Importance of Feedback in the Student Evaluation Process

Antonio Alciviade Molina-Moreira
Maestría en Educación Básica, Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, Ecuador
Corresponding author email: antonio.molina@pg.uleam.edu.ec

Octavio Jeremías Velásquez-Orellana
Maestría en Educación Básica, Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, Ecuador
Email: octavio.velasquez@pg.uleam.edu.ec

Diana Jacqueline Zambrano-Murillo
Maestría en Educación Básica, Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, Ecuador
Email: diana.zambrano@pg.uleam.edu.ec

María Eugenia Zambrano-Villamil
Maestría en Educación Básica, Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, Ecuador
Email: mariaeug.zambrano@educacion.gob.ec

Abstract---Many teachers do not consider feedback as part of the process, leaving it aside without giving due importance to it, as part of the student's training, which has generated some deficiencies on the part of teachers by facilitating knowledge to their students, In each of the topics explained in the classroom, this is where the need arises for the teacher to make the proper selection, classification and planning of the subject that has not been understood so that it can be fed back to cover said difficulties. The objective of the research is to show a brief analysis of the importance of feedback in the student evaluation process, especially with the acquisition of significant learning. The methodology applied in the investigation has been the bibliographic analysis, applying the collection of information from various reliable sources to structure a critical analysis through the application of the analytical method - synthetic of the subject and establish the conclusions. The results obtained have shown the role of feedback oriented to educational evaluation for the understanding, construction and application of the topics that are addressed with the students.
Keywords---evaluation, feedback, significant learning, student, teaching-learning.

Introduction

The feedback is linked to the teaching-learning process throughout its process, and its purpose is to provide timely information to the student about the quality of their performance so that the necessary corrections are made and their competence is improved, it is not directed only to correct the errors and omissions made by the student but also shows the successes (positive feedback), as a stimulus to improve their academic activities. It is a way to increase your intrinsic motivation, the same one that will allow you to learn and/or work more efficiently.

Feedback issues opinions or judgments that are based on the learning process, where the successes and errors of the students are shown. In pedagogical practice, interaction with students occurs through various activities that generate the development of their capacities, explore, and generate knowledge, which allows the training of competent people (Uttl et al., 2017; Ozkan & Koseler, 2009).

In Latin America, countries like Chile and Argentina value educational feedback, within the current educational system, since they consider it vitally important for the acquisition of knowledge and an excellent tool for the teacher.

In all plans, this element has become an essential aspect to achieving the objectives of the class and topics to be discussed in the classroom and therefore to obtain a better evaluation of learning (Van, 2016).

In Ecuador, in the period between 2007 and 2012, the National System of Evaluation and Social Accountability and the SER ECUADOR tests were implemented within the framework of policy No. 6 of the Ten-Year Education Plan, which stipulated: "Improve the quality and equity in education and implement a national system of evaluation and accountability" (Decenal, 2016).

Within the review of the literature, the complication can be verified when making innovations in the knowledge test, even more so when it is desired to implement new formative evaluation alternatives that refer to learning, according to García-Jiménez (2015), these are characterized by: encouraging the active participation of the student in the learning process, activating feedback, taking into account the results to improve teaching later, motivating self-evaluation and improving the student's self-esteem.

The evaluation must become an important issue in both the educational and organizational fields. The new methodologies have defined evaluation as a significant relevance in this field, making it transcend the social field. Especially, the close relationship between teaching, learning and evaluation is striking, which has been seen from various perspectives, to seek paradigm shifts within teaching practice (Mendoza-Saltos & Castillo-Bravo, 2022).

Assuming a constructivist vision, evaluation should form an inherent part of the teaching-learning process, serving as support and directly influencing decision-making, seeking constant improvement. In the same way, feedback must be considered a fundamental part of the same process and must become an essential tool to achieve the objectives (Dziuban & Moskal, 2011).

It can then be stated that evaluation as part of the process generates information, which implies analyzing what is done with it or how it is used or processed in the educational field, and establishing how it is interpreted and communicated to give it a practical utility that benefits students and teachers. It can also be affirmed that the information obtained through the application of this instrument generates significant knowledge for feedback (Gilboy et al., 2015; Shahiri & Husain, 2015).

However, a series of questions arise when addressing the issue of feedback, such as knowing what it is exactly, if it is known or understood how it works, the objective it pursues, and how to apply it in teaching practice. This generates many doubts about its application, so it is necessary to know how much is known about the subject, its implementation and its application in the classroom (Lund et al., 2010).

The research described in this article focused on the analysis of feedback within the scope of learning assessment developed within the framework of teaching practice and the importance of this tool as part of the learning process to improve assessment practice, so special to know the points necessary for the feedback to become a learning-oriented training activity.

