.

Keywords: Feedback; Teaching Evaluation; Dilemma; Coping Strategy

1. Introduction

With the in-depth development of educational research in recent years, feedback theory has been paid more attention and applied in teaching practice. As an important link of communication and interaction between teachers and students, feedback plays an important role in correcting teachers' work, promoting teaching quality, and building efficient classrooms. However, there are also some problems in the practice of actual education and teaching activities. It is particularly important to analyze the current problems and find out the way to break the situation.

2. Feedback---a bridge to promote the benign communication between teachers and students

From the perspective of management, feedback refers to the information about the gap between the actual level and the reference level, and this information is used to change behavior ^[1]. From the perspective of pedagogy, feedback is an important part of formative teaching evaluation, which refers to the written, oral or demonstrative responses given by teachers and students to students' work, such as classroom activities, written writing, homework, exams, projects, etc., aimed at promoting learning ^[2]. In particular, feedback is not a simple one-way process from students to teachers, but a process of two-way communication between teachers and students, two-way feedback and then two-way improvement and promotion. Sadler suggested that feedback should provide students with three aspects of information: (1) what kind of learning goals to achieve; (2) What level students have achieved at present, that is, the progress they have made; (3) What is the student's next goal, and what efforts should be made to achieve it ^[3]. What kind of goals students want to achieve should be judged by teachers based on students' level and ability, rather than subjective assumptions. This process not only reflects the teachers' clear cognition of students' current stage, but also the prospect of students' future development, and this goal changes accordingly with the constant changes of students' ability level.

3. The current problems of secondary school feedback

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In traditional teaching activities, teachers are used to summative teaching evaluation, that is to say, summative evaluation of students' academic performance at the end of a unit or semester. Common forms such as final exams, etc. Under the long-term influence, it is easy to breed the "score-only theory", and one-sided results are used as the only index for

evaluating educational activities. This is not conducive to teachers' reflection on teaching work, nor to students' all-round development in the long run.

3.2 Feedback stays on the surface

Neither students' evaluation of teachers' teaching activities nor teachers' evaluation of students' learning achievements have received an effective and scientific feedback: for example, different students have excellent and good evaluations of the same teacher. How to define excellent and poor? Do students have a correct attitude towards evaluation activities? What is the difference between 59-point students and 60-point students? Is the teacher's attribution correct? If teachers can't deeply analyze the evidence and information of process learning and form timely feedback conclusions, then learning evaluation can only become a mere formality ^[4]. If both teachers and students regard learning evaluation as an unnecessary process to cope with their superiors, the feedback results to both sides can't reflect the actual situation at first, and then the feedback activities will be "inactivated" and the reference value will be greatly reduced. Behind this phenomenon is teachers and students' lack of knowledge and neglect of teaching evaluation, which is not conducive to the correction and progress of both teachers and students.

3.3 Feedback is not timely, and the results are not followed up

According to the timing, feedback can be divided into timely feedback and delayed feedback, but untimely feedback does not belong to the latter: delayed feedback is the feedback put forward after the end of the activity to ensure the integrity of the activity; However, the reference value of untimely feedback is greatly reduced due to many factors such as time lag and memory deviation. The purpose of the examination is not simply to stay in the ranking of scores, but to reflect objectively the strengths and weaknesses of learning achievements. Only by summarizing and reflecting in time can it play its due value to a greater extent. Secondly, after teachers analyze and suggest the students' phased achievements, they can't follow up the students' implementation in a timely and comprehensive way. If teachers just stay on the earnest teaching and persuasion, the result will be not satisfactory.

3.4 One-sided emphasis on collective feedback, ignoring individual feedback

Personal feedback is not taken seriously, and the most intuitive performance reflected in the classroom is that teachers talk or don't talk about some topics and knowledge points when facing students with different levels and abilities. On the one hand, teachers don't pay attention to the feedback of a few people; on the other hand, students are ashamed to express themselves when facing the situation different from that of most people. When facing the knowledge points that others have mastered, they will feel inferior when they put forward them themselves. Over time, teachers' feedback is not comprehensive, and students are prone to self-doubt and self-deception, which is not conducive to the positive communication and improvement between the two sides.

