

Students' Perception on Feedback Practice in Classroom to Enhance Learning

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This action research was intended to find out students' perception of the practice of feedback in the classroom, its impact on their learning, their preference of modes of feedback, and the nature of feedback information and to improve the strategy of providing constructive feedback to students.

This action research was conducted at Lhuentse Higher Secondary School and engaged participants from seventh to ninth grade. The total sample population was 86 students. The study employed a quantitative approach to research. In this quantitative research design, predetermined statements with pre-coded five-point Likert scale questionnaires were self-administered to the participants to gather data.

The study revealed that constructive feedback has a positive bearing impact on the learning cycle of students. The study's findings revealed that descriptive feedback delivers a good amount of information, which ultimately helps students achieve learning goals.

Furthermore, the study showed that most students want feedback while performing a learning task, immediately after completing the learning task and on the quality of the task and skills. The findings also revealed that students want to practice peer assessment vigorously. Additionally, the findings showed that feedback should be made accessible to students since the choice of words and handwriting also determine the accessibility of students to get accurate information to improve themselves.

Keywords: *Feedback; self-regulation; peer assessment; learning goals; learning task; students.*

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1. INTRODUCTION

The definitions of feedback from multiple authors show many features in common. Feedback is defined as information about the gap between the quality of learning tasks, the current level of understanding and the expected outcomes [1]. Similarly, Hattie and Timperly [2] defined feedback as information provided by an agent (teachers, peers, parents, books, experiences, self) regarding one's learning, quality of performance and understanding. Furthermore, Sadler (1989) and Brounstein (n.d) [3] also agreed that feedback should contain information that is specific to the quality of learning tasks, skills and students' understanding.

The objective of feedback is to inform students on how to improve their learning. Through feedback, students can imbibe meaningful values, skills, aptitude and knowledge which aids in gaining momentum in their learning progress. Moreover, it helps to close the learning gap to achieve students' learning outcomes [4]. Thus, feedback is not to pass judgment on the student's performance of a task or level of understanding.

Most of the formative assessment practices in school are assignments, practical work, project work, exhibitions, models construction, presentations, portfolios, homework, classwork, etc. The assessment criteria are developed to assess children's learning tasks. Teachers provide feedback to children in reference to the assessment criteria of the learning task. Therefore, constructive feedback helps students to recognise their strengths and weaknesses and strategy to achieve learning outcomes.

2. PROBLEM STATEMENT

The general observation in our school context found that the seriousness of providing feedback by teachers to students remains questionable. As much as the teachers do not follow proper guidelines and strategies students too lack a sense of meaning and purpose of feedback. While meta-analysis work of Hattie & Timperly [2] revealed that feedback is powerful and have positive impacts on children's learning, it is generally observed that many do not practice with proper guidelines and strategy in our school context.

The teachers also observe that students are not willing and coming forward to receive feedback. Moreover, it was observed that even if teachers

provide feedback students do not use it. A teacher needs to teach students the importance of feedback.

Burke and Pieteric [5] stated that the manner in which students receive feedback from teachers determines children's self-esteem, confidence and attitude towards learning. The study showed that teachers' feedback has negative impacts on students; it can crush their confidence, destroy their motivation, and render them impotent for future learning. Further, the ignorance and negligence of teachers about the principles, framework, and strategies of providing feedback may negatively impact children.

The teachers need to diagnose children's difficulties while performing tasks. Teachers should feed children with information that helps them to develop skills and knowledge. The conventional beliefs of giving advice, praise, general comments on how to improve, evaluation and providing grades are considered feedback. However, none of these provides descriptive and specific information to improve their learning and achieve learning goals, in what they are good at and what needs to be done to improve learning.

3. SIGNIFICANCE AND PURPOSE

The teachers need to rethink strategizing the standard framework of providing constructive feedback to students. Feedback is the crucial instructional content and method with which students learn by internalizing the information to improve learning tasks. The primary objectives of this action research are to find out students' perception on the impact of feedback on learning, students' choice of mode of feedback, nature of feedback information and develop a strategy to provide feedback. This will further create awareness on the importance of feedback and the strategy of providing feedback in school. Additionally, this action research would firmly embrace the rationality of formative assessments, inform and guide teaching and learning, help students set learning goals, motivate students, and notify the other stakeholders about the children's learning and performances.

This action research on feedback would encompass the wide range of learning components in the life of students; it would help clarify the meaning of quality performance by setting goals, criteria, or expected standards for assessments, facilitating the development of self-

assessment (reflection) in learning and delivering the high-quality information. This will help in enhancing dialogue between teachers and students, among peers, and identify the needs of children.

4. RESEARCH QUESTIONS

An action research on *Students' Perception on Feedback Practice in Classroom to Enhance Learning* is centred on the following research questions.

1. How can we provide constructive feedback to improve children's learning?
2. What should be the nature of feedback information?
3. Which feedback content, descriptive or evaluative, is effective for children's learning?
4. Which is the most preferred mode of feedback?

5. LITERATURE REVIEW

5.1 Definitions of Feedback

As perceived by Sadler [1], in an educational context, feedback is information which makes learners become aware of the gap between their current level of knowledge or skill and the learning goals. According to Hattie and Timperly [2], feedback is defined as information provided by an agent (teachers, peers, parents, books, experiences, self) regarding one's learning, quality of performance, understanding. Thus, any agent can provide helpful information on improving their learning, alternative strategies, solving problems with new methods, corrective and diagnostic reports, feeding with different ideas, and motivating the learners. The learners can modify their skills, understand concepts better and learn to achieve the learning goals.

