

Feedback: Engaging the Students in Teaching Learning Process

Dr. Taruna¹, Dr. Nidhi²

¹Associate Professor, Vaish College of Education, Rohtak, Haryana, India

²Assistant Professor-III, Vaish College of Education, Rohtak, Haryana, India

Abstract

“Assessment theories and academics alike espouse the importance of feedback on performance assessment tasks for supporting improvement and progress in student learning achievement.”

-Janice Orrella, 2006

Ferguson (2011) writes that “Feedback is considered as a vital approach to facilitate students' development as independent learners in order to monitor, evaluate, and regulate their own learning.” When a feedback “feeds-forward,” or provides information about students' assignments and potential performance, it is said to be effective. Student engagement is required for feedback to be useful and successful. However, Price et al. (2011) note that “Student engagement is a difficult process. Students may stop participating at any time, too.” Numerous studies have been conducted in this field, and one of them (Zhang & Hyland, 2018) demonstrates that involvement is necessary to unlock the potential for boosting student learning. Since teachers are the foundation of this process, their involvement in teaching and learning cannot be overlooked. According to Handley et al. (2011) and Lunt & Curran (2010), “It is apparent that teachers play a pivotal role in promoting student engagement with feedback as they can influence learner perceptions, create a facilitative environment, and provide different modes of feedback.” Numerous studies have found that practical strategies can help students interact with feedback and achieve successful learning outcomes. The present paper focuses on the role of feedback that how feedback engages the students in teaching learning process.

Introduction

Learning and student achievement are significantly influenced by feedback. Gibbs and Simpson (2004) state that “Feedback given to students is the most powerful influence on student achievement.” The purpose of feedback is not merely to deliver knowledge; rather, it is to help pupils do better in the future. Feedback on assessments is a crucial component of good and efficient teaching and learning since it helps students learn more. “Feedback is the most important part of the assessment process,” according to Price et al. (2010).

Feedback is a crucial element of the educational system that may be added to improve teaching and learning methods since it has a direct effect on the way knowledge is acquired. With its aid, students can comprehend the subject matter. Additionally, it offers advice to the students on how to better their learning process. The kids benefit much from it since they become more self-assured and excited about what they are learning.

Many academics have made the argument that one of the most important components of successful teaching and learning is providing students with relevant, constructive, and assessment-based feedback.

In his study, Hattie (2009) came to the following conclusion that “Feedback was the most important teacher practice in improving student learning. Feedback supports students to know where and how to improve, and it can support their motivation to invest effort in making improvements. It is an integral part of Assessment for Learning.”

The effect of feedback on future practise and the advancement of students' learning were underlined by Eraut (2006). Whether on intention or by mistake, the type of feedback students receive when they register in higher education will have a big impact on how they study in the future. Therefore, we need to discover much more about how their learning and even how they perceive their professional identities are affected by the type of feedback they receive. More suggestions for feedback are required.

What Makes Feedback Effective?

+ Task Oriented –

It should betask-specific because learning context is needed. It means that there should be some logical work or task. While providing feedback one should not be engaged in unimportant talks or things which are not meaningful to as it has no advantage in any aspect. One should focus on the task.

+ Self-Control –

Feedback should boost the learner's self-efficacy and self-esteem in order to promote self-regulation. This idea relates to instructing students on how to learn.

+ Low task complexity –

The effectiveness of feedback increases when the goals are broken down in to the manageable tasks. Tasks of low complexity should be addressed by feedback.

+ Period-

It's not as easy to time feedback as some people might think. The correctness of simple assignments benefits from quick turnaround for students. Even though students may prefer immediate feedback, the evidence suggests that task process feedback benefits from a delay so that students have time to analyse difficult problems before obtaining the response.

+ Praise –

Sometimes praise disturbs the positive effect of the feedback. Therefore, it should be used with caution since when students start to enjoy themselves on their own; the necessity for job specificity is undoubtedly violated.

+ Enhancement in Technology -

Use of technology in providing feedback is effective. It has the ability not only to provide timely feedback but it also improves collaboration. It also increases student’s satisfaction and social presence. Teachers should give pupils feedback using the technology offered at the school.

Stages to effective feedback

There are various stages related to effective feedback but the most important are:

- ✚ **Feed-up**
- ✚ **Feedback**
- ✚ **Feed-forward**

1. Feed-up:

In this stage, it should be clear to the pupils about the learning objectives since it makes them clearer to them How do I get there? What objectives exist? The setting for the feedback is set up by this information only.

2. Feedback:

The focus of the feedback is on tracking and evaluating the learning process in light of the learning task. The topic is: How am I doing? What strides have been achieved towards the objectives?

