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Feedback and Improvement on Teaching-learning Process for Basic General Education Students

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Abstract---The process of pedagogical feedback is a factor that affects student training since it allows identifying their strengths and weaknesses with the sole objective of improving them and thus strengthening their academic performance. The general objective of the research is to determine the actions that teachers carry out to provide feedback and optimize the teaching-learning processes of the students of the Tenth year of Basic General Education, of the General Educational Unit "Eloy Alfaro" of Canton Chone. The research is exploratory since the study is based on the collection, analysis and interpretation of data in order to obtain a synthesis of the phenomenon related to the feedback process. The quantitative and descriptive method was applied to explore, observe, analyze, detail and verify the data obtained. The results achieved detail the level of knowledge that teachers have about the referred process and the strategies implemented, being able to verify whether they promote cognitive learning of the student; being the only way to create active, innovative, motivating and capable students to make their own decisions. It is evident that the use of feedback is a useful tool to improve the teaching practices of the teacher and to strengthen the academic performance of the student, improving the quality of teaching in the educational institution.

Keywords---academic performance, pedagogical feedback, student, teaching performance mode, teaching processes – learning.

Introduction

Pedagogical feedback is a fundamental element in the teaching-learning process, where the teacher becomes a guide for the student, allowing him to develop all your personal skills and competencies (Vives & Varela, 2012). For (Black & Willian, 1998), feedback is the communication used to make adjustments after evaluating an activity. According to Torres (2019), it is that process that serves to eradicate the differences that exist between the results and the learning achieved by the students.

Learning is the acquisition of knowledge by investigating any subject; all processes linked to teaching are linked to learning so that the individual develops his abilities and can defend himself in any environment. The phenomenon

that allows the student to receive excellent knowledge is the teaching-learning process (Meneses, 2007; Delgado *et al.*, 2019). The student uses different types of instruments to improve his learning process (Mero *et al.*, 2019).

In any process of learning to teach there must be feedback, since this method helps schoolchildren to achieve their proposed objectives allowing them to enrich their knowledge so that, in the future, they make their own decisions (Osorio & ALpez, 2014). Currently, the educational environment presents difficulties in the evaluation of learning focusing on the results. The evaluation not only serves to locate a quantitative qualification, on the contrary, but it must also assess the fact that the same student understands the topics and objectively overcomes his weaknesses. The lack of feedback within the pedagogical practices of the teacher makes it difficult to achieve quality education in an integral aspect, perhaps due to ignorance or to avoid that of the referred process.

Formative evaluation in the teaching-learning process in students requires that they have given timely and effective feedback. According to Lozano & Tamez (2014), assertive feedback gives the student-specific, concrete, personalized information aimed at new learning; allowing students to express, value judgments, ideas, opinions and new criteria; that allows you to feel safe when interacting within the educational environment. This research details how the teacher provides feedback to the tenth-grade students of the Eloy Alfaro General Education Unit, the role that teachers play and the collaboration of parents. It is sought to intuit in greater depth if the feedback that is given to the students is timely and effective, as a fundamental part of the teaching-learning process, and as an essential tool to achieve the desired objectives.

Feedback should not only have interpreted as an ultimatum but should have considered as the opportunity that will help the student move forward and generate new knowledge. In the following figure (Lee *et al.*, 2009), it shows the achievements and scope of pedagogical feedback in students.

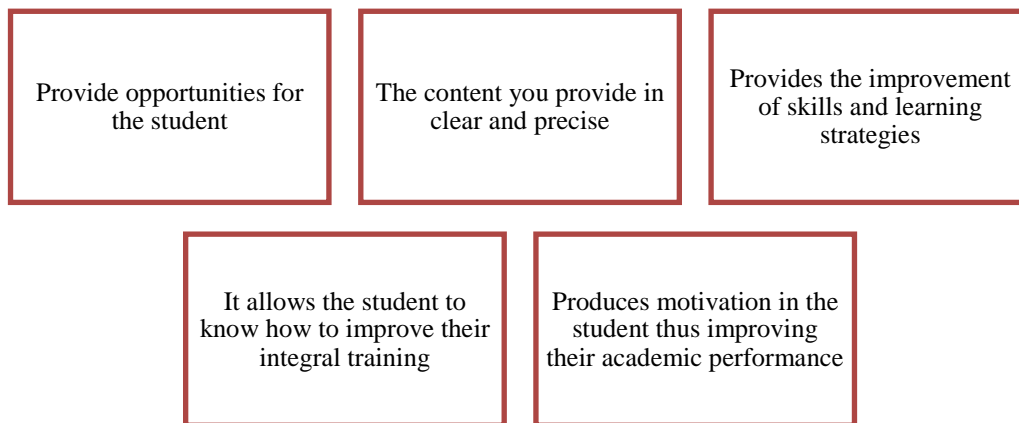


Figure 1: Achievements and scopes of pedagogical feedback

Learning strategies allow students to be trained by obtaining new knowledge; For (Chacín, 2003) and (Quesada, 2006), visual learning schemes (concept maps, mind maps, synoptic tables, mind), reading techniques (for example, IPLER reading), expression techniques (essays, chronicles, reading reports, reports, papers, portfolio and opinion pieces supported). They are learning strategies that can have implemented in the teacher's work plan to enrich the students' knowledge.

