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Feedback as an educational tool to meet needs and an area of exchange of recognition signs

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Abstract

Referring to the issues of transactional analysis and E. Berne's observations, in this article the author refers to the concepts of hunger (Stewart, Joines, 2018, pp. 96–97, Tomkiewicz, 1984, pp. 98–102) and recognition signs (Stewart, Joines, 2018, pp. 96–114) as important aspects of building a culture of dialogue since the early years of human existence. The author focuses on feedback as one of the basic tools, which allows the teacher to provide knowledge effectively and to set the path of development. The author indicates development through communication as a key element in shaping the attitude of a young person. In this process, feedback plays a significant role as a catalyst of potential. It allows for monitoring and responding to the needs of the pupil. Thus, it significantly influences the shaping of the sense of his or her value.

Keywords: hungers, needs, recognition signs, feedback.

The only way to influence another person is to talk about his desires and to show him how to fulfil them

Dale Carnegie

Introduction

Undoubtedly, the art of effective communication lies at the basis of effective self-management in private and business environments of every human being. Before we consciously manage these areas, however, we shape our personality as

observers of the world, students of life. We gather knowledge, skills and experience. We take them from the environment while acting in a series of everyday events. We create our own history, which, in transactional analysis, is referred to as the life script (Stewart, Joines, 2018, p. 129). People who are role models for us, our masters, have a significant impact on our development. Family, school, friends, and subsequently work constitute the sources of the influence of shaping human attitude. With time, we ourselves become role models, masters. Teachers and educators play a special role in this chain.

How do the behavioural patterns of other people influence the conscious attitude of a young person? What is the guarantee of shaping a sense of his or her worth? “The only way to influence another person is to talk about his desires and to show him how to fulfil them” – this is what Dale Carnegie, an American psychological and historical writer has written. Thus, commitment, creativity, the ability to gain and build trust, openness to looking for new solutions within the framework of the teacher-student relationship which is being constructed, are important values in education. Consequently, these factors influence the development of a young person and are reflected in the results he or she achieves. They also constitute a response to people’s natural needs, which were the subject of E. Berne’s research. He calls them hungers (Stewart, Joines, 2018, pp. 96–97, Tomkiewicz, 1984, pp. 98–102).

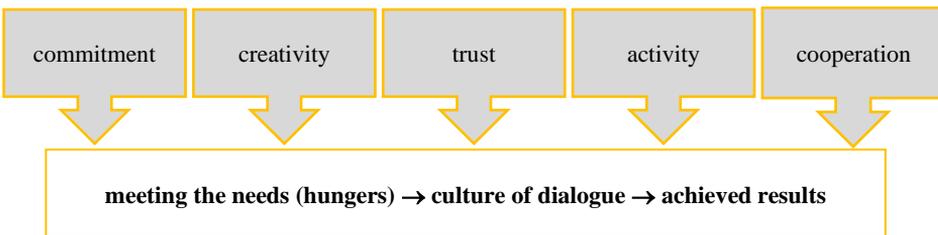


Fig. 1

Factors influencing interpersonal relationships and performance indicators

Source: own study.

Where are the sources of hunger?

Quoting the words of his mentor, J. Maxwell (2020, p. 61) claims that the personal ability to efficiently seek agreement is a component of three spheres: “intellectual, emotional and act”. According to J. Maxwell (2020, p. 62), this means that the message of the dialogue must consist of three areas: thoughts – determining knowledge, emotions – expressing feelings and activity – shown in acts. J. Maxwell adds that the essence is constituted by the ability to seek agreement. It is possible due to focusing on others, openness and

authenticity, and also due to remaining comprehensible for others (Maxwell, 2020, p. 135).

