

A Reflection from Teaching Experience in Higher Middle Education: Feedback Is More than a Review and the Implementation of Participatory Techniques Are Not Only Oral.

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Abstract

The present investigation was carried out with the objective of making known that the techniques of feedback and participation as a teaching / learning process are incorporated not only as they are commonly used, that is, a teacher reviews the topic through a power point presentation or in the pre-exam paper, in the same way regarding participation, they are invited to stop their hand to comment on any activity or topic beforehand, because it has been seen that there are students who remain silent, do not pay attention, etc., and they end up falling behind, likewise it is not evident if there was appropriation of knowledge and improvement in their abilities or in the worst of the cases they reject the partial ones. For this reason, a semi-structured interview with a qualitative approach was used to know the opinion of students about the use of these participatory techniques and feedback that were carried out during the semester August 2017 to January 2018 in the subjects of etymology, ethics and skills for learning at the 30th high school of the University of Colima. Within the results it was evidenced that the techniques of participation and feedback with multiple methods show that there is interest in them and produce knowledge, skills, values ??and attitudes because participation promotes that the student in his diverse personalities communicate his reflection, analysis, evaluation , etc., on a thematic content. And regarding the feedback by themes the student will strengthen, relating and understanding the thematic contents seen in each unit.

Keywords: Learning, Participation, Feedback and Student Inclusion

Introduction

To promote a learning based on competences, the teaching mechanisms should be stimulated so that the students feel motivated during the subjects taught. Feedback and participation are didactic techniques that promote communication, reflection, understanding and assessment of the knowledge of the subjects, also allow to express ideas, and such as verify what they learn. However, despite these benefits presented by these teaching techniques in teaching / learning so that students get better performance in their grades, such as in the development of interpersonal,

intrapersonal, linguistic and socio-emotional skills, there are students who due to various factors you do not show these capacities by nerves, inhibition, traumas, ignorance, and ignorance, among others. It is for this reason that possible strategies should be sought so that feedback and participation reflect the student's prior knowledge and strengthen the emotional security of their own abilities, values and attitudes. The competences, according to the comprehensive reform of upper secondary education, seek that "all high school graduates must be able to perform, those that allow them to understand the world and influence it; they enable them to continue learning autonomously throughout their lives, and to develop harmonious relationships with those around them, as well as to participate effectively in the social, professional and political spheres "(Official Gazette of the Federation, 2008, para.7)).

Feedback and participation are essential in the acquisition of generic competences, in addition these didactic techniques are used in all disciplinary fields, allowing a significant, collaborative and metacognitive learning to be generated. The main objective is that these didactic techniques are designed with the inclusion of all the personalities of high school graduates, so it is appropriate that feedback and participation as a learning process are incorporated not only as commonly used, ie a teacher review the topic through a power point presentation or in the pre-exam paper, in the same way regarding participation, they are invited to stop their hand to comment on an activity or topic beforehand, because it has been seen that there are students who they remain silent, do not pay attention, etc., and end up falling behind, likewise it is not evident if there was appropriation of knowledge and improvement in their abilities or in the worst of cases they fail the partial ones. For what to look for other forms of feedback and participate is a bet of learning and teaching experience to promote the interest in the students in order to dare to speak, talk among peers, write, criticize, create and have a good academic performance, mainly develop the skills to face life in all its areas.

Justification

Developing the competences in the NMS (Higher Middle Level) is to provide the opportunity for students to acquire knowledge, skills, values and attitudes that they will perform

in different professional, social and personal spheres, but mainly to transform, innovate and impact on a better human evolution that leads constructive environments and solve problems for the welfare of society.

Currently, there is a high percentage of students in Mexico who do not finish or fail their studies at the high school level. According to a study, it highlights that:

"Around 30% of young people between 15 and 17 years old are out of school; Out of every 10 students that enter the EMS only 7 finish it in the prescribed time, while the extra-age and the disapproval continue to affect a significant proportion of students, in addition to the educational lag of young people over 17 years old. Considerable. Likewise, learning is still insufficient for a large proportion of students, which reflects the difficulties young people will face in their future development as citizens (...). Likewise, the lack of interest in studying, the difficulty of understanding teachers and the disapproval of subjects, among others, are factors that most influence school drop-out. Coincidentally, some international studies show that the highest proportion of school dropouts among young people studying EMS is due to disinterest or discouragement to study.

