

Definition

Most educational researchers consider the term "feedback" in the context of instruction. Feedback has been widely perceived as an important component of general systems operations and may be viewed under a variety of settings. In the purely instructional sense, feedback can be said to describe any communication or procedure given to inform a learner of the accuracy of response, usually to an instructional question

Mory, E. H. (2004). Feedback research revisited. Handbook of research on educational communications and technology, 2, 745-783.

Recommendation

For many years, behaviorists inspired research has found that positive feedback is much more effective than negative feedback in changing pupil behavior. Positive feedback has two principal functions: to let students know that they have performed correctly and to increase motivation through praise.

Recommendation

It is important that we develop awareness, not only of the ways in which we provide feedback to learners but also that we monitor who gets the feedback. It is clear from the research that teachers, in general, are not aware of the signals they transmit to individual students.

3 techniques for giving feedback

- Provides information to students about their competence or the value of their accomplishments
- Orients students toward a better appreciation of their own task-related behavior and thinking about problem-solving
- Negative feedback consists exclusively of the teacher repeating the student's response with a rising intonation.



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