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THE ROLE OF FEEDBACK AS AN ELEMENT OF COMMUNICATION IN ACHIEVING THE GOALS OF EDUCATIONAL MANAGEMENT

Introduction
The topicality of the research is substantiated by the fact that in view of the new conditions of society development the traditional (knowledge-based) approach to education, especially in higher education institutions, is insufficient. Currently, society needs such specialists who are able to virtually handle life and professional issues, and the specialists themselves require such professional competencies that can be transformed into a competitive advantage of "higher" order on the aspectual market\(^1\). The idea behind the educational management is to address the set tasks on the basis of the competence approach. On the one hand, it directs the pedagogical process to the formation and development of students' qualities or abilities to apply the acquired knowledge to specific situations and with utmost responsibility (how should they work?). On the other hand, it presupposes the teachers' ability to use the state-of-the-art pedagogical technologies, effective ways of communication, which are focused on students, address their special academic needs and vision of the future path in the labor market.

Purpose, subject and research methods
The purpose of the study is to determine the role of the "feedback" element in the educational process and the achievement of the educational management goals of higher education.

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\(^1\) Дмитрук О.В. Компетентний менеджер медсестринства – конкурентна перевага закладу охорони здоров’я. Єкономіка і управління. № 2 (74), 2017. С. 13-19. URL: https://e-u.in.ua/journal/716.pdf
The subject of research is theoretical, methodological, organizational and applied issues of educational management of higher education on the example of Zhytomyr Medical Institute of Zhytomyr Regional Council, namely a set of normative, educational and methodical and program materials.

The research draws on well-known general scientific and special scientific method (graphic modeling) for visual display of the results.

**Research results**

Management in the field of education is a process of implementing the functions (types of purposeful influence) and unifying managerial processes of educational institutions representing a certain educational level according to the goals of a society. It embodies the state line of public management in the educational sphere.

An integral part of educational management is pedagogical management, viewed as a set of principles, methods, organizational forms and technological managerial methods of pedagogical systems, aimed at enhancing their efficiency and development in a particular educational institution. It embodies the internal organizational type of sectoral management of educational institutions.

From the point of view of the system approach, in the complex pedagogical system such as "Higher education institution" it is expedient to distinguish the educational (didactic) management as a process of implementing the general and special managerial functions with proper communications that ensures targeted including quality-subject oriented teaching in a particular academic group or in a particular classroom. As an art and a practice, it is operational management. It embodies the management of the educational process, in which the teacher should act as a teaching manager (facilitator), and the student is supposed to be an actor in educational process. In view of the fact that this type of management is aimed at mastering the content of relevant education, while providing different trajectories of individual development, the result of the training manager work is the degree of training/education level, upbringing and development of those they teach. Overall, educational management is aimed at creating an effective learning environment in which there is a quality acquisition of knowledge, the acquisition of the necessary skills and abilities in the process of didactic interaction. Relying on educational management, up-to-date methods of identifying, systematizing and assimilating knowledge, modeling the behavior of

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the trainees are sought after.

The key pillar of educational management is educational and methodological support as a set of informational and educational-methodological materials designed to provide the major stages: from providing educational information, its perception, awareness and application to mastering a certain amount of knowledge and competencies, to monitor the program outcomes of the discipline. The key mandatory document developed for each discipline on the basis of the Industry Standard of Higher Education and the study program of a certain specialty, in accordance with the curriculum, is the work program. It determines the place and significance of the discipline in the educational process, its general content, the set requirements for knowledge, skills and competencies. We emphasize that the work program should be re-approved annually, taking into consideration the results of monitoring the changes and revision of the study program as well as the recommendations and comments obtained from students and other stakeholders. Other documents and forms of educational and methodological package of the discipline today should ensure a wide choice and be determined by the teacher and the department, based on the need to provide students with all the information and materials necessary for the effective study of the discipline.

Moreover, under the conditions of credit transfer system in higher education, changes were added to the educational legislation and recommendations were developed by the National Agency for Quality Assurance in Higher Education to develop educational and methodological support for any component of the educational program. We have in mind the need to create a syllabus, i.e. a document that contains the basic characteristics of the discipline and aims at helping the students in the organization of their educational activities, which is in line with the student-centered orientation of learning. In particular, M. Vynnytsky (an expert on higher education reform) defines the syllabus as a contract (an agreement with certain provisions):

- responsibilities of teacher and student;
- course procedures and policies;

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5 Керівникам закладів вищої освіти щодо рекомендацій з навчально-методичного забезпечення: ЛИСТ; Міністерство освіти і науки України від 09.07.2018 № 1/9-434. URL: https://zakon.rada.gov.ua/rada/show/v-434729-18#
6 Глосарій Національного агентства із забезпечення якості вищої освіти. URL: http://www.dnu.dp.ua/docs/dnu/polozhennya/yakist_osvity/NAZYAVO_Glosarij.pdf
- the content of the course and the calendar of the set tasks;
- evaluation methodology;
- policy of academic integrity.