As noted by Sadler [1], "Feedback is information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood." Furthermore, Brounstein (n.d.) [3] asserts that the constructive feedback is information-specific, issue-focused, and observation-based."

5.2 Feedback Information

5.2.1 Evaluative feedback

This kind of feedback information is presented in the forms of grades, praises, rewards, and brief general comments of the overall estimation of the

quality of the learning tasks. However, it does not convey the students' learning difficulties and their guidance to improve skills and learning. Sometimes, evaluative feedback becomes judgmental when the grades reflect how good or bad are students' work. The students who secured good grades feel better, while those who secured low grades feel worse. As Hattie and Timperly [2] discussed, the impact of feedback on learning achievement is low when focused on "praise, rewards, and punishment".

5.2.2 Descriptive feedback

Effective feedback provides students with detailed information on how to improve learning and skills [6]. Descriptive feedback addresses three fundamental questions of learning: where am I going? (learning goals); how am I going? (processes and strategies in learning); and, where to next? (greater possibilities of higher learning) [2]. The meta-analysis findings by Hattie and Timperly [2] found that the most effective feedback forms provide clues or reinforcement to learners to achieve learning goals.

5.2.3 How can feedback be effective for learning?

Students benefit from feedback when the feedback messages are clear about learning and not based on comparisons, competition or ability. As noted by Timms, DeVelle & Lay [7], feedback can encourage all students to believe they can improve their work, learning, understanding and skills compared with others.

In the meta-analysis of feedback effects on motivation by Deci, Koestner and Ryan, they found a negative correlation between extrinsic rewards and task performance. In addition, when feedback was administered in a controlling manner (e.g., saying that students must perform as they should have performed), the effects were even worse. Thus, Deci et al. concluded that they are a controlling strategy that often leads to greater surveillance, critical, evaluation, and competition, all of which have been found to demoralize students [2]. Moreover, feedback has a potentially significant impact on learning if students get information about a learning task and how to do it more effectively, which relates to learning goals and doesn't threaten their self-esteem.

The study carried out by AliMahfoodh [8] on students' emotional responses to teachers feedback noted the revelation of different

emotions by students such as acceptance of feedback, rejection of feedback, surprise, happiness, dissatisfaction, disappointment, frustration, and satisfaction. Some emotional responses could be attributed to harsh criticism, negative evaluation, and miscommunication between teachers and their students. The study also revealed that emotional responses can affect students' understanding and utilization of teacher written feedback.

Generally, feedback has to be given immediately after completing the learning task. Students can incorporate information they receive from their tutors into the subsequent performance to improve the quality of their learning tasks. Moreover, they should be given sufficient time to internalize the feedback before providing second-time feedback. The study by Fyle and Johnson [9] on effects of mathematics practice with and without correct answer feedback in immediate and one week delayed performance in classroom setting, children were provided immediate feedback after each problem, summative feedback after solving all problems and no feedback at all. The finding revealed that immediate feedback led to the best performance.

The research suggests that feedback is frequently written in language that is not accessible to students. Thus, one way of transmission of feedback has little impact on students' learning. Nicol [10] suggests that they could also set some class time aside for decoding and discussion of feedback comments provided by teachers by forming small groups and letting students share and discuss feedback comments which would heighten students' understanding.

Learning becomes meaningful when teachers and students are all engaged in the feedback process and promote self-evaluation and regulation (essential aspects of any effective learning process). They can incorporate self and peer assessment strategies to achieve this.

5.2.4 Feedback and self-assessment through rubrics

Self-assessment is a part of formative assessment in which children evaluate their quality of learning tasks and judge the degree to which they reflect explicitly stated goals or criteria. Moreover, self-assessment is self-reflection on one's strengths and weaknesses in

learning and accordingly identifies strategies to improve.

The rationale of self-assessment also fairly matched with the feedback model developed by Hattie and Timperly [2]. The feedback model must occur at four levels, where one is at self-level. At the self-level, students have the opportunity to evaluate the quality of their work. Self-evaluation helps recognise the progress of one's learning and what needs to be done in the future. Therefore, cultivating the habits of self-assessment empowers students to take responsibility, independence, and ownership of learning.

Campbell [11] and Tunon and Brydges [12] noted that teachers can develop rubrics for evaluative purposes. Song [13] claimed that rubrics can provide constructive feedback which can help students identify areas for improvement, as cited in [14]. A rubric is an assessment tool that contains the expectations of a task or assignment across levels of performance. Rubrics can be used to state standards, goals, outcomes and objectives that students should be able to achieve while completing a task, [14].

Rubrics help to develop and clarify targets for students' work, help students regulate their progress and make grading more fair and transparent. A study conducted by Bolton [15] on 150 business students using rubrics in class indicated that rubrics helped students understand the critical issues in solving their assignments, helped to evaluate their own performance and provided immediate feedback on their strengths and weaknesses (as cited in [14]).

Pintrich [16] defines self-regulation as monitoring and managing one's learning. Research suggests that self-regulation and student achievement are closely related. The students who set goals, make flexible plans to meet them, and monitor their progress tend to learn more and do better than students who do not. Therefore, self-assessment is a key to self-regulation where students become aware of the learning goal and check one's progress towards it [17]. Moreover, Linn and Gronlund [18] also assert that students must construct the criteria to evaluate their work. While doing so, self-evaluation can be integrated into the learning activities by regularly providing opportunities for students to reflect on their progress concerning learning outcomes.