According to Sierra (2005), evaluations, cooperative work, portfolio, literature review, real-time reports, online evaluation, thorough discussion of experiences with electronic portfolios. They are the best learning strategies since in this way it will be possible to have a personalized education and metacognitive students that can perform correctly in the future. In the virtual environment, it is important to carry out an online feedback process through discussion or discussion forums, emails, tasks, etc. That allows strengthening previous knowledge and facilitates the learner to master the topic or content with which they are working, thus building his or her own learning (Flores & Ramírez, 2009).

You can combine the different methodological strategies used in the feedback process with ICT (Information and Communication Technologies), allowing you to improve the level of academic performance of the student and the educational institution (Lucas *et al.*, 2019; Macías *et al.*, 2018). The present investigation intends to research the necessary sources of information, in order to know the consequences and benefits of correct feedback. A technique has also applied for data collection in which a survey of teachers has implemented to determine how much they

know about feedback; and, if it has been applied, according to what is established by the Organic Law of Intercultural Education (LOEI), in its Regulations (RLOEI) and in the Instruction for the Evaluation of Learning.

Materials and Methods

It is necessary to detail what is the evaluation of learning, before establishing what type of research, methods, and techniques have used within this investigation. The learning evaluation has used to measure the students' knowledge; it also allows the teacher to detect students who need to improve their academic performance, applying in them pedagogical feedback to optimize their knowledge. For the Ministry of (Education, 2019), in its Instructions for the Application of Student Assessment, it states that the evaluation is a perennial process of observation, analysis, assessment and registration of students, through pedagogical feedback procedures that are aimed at perfecting The methodology of the teaching process and the learning outcomes, as pedagogical, is established in art. 184 of the General Regulations of the Organic Law of Intercultural Education (RLOEI).

Pedagogical feedback is important because it helps learners control their strengths and weaknesses. According to Gonzales (2018), this process allows students to reinforce their knowledge for the full development of their skills, abilities, and attitudes, making the student learn to make their own decisions within any environment.

Article 208 of the General Regulations of the Organic Law of Intercultural Education states that educational reinforcement is a union of strategies previously planned by teachers to enrich their educational work-oriented students who show in the drawbacks school year in performance Academic (Education, 2019).

Figure 2 shows the different methodological strategies that the Instruction has for the application of the Student Assessment that teachers can use when applying pedagogical reinforcement to students.

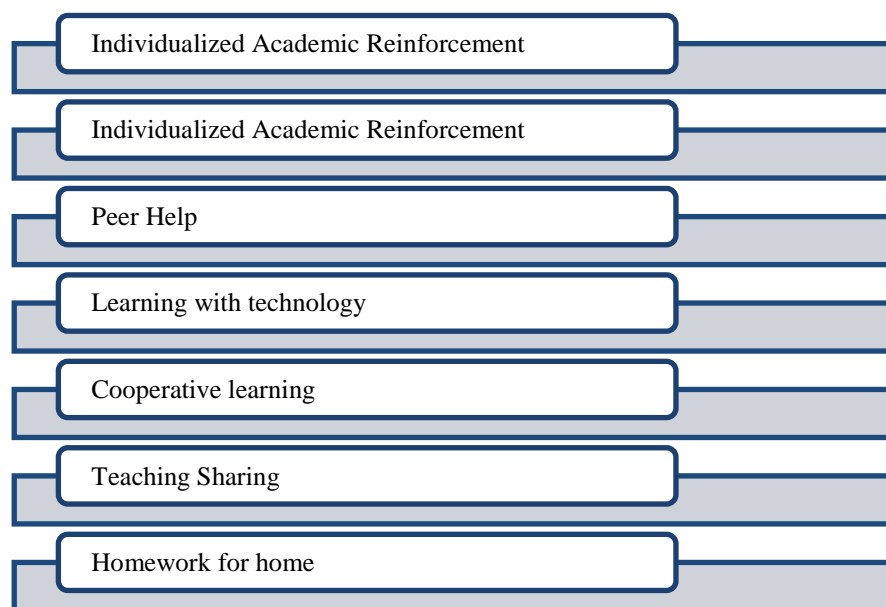


Figure 2. Methodological strategies for academic reinforcement

Methodology

Type of research

This research is exploratory since the study will focus on the collection, analysis and interpretation of data in order to obtain a synthesis of the phenomenon studied.

