

# Diversifying Feedback Pathways

Fostering curiosity and creativity in primary school classrooms is an important educational goal. These recommendations are developed based on an exploratory study aimed at showcasing the ways in which teachers are fostering these important skills.

## INTERACTIONS THAT SUPPORT, CHALLENGE AND EXTEND STUDENTS' THINKING

- Avoid dismissing ideas and opinions without engaging with the rationale behind an idea – this will only narrow perspectives and lose the nuance and value of complexity.
- Use peer, teacher and self-generated feedback to support students to reflect on both creative processes and creative products.

- Use positive and encouraging feedback to create a space where divergent thinking is valued.
- Use supportive feedback that indicates how an idea can be developed, transformed or improved.

## PROVIDE POSITIVE FEEDBACK AND CREATE SAFE SPACES

## VALUE STUDENT CONTRIBUTIONS THROUGH CO-CREATING KNOWLEDGE

- Use feedback to explicitly draw attention to the value of student contributions.
- Ensure that student contributions, ideas and questions form a large part of knowledge co-creation.

- Support the self-generation of feedback about the creative process and product by giving students the time, language and means to regularly reflect.
- Allow students to experiment with how feedback is produced and used as some may respond better to feedback that is generated by others or self-generated; some may prefer written, verbal or pictorial ways to engage and remember.

## ENCOURAGE STUDENT REFLECTION AND SELF-GENERATED FEEDBACK

THIS RESOURCE WAS CREATED AS PART OF THE PROMISING PRACTICES STUDY. Visit our website at <http://www.education.ox.ac.uk/research/promising-practices-curiosity-and-creativity/> to learn more about other promising practices that teachers are using to foster curiosity and creativity. Given the exploratory nature of this study, additional research will be needed to confirm the effectiveness of these practices in fostering curiosity and creativity.