Feedback to Students: Self-regulation of the Child

What does the pedagogical practice Feedback to students: self-regulation of the child consist of?

Challenging Piaget's idea that self-regulation did not appear before the age of 8, researchers who have studied the ability to self-regulate learning have observed that from three years of age, children can display early skills associated with metacognitive control such as planning, monitoring or evaluating, as long as they are in a natural work context and the proposed tasks are meaningful and related to their chronological age (Whitebread et al., 2007). In view of this evidence, there is an eloquent challenge for teachers working in Preschool Education in terms of promoting this type of skills in their students as a function of the learning objectives. The importance of promoting skills associated with self-regulation at early ages is supported by the evidence that relates it to higher academic achievement later on.

As we know, a frequent practice of early childhood educators is to approach the children's working desks while they are working and give *feedback* based on what the children are doing. We can then take advantage of this common practice to promote self-regulation during the learning activities they perform on a daily basis.

Giving feedback is one of the skills that teachers must manage very well as part of formative assessment strategies.

Hattie and Timperley (2007) use the following questions to explain what a learner is looking for when asking for feedback: Where do I need to get to? How do I get there? Where is the next step? Feedback can be the information that drives the process, or it can be an obstacle that impedes the accomplishment of the goal, it all depends on its quality.

The self regulation feedback to which we will refer is that which scaffolds a specific component of self-regulation: metacognitive control, which refers to the child's ability to **plan, monitor and evaluate** his or her own thought processes.

What is not Feedback to students: self-regulation of the child

● This practice is often confused with the delivery of instructions by the teacher before starting an activity; however, in order to speak of feedback, the child must have shown some performance. It is important to remember that feedback is defined as information that shortens the gap between actual and expected performance; remember that, in the classroom, expected performance is determined by the learning objective.

- There are other types of feedback, such as those that allude to a personal characteristic of the child: "how intelligent" "what a good student" "I expected nothing less from a child like you" or those that allude to specific information in relation to the activity the child is performing: "you have to put the yellow circle here", "number 4 goes before number 5". These two types of feedback have not proven to be efficient in increasing self-regulation, which does not mean that they should not be used in the classroom for other purposes.

Teaching strategies for delivering self-regulatory feedback to students.

In order to provide this type of feedback, it is necessary to design tasks that challenge the children and this is achieved very well by proposing activities that imply a problem for them, for example, giving them a bag with chips, matching the number written on the bag with the number of chips inside. To know if an activity is challenging or not for a child, we must make sure that it is neither too easy nor too difficult, the idea is that it is an approachable challenge.

Self-regulatory feedback uses questions that allow the child to self-regulate the planning, monitoring, and evaluation of the activity he or she is working on.

Sample questions:

Planning: What is your plan for doing the activity that needs to be done now? Are the materials you have on the table what you will need to do the activity? How can we know what we will need to make the activity work really well? How will you decide who gets to count the chips from the bags? Can you all work at the same time or does it have to be in turns? How would you explain to a child younger than you what to do before you start working on the activity?

Monitoring: How can we know if we are on schedule or behind? How can we know if we are making mistakes in what we were supposed to do? What is difficult for you? Do you think you are on schedule or behind?

Evaluation: How can you know that what you did was right? How can you tell for yourself that what you did was right? How can you tell for yourself if you made a mistake? What would you do differently next time? Why would you do it differently?

Let's see in the box an example of self-regulatory feedback evaluation dimension.

The group of students has ended an activity where they had to build a worm with circles of three different colors following an ABC pattern determined by the same working group, at that time the teacher approaches the group to intervene:

Teacher: Is the task you did well done?

Students: Yes

Teacher: And, how do you know it is well done?

Students: Because, look, it has different colors

Teacher: And why does it have different colors? Could you tell me how you did it?

Student: Look, orange, brown, blue… (starts to follow the pattern from the beginning to the end of the worm and in the last circle of the sequence he notices that the color he was going to name is not the one that is pasted)

Teacher: What happened there?

Student: We are missing a brown

Teacher: And what will happen to that blue one? (Referring to the incorrect pasted circle)

Student: We are going to take it out and change it for the brown one.

References

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