Research design

Methods

The method that will be used to obtain information is the Descriptive Method and the Relational Method; These will have the purpose of detailing and determining the relationship between the correct use of the feedback process within the teaching-learning process in the students of the Tenth year of Basic General Education of the General Educational Unit "Eloy Alfaro".

Population and sample

A population of 10 teachers who teach to the tenth year students of Basic General Education of the General Educational Unit "Eloy Alfaro" of the Chone canton has used. It has established that since the population number is less than 100 people, no sample selection will have made.

Data collection techniques and information processing

Techniques

The technique applied to data collection for this study was, **the survey**; conducted to 10 teachers who teach in the Tenth year of Basic General Education in the General Educational Unit "Eloy Alfaro" of the canton Chone. This instrument allowed us to establish how the teachers of this institution are applying the pedagogical feedback process inside and outside the classroom; a questionnaire with multiple-choice questions has used, developed in correlation with the variables of this problem.

Information Processing

To process the data, statistical tables will have used with the Microsoft Excel technology tool, which will provide inputs for the analysis and interpretation of results, bibliographic sources will be used to support the research process that contributes to scientific knowledge

Results and Discussions

The results of this research were obtained through the application of a survey aimed at teachers who teach students of the Tenth Year of Basic General Education of the General Educational Unit "Eloy Alfaro".

In figure 3, the results of the questions related to the support and pedagogical follow-up to the students have observed to improve their academic performance.

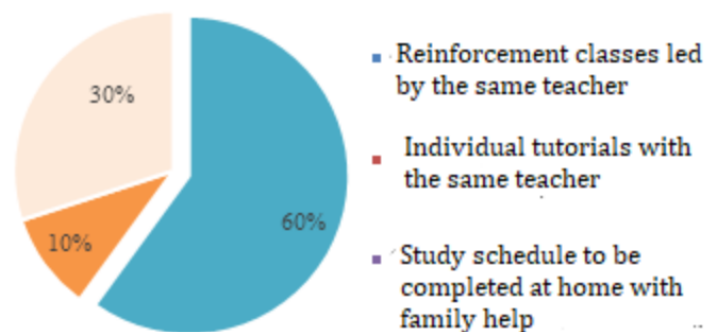


Figure 3. Pedagogical support and monitoring of students to improve their academic performance

As can be seen, 60% of teachers apply reinforcements to improve the teaching-learning process in students and 30% apply individual tutoring.

Figure 4 shows the methodological strategies used to favor the active participation of students within the pedagogical feedback.

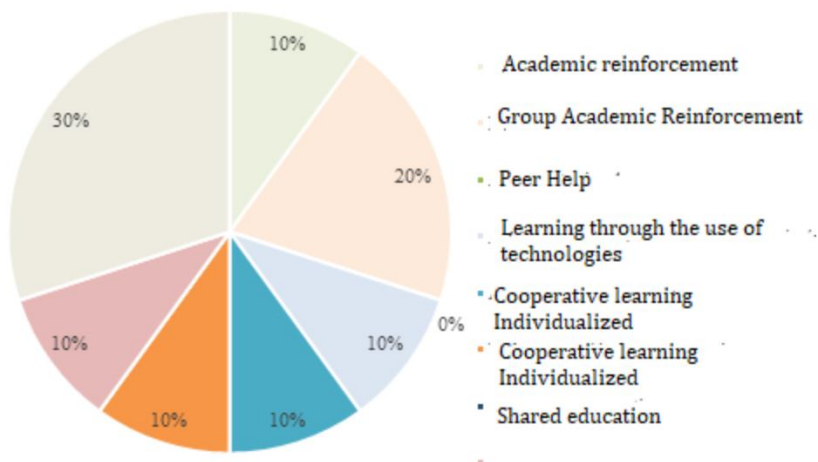


Figure 4. Methodological strategies used to favor the active participation of students

As can be seen, different strategies are shown that favor the active participation of students within pedagogical feedback, this helps students achieve better performance in the learning process. , One of the most used is individual and group academic reinforcement.

In figure 5, it has evidenced how the educational community performs a Pedagogical Feedback process that has allowed students to build their own to do.

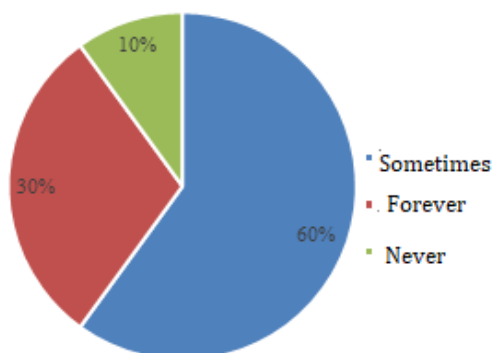


Figure 5. Evidence to the educational community and its pedagogical feedback process

Facing the problems encountered regarding the pedagogical feedback that should be imparted to students to improve their difficulties; The need arose to apply a survey to the teachers of the Tenth Year of Basic General Education of the General Educational Unit “Eloy Alfaro” to investigate how their teaching actions are in the teaching-learning process within the classroom. The technique applied reflects the following results. The teachers of this educational institution are mostly aware of the elements, actions used in academic reinforcement, since at the beginning of the school year. They receive pedagogical advice from the authorities on this process; In addition, it has evidenced in 60% that teachers apply the feedback in the teaching-learning process provided due support and follow-up; however, 40% reflect that there are teachers who do not always apply the feedback, sometimes to avoid making the respective reports for due process.

