

Chapter 11

Emotional Intelligence in Action: A Case Study on Enhancing Feedback Practices in Adult Education

ABSTRACT

Feedback serves as a fundamental tool in everyday life, allowing individuals to evaluate their performance and growth or to guide others toward improvement. In the educational field, feedback plays a pivotal role for both educators and learners by providing evidence of current knowledge, identifying areas for skill development, and shaping future learning pathways. For educators, it informs instructional planning, while for learners, feedback realigns their actions with intended outcomes, fostering goal achievement. This chapter examines the intersection of emotional intelligence (EI) and the provision of effective, constructive feedback in the context of adult education. It explores how EI enhances the ability to deliver feedback that supports learners in mastering the art of peer-to-peer feedback. Using a case study methodology, the research investigates learners in an adult education course, focusing on their feedback practices during peer assessments of practicum presentations.

INTRODUCTION

Feedback is a cornerstone of personal and professional growth, functioning as a critical mechanism for reflection, learning, and improvement. In education, its importance cannot be overstated, as it serves as a bridge between current performance and future goals. For educators, feedback offers insights into learners' progress and informs adjustments in teaching strategies. For learners, it provides direction and

DOI: 10.4018/979-8-3693-8834-1.ch011

clarity, helping them align their efforts with desired outcomes. When delivered effectively, feedback can inspire, motivate, and transform learning experiences, fostering a deeper engagement with the material and a stronger commitment to self-improvement.

However, providing meaningful and constructive feedback is not without challenges, particularly in the dynamic and diverse environments of adult education. The complexity of adult learners' experiences, coupled with the varied contexts in which they learn, necessitates a more nuanced approach to feedback. This is where emotional intelligence (EI) emerges as a powerful tool. By cultivating self-awareness, self-regulation, empathy, and interpersonal skills, educators can tailor their feedback to meet the unique needs of each learner, ensuring that it is both constructive and empowering.

This chapter delves into the transformative potential of emotional intelligence in enhancing feedback practices within an adult education setting. Through a detailed case study, it explores how integrating EI principles can elevate the quality of peer-to-peer feedback among learners. The study spans four phases, examining the evolution of feedback practices before and after the introduction of EI concepts, and highlights the profound impact on both educators' and learners' experiences.

By tracing the origins and dimensions of emotional intelligence and contextualizing its application within a real-world educational framework, this chapter aims to provide educators with actionable insights and strategies. Ultimately, it underscores the necessity of embedding EI training in educator development programs to cultivate an environment where feedback becomes a catalyst for growth, collaboration, and continuous learning.

LITERATURE REVIEW: DEFINING AND CONTEXTUALIZING EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) has emerged as a vital construct across educational, organizational, and interpersonal domains. Initially conceptualized by Salovey and Mayer (1990) as the capacity to perceive, understand, and manage emotions, EI gained widespread popular and academic attention following Daniel Goleman's best-selling work, *Emotional Intelligence* (1995). This section traces the evolution of EI theory, compares leading models, and highlights its relevance to feedback practices in adult education.

1. Early Conceptualizations

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/emotional-intelligence-in-action/381136

Related Content

Supporting Sustainability Education and Leadership: Strategies for Students, Faculty, and the Planet

Alice Cassidy, Yona Sipo and Sarah Nyrose (2014). *Handbook of Research on Transnational Higher Education* (pp. 207-231).

www.irma-international.org/chapter/supporting-sustainability-education-leadership/78122

Countering Soloist Impostor Syndrome Among African American Male First-Year Students at Historically Black Colleges and Universities: Preventative Solutions for Future Post-Graduate Career Preparation and Professional Success

Patrick L. Stearns (2024). *Preparing Students From the Academic World to Career Paths: A Comprehensive Guide* (pp. 1-11).

www.irma-international.org/chapter/countering-soloist-impostor-syndrome-among-african-american-male-first-year-students-at-historically-black-colleges-and-universities/345262

Technologies for Food, Health, Livelihood, and Nutrition Security

Vijaya Khader (2017). *Handbook of Research on Science Education and University Outreach as a Tool for Regional Development* (pp. 248-266).

www.irma-international.org/chapter/technologies-for-food-health-livelihood-and-nutrition-security/176978

Assessment of Theses in Design Education: Conceptualizing a Co-Creative Process for Grading by Automated Criteria Evaluation

Nina Svenningsson, Montathar Faraon and Victor Villavicencio (2021). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-17).

www.irma-international.org/article/assessment-of-theses-in-design-education/294567

Faculty Videos of Resilience Narratives at Two Institutions: Residency Resilience Skills Program Innovation

Hedy S. Wald and Brenda Bursch (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 16-24).

www.irma-international.org/article/faculty-videos-of-resilience-narratives-at-two-institutions/245770