As for the training outcome, it is referred to as a projection of acquired competencies through educational activities.

Further, drawing on the elaborated educational and methodological package, during the study of the disciplines the underlying principles of the competence approach should be applied (see Table 1).

### Table 1. Underlying principles of the competence approach to learning

<table>
<thead>
<tr>
<th>Principles</th>
<th>Explanatory notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The uppermost is not the discipline, but the student’s personality that is being formed.</td>
<td>It is not the discipline that shapes the student’s personality, but the teacher through his/her pedagogical activity related to the study of the discipline, creates the conditions in which he/she forms and develops the student’s personality.</td>
</tr>
<tr>
<td>An essential role is played by the student’s amount of education – that is his/her own acquired knowledge of a particular person and the teacher’s experience to provide this knowledge for learning.</td>
<td>It is crucial for each student to learn how to comprehend the subject concepts, rules, theories presented by the teacher since the mastered experience, the individual “world map” is in fact the basic life prerequisite. The decisive role is played by the teacher’s experience, their professional competence in carrying out the educational process.</td>
</tr>
<tr>
<td>The educational process is a self-education organization done by the teacher, aimed at achieving the specified learning outcomes.</td>
<td>The teacher urges students’ cognition, offering to think, substantiate opinions, search for the necessary information, finding the solutions on the basis of the gained knowledge, striving in such a way to acquire skills, and also actively encourages the students to pose questions, searching for the right solution. The teacher acts as a coach.</td>
</tr>
<tr>
<td>The process of studying the discipline is the formation of subject competencies as the integrated learning outcomes.</td>
<td>The student acquires a particular amount of knowledge, a number of certain skills and know-hows that will allow him/her, as an individual, to perform certain activities (industry functions) through their own attitude, i.e. to be efficient to deal with problems. The teacher analyzes and evaluates the results of his/her professional skills, articulates conclusions, introduces changes.</td>
</tr>
</tbody>
</table>

Source: designed by the author.

In view of the above, the content, transmission form and vectors of information flows, the effectiveness of the communication system "Teacher – Student" have gained paramount importance. The pedagogical communication of the teacher with the students involves the achievement of four important goals:

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1) informational, which determines the information exchange;
2) value-oriented, which consists in the transfer of socially significant and professionally important norms and values;
3) motivational, which determines the support of the learner and the motivation of his/her activities;
4) social, which comes around in coordination of joint actions and feedback between the subjects of pedagogical interaction.

At the same time, a qualitatively new role is given to the element of "feedback", which implements the process of interaction of all participants. Its major function is to obtain information about educational activities (Figure 1), to design and develop a detailed system of educational activities which could ensure an effective achievement of educational goals.

Figure 1. The place and content of the "feedback" element in the communication system "teacher-student". 
Source: designed by the author.

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However, the effectiveness of the system at this stage of society can provide only the process of overcoming certain barriers – “interferences” (inconsistencies in intentions and motives; lack of contact between the teacher and the group; difficulties in managing the communication process; inability to adjust to pedagogical tasks change, etc.).

We must differentiate and discuss separately about the possibility of ensuring the freedom of teachers in teaching the discipline using different forms, technologies and their own teaching methods (so the teacher implements the art of managing the educational process), as well as the freedom of students to acquire knowledge according to their inclinations and needs. express their opinion on the learning process, assess the level of quality and make suggestions for its improvement (Example⁹). Formulated provision of such rights can be: "Regulations on academic freedoms of participants in the educational process"; "Regulations on the procedure for exercising students' right to free choice of academic disciplines"; "Regulations on the participation of students in ensuring the quality of higher education" and other documents, which, for example, are valid in Zhytomyr Medical Institute of Zhytomyr Regional Council.