Maxwell's words are reflected and widely developed in transactional analysis. As indicated by E. Berne (2004, pp. 8–12), a proper diagnosis and the level of satisfying the needs that we all experience – *h u n g e r s* – are of great importance for the efficient functioning of a human being. A. Tomkiewicz (1984, p. 98) explains that the concept of hunger, which E. Berne uses to illustrate human needs, results from deeply rooted biological needs, which in the next stage of development, function on the psychological level. As the author points out (Tomkiewicz, 1984, p. 98), E. Berne distinguishes three types of hungers: *r e c o g n i t i o n , s t i m u l a t i o n a n d s t r u c t u r e*.

The results of sociological research confirm the significant importance of the first of them, hunger for recognition. In the current literature on the subject, M. Buckingham and A. Goodall (2020, p. 132) recall this phenomenon. They have written: “epidemiologists, psychometricians and statisticians have shown that so far, the best predictor of heart disease, depression and suicidal tendencies is loneliness – when deprived of attention, we simply wither”. Being noticed is a natural human need which starts in infancy. At each stage of his or her life, each person expresses the need to gain the attention of others to a different degree and in a different way. By observing students in the school environment, in their behaviour we can perceive many signals through which they express their need for attention. Students send specific signals that are to evoke a reaction from the environment – from the teacher or colleagues. Such signals are transmitted both by students who are very good and those who cause educational problems because of their approach to duties, commitment to study or demonstration of indifference or opposition, or withdrawal. The stimuli that they receive in the form of appreciation, praise and approval can significantly and constructively influence their sense of value. Importantly, also negative stimuli, such as a reprimand or grimace of dissatisfaction on the teacher's face, indicate that they have been noticed (Stewart, Joines, 2018, p. 97). In both cases, both through appreciating and disciplining, their recognition hunger is satisfied. Observations of the school environment show that the consequence of the perceived lack of attention, and therefore lack of satisfying the recognition hunger, may be withdrawal, loss of self-confidence, or demand for attention through irrational behaviour. Such a situation is not conducive to the development of young people. It exposes them to making mistakes and lack of use or improper use of their potential.

The second hunger described by E. Berne (2004, p. 8), stimulation hunger, addresses the need for activity and contact with other people, the need for physical contact, which in turn is an excellent carrier of emotions. An insatiable stimulation hunger can hinder young people's development, causing their impairment. The correctness of E. Berne's observations concerning defining stimulation hunger has been confirmed by the experiment of R. Spitz (Stewart, Joines, 2018,

after Spitz, 1945, pp. 53–74). It shows the differences in the development of infants raised in an orphanage and by mothers or other legal guardians. Despite care shown to the children from the orphanage, they lacked the exclusive love, commitment and closeness received by children developing under their parents' care. This resulted in noticeable physical and emotional difficulties in the development of children brought up by institutional caregivers. The cited experiment relates to infancy, but the consequences of these experiences can be clearly observed in adult life, when the ability to build and maintain relationships, the ability to cooperate in the peer group and emotional maturity are the competences necessary for human existence in society. In the work of a teacher, we will find examples of satisfying stimulation hunger, for example, while managing the potential of students.

Hunger for time structure is the third hunger listed by Berne (Tomkiewicz, 1984, after E. Berne, 1970). It means that people strongly need a specific time and space frame. This need is usually realised through specific activities, among which transactional analysis indicates, *inter alia*, „ritual, isolation, entertainment, external activity, games, experiencing intimacy” (Tomkiewicz, 1984, p. 101). This need seems to be mostly satisfied in school structures. Daily schedules, lesson plans and grading scales help to satisfy hunger for time structure. There is still another element which deserves attention and can positively influence building an effective dialogue between the teacher and a student. The evaluation system enriched with feedback elements will allow both to systematise work and to satisfy recognition and stimulation hungers. Evaluation combined with feedback will be individualised, which means that it will focus on the student, his actions and behaviours, instead of concentrating only on the insensitive standard grading systems.