5.2.5 Feedback through peer assessment

Peer assessment is engaging students to assess the learning task among peers. Peer assessment encourages collaborative learning by interchanging information about what constitutes good work. Peer assessment among students peer individualizes and actively engages students in assessing peer's work. It makes them familiar with assessment criteria, examines the quality of learning tasks, identifies strengths and weaknesses and discusses what can be done for further improvement [19].

Peer assessment helps to engage students in commentary on the work, which can heighten their capacity for judgment and intellectual choices. The main focus of peer feedback can be on learning and the quality of work about the goal. This enhances students to clarify their ideas, doubts and share meaningful information.

6. METHODOLOGY

6.1 Design

This study used a quantitative method. It aimed to examine the students' perception of feedback practices in the classroom.

6.2 Population and Sample

This action research study was carried out from August 1 to November 4, 2019. The study involved a purposive sample of 86 participants from grade VII to IX; 33 students from grade VII, 22 from grade VIII, and 31 from grade IX. In this sampling, the researcher selects the participants based on previous knowledge of the population and the specific research purpose using personal judgment in selecting the sample [20].

6.3 Data Instrumentation

The data was collected through self-administered questionnaires. The questionnaires were used to elicit information from respondents and are not intended to show whether the respondent is right or wrong. The questionnaires were developed based on findings from literature review and classroom observation. The quantitative data analysis for both pre-and-post-line data were analyzed using Microsoft Excel. Moreover, participants' perceptions from open comments questions were analyzed by drawing themes.

6.4 Baseline Data Interpretation and Analysis

The findings from baseline data helped researchers determine the students' current understanding, perspective, attitude and practice of giving feedback in the classrooms. Thus, based on the results of the baseline data, we accordingly devised intervention strategies of the mechanisms of providing constructive feedback to students.

6.4.1 Students' perception of the importance of feedback and feedback timing

The majority of the respondents felt the importance of feedback and feedback timing as reflected in Fig. 1. For instance, 94.1% of the respondents (81 students) felt that the feedback was important for their learning. Additionally, about 63.9% of the respondents (55 students) wanted feedback immediately after completing the learning task. These findings are consistent with the findings of Hattie and Timperly [2] who noted the significant impact of feedback on learning if students get feedback about a task and how to do it more effectively and are related to the learning goals [21,22].

6.4.2 Practice trends of the mode of feedback

Fig. 2 portrays the practice of mode of feedback by teachers and students. About 48.8% of the respondents (42 students) perceived that they received written feedback while 62.7% (54 students) felt that they received oral feedback. However, 18.7% of the respondents (16 students) and 10.5% (9 students) felt that they had not received written and oral feedback respectively.

6.4.3 The practice of frequency of feedback

Fig. 3 depicts the students' perception of the frequency of feedback received from teachers. While 34.9% of the respondents perceived that they received feedback once a week, only 5.8% received feedback twice a week.

Majority of the students received oral feedback more often than written feedback as reflected in the figure. For example, 29.1% of the students received written feedback only once a month. The analysis of responses to open-ended questions showed that the students received written feedback only at the end of assignment submission, project work, practical experiment, and notebooks which validates this finding.

