

THE IMPACT OF FEEDBACK ON STUDENTS' ACADEMIC PERFORMANCE*

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Abstract

Feedback aims at the regulatory character of the educational process, the regulatory action being possible due to the reverse connection or feedback that is specific to any system. Feedback is an integrant part of the instructional-educational process. It offers learners a comparison between their performance and the educational objectives, with the intention of helping them achieve their intended goals. Along with the development of digital applications, providing feedback in the field of training can be done faster and easier, which is why we turned to providing feedback to students through the Google Classroom platform. The purpose of our research is to analyze the extent to which students capitalize on the feedback provided by the teacher in order to increase their academic performance. The study uses a mixed methods approach that underlies the analysis with both quantitative and qualitative schemes. Both student and teacher perspectives on their experiences of using and capitalizing on feedback are also used. A major advantage of using feedback in school education is that its regular use leads to effective learning, an aspect that can be noted not only at the content level, but also at the level of making learning strategies more efficient.

Key words: *Feedback, Performance, Students, Teachers.*

1. Introduction

Since the 1970s, the effect of feedback on learning has been acknowledged and has led to numerous studies in the field of education. Feedback is no longer seen as just a set of information on progress that a teacher provides to students, but as a process that is organized by the teacher but involves both the teacher and the students (Carless & Boud, 2018). The current paradigm for interpreting feedback has changed; thus, we moved from a teacher-centered perspective to a student-centered one, from transmission analysis to process analysis (Ajjawi & Regehr, 2019). That is why it is necessary to take into account several variables that intervene in the educational act.

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In a meta-review of the student role in feedback, Van der Kleij, Adie, and Cumming (2019) outline four different models of the student role in feedback. In the first two models (transmission model and information processing model), the student is positioned as a relatively passive recipient of comments who can choose (or not) to process them without having the necessary expectations that he/ she will do so. In these models, it is assumed that the students will learn through these inputs if the correct types of feedback information are provided, without recognizing their role in realizing the learning potential of the information. In contrast, in the other models, the students are positioned as more active players in the process (they have the ability to generate rather than just receive feedback information, to decide how to act on it, and lead feedback processes through their own self-regulation) (apud Winstone *et al.*, 2022).

The results-based approach provides more objectivity. Thus, it could be argued that feedback, even if pleasant and perceived as pertinent and useful, is not truly effective unless it has an objective impact on the subsequent results of the learners. A common results-based approach to research on the role of feedback in learning refers to examining the extent to which a feedback intervention leads to improvements in students' grades or changes in their overall performance, and studies (e.g. Fyfe *et al.*, 2023) suggest that such improvements following feedback may be obvious even among very young learners.

Most feedback theory models are purely descriptive. That is, they provide heuristic value and give an intuitive sense of validity without necessarily having explanatory or predictive power (see Panadero & Lipnevich, 2022 for a comprehensive overview). Even so, "a common approach is to focus on what people think about the feedback information they receive, or how they describe their reactions to it" (Winstone & Nash, 2023, p. 112). Therefore, the effectiveness of feedback processes should be measured by their impact on students. Developing the ability to interpret feedback helps students use the information they receive to evaluate their own work, which can improve learning, increase the likelihood of integrating feedback into their work, and helps close the feedback loop.

Feedback is one of the important variables in explaining school performance. In fact, it is not the feedback itself that is valuable, but rather the interpretation and use of this information in correcting mistakes transferred into learning. Hattie (2011) places feedback among the top ten factors that influence school results. Wisniewski, Zierer, and Hattie (2020), whose review involved four hundred and thirty-five (435) studies on the effects of feedback and the academic achievement of students, reaffirmed Hattie's (2009) meta-analysis that feedback, due to cognitive influences, is present in any form of teaching and learning. It is stated that "the most effective forms of feedback that provide cues or reinforcement to the learner, are in the form of video, audio or computer assisted instruction feedback, or relate feedback to learning goals" (Hattie, 2009, p. 14).