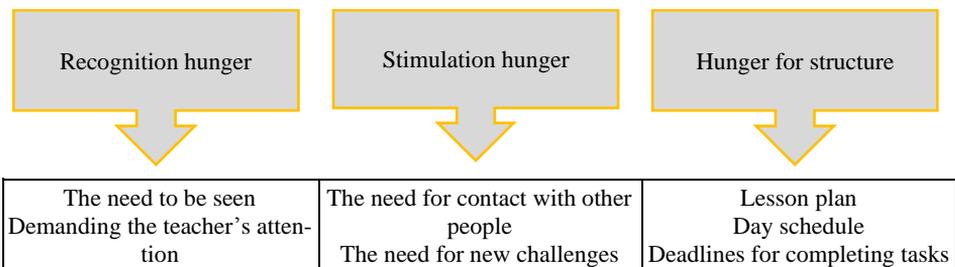


Fig. 2

Hungers as an important aspect of the educator's awareness in working with students

Source: own study.

Human needs constitute a wide area of analysis of the possibilities of satisfying them. As A. Tomkiewicz (1984, p. 98) notes, “the main goal of transactional analysis is the personal growth of a human being and the improvement of inter-

personal relations in social systems.” Therefore, there are reasons for observing an active search for methods of effective student development by using the skill of an effective dialogue with a young person. This is one of the key activities in strengthening the competences of pupils and increasing the effectiveness of their work at school.

How does feedback support the classic grading system and help to meet the students’ needs?

Feedback is one of the tools that allows the teacher to synthesise the motivation and assessment of the student. J. Maxwell’s (2020, p. 135) statement that „retaining information for oneself brought isolation, not success” emphasises the rightness of using feedback as a tool supporting the classic evaluation system. The feedback process can be carried out *i*ndividually with the student – in situations connected with his or her actions and behaviours, or *i*n a group process – in situations involving joint project activities of a team of students. The introduction of feedback elements will allow for:

- effective response to meeting the needs of the pupil(s),
- identifying the potential of the pupil(s),
- effective work in the teacher/master-pupil(s) relationship.

As indicated by Wilczewska (2019, pp. 49–50), inviting a young person to active dialogue and work based on feedback, both in an individual and group processes, causes that a student

- gets used to the right to freedom of expression, in terms of both praise and attention (meeting the need for recognition),
- learns good practices in building dialogue with others (satisfying the need for stimulation),
- learns to take responsibility for words (satisfying the need for stimulation),
- acquires abilities of constructing and transmitting messages (meeting the need for structure),
- acquires the ability to demand feedback for himself or herself (satisfying recognition hunger).

Ignoring work based on feedback and sticking to the traditional grading system causes that students receive a concise message in the form of a grade corresponding to a specific value on the 1–6 scale. For them, such an assessment is only a confirmation of the state of their knowledge and may lead to the following interpretations: “I know everything” – in the case of an excellent grade, “I know enough” – in the case of a very good grade, “not bad” – in the case of a good grade, “I know that I do not know something, yet” – in the case of a satisfactory grade, or “I know that I have not learned” – in the case of an unsatisfactory grade. Unfortunately, the areas of needs are not fully satisfied in this way, which does

not have a positive influence on further development. It may even pose a risk of slowing it down or stopping it. The consequence of a young person's reaction to a perfunctory assessment is most often the adoption of an attitude of relief or defence. The most serious threat is the failure to continue the activity. Assessment is the final stage. In the case of adopting the attitude of relief, a very good grade compensates for the effort put into preparation for the task and usually does not serve to analyse the potential and to duplicate good practices. The student intuitively makes one sound conclusion that if he or she prepares responsibly for a task, a reward and/or praise will follow. However, this substitute for the satisfaction of recognition hunger does not stimulate any additional inspirations, as they may be unrecognized by the student. In the case of a defensive attitude, on the other hand, there is a very high risk of turning inward and keeping oneself closed off, so as not to deepen the feeling of inferiority. Even if the student tries to explore the topic on his own, the effect of his actions will most likely be very brief and short-lived. Unsatisfied needs are a straightforward path to discouragement, and thus a blockage for the pupil's development.