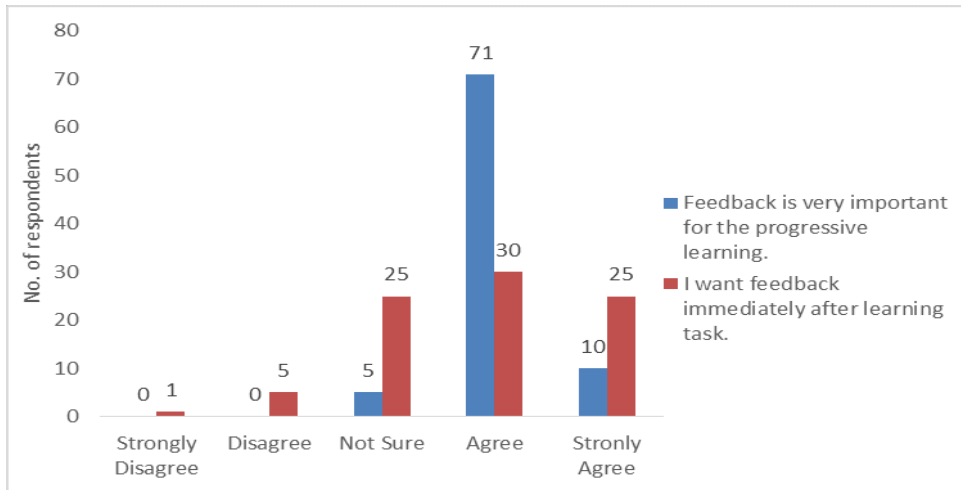


Fig. 1. Students' perception of the importance of feedback and feedback timing

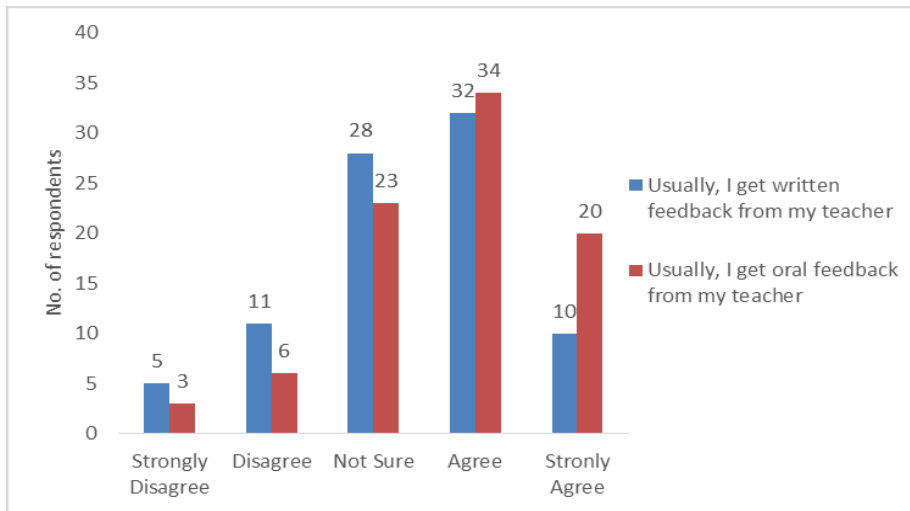


Fig. 2. Students' perception of the mode of feedback

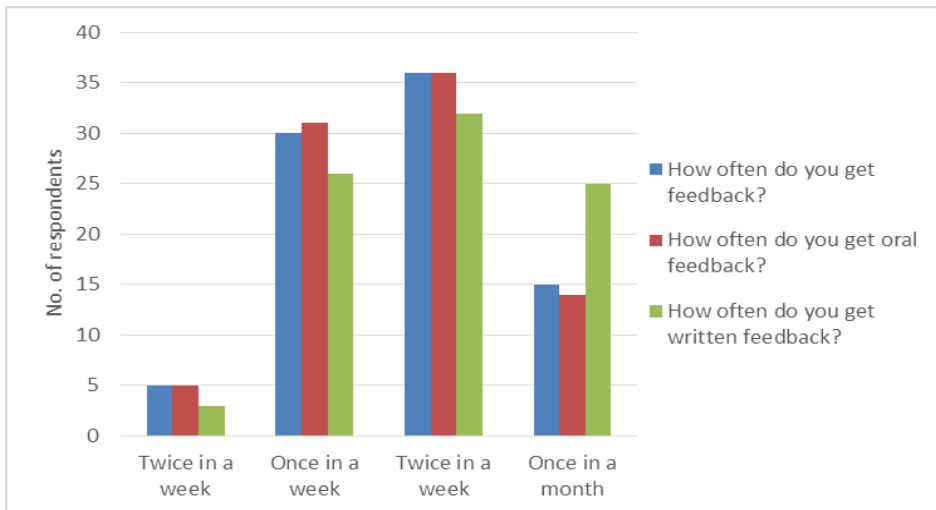


Fig. 3. Students' perception of the frequency of feedback from teachers

6.4.4 The reference of the mode of feedback

Fig. 4 displays the students' preference for a mode of feedback. Over 57% of the respondents (49 students) preferred written feedback from teachers, while 40.7% (35 students) preferred oral feedback. While most of the students perceived that they favoured written feedback over oral feedback, many were not sure of their preference for a mode of feedback. Moreover, in the open-ended question students stated that they preferred written feedback as they felt it was easy to refer to in the subsequent learning process. However, some students opined that they preferred both oral and written feedback based on the nature of the learning task.

There is a contrasting relationship between the students' preference of the feedback mode and their feedback from teachers. For instance, most students preferred written feedback to oral feedback but most of them received oral feedback from teachers.

6.4.5 Students' perception of the nature of feedback content

Fig. 5 represents the students' perception of the nature of feedback information. Over 68% of the respondents (59 students) perceived that they received general feedback information, while 50% (43 students) perceived that they received

specific feedback information related to learning activities. Furthermore, the figure below revealed that 46.5% of the respondents (40 students) felt that they received feedback information that is learning-outcome oriented.

6.4.6 Practice trends of peer assessment

Fig. 6 shows the culture of peer feedback among the students in the classroom. 52% of the respondents felt that they practice peer feedback in school. However, 27% of the respondents were not sure of practising peer feedback while 21 % of them did not practise any peer feedback in the classroom. Therefore, it revealed that students are practising peer assessment in providing or exchanging helpful information or comments among themselves.

6.4.7 Accessibility of teacher's feedback to students

Fig. 7 displays the student's habit of reading the teacher's feedback. While most respondents (69 students) stated that they read the teacher's feedback, few students said they did not read it. On asking if they understand the teacher's handwriting, seventy-two students stated they know it, while eight students stated they do not understand it. It could be possibly due to the reason stated by a few students that they do not understand the teacher's handwriting.

