

Feedback on Students' Performance: Possible Ways of Enhancing Students' Success with Formative Assessment

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Abstract

Feedback has become as the main performance metric that's why meaningful and thoughtful feedback is important for improving students' learning path. It is provided by teachers to close the students' knowledge gap. Positive outcomes are determined by informative, goal-oriented and friendly delivered feedback. However, students and teachers lack knowledge about the role of feedback and its contribution in learners' progress. This article delves the significance of feedback on students' performance and its role for students' enhanced learning. The paper presents different types of formative feedback and their effectiveness for students' performance improvement. It also shows how effective feedback works in the classroom and strategic choices for feedback implementation. Feedback is presented as an essential tool for improving quality of teaching and education in general.

Keywords:

effective feedback; assessment; enhanced performance.

Zusammenfassung

Feedback ist zum wichtigsten Leistungsmaßstab geworden, weshalb aussagekräftiges und durchdachtes Feedback wichtig ist, um den Lernweg der Schüler zu verbessern. Es wird von Lehrern bereitgestellt, um die Wissenslücke der Schüler zu schließen. Positive Ergebnisse werden durch informatives, zielorientiertes und freundliches Feedback bestimmt. Allerdings mangelt es Schülern und Lehrern an Wissen über die Rolle von Feedback und seinen Beitrag zum Fortschritt der Lernenden. In diesem Artikel wird die Bedeutung des Feedbacks zur Leistung der Schüler und seine Rolle für die Verbesserung des Lernens der Schüler erläutert. Das Papier stellt verschiedene Arten von formativem Feedback und ihre Wirksamkeit für die Leistungsverbesserung der Schüler vor. Es zeigt auch, wie effektives Feedback im Klassenzimmer funktioniert und strategische Entscheidungen für die Feedback-Umsetzung. Feedback wird als wesentliches Instrument zur Verbesserung der Qualität des Unterrichts und der Bildung im Allgemeinen dargestellt.

Schlüsselworte:

Effektives Feedback; Bewertung; verbesserte Leistung.

1. Introduction

Effective feedback is one of the most essential strategies for learning and teaching, however, few studies have focused on students' awareness of feedback (Poulos & Mahony, 2008). Unfortunately, students do not regularly engage with feedback and understand its value. Taking into account the significant role that feedback plays in fostering learning, it is crucial to choose feedback options that students are likely to interact with. Due to the fact that every student has a particular preference, it is recommended that lecturers use a variety of feedback methods (Glazzard & Stones, 2019).

2. Theoretical foundation

Feedback is viewed as information about how you are doing in your efforts to achieve the concrete a goal (Wiggins, 2012). It should be emphasized that feedback is recognized as a key contributor to students' learning and the ability to provide feedback that is relevant to the pupils' level of knowledge is the

teachers' most critical task. Delivering such feedback is a distinct Didactic act that promotes learning and development (Svanes & Skagen, 2017). Feedback is an important part of the formative assessment process. Formative assessment provides information to teachers and learners about how learners are progressing to the classroom goal. Providing good feedback is one of the important skills that teachers need to master good formative assessment. Formative learning cycle help students to experience three main assessment questions: Where I am going? Where I am now? How do I close the gap? (this last one means what should be done in the future). The most effective learning process means when students are able to compare their current knowledge to the goal and take actions to fill the gap. This is what formative assessment covers (Moss & Brookhart, 2012).

High-quality feedback has to disclose information about tasks or learning processes that bridge the gap



between what is understood and what is intended to be understood (Sadler, 1989). In higher education, feedback to undergraduate students is an issue that is on the agenda of many stakeholders. (Yang & Carless, 2013). The research of Hepplestone and Chikwa (2014) showed that students understood the aim of feedback as being the ability to refine their assignments and grades and their understanding of the subject.

As Ramsden (2003) claims that timely feedback is much more useful for students than delayed comments. In this situation the solution to avoid delayed response might be to look for common misunderstandings in the assignments and to list the mistakes with brief explanations and recommended further reading. The mistakes can be easily identified by numbering them on the students' work. In this case specificity of the comment to the topic or issue is very important and general comments like "Figure not necessary", "lacking continuity" are completely useless. Multiple-choice tests give another great opportunity to provide feedback in a useful way. While students do multiple-choice questions they aren't aware of which questions they have gotten wrong, why they are incorrect, or what the correct answers are. The lecturer can give marks to the students according to the number of the right answers and provide with the brief comments of the basis for the correct answer.

It is a serious challenge for many students to know how to use the feedback for the improvement of their work. However, providing students with feedback focusing only on the mistakes without further assistance will not help students to enhance their performance. That's why giving advice on how to enhance work can help students to find out the desired level that they are achieving or what is needed to gain the higher grade for the next evaluation (Glazzard & Stones, 2019). Awareness of students of the detailed assessment criteria is essential for them to successfully engage with feedback (Duncan, 2007).

When discussing feedback, it is crucial to examine two fundamental components: the transmitter and the receiver. The person who delivers feedback must comply with the certain requirements: considering the context, feedback must be determined correctly and used at the appropriate time in order to achieve the desired results. However, these conditions are not enough if the receiver is not trained to use the feedback in an adequate way. The effective feedback appears when the receiver understands, accepts and acts

according to it. Eventually, the receiver achieves desired goals (Muste, 2020).