It should be noted that this in the limelight there is not only constructive feedback between the teacher and a group of students, but also the emphasis is laid on on interpersonal "feedback" as a regulator of human interaction with its emotional content, because there are results of expressive reaction of both parties. That said, the teacher as the main communicator must have the necessary professional competence, namely the integrative-dynamic formation of personality¹⁰, including components that are in demand today, to properly decode information in the process of exchanging communication roles and be able to respond to it. Otherwise, a contradiction will occur between the students’ expectations and the teacher’s reluctance to build flexible learning trajectories, to apply innovative methods, to become a coach, a "leader in the maze of

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knowledge”.

At present, the teacher is expected first of all to have leadership skills; second, pedagogical creativity, which is as important today in education as literacy; third, to master utilizing the cutting edge digital technologies in the educational environment. In the context of distance education, the pivotal importance has a wide use of information and communication technologies that allow seeing the interlocutor (Zoom, Microsoft Teams, etc.); The Google Drive tool, which allows the user uploading the relevant materials, conducting knowledge assessments, as well as doing remote surveys (using the reflection tool - Google Forms) and many others. In a word, adapt to the environment that has changed. The feedback obtained from specially created links in Google Forms the teacher can decode based on spreadsheet tools, demonstrating the results in the form of visual graphics.

As a part of the research topic, we will provide an example of a particular survey aimed at improving the process of teaching the discipline “Public Health Economics” in Zhytomyr Medical Institute of Zhytomyr Regional Council. On submitting the final module test in the discipline, students were offered a questionnaire in the Google Form. Thereafter the teacher obtained the information about the situation: in particular 22% of the respondents found it difficult to master the content of the subject module No. 1 (fragment of the survey Figure 2). At the same time, the question: “Were all the information resources of the discipline available (lecture notes, slides, videos, instruction materials for practical classes, textbooks, supplements to practical classes, etc.)?” evoked in respondents the overriding 100% affirmative answers.
The following questions: “Was the teacher available for communication? Did he master the distance learning technology during the lockdown to a sufficient extent? Did he assess the knowledge of all the students in an objective and transparent way during the current checks and summative assessment?” evoked clear and distinct responses (100%). The said questionnaire provided an opportunity for the students to determine what recommendations they would make to improve the educational process. At this stage, it is crucial for the teacher to ensure choosing the best method (the tool of pedagogical activity) due to which the product of learning was emerging, the teacher and student interaction occurred. Thereafter, the objective is to determine what is to be updated in the educational and methodological package of the discipline? What should be a priority during their own self-development and self-improvement?

Conclusions

That being said, we hold that innovations in the field of education are agents of change, constantly entailing certain disturbances and alterations in educational processes. Respectively, the revision of goals and objectives of educational management, in which communication is an essential meaningful aspect of social interaction, and the element of “feedback” plays a leading edge role. In the process of learning and teaching the establishment of proper communication involves addressing quite a few issues, but primarily the willingness to interact, to identify and eliminate obstacles. The process of
professional pedagogical communication should be carried out according to stages as follows:

Stage I: Communication modeling;
Stage II: Organization of communication and interaction;
Stage III: Communication management (of communicative processes);
Stage IV: Case study and process modeling for further activities.

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Abstract

The article addresses the possibility of adapting educational institutions to the rapidly growing demands of various stakeholders through the proper alignment of communication processes in the educational management system. First and foremost, we are concerned with the expectations of the learners in an environment where distance learning becomes an equally effective form of education using information and communication technologies, and the learning process is carried out with participants who are at a distance with each other.

The research interest is focused on an important part of learning that is one of the communication elements, namely "feedback", which is an impact aimed at improving the organization of the system drawing on the performance analysis. At this stage of communication there is an exchange of information and communication roles between the teacher and the student, allowing to achieve the highest degree of mutual understanding (cooperation). It is "feedback" that urges to overcome the so-called random and non-random "noise interference", ensures the ability to decode feedback, and most importantly, that under its influence meaningful changes occur. The effectiveness of "feedback" depends on how detailed, specific, immediate it is because it takes into account the information capabilities of its subjects. Consequently, the teacher as a manager of the educational process, must have the technologies and techniques for the optimal managing of educational and cognitive activities, as well as the necessary professional competencies to implement this stage. The learner should not be perceived as an object of managerial influence, but rather as its actor. All of that taken together will contribute to the updating of educational and methodological packages and enhance the learning activity, transforming it from traditional to interactive process. From this perspective, the main goal of educational management will be achieved, namely the formation of an independent and self-sufficient personality, its creative mindset, spiritual and moral values, competitiveness, marketing preparedness.

Keywords: educational management, educational process, educational and methodical providing, competence approach, communications, feedback.