On the other hand, the available evidence indicates that the accumulated educational lag of basic education students who manage to move to EMS represents an important factor of school drop-out, which is why it is accentuated during the first year of the EMS. Thus, for the 2015-2016 school year, the dropout rate for EMS represented 13.3% of the enrollment for school services, and it was 15.5% if mixed-type enrollment was also considered." (INEE, 2017, 8-9) For what is of interest, propose other ways of working with a generation that is living stages of technological globalization, but that requires an orientation to face the challenges that are already in all the senses, that is, social, political, economic, cultural, religious, educational, technological, scientific, etc.

And to bring this about, strategies must be created that generate the necessary tools so that the high school student sees himself as an integral and globally capable being to create and build opportunities for all at the local, national and international level.

Communication is an essential factor to be different and change our environment, so that each technique used in class, in this case, participatory provides the opportunity for the student not only learn a thematic content, but to develop their potential, for example, express an idea.

In the same way, the achievement of these competences should contemplate the use of a variety of didactic techniques that contribute to meaningful, self-managing, cooperative and scientific-humanistic learning. The case of participation and feedback techniques is important because they are transversal in all the subjects and serve to show if there is knowledge and understanding of the subjects taught. It also encourages reflection, expression and appreciation of what is studied, such as the generation of skills, values and attitudes to what they perform in the environment where it operates, for example, improve communication,

encourage creation, propose new ideas, and strengthen security and therefore their emotions, among others. However, this is not always the case with these techniques, there is usually absence in the participations, especially when they are oral and little feedback or no reinforcement in the doubts when reviewing the topics of a partial a few days prior to the examination of the subject. Therefore, the present research shows that the use of multiple methods in participation and feedback results in better academic results, such as in the social, personal, etc., competences of the students.

Theoretical Foundation

Thinking mechanisms to improve the teaching practice and that resides in the process of teaching / learning in the student is to reflect on the methodology applied in the planning of the signature and the didactic sequences implemented in the explanation of the topics that each unit is addressed to achieve the desired objectives and results in the skills that a bachelor must obtain. For this reason, selecting techniques, activities, among other educational inputs that lead the student to move from one level of knowledge to another is required to observe the progress that this is going. Participation and feedback are techniques that help demonstrate the acquisition of skills. Díaz Barriga and Hernández Rojas (1999) mention different "teaching strategies that are used before (preinstructional) during (co-instructional) or after (postinstructional) of a specific curricular content, either in a text or in the dynamics of teaching work ... For example, strategies to activate (or generate) prior knowledge and to establish adequate expectations in students, strategies to guide the attention of students, strategies to organize the information to be learned, strategies to promote the link between previous knowledge and the new information to be learned" (p.81), among others. As regards participation can be incorporated in the three moments (preinstructional, co-structural and post-structural) and feedback in the last (postinstruction) of each topic, since and according to the genetic epistemology of Jean Piaget, Rolando García (2000) emphasizes that "knowledge is constructed and that construction starts from the assimilation of accommodation and balances new structures because the student will organize their actions, allowing them to incorporate new elements of the environment, which will acquire new meanings" (p.102). That is, there will be an imbalance of both prior knowledge and new knowledge, but will guide it to modify representations or rethink, question the information it receives to reconstruct knowledge and strengthen the thematic contents of the subject.

Similarly and following Rolando García (2000) "the dialectic between teacher and student states that the technique of participation and feedback will become a fundamental mechanism in the organization of knowledge, since the differentiation and integration that occur between the two subjects will establish relationships, which, in turn, are interconnected, through processes of comparison and transformation" (p.101).

Therefore, the Generic Competences (CG) promoted by the Baccalaureate Education Reform (2008), provides that the participation and feedback techniques are articulated with the main characteristics of the CG, that is, they are: "Key:

applicable in contexts personal, social, academic and labor issues. Relevant throughout life. Transversal: relevant to all academic disciplines, as well as extracurricular activities and school processes to support students. Transferable: reinforce the ability to acquire other skills "(p.11).

Because participation and feedback are systematically applied throughout life, they are not only an object for the use of school didactics, so it is important to use them in different ways to promote a critical, creative and motivating education for changes in the biological individual, psychological and social.

Teaching / Learning Methods for the Use of Participatory Techniques and Feedback

Develop a methodology where the participatory technique and feedback incentive in the knowledge, doing and being of the students is to devise strategies within the didactic sequence that is programmed in the subject that is taught, promoting the generic competences of the SNB. So there is not only one formula, since the nature of each course and the teacher itself, will have to start from the profile of the student's exit and the purpose of the subject.