2.1. Type of Feedback: Student Preferences for Type of feedback

The professors should use a variety of feedback techniques, such as verbal, written, audio, and video feedback. Feedback is generally presented in a written format and students find it beneficial, especially when it is well structured (Hepplestone & Chikwa, 2014; Glazzard & Stones, 2019). The written feedback is considered as most useful, when it is typed, easy to read, and is presented in relation of the learners' original work (Hepplestone & Chikwa, 2014). It also has been revealed that students prefer to receive the feedback individually from their teachers.

However, the dialogue and face to face discussion about the feedback is very important for students to clarify confusions promptly. Dialogic feedback works as a facilitator of self-regulated learning. It can flexibly adjust students' needs and help them to foster relationships (Yang & Carless, 2013). Dialogic feedback have been described as discussions among teachers and students regarding student work. It help everyone to understand the value of feedback and enhance the shared about it. All these lead students to future academic growth (Blair & McGinty, 2013). The students state that they generally prefer verbal feedback because it is more personal (Glazzard & Stones, 2019).

Students claim that peer feedback is more apparent and beneficial than feedback provided by lecturers' (Falchikov, 2005). Peer feedback often follows an indirect methodology: students provide feedback on the fundamental aspects such as strengths and weaknesses of their peers' work. Furthermore, students have claimed that reviewing their classmates' work stimulates them to improve the self-reflective skills. This process enables them to use the criticism they provide for peers to revise their own opinions and judgements. (Nicol et al., 2014). One of the criteria on a rubric for class presentations should be how clear and understandable the presentation was to the audience. The class has the perfect opportunity to provide feedback on that aspect of a presentation (Brookhart, 2017).

2.2. The Effective Feedback

Effective feedback occurs when a person has a goal, takes action to achieve the target goal and receives information about his/her actions. All the productive feedback system includes both a precise

goal and tangible outcomes that are directly tied to the goal (Wiggins, 2012). The effective feedback need special conditions for successful implementation. It can be considered as effective if learners and teachers understand its value and learners are actively involved in feedback process because it is the process in which students make sense of information about their accomplishment and use it to improve the quality of their work or change learning strategies (Henderson et al., 2019).

Wiliam (2012) claims that:

- Feedback is effective when teachers present the classroom to students as a safe environment for making mistake.
- Teachers who provide feedback in a effective way express the following idea: smart is something you can become, not something you are. In this case, the most important supportive word that teachers use is "yet." When a learner says "I can't do this", the teacher adds, "yet."
- It should be emphasized that some students might need more assistance than others but all students can succeed.

Table 1. Feedback analysis guide (Brookhart, 2017, p.5)

Evaluate the feedback	What evidence does the feedback provide ?
Is it timey and descriptive?	What did the learners study from it?
Does it have a sufficient quantity of information?	
Does it focus on the work?	
Is it positive?	
Is it clear to the learner?	What did the teachers study from it?
It is detailed?	

The table clearly presents how the excellent feedback should be evaluated and the evidence of learning that is provided by feedback. We see the benefit of feedback by showing this table. Writing comments is more effective for learning than grading the students.

2.3. Feedback strategies

While providing the feedback teacher have to take into consideration the context: students characteristics, specificity of task and the classroom atmosphere. There is no one panacea that will always be the best option for all students. The immediate feedback

always help students to change their actions and implement the teachers' suggestions (Brookhart, 2017).

Table 2. Feedback strategies, (Brookhart, 2017, p.13)

Feedback Strategies can vary in	In These Ways	Recommendations
Timing	<i>When give</i> <i>How often</i>	Give prompt feedback for to identify right/ wrong. Provide feedback as often as possible for all key assignments.
Amount	<i>How many points made</i>	Prioritize the most important points. Focus on the learners development level.
Type	<i>Dialogic</i> <i>Written</i>	Select the best type for the feedback. Interactive feedback works effectively. Use visual feedback if student needs an example.
Audience	<i>Individual</i> <i>Group</i>	Individual feedback conveys the message, "the teacher cares about my studies".

The table shows the strategic choices for feedback and suggests recommendations for each of them based on the research. There is no magic bullet that can work in every situation and can be relevant for all students. When the teacher chooses the feedback strategy she/he has to think about what should be delivered to the student. As Yang and Carless (2013) claim, introducing students to the various functions of feedback and their active engagement in producing, processing, and using feedback can help students develop self-regulation.

Also, feedback interventions are easy to implement, but they also require careful management of the activities, which is mostly the responsibility of the teacher. When feedback is given to the student immediately after he shows evidence of learning, he responds positively and associates the learning experience with a constructive attitude. If the teacher takes too long to give feedback, the intent is lost and the student may not connect the feedback to the action taken, the behavior displayed, or the goal achieved.

3. Conclusions

This paper explored the function of effective feedback and types of feedback. It also studied the most useful modes of feedback such as written and peer feedback. The studies showed that dialogic feedback is more effective than other type of feedback since it includes discussion between the student and teacher, they both define what should be improved and design the strategies for achieving the goal. This paper can be used as a theoretical framework of feedback in general. It also revealed the importance of students' awareness about feedback and its role in enhancement of learners' academic achievements. The timely feedback has been found out as important part of the feedback itself. The paper studied the strategies that should be taken into consideration while teachers provide feedback since it helps them to give precise recommendations to students

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