

Exploring the role of feedback in the context of pre-university didactic communication

Claudia Maria OPRESCU¹

Abstract

Didactic communication, as a convergent instrumental and a specific form of educational communication, involves a process of generating sustainable and integrated behaviors of pupils. From the perspective of formal education, within the institutionalized framework of the school and between partners with certain status-roles: teacher-pupils, didactic communication forms the basis of the process of teaching-assimilating knowledge. The educational context, the code used (verbal, nonverbal, paraverbal or written), the type and quality of communicative teacher – pupils' relationship and the feedback component highly influence the achievement of cognitive, affective and attitudinal pupils' changes within the didactic communication. In an educational system predisposed to continuous transformations and adjustments, the role exercised by feedback as the educational method with the highest impact and highest scalability, justifies the construction of a methodology of giving feedback in the didactic communication. Based on data from 50 opinion polls and administrative data, using correlation analysis specific to small samples, we show the relation between different types of feedback provided by the teacher and their effectiveness in terms of promoting student learning and the way feedback can be used to enhance classroom learning and teaching in pre-university didactic communication in Romania.

Key words: *assessment, didactic communication, formal education, feedback, learning.*

¹ Assistant Ph.D. Polytechnic University, Bucharest, Romania
claudiamaria.oprescu@gmail.com