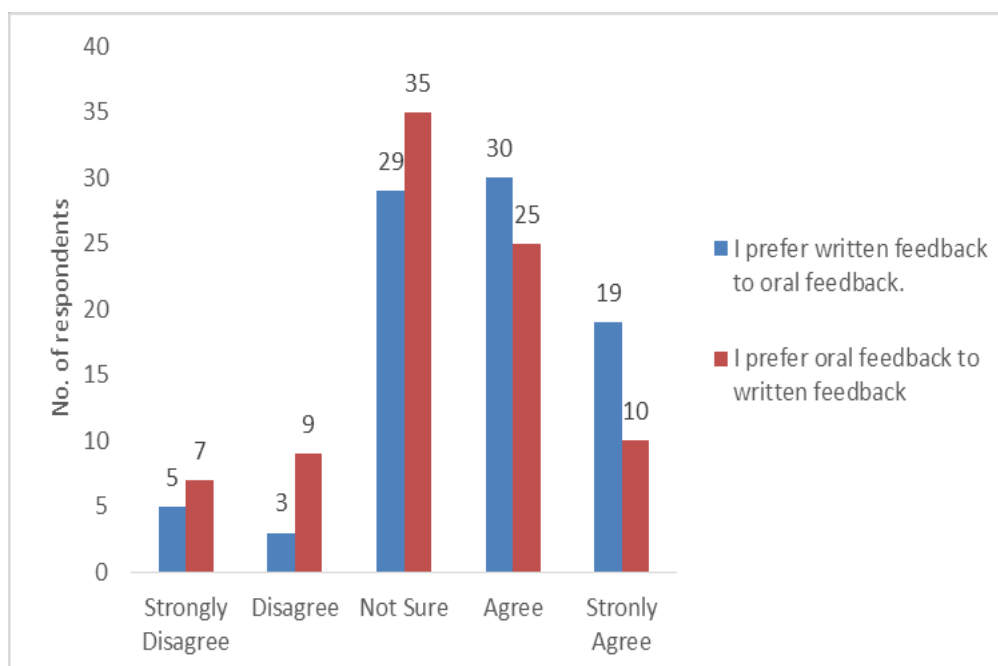


Fig. 4. Students' preference of a mode of feedback

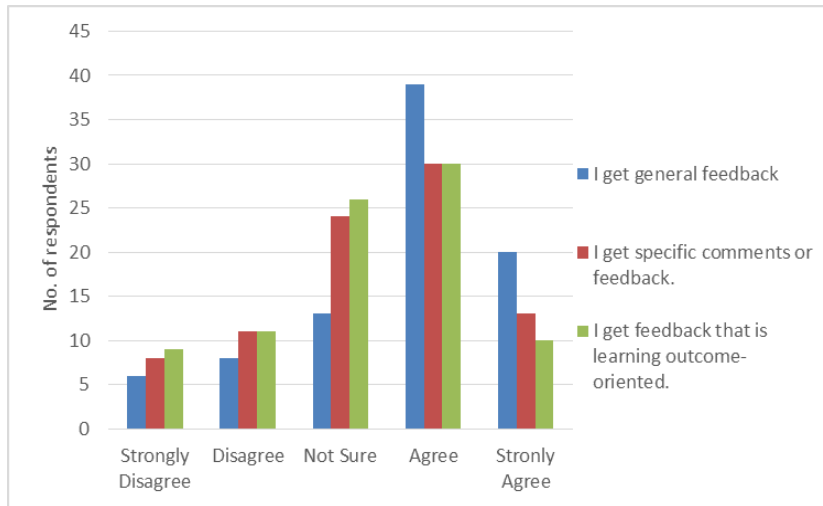


Fig. 5. Students' perception of the nature of feedback

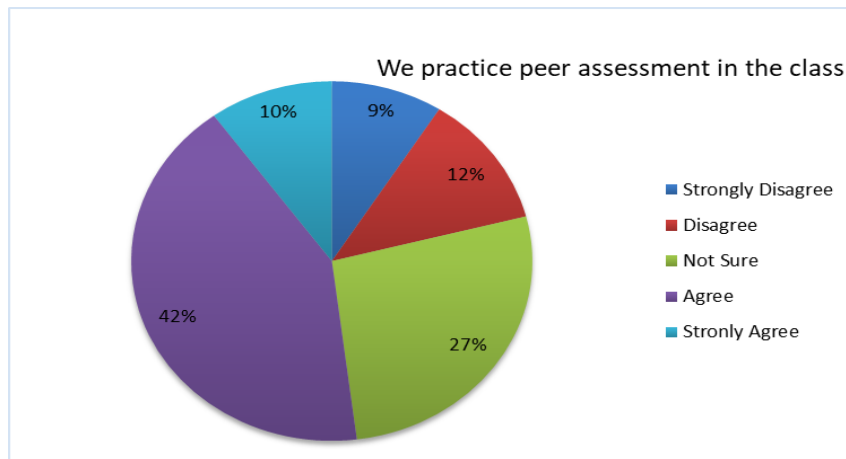


Fig. 6. Students' perception of the practice of peer assessment

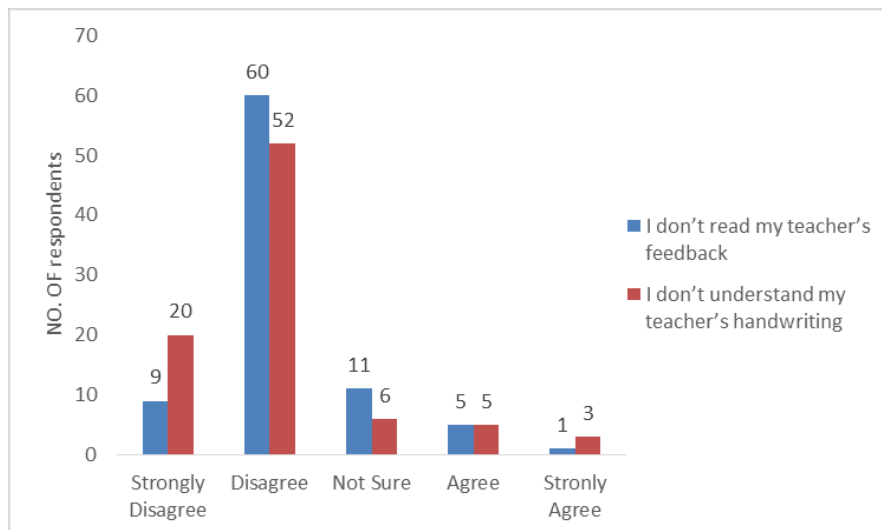


Fig. 7. Accessibility of Teacher's Feedback to Students

6.5 Intervention Strategies

We developed the intervention strategies based on the findings of baseline data and the literature review. We implemented the intervention strategies for two months and collected the post line data after the period of the intervention strategies. The feedback can be provided in two modes: oral and written. The nature of feedback information can be of two types: evaluative and descriptive.