3. Feed-forward:

What comes next? What actions must be performed to advance more effectively? This is the main focus. This is related to setting more difficult goals and improving existing ones because these are the ones that will most likely result in higher success.

Student's Engagement and Feedback

Feedback which is an essential part of effective learning has a major influence on student's academic success and it is also a great reinforce. Positive criticism can spur additional action since it enhances both teaching and learning. In addition to helping students comprehend concepts more clearly, it also offers advice on how to move forward with their academic endeavours. The teacher has the primary responsibility for motivating students with the aid of feedback. Positive learning outcomes can be achieved through encouraging student participation with feedback and using practical strategies. The way of giving feedback matters a lot instead of amount of feedback given.

It is the responsibility of the teacher to select the most effective tactics for the work at hand and to make necessary course corrections as the students learn. Teachers should monitor their own learning. In understanding learning objectives by students, focused and specific feedback helps a lot.

According to Sadler, (1998; Carless, 2015), "Within the context of the constructivist theory of learning, teachers play an important role in facilitating student feedback engagement."

Engagement and its impact on feedback

In the words of Newmann(1981) and Tyler(1969), " Engagement is a critical idea in student uptake of feedback and important for feedforward advantages." Research engagement, which has its roots in the realm of education, was created in reaction to school dropout rates and student alienation.

✚ Engagement with feedback is conceptualized by **Fredricks et al. (2004) and Handley et al. (2011)** as

- a) A readiness-to-engage with feedback and
- b) Positive active engagement with feedback.

The former entails pondering on feedback and engaging in activities like asking questions and interacting with feedback givers, while the latter entails devoting time and effort to a task and the feedback that comes as a result of it.

✚ **Ellis' (2010)** research on learning a second language. According to him, there are three types of engagement: "

- (1) Cognitive, focusing on how learners attend to feedback
- (2) Behavioral, focusing on whether and how learners incorporate feedback in their revisions
- (3) Affective, focusing on learners' attitudinal responses to feedback." He uses the word "engagement" to describe how students react to verbal and written comments for improvement.

✚ **Zhang and Hyland (2018)** suggested a methodology to look at how students respond to criticism when writing in a second language. The following is how they operationalized student engagement:

- ✓ Student physical responses to feedback, including revision-related acts and time spent revising, are referred to as behavioural engagement.
- ✓ The concept of cognitive engagement looks at how students connect with feedback through cognitive techniques like evaluating and monitoring as well as revision procedures like rewriting and reorganising.
- ✓ Retrospective interviews show that students' emotional and attitudinal responses to criticism are part of their affective involvement.

“Students today have their own learning goals and bring their own interests and experiences to the conversation about feedback” (1998, Hyland). As a result, there is currently more focus on students' involvement (Price et al., 2011) and use of feedback (Winstone et al., 2017) than on feedback's suppliers. Henderson (2019) states that “Students generally express a desire for richer feedback that includes different modes of feedback.” This transition from viewing students as passive recipients of input to active users of that feedback motivates us to learn more about how students interact with that feedback and how that interaction might be fostered.

Feedback is not just a list of suggestions; it also reflects the planning of the teacher and the interest of the students. It might be argued that an assessment with recommendations is necessary to strengthen a task or project. There are many inquiries about students, teachers, feedback, or student interactions, such as: What does feedback planning look like for teachers? What does it entail for students to engage with feedback? It is important to always promote student engagement. Planning for feedback should be done with this in mind. There are numerous techniques to keep pupils interested, including:

✚ **Feedback Matters- It Should Be Known To Students**

Teachers should explain to the students about the importance of the feedback. It is on the part of the teachers to explain students about the performance impacted by the feedback and how the feedback process is helpful in enhancing the essential skills of the students. The teachers must share the outcomes based on the previous student responses toward the feedback process so that they can observe that how feedback can improve their score.

✚ **Feedback expectations should be made clear**

There should be a connection between an assignment's expectations and its feedback. It should be made clear by the teacher regarding the way of giving his/her feedback as well as how students should incorporate the criticism into their work. Students expectations from teachers regarding feedback should also be made clear regarding how long teachers normally take to provide feedback to pupils and how frequently they do so.

✚ Confirmation for understanding

To avoid the situation of students reporting that they did not “get” the feedback even when students have turned in assignments, it is useful to make sure they have understood the feedback before turning in the task.

Few questions should be put up to the students during the checkpoints:

- ✚ How would you describe the content of the feedback in your own words?
- ✚ How does the feedback relate to the assignment guidelines?
- ✚ What additional questions come to mind as a result of the feedback?