The impact of feedback on student performance should be viewed with caution: feedback interventions do not always increase performance and, under certain conditions, are detrimental to performance (Kluger & De Nissi, 1996). We

argue, however, that feedback guides students and informs them about how they develop and regulate their learning strategies, and when personalized provides an especially important opportunity for increasing academic performance.

2. Literature review

2.1. The role of feedback in learning

Feedback or retroaction (reverse connection) is an integrant part of the educational process. It offers learners a comparison between their performance and their educational objectives to support the achievement of the objectives. Thus, it has the role of contributing to the awareness of one's own learning and the self-assessment of the level of competence. Consciously or unconsciously, teachers always provide immediate feedback in class. In most cases, it is given in the form of facial expressions, gestures or comments. It is essential to ensure that feedback given in class is always constructive. It is also important to note how students react to the teacher's feedback, as it only contributes to learning when they reflect on the lesson and work on the action points. It is true that "the best feedback seems to involve an explanation of what is correct and what is incorrect about the students' answers. In addition, asking them to keep working on a task until they succeed seems to improve learning" (Marzano, 2010, p. 96).

In higher education, where the nature, quality and frequency of feedback are essential, teacher clarity and its constituent parts (e.g. presenting learning objectives clearly and beginning teaching units with advanced organizers) are closely related to the results of the students. In the context of education, we describe feedback as positive or negative, depending on the emotions it triggers. There is some evidence that feedback is more likely to be rejected if it is negative (Ilgen *et al.*, 1979) or comes from an unreliable source. The probability of rejecting the feedback message may also depend on cultural factors, that is on the personality of the individuals. However, it should be noted that *effective feedback* is task-directed, specific and neutral, containing corrective information and guidance for improvement.

In working with students we should focus on *the formative feedback*, which is a key element of the formative assessment systems. It provides learners with information about their current state of knowledge in order to improve learning. Being understood as a relational concept, formative feedback makes learners aware of important gaps between their current state of knowledge and their learning objective. In addition, it provides elaborate support (e.g. hints, explanations) aimed at helping students detect errors, overcome obstacles, and try more efficient ways, strategies, solutions.

Personalized feedback is a kind of instructional feedback based on learner characteristics and/ or environmental parameters – it is a promising way to implement computer-based adaptive learning. Students have been found to believe that feedback adaptation may not be necessary for successful students, but may be very important if a student is underperforming (Dennis *et al.*, 2012).

The typology that resonated most with the analyzed domain places feedback at four levels: task, process, self-regulation, and self. Most feedback given in an

instructional setting is task-level (e.g. specific comments about the task itself) and self-level (e.g. personal comments), despite the fact that the process (e.g. comments on processes needed to perform the task) and self-regulation (e.g. higher-order comments related to self-monitoring, to regulating actions and affect) are those with the most potential for improvement (Hattie & Timperley, 2007).

In education, there has been extensive debate about whether what we measure in classrooms and in most educational research is learning or performance (Soderstrom & Bjork, 2015). Most commonly, it is performance that is measured. Unfortunately, measuring learning is a complex process that involves designing studies meant to capture transfer from one task to another, and such investigations are quite expensive. However, it is crucial that when considering the effects of feedback and student responsiveness, researchers assess the effects on learning. In other words, we need to measure the impact of feedback interventions on academic performance (not just the immediate task).

Bandiera *et al.* (2009) are studying the effect of intermediate feedback information on student performance. They are discovering that providing intermediate feedback on their own performance has a positive effect on their final performance. Students report *positive feedback* as confirmation of their performance, achievement and effort. Perhaps the most important aspect is that teachers tell students how to improve their answers, indicating the steps to follow in this regard. Forsythe and Johnson (2017) argue that feedback is used to develop student understanding and help them productively and effectively change their learning so that they become academically strong.

2.2. Theories about feedback

Feedback theories facilitate how a study contributes to a broader understanding of the role of reverse connection on learning.