Teachers provided tasks of learning (such as project work, practical work, assignments, homework, classwork, presentation, etc.) to the students. If the learning task was assessed by self and peer (as self-assessment and peer assessment), criteria for evaluating the task were designed by the teacher and the students together. The rubrics for any evaluation carried out by teachers were framed by teachers or used the ones prescribed by the curriculum.

6.7 Post-Line Data Interpretation and Analysis

6.7.1 Students' perception of the importance of peer feedback

Fig. 8 portrays the students' perception of the benefits of peer feedback. 91% of the respondents (78 students) believed that peer feedback has lots of benefits, while 6% of the

respondents (5 students) were not sure of the benefits of peer feedback. Moreover, in the open comments students opined that teachers should develop a strategy of peer feedback and allow them to practice peer assessment.

6.7.2 Student's perception of the impact of teacher's feedback

Fig. 9 displays the students' perception of motivation of teacher's feedback for their learning. The figure signified that 94.2% of the respondents (81 students) were motivated by the teacher's feedback while few were unsure. Additionally, students stated that feedback from teachers accelerates their learning. Moreover it informs them on how near he or she is to their learning goal. Some students also stated that feedback also helps develop learning strategy.

6.7.3 Students' preference of modes of feedback

Fig. 10 portrays the students' preference of modes of feedback. While 53.5% of respondents (46 students) preferred written feedback, 45.3% (39 students) chose oral feedback. It indicates that any feedback mode can deliver a good amount of information. The students in open comments stated that they prefer both modes of feedback; oral or written, depending upon the nature of the learning task.

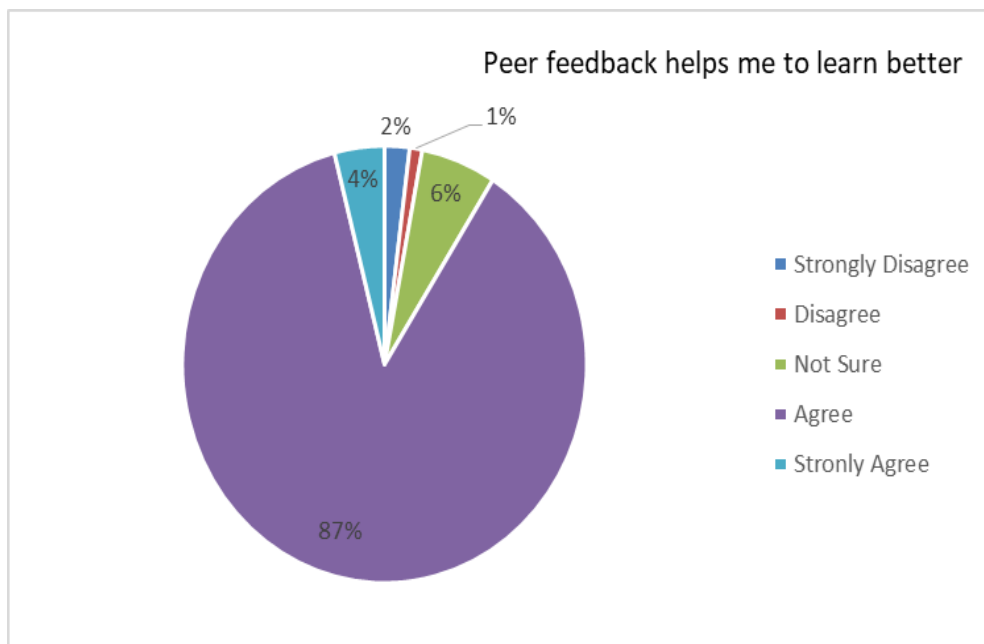


Fig. 8. Students' perception of benefits of peer feedback

Table 1. Formative feedback: Guidelines to enhance learning

Things to Do	Things to Avoid
Focus feedback on task	Do not give normative comparisons
Provide elaborated feedback	Be cautious about providing overall grades
Present elaborated feedback in manageable units	Do not present feedback that discourages learners or threatens self-esteem
Be specific and clear with feedback	Use praise sparingly
Keep feedback as simple as possible	Try to avoid delivering feedback orally
Reduce uncertainty between performance feedback and goals	Do not interrupt learner when the learner is actively engaged
Give unbiased objective feedback, either written on paper or typed on a computer	Avoid using progressive hints that culminate in the correct answer
Promote learning (rather than performance) goal orientation via the feedback	Do not limit the mode of feedback presentation to text, consider visual or acoustic options
Provide feedback after learners have attempted a solution	Avoid the use of extensive error analyses and diagnoses to give feedback for small tasks.

Table 2. Feedback strategies

Nature of Feedback Content	Ways	Features
Focus of Feedback	On the task itself	✓ Describe both qualities of performance of the task and the process and relationship.
	In the process of performing the task	✓ Clarify expectation.
	On student's self-regulation	✓ Comment on the student's self-regulation if the comment will foster self-efficacy.
Feedback Relationship	Measure	✓ Avoid personal comments (on students' characters).
		✓ Identify the type of errors while performing a task but avoid correcting all errors.
Feedback Information	Description	✓ Use criteria or rubrics to give information on the quality of the task.
	Evaluation	✓ Describe and share information.
Clarity of Feedback	Language	✓ Don't judge the student's task.
		✓ Use positive evaluative feedback sparingly.
		✓ Use positive comments to describe the quality of the task.
		✓ Accompany negative descriptions of the task with positive suggestions for improvement.
		✓ Write with clear handwriting.
Handwriting	✓ Use vocabulary and concepts that students will understand.	
	✓ Tailor the amount and content of feedback to the students to their developmental level.	