What is interesting is to share an experience and reflection on how participatory and feedback techniques are a commitment to a teaching / learning method within planning and didactic sequences, as well as for the continuous, qualitative and quantitative evaluation of the topics reviewed in class.

Next, the procedure for the use of participatory techniques

Table 1: Procedure for the Use of Participatory Techniques and Feedback

Teaching / Learning Method	Examples of Strategies
Written	Reflections, questionnaires, questions, answers, literary creations, jokes, anecdotes, mental maps, conceptual, etc.
Images	Illustrations, drawings, photography, comics, etc.
Kinesthetic	Body use / sports
Dynamics	Search dynamics and adapt or create new ones according to the objective and the pursued competition.
Games	Use traditional games, alphabet soup, crossword puzzle, etc.
Oral	Launch of questions, answers, doubts, brainstorming, exhibitions, workshops, debates, oratory, dialogic, etc.
Test	Preliminary exams (oral or written) * This is recommended only in the feedback technique * Oral and written does not refer to the mechanization of information or data, but to the understanding and reflection of the thematic contents
TIC	Use of technological applications / social networks, development of videos, radio programs, etc.
Technological tools	Recorders, video, etc.
Use of Art	Dramatization, songs, etc.

Source: Own elaboration table. Procedure for the use of participatory techniques and feedback

It is emphasized that the feedback technique is taken into account at the end of each topic seen and not only at the conclusion of each unit or prior to the final exam of the partial, because it offers an overview of the competencies achieved or otherwise to review the failed or solve doubts. Regarding the participation technique, it is not only considered oral and it is considered in the diagnostic, formative and summative weighting, articulating the competence that one wants to achieve, since learning are processes.

Exemplification of participation and feedback techniques

The development of a didactic sequence for the teaching / learning of the contents of a topic can be expressed in three parts, the beginning, the development and the end. At the beginning, the subject is introduced, in the development the thematic content is explained and the ending concludes with the elaboration of an activity on what is seen in the class.

Between these three parts and depending on the teacher's planning, participations, feedback, among others, are programmed.

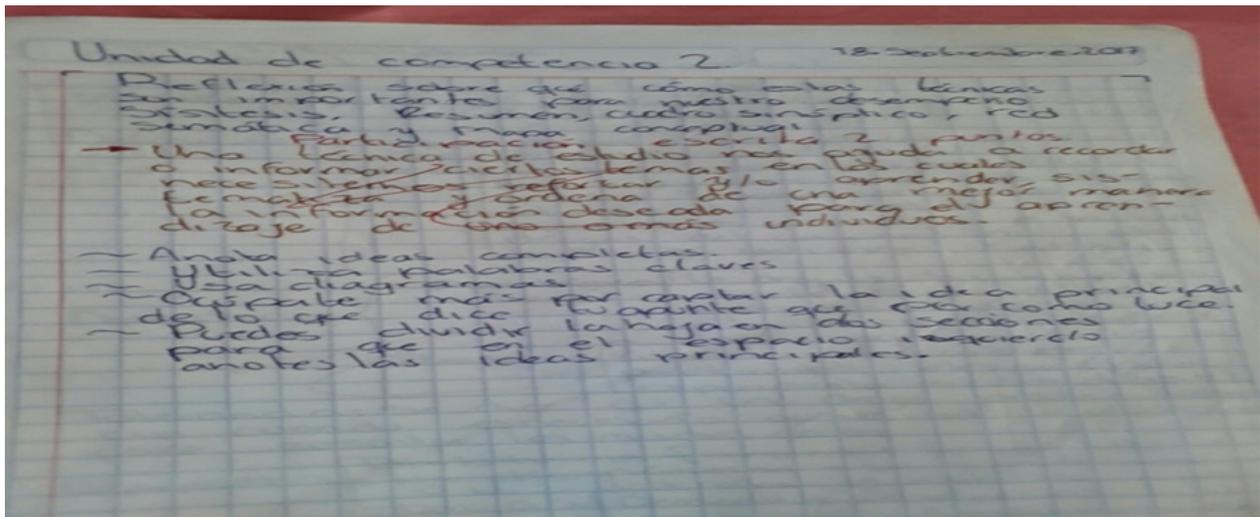
Participation, by its didactic nature, can be contemplated in any of the three parts, either at the beginning, in the development or at the end. In case of adding the participation in the first part is done from several perspectives, the most common, prior knowledge.

In case of placing the participation in the development section or at the end is a way to verify the understanding of what is addressed, among others.