Control theory (Annett, 1969; Carver & Scheier, 1981; Podsakoff & Farh, 1989) infers that the reactions of individuals to feedback are driven by their desire to reduce the gap between their actual level of performance and their internal standards. Thus, we can speak of feedback only if the gap information is used. In some research with a sample of 90 college students, Podsakoff and Farh (1989) showed that the subjects who received more credible negative feedback set higher goals and performed at higher levels than the subjects who received a less credible negative feedback. On the other hand, the subjects who received more credible positive feedback did not set higher goals or perform significantly better than the subjects who received less credible positive feedback. Thus, "both social learning theory and control theory suggest that feedback sign affects an individual's satisfaction, goal setting, and performance through the feedback's effect on the individuals' perceptions of the discrepancies between his or her behavior and the behavior standards he or she is trying to attain" (Podsakoff & Farh, 1989, p. 47).

The goal-setting theory (Locke & Latham, 1990) argues that task performance can be improved by setting challenging goals. The goal-setting theory predicts that people are likely to strive to improve their performance, provided that the goal is clear and people have a high commitment to it (the commitment being determined

by a combination of the elements related to the desirability of the goal and the belief in its attainment). Along with clarity, level of challenge, engagement, and task complexity, feedback is an important component of the goal-setting theory (Locke & Latham, 1990). Regular feedback should be provided throughout the goal attainment process to make sure the tasks remain on track in order to achieve the goal. Specific and challenging goals have been found to lead to higher performance than easy goals (Locke *et al.*, 1981).

According to *the theory of learned helplessness* (Abramson *et al.*, 1978), the repeated experience of failure causes individuals to adopt maladaptive performance strategies. It was found that the experience of failure led to more frequent worries about the task (compared to the no-feedback condition), mainly for people who scored high on attachment anxiety. Kogot and Mikulincer (2002) found that anxious individuals experienced more ruminative worries even after receiving no feedback. Therefore, the mere request to solve a cognitive problem triggered their hyperactivation strategies and caused them to ruminate and worry (apud Mikulincer & Shaver, 2003).

In *social cognitive theory* (Bandura, 1991) the major mechanism of self-regulation operates through three functions: self-monitoring of behavior, its determinants, and its effects. According to this, the individuals' reactions to feedback depend on two processes: a comparison between the performance feedback and their own performance standards and a judgment of self-efficacy.

There are other theories with which more specific applications have been developed, for example models of the feedback process in relation to learning or organizational behaviour. New approaches capitalize on previous theories and bring new perspectives into focus. For example, Lipnevich and Panadero (2021) are describing the main models, identifying different ways of understanding feedback. We do not intend to present them in this study, but we are pointing out what caught our attention in the analysis of the two mentioned authors:

- Feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way (Ramprasad, 1983);

- Feedback is a key element in formative assessment, usually defined in terms of information about how successfully something has been or is being done (Kulhavy & Stock, 1989);

- Feedback is any message generated in response to a learner's action (Mason & Bruning, 2001).

- Feedback is information about how the student's present state (of learning and performance) relates to goals and standards (Nicol & McFarlane-Dick, 2006);

- Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding (Hattie & Timperley, 2007);

- Instructional feedback is any information about a performance that learners can use to improve their performance or learning (Lipnevich *et al.*, 2016);

- Feedback is a process through which learners make sense of information from various sources and use it to enhance their work or learning strategies (Carless & Bound, 2018).

The conclusions the two, reached after a rigorous documentation, are (Lipnevich & Panadero, 2021):

a) *Newer definitions include more elements than the old ones* (there is a transition from a static understanding to a dynamic one, generated by *processuality* – feedback must aim to improve student learning, help them process such feedback and become active agents in this process).

b) *Feedback includes several elements:*

- Information is a crucial component of feedback; they can range from detailed qualitative commentary on a score or from being delivered face-to-face, to written notes on student work;

- The gap is the distance between the objective or standard and the current performance of the student (feedback is thus interpreted as information that aims to reduce this gap);

- The process involves cognitive, affective and regulatory steps;

- The educational agents that provide feedback can be diverse: teachers, colleagues, computer, etc.;

- Active processing leads to the idea of internal feedback (produced by the learner).

c) *More recent definitions include different agents and emphasize the active role of the students* (pedagogically, it is useful to teach students to use feedback).