4. The change strategy for the present situation

4.1 Grasp a variety of feedback methods

As the leader and organizer of educational activities, teachers should grasp various feedback methods and make timely adjustments, which is more conducive to the implementation of teaching activities. There are various types of feedback, and feedback is used to obtain good feedback effects and promote students' development. Therefore, teachers should make rational use of feedback according to different situations and know the results of feedback in time, so as to achieve the intended purpose of feedback ^[5].

In addition to the above-mentioned delayed feedback and timely feedback, it can be divided into direct feedback and indirect feedback according to the way: direct feedback is the feedback that teachers get directly through students' reactions, and it also includes students' homework, state in class and so on. Indirect feedback is to get feedback from others, such as other teachers, class teachers, parents, etc. According to the effect, it can be divided into positive feedback and negative

feedback: positive feedback can strengthen and promote, while negative reinforcement is an important factor to keep the development direction of the subject stable.

Different feedbacks have their own characteristics, and they also have their own more applicable situations. It is also an essential ability for an excellent teacher to master various feedback methods and make appropriate adjustments in different situations.

4.2 Feedback from the outside to the inside.

As an important part of the adjustment of the subject, feedback has not been paid due attention to and applied in practice. Li Qian pointed out through the analysis of an experimental result in *The Key Factors of Chinese Curriculum Implementation under the Background of Core Literacy: Teachers' Evaluation Literacy*^[6]: Unfortunately, in the real teaching evaluation, the effective feedback provided by teachers is extremely limited, and teachers are more inclined to use broad and general comments to respond to students' performance, and pointed out that this is a mere formality and lacks guidance.

In-depth feedback, first of all, we should have a correct understanding of feedback, fully grasp its important role and attach importance to evaluation activities in practical application, so we should be correct and rigorous in attitude. Secondly, we should be good at grasping internal relations through phenomena, improve our work by analyzing feedback information, and make timely adjustments. As a bridge for effective communication between teachers and students, feedback is not only conducive to deepening mutual understanding, but also conducive to cultivating a friendly and harmonious relationship between teachers and students.

4.3 Establish a timely and comprehensive feedback mechanism

The article *Strategies for Constructing Effective Teaching: Feedback Theory*^[7] points out that teachers should dare to dispel their desire to control feedback. The teaching process is essentially a process in which students acquire knowledge and know the world under the guidance of teachers. Therefore, teachers should fully respect students' dominant position in actual teaching, and put an end to subjectively arbitrarily substituting judgments for feedback results. Secondly, teachers should refine the evaluation criteria. A more detailed evaluation criteria will help reduce the subjectivity in the feedback process and make the results more realistic. At the same time, students can also know the evaluation criteria. It is unfair to judge students by what they don't feel important^[8]. *Research on Teachers' Roles and Strategies in Formative Evaluation*^[9] also pointed out: Students should also be familiar with evaluation criteria and know from which aspects they will be evaluated by teachers and classmates and self-evaluated. Finally, the teaching process must aim at communication. The feedback process is essentially a link of communication, and multiple communication in various ways and at multiple levels is more conducive to the smooth progress of feedback.

4.4 The "Shortboard effect" and teach students in accordance with their aptitude

If a class body is compared to a "wooden barrel", students with different levels are uneven wooden boards, and how much water this barrel can hold largely depends on the height of the short board. By the same token, teachers who are "short-board" in the class can't give up, and the feedback of these students can't be regarded as unrepresentative just because they may be in the minority, thus ignoring individual feedback. Collective feedback is important, but the uniqueness of individual feedback plays an important role in improving work and timely adjustment. This requires teachers to pay attention to each feedback result in the actual process, and through the analysis of the results, they can realize the current stage results. At the same time, in the face of different independent individuals, Confucius noticed the difference of people's IQ when educating students, and admitted that people's ability is big or small, but he followed the plasticity of people and guided different students with different methods^[10]. In the teaching process, teachers should firmly grasp the teaching principle of teaching students in accordance with their aptitude and respect the individualized development of each student.

5. Summary

As an important link between evaluation and development, the effect of feedback greatly affects the effectiveness of evaluation and the future development direction. Under the tide of "new curriculum reform", teachers' ability is also required to be updated. Grasping the role of feedback deeply in practice is more conducive to teachers' adjustment of their own teaching mode and better adaptation to the needs of development.

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