Examples of written participation are shown where a question is raised about an aspect of the thematic content and the students write their reflection.

After this, students can be encouraged to comment on what they wrote down.

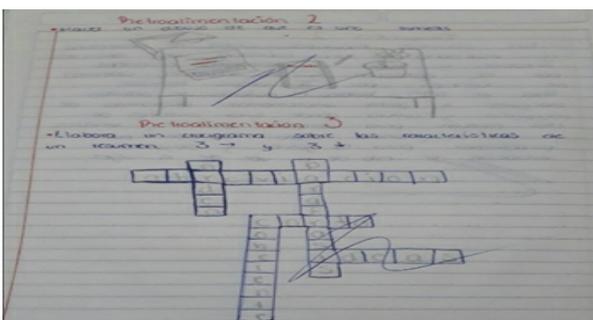
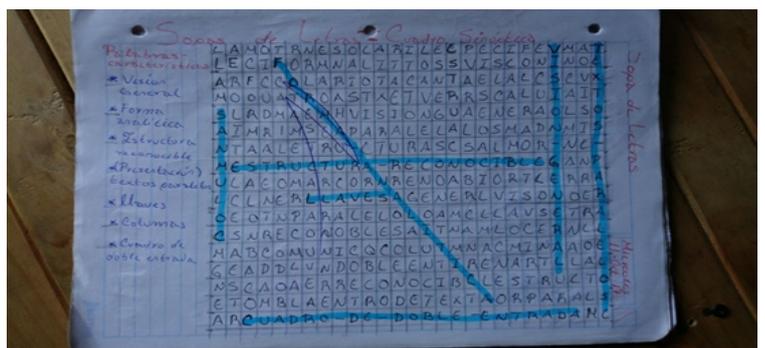
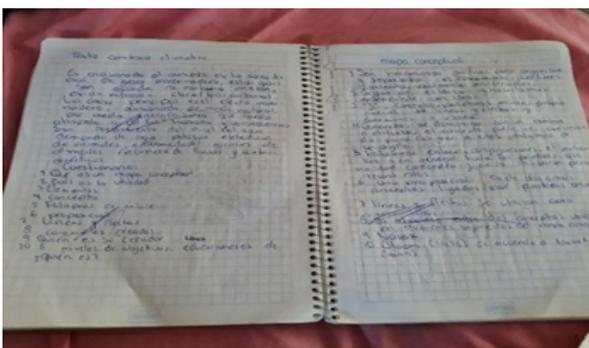
Source. Student notebook photo. Example of Participatory Technique Written



Source. Student notebook photo. Example of Participatory Technique Written

Feedback is usually applied when finishing a unit topic, that is, if in the semester three partial programs are programmed and each of them has a unit with their respective topics (The orientation of the ethical practice and its application in the field professional of the Sciences.) and contents (Code of

Ethics of the Profession), then at the end of these a feedback is applied, reason why in each unit there would be around four feedback, which allows the students to have a guide of previous study, techniques for study, understanding of the topics, among others. Below are examples.



Source. Photo of student notebooks. Example of Technique Feedback. From left to right. 1. Questionnaire. 2. Soup of Letters. 3. Drawing and Crossword 4. Group dynamics

Empirical Foundation on the Methods Used in the Techniques of Participation and Feedback

To empirically base this experience and teaching practice, a semi-structured interview with a qualitative approach was also used to know the students' opinion about the use of these participatory techniques and feedback that were carried out during the August semester of 2017 to January

2018 in the subjects of etymology, ethics and skills for learning in high school 30 of the University of Colima. In the semi-structured interview fifteen students of first and fifth semester participated, ages ranging from 14 to 20 years of age. Three of the interviews were recorded on audio and twelve were sent and received by email. In terms of gender, six women and nine men responded. The script of the semi-structured interview is presented in table 2.