Feedback can be differentiated according to its level of cognitive complexity: it can refer to a task, a process, one's self-regulation, or to oneself. Hattie and Timperley (2007) tested certain hypotheses regarding the variables that moderate the effectiveness of feedback on student performance. They found, among other things, that notes, specific written comments are more effective than giving grades. Not only is the information in the feedback important, but also the timing of the feedback in relation to where the students are in the instructional cycle. The feedback that involves a lot of information is important. It consists of information as described for corrective feedback, but it additionally contains information about self-regulation from monitoring attention, emotions, or motivation during the learning process.

3. Methodology

The way we approach feedback directly influences how the research question is formulated. We started from clearly defining the research problem, which we identified during the activity with the students. The research *problem* brings feedback to the fore as a way of regulating didactic activity. *The question* of this investigation is the following: To what extent does the feedback provided to the students during the training program influence their performance in the exam? In particular, we were interested in identifying whether the frequency of feedback has any impact on the results of the students, given that they react (bear in mind, respond) to the response of the teacher.

The place of the research we unfolded is the University of Craiova, and *the duration* is one year: academic year 2023-2024 (semester I: documenting the topic and capitalizing on the contributions from the specialized literature and in semester II: organizing and conducting the research, respectively drawing up the final conclusions based on the results obtained).

The research sample includes 62 master's students at the Faculty of Sciences, enrolled in the psycho-pedagogical training program.

Table 1. Distribution of students by specialization

Chemistry	Physics	Geography	Informatics	Mathematics
3 4.84 %	7 11.29 %	16 25.81 %	14 22.58 %	22 35.48 %

Research *hypothesis*: The presence of feedback in the activity with the students contributes to the improvement of their academic results.

Hypothesis 1: The higher the frequency of feedback during the training program, the better the students' exam results.

Hypothesis 2: Students who take teacher feedback into account get higher grades in the final evaluation.

The purpose of the research: The students' use of the feedback provided by the teacher in order to increase their academic performance.

Objectives:

O1: The analysis of specialized literature in order to review the results of the scientific research that have, as the topic, the effect of feedback in academic activities;

O2: Testing the research hypothesis regarding the positive effects of feedback in the activity with the students;

O3: The elaboration of the research conclusions based on the results obtained from testing the hypothesis.

The methods used in this investigation were chosen according to the objectives pursued and the hypotheses formulated in relation to the research problem. We used the method of analyzing the school documents to determine if there are large differences between students in terms of previous academic results, specific to the undergraduate cycle (we removed school dropouts). Using the experiment method, we established the variables (independent, dependent and intermediate – psychological and sociological in nature). The equivalence of the groups was ensured (all participants have bachelor's degrees and completed Level I of the psycho-pedagogical training, having related specializations – all students participating in the research are enrolled in the Faculty of Sciences). There are no big differences in the level of academic performance, aspect confirmed by the previous results in the subjects of the psycho-pedagogical training module, and the psychological profile is similar (most students are between 22 and 25 years old, they have common interests and pursuits).

Regarding the conduct of the research, we offered the same conditions for all participants, diversifying the requirements only in relation to the educational subjects completed in the first semester, Master's: "The psychopedagogy of adolescents,

youths and adults", respectively "The methodology of educational research". If in the first educational discipline we offered feedback only on the applied paper (2 points out of 10 in the final evaluation), in the second, the feedback given by the teacher, had a higher frequency, being offered to students both on the applied paper, as well as on the 10 tasks specific to the continuous assessment, carried out weekly, during the training program) (Table 2).