✚ Standards should be clear to the students

Clarifying the norms and expectations for the learner is a crucial component of effective feedback practices. Students won't be able to apply the feedback if the expectations and standards are not made plain to them and if they aren't given the opportunity. Feedback can be extremely effective when it is combined with difficult learning objectives that reflect the task's intent and success criteria.

✚ Setting up regular, focused feedback appointments during the learning period

Ongoing learning period is the best time for the feedback to be received rather than the feedback received after learning which is not effective and powerful. It has been found that through formative assessment, students are able to track their achievement. Teachers can focus on the discrepancy between the learner's current situation and where they need to be by comparing the learning objectives for success with the students' current learning condition.

✚ Encouraging methods for improving self-evaluation

Self-regulation is a key element of a successful deep learning feedback model. The standards and criteria, as well as their current performance or accomplishment levels, are all known to self-regulated learners. Learners must consistently engage in tasks and activities that are aligned to the success criteria and have procedures, such as self-assessment, that promote critical thinking and reflection in order to develop self-regulatory behaviours. Thus, self-assessment is a component of self-regulation where students can control and supervise behaviours to fulfil the purpose of learning. Students who establish self-regulatory learning behaviours are eager and engaged feedback seekers.

✚ Presenting opportunities for feed-forward to close the feedback loop:

Give students the option to respond to feedback during class. One chance might be for students to share action plans with their peers in response to comments. Ask students to assess the teacher's comments, paying close attention to any that are urgent or unexpected. Students can use their study of the comments to prioritise how to incorporate input. Iterative feedback is a method. Although the teacher may initiate the conversation, it must not end there. Provide chances for student interaction, assess for student understanding, and show how feedback relates to performance.

✚ The method for improving self-assessment should be streamlined:

Students' ability to exercise self-regulation skills in their own learning and to reflect on that practise can be improved by giving them the opportunity to do so. Debra M. Dick (2006) stated that "Students are

usually involved in monitoring gaps between internally set task goals and the outcomes that they are generating." By practising self-assessment, one can improve the effectiveness of feedback.

✚ **Students must be provided with quality information regarding their learning:**

Teachers undoubtedly play a crucial role in helping students develop their grasp of the self-regulation process because they are also a source of external feedback. The source through which students can evaluate progress and check their internal progression is the feedback which they get from their teachers. Teachers are much better at spotting errors than students, which allows them to give pupils high-quality information that is crucial to guaranteeing their learning.

✚ **Providing opportunities to close the gap between current and desired performance:**

The opportunity to reduce the performance gap between their present and goal levels can be given to pupils through feedback. One of the most frequently overlooked components of formative assessment is this. According to Boud (2000), "Neither students nor those providing the feedback will know that it has been effective unless students are able to use the feedback to produce improved work, for example, by redoing the same assignment." The statement made by Boud can be evaluated in a variety of ways, one of which is about filling the gap and aiding students as they participate in the composition of a course-work. The second one is about giving people the ability to redo a task after it has been submitted by permitting resubmission. In each instance, the feedback is helpful.

✚ **Choosing the right moment:**

Students are sometimes overburdened by teacher's feedback. "One important issue modern day lecturers need to understand that they should limit the amount of feedback they are providing." (Brinko, 1993; Ende, 1983). Too much criteria should not be set up by the teachers as the students get bored and uninterested with the feedback they are getting. Right amount and right moment must be kept in mind for the feedback to be given to students to keep them engaged.

Conclusion

Feedback is a continual process and is without a doubt a fantastic reinforcer for learning and success. The teacher may initiate the conversation, but that is not where it should end. It has a major influence on students' academic success. Both teaching and learning are improved by Positive feedback has the potential not only to improve both teaching and learning but also has the power to initiate further action. Feedback being an important part of effective learning is quite helpful to the students for understanding the subject in a better way and also provides guidance to students regarding their future learning. Teacher has the main role in keeping the students engaged with the help of feedback. Two major tasks that can help student engagement with feedback to bring about positive learning outcomes are providing constructive feedback and applying practical approaches.

"Although there is a large indication supporting the usefulness of feedback to promote student learning, but different student surveys across the world have also highlighted that students are dissatisfied with the feedback they receive on their course works," writes David Nicol (2010). Students complain about receiving insufficient, timely feedback, while teachers accuse them of failing to put the given advice into practise (Janice Orrella, 2006). Teachers need to reconsider how they give feedback, and they should steer clear of the conventional approach.

In understanding learning objectives by students, focused and specific feedback helps a lot. In order to keep the students engaged, it is on the part of teachers to choose not only the best strategies for the task but also to make course corrections throughout the learning process. They should also monitor their own learning, and determine where to go next.

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