In common practices, we find recommendations that a properly constructed assessment based on feedback should emphasize both positive actions or behaviours of the student and actions and behaviours that require improvement. However, as reported by M. Buckingham and A. Goodall, in the Harvard Business Review (2019), honest praise and criticism contained in feedback often does not result in a significant increase in the development rate. According to the authors, the reason may lie in the hypothesis that each person may define perfection differently. Thus, each student may strive to satisfy different needs, which do not always have to be consistent with those selected by the teacher. Thus, the motivational factors for each student can also be completely different. Therefore, the question should be asked what universal factors may be important in constructing and implementing motivating feedback that is effective and developmental for the student.

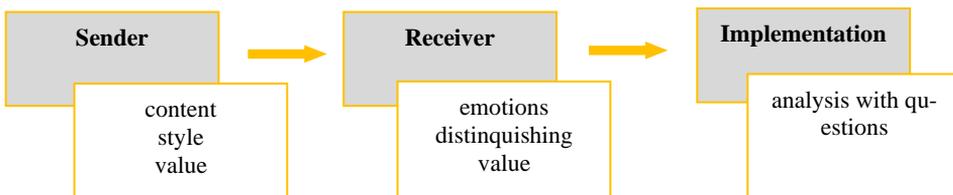


Fig. 3

The process of feedback flow

Source: Wilczewska, 2019, p. 89.

The feedback culture is built by the behaviour of all people involved in the flow of information. The teacher can use a number of tools that are key to the

development and improvement of students' work efficiency. It is essential, however, that each party accepts responsibility for the assigned actions. Hence, it is justified to treat feedback as a complex process, where attention should be paid to meeting the needs of both sides of communication: the teacher and the student or a group of students. Thanks to this, it will be possible not only to exchange feedback, but also to effectively implement the value derived from it and to control the effectiveness of corrective actions.

As indicated in figure 3 (Wilczewska, 2019, p. 89), the sender of the feedback, usually a teacher in the school environment, takes responsibility for words, value and the way they are conveyed. However, it should be remembered that the feedback process usually starts earlier, at the stage of preparation for providing feedback (pre-feedback) by the sender – the teacher. Thus, the teacher has the opportunity to analyse work and needs of the student using knowledge based on his or her previous achievements. The time preceding the feedback is a very good moment to reflect on two important aspects: analysing own resources and properly preparing to meet the needs of the student or group of students who will receive feedback. The analysis of own resources may turn out to be a key element because logically, we will be able to react openly and effectively to hungers of another person, only if we ourselves do not feel hunger in a given area. It is difficult to imagine a situation in which a teacher with a recognition deficit in a certain group of students will be able to effectively meet their needs in this area. As an old English saying has it, "If a teacher wants to teach John mathematics, he must know both mathematics and John". The easiest way to achieve this is to work with a given student, which allows for learning about his strengths and weaknesses. Otherwise, for a teacher who does not feel comfortable at work as a valued person, it will most likely be difficult to satisfy this need of the pupils through appreciating positive results of their work. At other times, when the teacher does not pay attention to contracting rules which should be in force while working with a student or a group of students, the need for structure is not met, leaving the course of events to chance. This can create a chaos effect and results in a loss of work discipline. Conversely, if the teacher remains indifferent to the student's initiative, ideas and suggestions, stimulation hunger will be unsatisfied.

Satisfying all the three needs (recognition, stimulation, time structuring) at the level of the teacher who is feedback sender allows for initiating an effective process of feedback, maintaining at the same time the assumptions of transactional analysis in the field of shaping interpersonal relations.

Recognition signs sewn in feedback

In order to conduct an efficient feedback process in the school environment, being attentive to satisfying the pupils' hungers, it is advisable to focus on the

preparation of the meeting environment, on the structure of feedback, and on ensuring the basis for its implementation.