Nature of Feedback Content	Ways	Features
Tone of Feedback	Word choice	<ul style="list-style-type: none"> ✓ Use appropriate words that respect and communicate with the student. ✓ Choose words that make students ponder.
Timing of Feedback	When it is given Frequency	<ul style="list-style-type: none"> ✓ Provide immediate feedback after any learning task. ✓ Delay feedback slightly for more comprehensive reviews of students' processing and internalising between successive feedbacks. ✓ Never delay feedback beyond when it would make a difference to students.
Amount of Feedback	How many points made	<ul style="list-style-type: none"> ✓ Prioritise—pick the most critical points. ✓ Choose points that relate to significant learning goals. ✓ The amount of feedback can be varied to individuals depending upon the child's developmental level and their capacity to digest it.
Mode and forms of feedback	Oral Written Demonstration	<ul style="list-style-type: none"> ✓ Select the best mode for the message. Would a comment in passing the student's desk suffice? Is a conference needed? ✓ Interactive feedback (talking with the student) is best when possible. ✓ Give written feedback on written work. ✓ Tutors can use demonstration (model) and let students do it simultaneously.
Audience	Individual Group or class	<ul style="list-style-type: none"> ✓ Individual feedback says, "The teacher values my learning." ✓ Group/class feedback works if most of the class misses the same concept on an assignment, which presents an opportunity for revisiting the idea taught.