Table 2. Requirements for assessment

<i>Psychopedagogy of adolescents, youths and adults</i>		<i>Methodology of educational research</i>	
Applied work (2 points – 20 %)	✓	Applied work (2 points – 20 %)	✓
Work tasks (1 point: 10 %)	-	Work tasks (1 point: 10 %)	✓

The tasks (S) requested in the "Methodology of Educational Research" regarded the following:

S1: Starting from a question related to educational theory and practice, choose a topic to be the subject of a pedagogical research.

S2: Argue the choice of research problem or topic.

S3: List at least five bibliographic sources that address the topic chosen for research.

S4: Phrase the purpose and objectives of your own research into your chosen topic, specifying the type of research strategy you intend to use.

S5: Phrase a general hypothesis and at least four specific hypotheses related to the research problem.

S6: State the specific elements of the research organization (eg sample content, sample subjects, type, place, duration, factors involved, etc.).

S7: Identify the main research methods that can be used to test your hypotheses and explain how you will use them.

S8: Explain how you will conduct pedagogical research in relation to your chosen topic.

S9: Write down at least two conclusions that can be drawn from your research.

S10: Specify how the results of your educational research can be capitalized.

All assignments were assessed rhythmically and were accompanied by comments, observations, additions, suggestions and recommendations, so as to give students the opportunity to improve their answers under continuous assessment. In this sense, we used the Google Classroom platform, which facilitated teacher-student interaction and enabled effective communication.

4. Results and Discussions

Regarding the frequency of feedback during the training program, we started from the premise that it positively influences student results. We recorded the data obtained in this regard in the following table (Table 3).

Table 3. Results obtained in the two completed educational disciplines in the final evaluation

<i>The results of the students</i>					
<i>Methodology of educational research: Note</i>			<i>Psychopedagogy of adolescents, youths and adults: Note</i>		
< 7	7 and 8	9 and 10	< 7	7 and 8	9 and 10
0 (0 %)	29 (46.77 %)	33 (53.23 %)	9 (14.52 %)	36 (58.06 %)	17 (27.42 %)

It is observed that the students obtained higher grades in the educational subject in which they had to solve work tasks during the training program. On the one hand, there were no grades below 7, and on the other hand, the number of students who obtained grades of 9 and 10 was higher (33 versus 17). We believe that the better results are due to formative assessment accompanied by feedback (hypothesis 1 is confirmed). Because learning feedback is provided to learners with the intended purpose of improving learning, we insisted on checking each learner's work and providing personalized feedback (Table 4). Based on the data recorded on the Google Classroom platform, we can outline the overall picture regarding the feedback provided by the teacher, but also the frequency of the students' response to feedback.

Table 4. Data on the number of students who solved/ did not solve the tasks

<i>Tasks (T)</i>	<i>Chemistry (5)</i>		<i>Physics (9)</i>		<i>Geography (13)</i>		<i>Info (16)</i>		<i>Maths (19)</i>		<i>Total (62)</i>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
T ₁	3	2	5	4	9	4	6	10	13	6	36	26
T ₂	1	4	4	5	7	6	8	8	9	10	29	33
T ₃	4	1	5	4	5	8	9	7	11	8	34	28
T ₄	3	2	5	4	9	4	8	8	12	7	37	25
T ₅	3	2	4	5	8	5	10	6	14	5	39	23
T ₆	4	1	3	6	7	6	9	7	13	6	36	26
T ₇	4	1	1	8	6	7	7	9	12	7	30	32
T ₈	1	4	7	2	5	8	7	9	8	11	28	34
T ₉	3	2	5	4	9	4	9	7	14	5	40	22
T ₁₀	2	3	6	3	8	5	6	10	11	8	33	29

Analyzing the data from the previous table, it is found that the number of students who solved the work tasks is, as a whole (for most work tasks), higher than the number of students who did not respond responsibly to the work tasks they had to solve, which were announced weekly by the teacher. We did not intend to create a hierarchy or division of the students of the five departments of the Faculty of Sciences, but to observe to what extent they respond to the feedback provided (by improving or correcting the answers). Thus, regarding the situation of the students' response to feedback in continuous assessment, we found the following aspects that we consider representative for testing the first hypothesis of our research (Table 5).

