

IMPORTANCE OF FEEDBACK IN EDUCATION

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Abstract. This position paper explored the importance of effective feedback in the teaching and learning process. Tips on giving effective feedback were also provided which include the need for teachers to be sensitive to the needs of students. It was recommended that the exploits of this paper be followed to enable teachers provide effective feedback which will optimally benefit both teachers and students.

Key words: Feedback, instant feedback, positive and negative feedback, effectiveness, performance, progress.

Аннотация. В этом документе рассматривается важность эффективной обратной связи в процессе преподавания и обучения. Также даны советы по обеспечению эффективной обратной связи, в том числе о том, что учителя должны быть чуткими к потребностям учащихся. Рекомендуются следовать приложениям этого документа, чтобы учителя могли обеспечить эффективную обратную связь, которая принесет оптимальную пользу как учителям, так и учащимся.

Ключевые слова: Обратная связь, мгновенная обратная связь, положительная и отрицательная обратная связь, эффективность, производительность, прогресс.

Introduction.

Feedback is the breakfast of champions - Ken Blanchard

Feedback is an essential component of personalized learning that helps students monitor their progress, motivates them, informs instruction, and supports reflection and goal-setting. Peer feedback can be an effective way of promoting active learning, social interaction, and student autonomy. Missing feedback can negatively affect students, such as by causing demotivation or disengagement. Effective feedback in personalized learning requires a systematic and intentional approach, including setting clear learning objectives, using formative assessment, providing timely feedback, using a feedback model, encouraging self-reflection, and providing guidance and support. With effective feedback, personalized learning can help students develop the skills and knowledge they need for lifelong learning and success.

Feedback is the information provided to students about their performance, progress, and goals. Feedback can be informal or formal, verbal or written, immediate or delayed, and provided by various sources, such as teachers, peers, parents, and technology. The key characteristic of feedback is that it is specific, constructive, and

actionable. Feedback is not praise or criticism, but rather an opportunity for improvement and growth. Feedback is crucial in personalized learning for several reasons:

- Feedback helps students monitor their progress personalized learning requires students to

participate in their learning actively. They need to be able to assess their progress, identify their strengths and weaknesses, and adjust their learning strategies accordingly. Feedback provides students with information about what they have learned, what they still need to learn, and how to improve their performance.

- Feedback motivates students personalized learning aims to create a learning environment

that is relevant, engaging, and meaningful to students. Feedback helps students see the relevance of their learning, their progress, and their potential to achieve their goals. Positive feedback can also boost students' confidence and self-efficacy, essential for their motivation and persistence.

- Feedback informs instruction personalized learning requires teachers to deeply understand their students' needs, interests, and learning styles. Feedback provides teachers with information about the student's strengths and weaknesses, which helps them design instruction tailored to individual needs. Feedback also helps teachers evaluate the effectiveness of their instruction and make necessary adjustments.

- Feedback supports reflection and goal-setting personalized learning requires students to

reflect on their learning and set goals for themselves. Feedback provides students with the information they need to reflect on their progress, identify areas for improvement, and set realistic and achievable goals

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Its power is frequently mentioned in articles about learning and teaching, but surprisingly few recent studies have systematically investigated its meaning. This article provides a conceptual analysis of feedback and reviews the evidence related to its impact on learning and achievement. This evidence shows that although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective. A model of feedback is then proposed that identifies the particular properties and circumstances that make it effective, and some typically thorny issues are discussed, including the timing of feedback and the effects of positive and negative feedback. Finally, this analysis is used to suggest ways in which feedback can be used to enhance its effectiveness in classrooms.

Using feedback effectively.

Feedback relies on clearly defined goals (including learning intentions and success criteria) and on learning tasks or activities to track a student's progress towards those goals. The information gathered through these activities provides the basis for feedback to a student. There are two well-referenced models that explain the underlying principles of feedback: Hattie and Timperley (Hattie & Timperley, 2007) and Black and Wiliam (Black and Wiliam, 1998, 2010 and 2009 and Wiliam, 2010). Both models agree that the purpose of feedback is to achieve changes in student learning so that student understanding and performance meet the identified learning goals. At the heart of both models are three similar core elements to address within the feedback process.

Suggestions for effective and efficient grading feedback.

The most effective feedback is focused, clear, and considers motivation and learning, not justifying a grade or on copyediting. Below are suggested strategies for providing efficient & effective student feedback.

- Use comments to teach rather than to justify the grade, focusing on what you'd most like students to address in future work. Link your comments and feedback to the goals for an assignment.

- Plan early opportunities for students to get feedback on ways of thinking, writing, or problem solving that they will need later, so that they don't develop or repeat common errors. In-class active or collaborative learning exercises can be good moments to provide formative feedback in class, when students are practicing new skills or learning new concepts.

- Avoid over-commenting or "picking apart" students' work
- In your final comments, ask questions that will guide further inquiry by students.
- Think about alternatives to writing comments on every individual student's work.

Provide feedback to the whole class orally and/or in a shared written document, or have the class read sample student work together to look for common themes or apply evaluation criteria.

Allowing peer dialogue in understanding the feedback. An approach of increasing the value and effectiveness of feedback and the likelihood that the information provided is understood by students is to conceptualize feedback more as dialogue rather than as information transmission (David J. Nichol and Debra M. Dick, 2006). Feedback as dialogue means that the student will not only get written feedback information but also has the opportunity to have discussion about that feedback afterwards. In this circumstances, in order to make feedback more effective and valuable it should be understood by the student before it can be used to make productive improvements.

