The Role of Skilled Feedback: Facilitating Our Students' Needs

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Abstract. This paper examines the place that the importance of "skilled feedback and helping" occupies in all levels of education using humanistic psychology theory. It starts from the premise that from kindergarten to university or adult education, most educators deal daily with students who need their help, support, advice or expertise by receiving motivating feedback. Precisely how that "feedback" is delivered determines its success and also impacts the relationship between teacher and student.

Aims: Focusing on John Heron's Six Client Categories of Intervention, this paper brings to the fore some of the main skills and drills by which educators as facilitators can utilize to improve communication skills. Based on studies in counseling, Heron's categories became widely used by counseling and education professionals. His model tackles six primary categories within the two main styles, the 'authoritative' and 'facilitative', of helping intervention.

Basic to my analysis is to distinguish between the major 'authoritative' and 'facilitative' intervention styles. Upon these approaches are differentiated, the teacher can act as a facilitator by using as much of the facilitative as he can. Whether we are helping a youngster, a student from adult education or an undergraduate, the model assists us in developing greater awareness of our own facilitating style and its impact at class. On one hand, it can be used to look at the way we communicate in different extra curricular facilitative settings (e.g. tutorials, counseling, career advises). On the other hand, in teacher-student counseling settings to solve a specific problem or issue the approach can also be elaborated.

Conclusion: My discussion would advance the idea that nonetheless Heron's model is an effective way to communicate orally, feedback should not only include "facilitative" ('cathartic', 'catalytic', 'supportive') but also "motivating" factors with special regards to intervention in written forms owing to the growing demand from students to educators for using social and multimedia (Ning, Quizlet) in their communication.