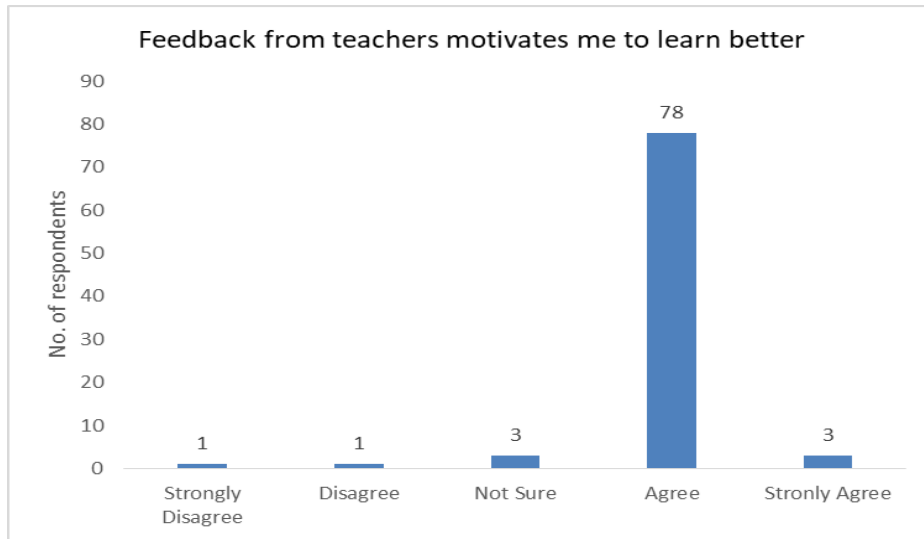


Fig. 9. Students' perception of the effect of the feedback on their learning

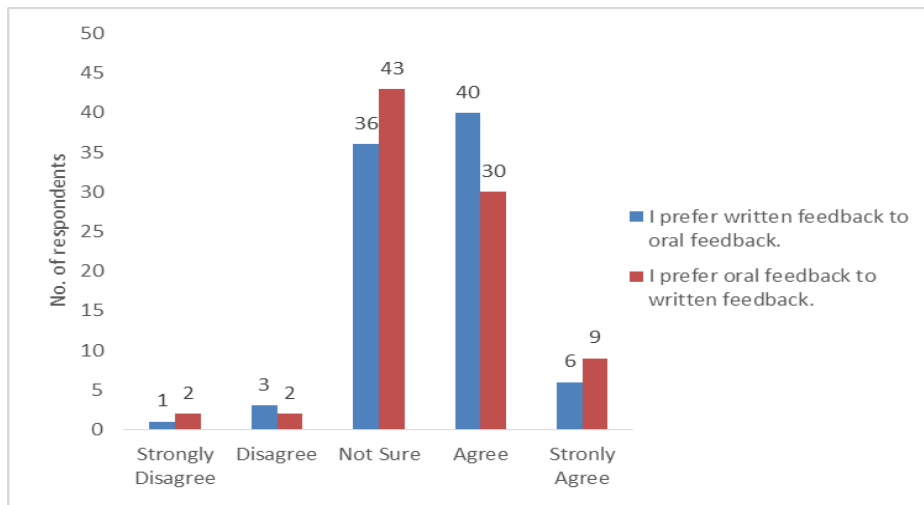


Fig. 10. Students preference over the mode of feedback

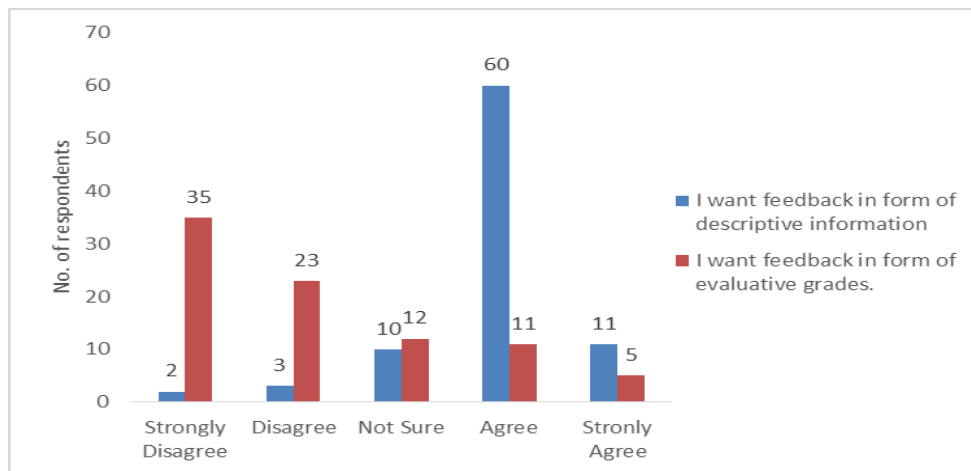


Fig. 11. Students' preference of the type of feedback information

6.7.4 Students' preference of nature of feedback content

Fig. 11 displays students' preference of the types of nature of feedback information. While 82.6% of the respondents (71 students) noted that they wanted feedback in descriptive information, only 18.6% of the respondents reported preferring feedback in evaluative grades. However, some students were not sure of it. Furthermore, in open comments, students said that they want detailed feedback information that gives clear guidance on how to improve learning.

7. DISCUSSION AND CONCLUSION

Feedback informs students about their current level of understanding, processes of learning tasks, quality of task performance and its relation to the learning goals [2]. The students in the open comments questions noted that feedback provides information that gives clear guidance on improving learning strategy and performing learning tasks. Furthermore, students stated that feedback helps in faster acquisition of skills and understanding of the concept taught, helps in improving thinking skills, builds confidence and courage regarding the recent performance, and informs them on how near they are to the learning goals. However, teachers should plan and follow the feedback strategies.

Feedback information can vary in the form of descriptive feedback and evaluative feedback. Most of the students prefer descriptive feedback as reasoned by the students that it provides specific learning information with more clarity than evaluative grades, which doesn't give any clue to improve learning. Some students opined that they want feedback on tasks rather than individual characters. Some pointed out that they want feedback in general and not specific to individual drawbacks because it hurts their emotions. This happens when feedback becomes too judgmental and gives negative reinforcements to students [2]. Therefore, this research suggests that teachers should avoid using negative comments or scarcely use them.

Any teacher can provide feedback to students in any mode depending upon the nature of the learning task. However, students demand teachers to provide feedback on processes of task performance and immediately after the completion of the learning task. As discussed earlier, feedback content should be related to how students can improve learning to achieve the

learning outcomes. This can be done by diagnosing a child's difficulty in learning, demonstrating the task and providing constructive feedback to improve the child's learning.

Peer assessment and self-assessment are also part of peer feedback and self-regulation. The students stated that they should be given time to practice peer assessment in the classroom so that they can exchange useful ideas and information among their peers. However, whenever the peer assessment is to be carried out, the teacher and the students should devise the framework of assessment of the task.

8. RECOMMENDATION

1. Teachers should encourage peer assessment among students and facilitate the development of the strategy for peer assessment.
2. Teachers should diagnose the child's difficulties and provide specific comments to improve them.
3. Teachers should provide descriptive feedback to students.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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APPENDIX A

Action Research Questionnaire

This questionnaire is to carry out the study on the practice of giving feedback to the students and its impact on the learning progress of the students of Lhuentse H.S.S.

Respondents' information will be maintained anonymous.

Therefore, all the respondents are requested to rate how you perceive feedback practice in the classroom and its impact on your learning progress of the study.

Please, tick the most appropriate level of your agreement to the corresponding statement.

Class:

Section:

Sex:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Feedback is very important for the progressive learning of the children.					
2. I want my teachers to give me feedback every time.					
3. I want my teachers to give me feedback immediately after learning task.					
4. I learn and understand more while receiving written feedback.					
5. I learn and understand more while receiving oral feedback.					
6. I prefer elaborative written feedback that is impactful in achieving learning goal.					
7. I learn more while my teacher shows practical examples through modeling.					

Statements	Always	Frequently	Occasionally	Seldom	Never
1. How often do you get feedback from your subject teacher?					
2. How often do you get oral feedback from your subject teacher?					
3. How often do you get written feedback from your subject teacher?					

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I get written feedback from my teacher.					
2. I get oral feedback from my teacher.					
3. I get general feedback from my teacher.					
4. I get specific comments or feedback from my teacher.					
5. I get feedback that is learning goal/outcome oriented.					
6. I get praise and reward language (good, excellent, etc) as feedback from my teacher.					
7. I don't understand my teacher's handwriting written on my notebook.					

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. I don't read my teacher's feedback written in notebook.					
9. Feedback receiving from my teachers doesn't make any sense to me.					
10. I am often intimidated by the feedback of my teacher.					
10. I prefer oral feedback to written feedback					
11. I prefer written feedback to oral feedback of my teacher.					
12. We practice giving peer feedback in the class.					

1. How is feedback helpful for your learning?
2. How do you want your teacher to give feedback on you?
3. How does feedback motivate you to learn?

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