Table 5. Frequency of student responses to teacher feedback

<i>Students</i> <i>Tasks (T)</i>	<i>Students who solved the task</i>	<i>Students who needed feedback for revision</i>	<i>Students who capitalized on the feedback provided by the teacher</i>
T ₁	36 (58.06 %)	15 (41.67 %)	8 (53.33 %)
T ₂	29 (46.77 %)	13 (44.83 %)	7 (53.85 %)
T ₃	34 (54.84 %)	21 (61.76 %)	12 (57.14 %)
T ₄	37 (59.68 %)	19 (51.35 %)	9 (47.37 %)
T ₅	39 (62.90 %)	23 (58.97 %)	14 (60.86 %)
T ₆	36 (58.06 %)	21 (58.33 %)	9 (42.86 %)
T ₇	30 (48.39 %)	17 (56.67 %)	12 (70.59 %)
T ₈	28 (45.16 %)	14 (50.00 %)	9 (64.29 %)
T ₉	40 (54.52 %)	22 (55.00 %)	7 (31.82 %)
T ₁₀	33 (53.23 %)	18 (54.55 %)	5 (27.78 %)

From the 33 students who got high grades (grade 9 and 10) in the final assessment in "Methodology of Educational Research", more than half of them took into account the feedback received in at least half of the tasks, while only 8 students (12.70 %) reformulated their answers to all the feedback received.

Regarding the capitalization of the information received from the teacher following the initial verification of the applied works, those who took into account the feedback in the educational discipline "Methodology of Educational Research" did the same in the other educational discipline completed in parallel. Therefore, we consider that there is an intermediate type variable, of a psychological nature, that belongs to the students (e.g. responsibility, involvement). Hence it results that when we talk about feedback, we have to consider two essential aspects: the sender and the receiver. In order for the feedback to have effects on learning, the receiver must accept/ assimilate the feedback, but also act on obtaining good results (only in this situation we can talk about effective feedback). For fear of making a mistake, some students only solved the simpler tasks or uploaded the solution to the Google Classroom platform when they were sure that the answer was correct.

We found that the students who took into account the feedback they received and corrected, completed or improved their answers to the ten tasks, obtained higher grades in the final assessment (performed better in relation to others). Thus, among the 33 students who obtained grades of 9 and 10 in the educational discipline they received permanent feedback in, 28 of them worked systematically, more than half of them (17, i.e. 51.52 %) took into account the feedback received from the teacher. We believe that feedback used correctly, given at the right time and received properly increases motivation and the degree of involvement, it brings confirmation (or suggests directions for improvement) related to the way things have been done.

This fact emphasizes the role of feedback in training (hypothesis 2 is confirmed), an aspect also resulting from comparing the students' grades of 9 and 10 in the two educational disciplines (Figure 1).