Make students understand what good performance or goal means. It will be easy for the students if they can only achieve learning goals if they understand those goals.

They also need to feel some ownership of them, and can understand the self-assessment process (Sadler, 1989). In higher education, there should be a reasonable degree of similarity between the goals set by students and the goals originally set by the teacher. This is rationally vital given that it is the students' goals that serve as the criteria for self-regulation. Nonetheless, there is substantial research evidence showing significant mismatches between tutors' and students' conceptions of goals and of assessment criteria and standards. (David J. Nichol and Debra M. Dick, 2006). Giving positive feedback. At the time of providing feedback it is important that after reading that a student should have a positive feeling about that feedback (Piccinin, 2003). This is considered as a process of motivating the students to utilise the feedback they have received. Feedback should not be discouraging the students at any cost. Obviously, it is vital to draw the student's attention to the less successful parts of a coursework, however the teachers should be cautious in providing "negative feedback" of this kind. Thus teachers can improve students' learning environment by presenting the feedback in a positive way.

Choosing the right moment. Sometimes it has been observed that teachers overburden students with 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). Or else the teachers may find their students uninterested and bored with the feedback they are getting. Similarly, teachers should not set up too many criteria. They should limit the number of criteria to the most important aspects of a coursework and giving feedback on them (Sadler, 1985) Providing quality information to students about their learning. The teachers have a vital role in increasing their students' own ability for understanding the self-regulation process. They are also an essential source of external feedback. Traditionally, feedback from teachers has been a source where students can evaluate progress. The students can also check out their own internal progression by the feedback given by the teachers. Furthermore, teachers are usually more effective in detecting mistakes in students' work rather than themselves. As a result, providing quality information to students is very important to ensuring student learning.

Structure feedback well. Before learning is delivered, make the desired outcome clear at the start (set expectations and objectives). Receivers of feedback decide to adjust their behavior by comparing it to a goal. Then, in the flow of learning, make sure to deliver real-time feedback, when people make mistakes (or, when they choose a right answer) to reinforce and embed learning. If delivering a more formalized assessment or test, compare desired outcome to actual outcome at the end. This could be in the form of a test score screen where results are revealed to learners. Then, provide guidance and positive reinforcement to bridge the gap between actual performance and desired outcome.

Feedback is any response regarding a student's performance or behavior. It can be verbal, written or gestural. The purpose of feedback in the assessment and learning process is to improve a student's performance - not put a damper on it. It is essential that the process of providing feedback is a positive, or at least a neutral, learning experience for the student. Negative feedback can discourage student effort and achievement. Instructors have the distinct responsibility to nurture a student's learning and to provide feedback in such a manner that the student does not leave the classroom feeling defeated.

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Instant feedback is when information is provided contextually and "on-demand", in immediate response to a learners' action and in the flow of learning. It helps a learner deepen their understanding. After they have given input (i.e. chosen an answer) instant feedback serves to reinforce knowledge by correcting mistakes, affirming competence or debunking misconceptions on the topic. The more frequent and consistently you provide feedback, the better. When you follow up learning with immediate feedback, it causes learners to pause, engage, and modify behavior in the moment. Giving feedback instantly as opposed to periodically makes learning an active rather than passive experience.

Addressing the three feedback questions Effective teaching not only involves imparting information and understandings to students (or providing constructive tasks, environments, and learning) but also involves assessing and evaluating students' understanding of this information, so that the next teaching act can be matched to the present understanding of the students. This "second part" is the feedback part, and it relates to the three major questions identified in Figure 1: Where am I going? How am I going? and Where to next? These three questions address the dimensions of feed up, feed back, and feed forward. An ideal learning environment or experience occurs when both teachers and students seek answers to each of these questions. Too often, teachers limit students' opportunities to receive information about their performance in relation to any of these questions by assuming that responsibility for the students and not considering the learning possibilities for themselves.

Feedback is useful when it reduces the gap between where the student is and where they are meant to be. Feedback should therefore be useful when it helps students

navigate this gap, by addressing 3 fundamental feedback questions including “Where am I going?”, “How am I going?”, and “Where to next?”

Where am I going? - The feedback should inform teachers and students about the attainment of learning goals.

How am I going? - This entails feedback relative to student progress and is often expressed in relation to some expected standard, to prior performance, and/or to success or failure on a specific part of the task.

Where to next? - Feedback can assist learners in choosing the next most appropriate challenges, enabling more self-regulation over the learning process, as well as developing different strategies to work on the tasks.

There is a great importance of feedback in improving learning experience for the students. This has also significant effect in professionalizing teaching in the higher education level. However, feedback is considered as a difficult issue in this arena. Most of the lecturers are still continuing with the tradition form of feedback.

Conclusion.

In the end, we may say 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. The impact of feedback on future practice and the development of students’ learning were highlighted by Eraut (2006):

When students enter higher education . . . the type of feedback they then receive, intentionally or unintentionally, will play an important part in shaping their learning futures. Hence we need to know much more about how their learning, indeed their very sense of professional identity, is shaped by the nature of the feedback they receive. We need more feedback on feedback.

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