The first aspect which involves setting the date, time and materials necessary for cooperative work will satisfy hunger for time structure. In school conditions, the need for structure seems to be the easiest to satisfy. Working time, determined by the length of the teaching hour, is an excellent disciplining factor. Cyclical meetings or announcements made in advance are also simple and effective forms of satisfying hunger for time structure. They eliminate the effect of being surprised and unprepared. They have a significant positive effect on the comfort of work, both for the teacher and the students. It is worth strengthening this aspect by presenting students with the transparent structure of the entire information flow process, which consists of three steps: giving, receiving and implementing feedback. Each stage is associated with a specific responsibility, both for the teacher and the students.

The stage of giving feedback to the student / group of students by the teacher

Constructing and transmitting feedback is the area of responsibility of the senders – teachers (Wilczewska, 2019, p. 90). Making sure that they themselves do not have deficits concerning respective needs and basing on the belief that meeting the needs of pupils will be a supporting action, the senders create conditions for an effective dialogue path. This does not mean that the responsibility for the rest of the process at this stage rests solely with them, but rather that it can be a significant element to prevent contamination and eliminate distress. The teachers' responsibility is related to the value that should be provided to the recipients – the students in the feedback addressed to them.

A model conducive to conveying a constructive analysis of the students' work, as well as satisfying in a balanced way their recognition and stimulation hungers, can be the 3KA model (Wilczewska, 2019, p. 91). This model allows for referring not only to positive and negative actions of the students (specifics), but also to the students themselves and their behaviour (positive argument, negative argument) and the effects of both indications (benefits and consequences). In addition, finishing the analysis with a recommendation of alternative actions or behaviours (alternative) causes that this model encourages both sides of feedback for further cooperation. Thus, it sets the course for students' further development plan based on the analysed material. It also allows for maintaining control over satisfying stimulation hunger, understood here as involvement in moderated and recommended by the teacher development activities. This, in turn, should have a positive impact on increasing effectiveness in learning.



Fig. 4
3KA model

Source: Wilczewska, 2019, p. 91.

Example 1: Individual feedback according to the 3KA model

Specifics – a reference to the situation: “I’ve just checked your homework, which asked you to prepare a family tree”.

Positive argument: “I really liked the artwork and the use of photos. I can see and fully appreciate that you’ve put a lot of work into this task”.

A benefit of the positive argument: “Thanks to this, your work has not only gained an aesthetic value, but is also really interesting and invites us to learn a fragment of your family history”.

Negative argument: “But I’m concerned that on one side of the tree, you haven’t always indicated the source of the information. As you probably remember, this task was also aimed at acquiring the ability to make thorough and reliable research”.

Consequence of the negative argument: “Therefore I cannot consider the task to be complete”.

Alternative: “I want you to complete the missing data. Perhaps family archives will help. It is also worth asking older family members for information, they are often a mine of valuable knowledge. Sometimes it is worth inquiring again and asking if they haven’t remembered anything else. It is also worth asking the family to tell you some stories connected with their cousins instead of limiting yourself to asking for names and dates. There may be many inspirations in such stories. Where did you get most of the information so far? Has this source run out, yet? What other ideas for searching for new information do you have?”

Example 2: Feedback according to the 3KA model in work with a group of students

Specifics – addressing the situation: “Thank you for presenting your comic containing your opinions about self-management in time”.

Positive argument: “I’m very glad that you’ve approached this task diligently. I can also see that you’ve divided up your tasks in a well-considered manner. In addition, you’ve written a really interesting story. It’s good to have such creative students on the team”.

The benefit of the positive argument: “Thanks to this, each of you has brought a specific value to this task, and the whole work covers the topic and contains the required message”.

Negative argument: “But I’ve noticed certain incoherence, different writing styles can be perceived”.

The consequence of the negative argument: “It causes that the reader has to get used to a new style from time to time, which distracts and diverts attention from the interesting content”.

Alternative: “It is worth focusing your attention on the variety of styles and making adjustments to them before you put them into the comic book. How would you do it now?”

