



Toddler: Quality of Feedback

Title: Prompting Back-and-Forth Discussion about Water

During individual time, seated at the art table with several toddlers, the teacher engages in a discussion with one child about water balloons and umbrellas.

Scaffolding

- The teacher asks questions that prompt the child to explain his thinking, “No, why can’t we do water balloons inside?” and “Why do you think Papaw doesn’t like water balloons?”
- The teacher provides hints when the child does not understand a concept or a question, “Ms. Laura is thinking about something like you take the button, and you push it up the stick, and it opens up. What is that called?” and “It has a handle.” She couples verbal hints with gestures to assist the child in achieving the correct answer.

Providing Information

- The teacher responds to a child’s comment by engaging in a back-and-forth exchange about water balloons. The teacher asks follow-up questions to facilitate a higher level of understanding or performance from the child.

Child: I love water balloons.

Teacher: You love water balloons. How do you make a water balloon?

Child: You fill up the water with it.

Teacher: You fill up a balloon with water. Yes, you do.

Child: Uh huh, you throw it outside.

Teacher: Do you have to tie it?

Child: Yes, it don’t let the air get in.

Teacher: You don’t let the air get in?

Child: No

Teacher: No, what happens if the air gets in?

Child: It split and it comes out.

Teacher: You splat it and it comes out.

- The teacher continues to persist in back-and-forth exchanges, each time adding more information based on the child’s responses:
 - “I think your papaw would be sad if he didn’t get to come back to your house. Maybe Papaw just doesn’t like to get wet.”
 - “What do you wear outside when it’s raining?”
 - “What is that thing you that carry in your hand? Sometimes people don’t have rain hats so they carry this thing that goes over your head. What is that called?”

Encouragement and Affirmation

- The teacher recognizes the child’s effort and offers encouragement by saying, “I’m not thinking about a button, but that’s a good guess though.”

Teachers who provide quality feedback respond to children's words and actions in ways that promote learning and expand children's participation. The teacher's feedback encourages the child's active involvement in the discussion. Actions such as these build children's confidence and motivate them to persist when confronted with challenges.