

The practice of feedback in learning through artful initiatives.

Barroca, A.; Neto, C.; Silveira, A. ¹

Abstract

The European education and training systems continue to fall short in providing the right skills for employability. Furthermore, the practices implemented so far are not working adequately with business or employers, in order to bring the learning experience closer to the reality of the working environment. As these skills mismatches are a growing concern for European industry's competitiveness, an effective link between education, research and businesses must be promoted to deliver high quality and innovative learning outcomes.

The Feedback project is a European initiative, co-funded by the Erasmus + Programme, and counts with the participation of five organisations from four European countries to further understand, develop and deliver innovative learning resources about the practice of feedback, supported by arts-based learning initiatives.

The practice of feedback, when applied during the learning cycle, allows trainees to have time to articulate and codify their experience through a task, an exercise that has a positive impact on both self-efficacy and task understanding. An arts-based learning approach develops the opportunity for trainers and trainees incorporate reflection, awareness, imagination, collaboration and adaptability in exercises, including for feedback.

The Feedback project's consortium dedicated the first phase of the project to understand the concept, the applicability and the results of the practice of feedback in learning. Subsequently, a model of the practice of feedback in learning was co-designed and related with three different categories of arts-based initiatives ¹ that can impact in people change and/or in the organisational infrastructure development. Soon, an online platform will be set up to host and deliver feedback exercises through artful initiatives.

Key-words: practice of feedback; artful based learning; education.

¹ Advancis Business Services – www.advancis.pt | info@advancis.pt

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