Table 1: Semi-structured Interview

THE TECHNIQUE OF PARTICIPATION	
1.-	What is your opinion about the participation technique used in the class?
2.-	What did you think about the different strategies that were used in the participation technique for the understanding and appropriation of the thematic contents of the subject? (written reflections, drawings, dynamics, oral questions, brainstorming, individual, group participation, etc.)
3.-	Does the participation technique encourage students to express, reflect on and appropriate the knowledge acquired in the subjects taught in the subject?
4.-	If the participation technique was only oral as you would feel, would you participate or not participate? Why?
5.-	Do you agree that the participation technique has a percentage of qualification in each subject seen and partially? Why?
6.-	What recommendation would you make about the participation technique?
7.-	Attach an example of the participation technique used in the class (you can take a photo of the notebook or scan the image, if you have photos of those activities, attach them to the document)
THE FEEDBACK TECHNIQUE	
1.-	What is your opinion about the feedback technique used in class?
2.-	What did you think about the different strategies that were used to feed back the knowledge acquired at the end of each topic seen in the subject? (questions, questionnaires, drawings, use of technology, written and oral test, between peers, individuals, dynamics, etc.)
3.-	Does the feedback encourage in the students the security, the knowledge, the skills, the values and the attitudes of the topics seen in each part? Why?
4.-	If the feedback was just a general review before each partial exam, how would you feel?
5.-	Do you agree that the feedback technique has a percentage of qualification in each topic seen and partially? Why?
6.-	What recommendation would you make about the feedback technique?
7.-	Attach an example of the feedback technique used in the class (you can take a picture of the notebook or scan the image, if you have photos of those activities, attach them to the document)

Source: Own elaboration table. Research Instrument

The analysis of the results of the semi-structured interview was first read of the data and annotations were made to later group by items and technique to investigate the categories and subcategories that arose after the discourse of the subjects and finally make a conclusion about the reflection a priori that the techniques of participation and feedback are more than an oral technique and a general review before the final exam.

The examples of the different methods of teaching / learning applied in the techniques of participation and feedback that the students made in the courses will be put in annexes.

Results of the Empirical Foundation on the Methods Used in the Participation and Feedback Techniques

Participatory Techniques

Questions	Categories	Subcategories
What is your opinion about the participation technique used in the class?	Acceptable	Activate participation Understanding the teacher's explanation Activate attention Activate the work in class Encourage group participation Fosters interest in topics Improves learning Externating ideas from different teaching strategies Causes discussion on the issues Allows differentiation and integration to understand the issue addressed

What did you think about the different strategies that were used in the participation technique for the understanding and appropriation of the thematic contents of the subject? (written reflections, drawings, dynamics, oral questions, brainstorming, individual, group participation, etc.)	Acceptable	It promotes playful and fun learning Attention to the themes Understanding the subject Improves the preparation of activities Develop skills It promotes group integration Stimulates reflection and the ability to synthesize thematic contents Recapitulate the information of each topic Learn faster Strengthens new knowledge It makes it easier to study for the exam Generates the expression of majorities Offers options to participate
Does the participation technique encourage the expression, reflection and appropriation of the knowledge acquired in the subjects taught in the subject?	Acceptable	Fosters acquired knowledge Improves academic performance Help understanding the issues Originates the diversity of points of view Fosters the expression about what has been learned
If the participation technique was only oral as you would feel, would you participate or not participate? Why?	1.- I would participate	Trust in colleagues Development of communication skills Personal security Ability to argue If the environment gives you security Opportunity to express ourselves
If the participation technique was only oral as you would feel, would you participate or not participate? Why?	2.- I would not participate	Limitation in time for reflection and order in words Insecurity Disinterest in expressing Fear of making mistakes Boredom Shame
Do you agree that the participation technique has a percentage of qualification in each subject seen and partially? Why?	1.- Positive	Qualitative and quantitative assessment of learning Encourage participation Wake up interest in topics I would support for the participation of introverted or disinterested students Valuation of participation Promote trust It offers experience When the participation technique is used with other strategies, not only oral
Do you agree that the participation technique has a percentage of qualification in each subject seen and partially? Why?	2.- Negative	Harms students who do not participate It affects not having the correct answer Not everyone participates
What recommendation would you make about the participation technique?	Implementation of participation techniques in the classroom	Develop trust Promote equality in the class Develop skills Promote respect for differences of opinion Be taken into account in the qualification Use them for introverted students to participate More dynamic techniques Make them efficiently Carry an order of participation Respect for opinion