The example of feedback in the 3KA model addressed to an individual student as well as to a group of students create space for multiple recognition signs. According to I. Stewart and V. Joines (2018, p. 97) recognition signs consist of:

- **v e r b a l** or **n o n - v e r b a l** – found in words, facial expression and intonation, as well as in gestures,
- **p o s i t i v e** or **n e g a t i v e** – in the provided examples they are found in positive arguments (“I can see and appreciate that you’ve put a lot of work into this task”) and negative arguments (“I’m concerned that on one side of the tree, you haven’t always indicated the source of the information”),
- **c o n d i t i o n a l** (“you’ve put a lot of work into this task”) or **u n c o n d i t i o n a l** (“it’s good to have such creative students on your team”).

In positive messages addressed to the student, many positive signs of recognition can be included, which, on the one hand, will satisfy the need for recognition and appreciation, and on the other hand, will strengthen the sense of value. This is a favourable environment for the effective development of the student. However, recognition hunger will also be satisfied with a negative message because it shows the teacher’s interest in areas that require support in the search for new inspirations and solutions. Although it is unpleasant, it leaves room for development and, what is more, recommendations received from the teacher are a driving factor.

Recognition signs in feedback – the stage of receiving feedback by a student / group of students

Following the next stage of the feedback flow process, the moment feedback is received by students, they, as the recipients, take over the responsibility (Wilczewska, 2019, p. 90). It is important that students are aware of it. Prior information about this relationship will allow for maintaining the comfort of cooperation in the sense of satisfying hunger for structure.

As the construction of balanced feedback includes both praise and attention, the assimilation and acceptance of feedback is usually accompanied by emotions that can disturb perception of values. Value is a key element of balanced feedback. Therefore, the teacher’s task is to carry out such an analysis of pupils’ actions that will trigger the desire to implement changes (Wilczewska, 2019, p. 74).

In order for the feedback to fulfil its function, students should be able to extract value from the obtained, both positive and negative messages. As a result, they will be able to implement activities that strengthen their potential, improve their work, and have a positive impact on their effectiveness. Work based on the students' potential will also allow for developing an attitude that accepts own weaknesses in areas where pupils notice limitations (Wilczewska, 2019, p. 57).

The sender-teacher may turn out to be a factor supporting or inhibiting students' involvement in the implementation of the distinguished value. As I. Stewart and V. Joines (2018, p. 100) note, "people give different value to signs of recognition, depending on who transmits them and how". Moreover, as A. Tomkiewicz (1984, p. 99) notes, "the manner and quality of transmitting recognition signs by the social environment is of significant importance in shaping life attitudes towards oneself and the environment". Therefore, the relationships between the teacher and students are crucial, and, at the same time, they constitute a pillar of mutual trust.

I. Stewart and V. Joines (2018, p. 101) also draw attention to false recognition signs, which in the case of procedural feedback may become a kind of trap. The teacher as the sender of feedback may fall into it, for example, by using a connector in the form of the word "but". The positive argument followed by this word will be significantly deprived of its positive value, if, in the further part of the statement, negative arguments or words that reduce the value of the positive argument immediately appear. An example of such practice is illustrated by the following sentence: "You've written an interesting story, but its structure and style are chaotic". The subsequent sentence is another example of a message which, despite its seemingly positive overtone, contains a negative message: "You've written an interesting story, did anyone help you?" If the student does not leave this fact unnoticed, he or she will most likely read the message as a false recognition sign, which can cause negative emotions. Therefore, the authority of the teacher is important in the process of balanced feedback. Thanks to him or her feedback becomes credible and possible to implement.

Recognition signs in feedback – the stage of implementing the value extracted from feedback

The flow of feedback may be influenced by a number of factors resulting from experiences, beliefs about oneself and about the location of the feedback recipient. These factors often generate reactions in which we can notice barriers preventing the effective use of the value derived from feedback, and thus, the further development of the student. Interestingly, they can appear in relation to both positive and negative messages (Wilczewska, 2019, pp. 103, 105), and thus, to positive and negative recognition signs conveyed in them. As reported by

I. Stewart and V. Joines (2018, p. 102), in transactional analysis there is a belief that every person likes his or her favorite signs of recognition, and consequently, analyses them and selectively filters them. This means that we openly receive recognition signs that we believe are right and consistent with our image of ourselves. Conversely, we hamper those that are not consistent with that pattern. In such a way we maintain our opinion about ourselves.