This information collection instrument reflects that 60% of teachers use all the elements that must have applied in the students' feedback; which are detailed in the instructions for the application of the student evaluation provided by the Ministry of Education. In order to improve learning and the education system model; while 10% reflects that this process implements other elements created by the teacher according to the need for learning, that each student requires, finally. It is evident that 30% do not use any element in the feedback process because they do not like to carry out the corresponding procedure, which means that the teacher for avoiding making reports is limited in carrying out this process, which is affecting the cognitive development of the student.

Together, it is also evident in 20% that the strategy most used by teachers to promote the active participation of students within pedagogical feedback is the group academic reinforcement due to the fact that feedback. Must now has given within hour's lessons; in addition, the remaining 40% shows that the prevailing methodological strategies are: individualized academic reinforcement, learning with technology, cooperative learning and homework. The results show that 60% of teachers demonstrate to the educational community their pedagogical feedback process. While the 40% subtracted has divided, it carries out the corresponding procedure and others do not like to elaborate or execute this process, which affects the correct development of their pedagogical practices.

This study details in 50% that the academic reinforcement imparted by the teachers of this educational institution helps students to be builders of their own knowledge, which is essential so that in the future they can resolve any conflict that occurs in their environment. The evaluation of learning used by teachers in this educational unit allows regulating the teaching-learning process; 60%, of the teachers, know and apply the elements and actions that are used in the education system, receiving the pedagogical advice of their authorities according to what is established by the Organic Law of Intercultural Education, Regulation of the Organic Law of Intercultural Education and the Instruction for the application of student evaluation (Updated in 2019).

This study is consistent with the regulations of the Ministry of Education or that has provided: The Organic Law of Intercultural Education in its fourth chapter. **Of the rights and obligations of the teachers in their article 11.- Obligations, literal i.-** "Give support and pedagogical follow-up to the students, to overcome the lag and difficulties in learning and in the development of competences, abilities, skills, and abilities" (LOEI). All teachers must provide pedagogical feedback to students, in order to improve their academic performance and thus achieve the proposed objectives. In accordance with the Regulations to the Organic Law of Intercultural Education, it refers to this theme in its.

Chapter **IV. OF THE ACADEMIC EVALUATION, FEEDBACK AND REINFORCEMENT ACTIONS**, in its **Art. 204.-** The evaluation process, feedback and academic reinforcement, **Art. 205.-** Dissemination of the process and the evaluation criteria, **Art. 206. -** Evaluation and Feedback Continues; and, **Art. 208.-** Academic Reinforcement (RLOEI).

These articles establish that educational establishments must comply with this evaluation, feedback and culmination processes with an Academic Reinforcement in order to improve the entire educational process. In addition, the Ministry of Education provides in its Instructions for the application of student evaluation (Updated in 2019) some annexes to demonstrate the application of the Pedagogical Feedback process. It is necessary to indicate the importance of the implementation of this process; According to [Martínez & Vargas \(2014\)](#), feedback is a key activity in the student's teaching-learning process, since it implies giving him information that helps him meet the learning objectives. It is not enough to tell the student that their homework is right or wrong, or correct aspects. The idea is to help you enrich your learning so that the student can improve their academic performance. Feedback is the information provided by an agent such as a teacher, a teammate, a book, self, about the performance of a learning activity ([Hattie & Timperley, 2007](#)). Feedback is not only imparted from teacher to student but can be applied from any medium to form active learning and thus create more competent students in solving problems within any environment.





Conclusion

The feedback process is becoming a useful tool because if it has executed correctly the students will have confidence in themselves, which facilitates a full development of learning. It should be emphasized that feedback must have the ability to positively influence the learning process; as well as offering the student tools that allow him to function autonomously in his daily life and to optimize the teaching-learning processes of the students. In the General Educational Unit "Eloy Alfaro" a large majority of teachers have knowledge about the process and the elements that must have applied to execute good feedback within their pedagogical practices. However, there are also teachers who do not apply the due process to avoid making the corresponding reports and this of total concern for the quality of education that this educational institution wishes to impart. The type of feedback applied by teachers to the students of this Educational Unit does not allow them to be creators of their own knowledge, which affects their correct learning.

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