Source: Own elaboration table. Results of the investigation

Feedback Technique

Questions	Categories	Subcategories
What is your opinion about the feedback technique used in class?	Appropriate	<ul style="list-style-type: none"> It favors retaining knowledge Improve the not understood Enrich learning Strengthens previous knowledge Entertaining Encourages peer socialization It is practical because it stimulates the analysis It encompasses all learning Allows reflection on learning
What did you think of the various strategies used to provide feedback on the knowledge acquired at the end of each topic seen in the subject? (questions, questionnaires, drawings, use of technology, written and oral test, between peers, individuals, dynamics, etc.)	Positives	<ul style="list-style-type: none"> Allows the integration of the group Offers solidity of the information received They are useful Reinforce concepts Improve the result of the final exam Interesting Stimulates the imagination Clarification of doubts
Does the feedback encourage in the students the security, knowledge, skills, values and attitudes of the topics seen in each part? Why?	Positive	<ul style="list-style-type: none"> It allows to retain knowledge Reinforce what has been learned Solve doubts It offers security Develop skills Promotes responsibility Promotes interest in topics Maintains a respectful attitude about the test results They support the experience of everyday life Strengthen to start in life Fosters study techniques
If the feedback was just a general review before each partial exam, how would you feel?	1.-Security	<ul style="list-style-type: none"> I would understand the topics I would respond more accurately to the final exam Trust in what has been learned Corrects errors Guide for the final exam
If the feedback was just a general review before each partial exam, how would you feel?	2.- Insecure	<ul style="list-style-type: none"> Adapt feedback by topic seen and a general one before the final exam It does not verify the learning by accumulation of subjects Pressed by amount of information Saturation of doubts
Do you agree that the feedback technique has a rating percentage on each topic seen and partially? Why?	1.- Positive	<ul style="list-style-type: none"> It allows to improve the qualification It benefits to have percentages of qualification in each partial because it promotes the previous study It improves the quality of work That is taken into account for percentage, but low, so that it does not affect if the issues have not yet been understood
Do you agree that the feedback technique has a rating percentage on each topic seen and partially? Why?	2.- Negative	<ul style="list-style-type: none"> It is a complementary benefit for the student Necessary for who requests it It is only a previous guide
What recommendation would you make about the feedback technique?	Dynamism	<ul style="list-style-type: none"> Be done more fluently Originate questions about what is learned Complement with other study techniques (conceptual map, diagrams, etc.) Use it before the test Activities with practical topics Make them fun Bring material for support Implement to clarify doubts

Source. Own elaboration table. Research Results

Discussion and Conclusions

The bet to use the techniques of participation and feedback part of the a priori reflection that should not be seen as supplements or filling strategies because they are more than a review and an oral opinion. In a classroom there are a variety of students with different personalities, some with more strengths than others. However, everyone has the same opportunities to grow fully, but that opportunity must also be provided by the teacher to develop potentials that favor human, intellectual, emotional, social, physical development, among others, and that can also be connected favorably in the environment where it develops.

In our world we need a participatory society to solve problems, we live with more complex situations, which cannot be seen in isolation, for this reason, it is necessary to have a systemic vision of teaching / learning to stimulate the student's intrinsic abilities and extrinsic. The neurolinguistic programming contemplates that people learn in three ways: visual, kinesthetic and auditory, so to value the participatory techniques and feedback with the different methods to choose will benefit in the dimensional ecology of being, doing, and knowing the student.

On the other hand, the results of the research on the application of the techniques of participation and feedback with multiple methods show that there is interest in them and produce knowledge, skills, values and attitudes because participation promotes the student in their diverse personalities communicate its reflection, analysis, assessment, etc., on a thematic content. And regarding the feedback by themes the student will strengthen, relating and understanding the thematic contents seen in each unit.

In the questions that differed in opinion, the different personalities of the students are shown where the safest ones can work with oral participation, but the insecure ones cause fear, anguish, etc. Regarding the participation qualifies had equal controversy of comments some stressed that it harms students who do not speak or have disinterest in the class and for their part, who have confidence in themselves prefer to have a percentage for their contributions.

In the feedback technique he also provoked discussion on two questions. First of all, it is appropriate to provide feedback at the end of each unit to strengthen what has been learned in class, but others prefer the modality by subject, that is, when a theme ends up providing feedback to better consolidate knowledge and not feel overwhelmed with excess information. On whether it is pertinent to qualify the feedback, some are in favor and others against. Those who are in favor because it is part of the learning process and those who are against because they do not contemplate the technique as a study strategy or is only a complement that the teacher performs for those who request it or ask for a guide to the issues that will come in the exam.

In these cases, the teacher must poll the students to make decisions about when it is appropriate to consider in the summative evaluation these two techniques or only in the diagnosis and formative part, but not for that reason should stop applying them, such as searching the methods of teaching / learning according to its planning, purpose, themes, etc., since it has benefits that allow the bachelor to

obtain other significant life skills and modify false representations about himself and his school environment. They also improve in the formative evaluations, decreases the desertion and absence in the classes and stimulates to appropriately appropriate the knowledge, as the capacity of expression in all its forms.

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