Filtering recognition signs can have a significant impact during feedback implementation by the student. The blockage that may appear after receiving positive arguments may result from the inability to accept praise. Thus, pupils may filter positive recognition signs and withhold them as not matching their self-image. For example, the student may think: “I was simply lucky”. In this way, he or she deprives the performed action of importance or considers the praise as courteous “the teacher is nice and that’s why she praises me”. The student may also run into a high opinion of him/herself “I knew I was the best”. Such an interpretation of recognition signs may result in the inability to distinguish values from the positive components of feedback, and, consequently, block work on the student’s potential and strengths. In order to prevent this phenomenon, appropriate indications and analysis with the help of questions should be provided, for example: “What are you most satisfied with?”, “What is most important in the praising comments addressed to you?”. Similarly, in the case of comments referring to areas requiring development, if the student is devoid of critical thinking about himself/herself, he or she will probably filter recognition signs derived from the negative argument (e.g. “she picking on me”, “without exaggeration, a satisfactory grade is also a grade, I’m glad I’ve passed”). The student will find the criticism unfounded and may not want to agree with it. Thus again, it is crucial to provide appropriate indications and analysis with the help of questions, which, this time should focus the student’s attention on accepting the teacher’s perspective and next, on isolating the value derived from it. In this case, the following questions will be helpful: “If you were to do this work a second time, how would you plan it?”, “Which of the discussed elements would you like to deal with first in order to improve them?” Such activities are the beginning of the feedback implementation path (Wilczewska, 2019, pp. 103–104).

The stage of implementing the value extracted from the feedback is therefore the stage in which the student retains responsibility for the received feedback, and his actions are stimulated by the teacher’s inspiration. In this step, the role of the teacher should involve preparing the student to work with his or her own beliefs. The student should be aware of the blockages that might occur. It is a mistake to ignore their presence as an emotional response. It is worth reviewing the possible blockages and sources of possible falsification of recognition signs, indicating their correct interpretation at the same time:

- not underestimating the benefits that come from positive feedback, encouraging the duplication of good practices – this will help to shape the student’s self-awareness and increase self-value
- a distanced approach to constructive analysis in areas requiring improvement by recognizing the teacher’s perspective as different and being subject to reflection on the student’s side – this will prevent loss of motivation due to perceived criticism

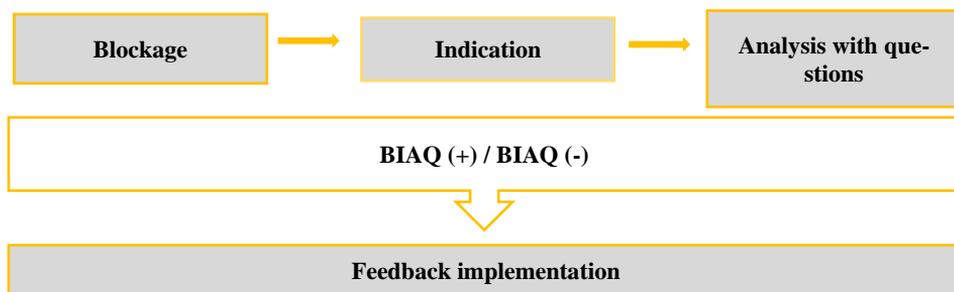


Fig. 5
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Source: Wilczewska, 2019, pp. 103–110.

In order to successfully complete the feedback process, the student should be prepared to deploy the extracted value by implementing good practices which may generate further benefits and by making corrections in activities or behaviours which have not been effective so far. In this aspect, constructive questions play a key role (Wilczewska, 2019, p. 55). They also act as stimulators in the student’s development:

A new need: “What do you need to do this task better?” Or “Where else can you apply the method of work that allowed you to do the previous task so well?”

