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 educat-¬ional commun¬ica-tions and techno¬logy, 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.

3 techniques for giving feedback

•Provides information to students about their competence or the value of their accomplishments
•Orients students toward a better apprec-iation 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.

By **Carolina Mendez**
cheatography.com/carolina-mendez/

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