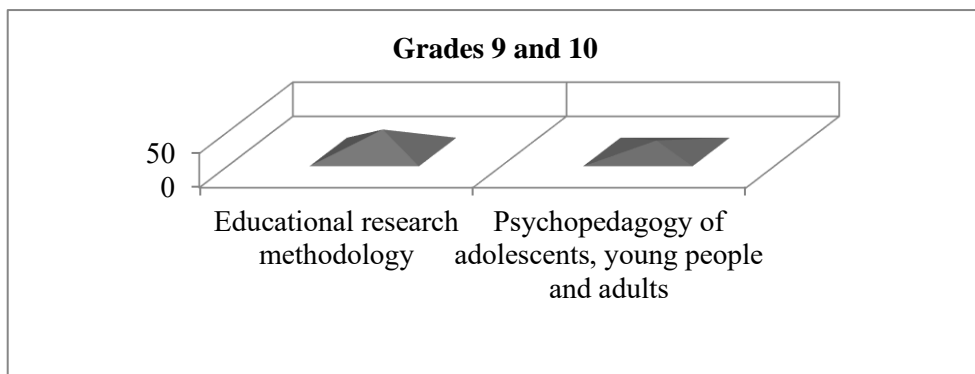


Figure 1. Comparative analysis of the 9 and 10 grades in the two educational disciplines targeted in the research

After analyzing how our research achieved its goal, we concluded that students need reverse connection to improve their learning and this results in better performance. Research on this topic highlights that students benefit greatly from feedback when it helps them understand not only what mistakes they had made, but also why they had made those mistakes and what they could do to avoid them next time (Wisniewski *et al.*, 2020).

5. Limitations

Broadly speaking, psychological and social mechanisms represent the means through which the giving and receiving of feedback causes changes in behavior and performance, and understanding these mechanisms is essential to effectively theorizing and predicting feedback. As argued by Henderson and colleagues (2019), subsequent performance may not in fact represent the particular effects of the feedback process that it is supposed to demonstrate, because there may be a variety of effects that stem from the initial feedback process, but which are not evident in the following performance (because the effect is more difficult to observe, such as emotional, motivational, relational, or other changes). One of the limitations of our research concerns the absence of analysis of students' perceptions of the feedback received. It is essential to know whether the students consider the rhythmic feedback important and relevant. However, "by focusing on learners' perceptions of the provision of feedback information, rather than on whether learners have been able to use it, such measures may fail to capture any valid indicator of effectiveness" (Winstone *et al.*, 2022). The same feedback may be effective for one student but not for another, and in one situation but not in another. There is a need to better understand how students receive feedback, and in this regard, our research would have been more complex if we had also assessed the students' perceptions of feedback.

Feedback has a major disadvantage for the teacher: it is very time-consuming. Thus, it is necessary for the teacher to allocate sufficient time for providing the information that the students need to improve their work, to find out what their skills

and abilities are, to find out where they need to go, but also how far they can get in terms of performance. Also, creating the context in which students feel safe receiving feedback requires a time frame that cannot be precisely predicted due to human variables. From this point of view, even if the students had a week to solve each work task, many cited the excessive amount of work, the difficulty of the work tasks, but also the fact that they work in different fields of activity.

6. Conclusions

Since feedback plays a major role in student performance, it should become an essential part of classroom instruction. Teachers can also rely on educational technology to provide feedback in the form of video, audio, or computer-assisted programs. E-feedback is very useful for students because they can view their teachers' comments anywhere, anytime.

Current models of feedback envisage the learner as an active agent in receiving, interpreting and applying feedback information. That is why, based on the analysis carried out, we noted the following aspects:

- In order to be effective, feedback must help students reduce the gap between their current performance and instructional objectives (be timely and constructive);
- Feedback must be provided in such a way that it does not penalize, burden, overload, but supports meaningful learning;
- When the teacher provides feedback, it is necessary to provide support, to explain what is not correct or complete;
- Feedback should focus on the learner's performance, not on the student;
- It is desirable for the reverse information to emphasize the student's lack of understanding of the task, topic or problem and not the lack or amount of information.

Feedback must be recognized as a complex and differentiated construct that includes many different forms with quite different effects on student learning. Feedback works best when it is a two-way process, creating dialogue and interaction between the two parties involved. Much is known about feedback, but much remains to be discovered about how to optimize its effectiveness in teaching activities. On the one hand, feedback is a factor that has among the strongest influences on school purchases, and on the other hand, it is also among the most fluctuating influences. We believe that, if superior results and performance are desired, a semestral or annual evaluation system alone is not enough, but it is necessary to pay more attention to the ways of achieving feedback and its effects on school performance.

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