Inspirations: “Where will you find help / support?” or “Where is the source of your inspirations, where did you find inspirations for the previous task and how can it help you in subsequent tasks?”

Prevention: “What might prevent you from doing this task better?” or “How did you deal with the difficulties in the previous task?”

Elimination of the threat: “What can you do / what will you do to eliminate the obstacle? Who can help you with this?” or “How did you eliminate problems in the previous task?”

Exchange of recognition signs in the feedback process

If the student effectively implements the value extracted from the provided feedback, he or she can transform the flow of recognition signs, becoming their

sender. Thanks to being involved in improving his or her own effectiveness, visible in the results of teaching, the teacher can feel like a co-author of positive changes. Below, an example of positive recognition signs exchange is provided:

Student: “Thank you for the valuable tips you’ve given me”

Teacher: “I’m glad that you’ve used these recommendations so effectively and found new inspirations”

Positive recognition signs that accompany these exchanges stimulate both sides to act.

This does not mean that the pupil’s failed or abandoned attempt to implement changes deprives the feedback exchange process of recognition signs. It may contain negative recognition signs, such as arrogance or the student’s attempt to confront comments. It can also mean a refusal to accept specific recognition signs given by the sender. Such a situation may occur, for example, when the teacher provides overly elaborate feedback which the student may not understand.

Possible patterns for the exchange of recognition signs have been described by Stewart and Jones (2018, p. 106 after McKenna, 1974, pp. 20–24), who point out that apart from giving, receiving and refusing, transactional analysis provides one more solution for exchange of recognition signs in the form of asking for them. It is worth ensuring that the teacher’s and students’ work based on feedback enables the presence of all four models of recognition signs in the exchanged messages. This way of acting will prevent loss of motivation and will consciously influence building students’ self-esteem. It also supports students in conscious functioning in their environment and in the ability to interpret the phenomena that occur around them.

Summing-up

Research conducted by E. Berne shows the presence of human needs from an early age. Each of us writes our own life story, which, in transactional analysis, is called script (Stewart, Joines, 2018, p. 129). According to E. Berne, “script is what a person planned in childhood, and life course is what actually happens” (Stewart, Joines, 2018, p. 150). Some of the elements that, according to the authors, make up the life course are external events and autonomous decisions. We find both of these aspects in the feedback process, which is an important tool supporting the effectiveness of educational activities. In this case, the external event is the presentation of another person’s point of view – the teacher’s way of looking at the activities or behaviour of the student. The autonomous decision, on the other hand, involves the student’s acceptance or rejection of the perspective presented by the teacher. It is crucial to find such common ground that will meet

the needs of both the student and the teacher, so that, as a consequence, the student's development can proceed effectively.

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Feedback jako edukacyjne narzędzie zaspokajania potrzeb i obszar wymiany znaków rozpoznania

Streszczenie

Sięgając do zagadnień z nurtu analizy transakcyjnej i obserwacji E. Berne'a, w niniejszym artykule autorka odwołuje się do koncepcji głodów (Stewart, Joines, 2018, s. 96–97, Tomkiewicz, 1984, s. 98–102) oraz znaków rozpoznania (Stewart, Joines, 2018, s. 96–114) jako istotnych aspektów budowania kultury dialogu od wczesnych lat funkcjonowania człowieka. Autorka zwraca przy tym uwagę na feedback, jako jedno z bazowych narzędzi, które pozwala skutecznie dostarczać wiedzy i wytyczać ścieżkę rozwoju. Jako kluczowy element kształtowania postawy młodego człowieka autorka wskazuje rozwijanie przez komunikowanie. W procesie tym feedback odgrywa niebagatelną rolę katalizatora potencjału. Pozwala bowiem monitorować i odpowiadać na potrzeby podopiecznego. Tym samym znacząco wpływa na kształtowanie poczucia jego wartości.

Słowa kluczowe: głody, potrzeby, znaki rozpoznania, feedback, informacja zwrotna.