Materials and Methods

For the present article, exploratory research was used, the same one that allowed to survey the characteristics of the problem, with the respective technique to be used, such as the bibliographic review and; the descriptive one, which allowed to know the level of depth that the feedback has regarding the student evaluation process that is the object of study, in such a way that relevant data was obtained that helped a more reliable analysis of the information.

The inductive method was applied since it allowed us to determine the causes that generate the problems, analyze them and raise the appropriate conclusions. In addition, it also allowed us to know the real situation to determine the problem. The applied research modality was bibliographic because various theories registered in books, texts, magazines and other sources were used, which provided the necessary information to develop this article.

Analysis and Discussion of Results

Some research deals with the evaluation of learning from the perspective of formative evaluation, although according to Van (2016), it has not been carried out, much less has been deepened in this subject with the combination of evaluations by competencies.

It is an obligatory reference because they set the standard for analyzing the evolution of studies in this field and being able to verify their development of the conception of formative evaluation (Cambridge, 2019). Studies that are related to the functions and types of feedback applied and also some limitations of their results are also considered in these reviews. In the same way, Galarza (2021), adds an exhaustive review of the works carried out on the same subject and explains the need to restructure the concept based on the contributions of the "theory of action" model to achieve an improvement in the learning of the students.

The feedback must be linked to the teaching-learning process throughout its development, to give timely and immediate information to the student about the quality of their performance so that they execute the necessary corrective measures to improve their competence. This is not limited only to correcting the mistakes made by the student so that they become more competent (negative), but also to strengthening the successes (positive), as a stimulation mechanism that leads them to do things better and better. It is a way to increase intrinsic motivation in such a way that you learn and/or work more efficiently.

On the other hand, Chaviano et al. (2016), in his research "learning-oriented evaluation", based on reflection on the practical implications that it has from its conceptual framework. In this sense, feedback has the explicit function of support and support for learning, not only from the "feedback" perspective but also from the "feedforward" perspective, it is not limited to the review, detection and correction of errors or the signalling of errors successes, but also seeks to guide, stimulate, and support the student in their subsequent learning.

Feedback has a great influence on learning, despite the few works developed on its impact, which is why it explains the types of feedback and the conditions in which it should be applied, for which it identifies four types: the one focused on the task, the same one that provides information on achievements, errors, successes, etc.; the one focused on the task process, which refers to information on the degree of comprehension, applied strategies, cognitive processes (Timperly, 2020); the one focused on self-regulation, which provides information that allows the development of autonomy, self-directed learning and self-control; and the person-centred one, which values personal development, commitment and effort within the learning process, as shown in Figure 1.
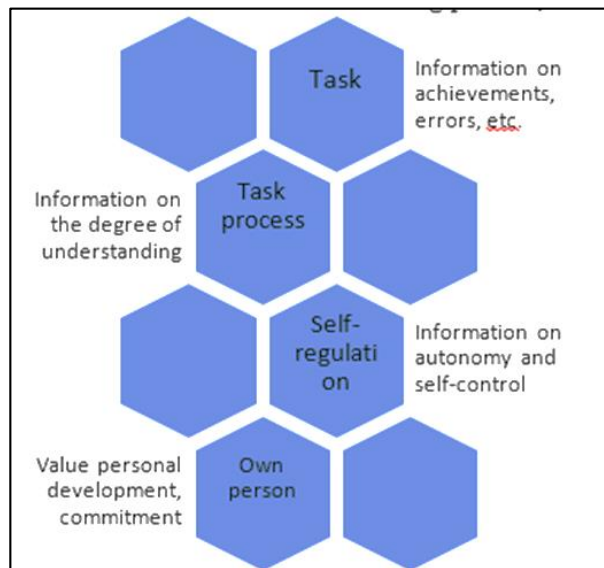

Figure 1. Types of feedback
Source: (Timperly, 2020)

The purpose of feedback is to become a training resource and for this, the quality of the interactions between the teacher and the student must be considered, for which the transmission of information and how the students receive it is very important (Clavijo, 2021). It can be inferred that feedback is a process that provides information about people's competencies, about what they know, do and how they act. This allows describing the feeling, thinking and acting of the human being in their environment and therefore allows knowing their performance and how to improve it in the future.

In summary, feedback is a description of perceptions, facts and feelings, it is a way of being co-responsible and helping, it is a natural process that manifests itself in different environments of people's lives, it is concrete and specific, it is a process of permanent dialogue aimed at behaviors that can be modified, is timely, consistent and acts as a facilitator for personal growth (Rao et al., 2011; Guasch et al., 2010).

The elements that intervene in feedback, among which the author highlights: conduct, which refers to the actions of people who are part of the observation and analysis; the observation, which must be carried out by the person who executes it and must include the timely recording of information and data that is used as evidence; and, the evaluation, which is in charge of evaluating the observed behaviors, within it, the objectives of the same must be shared, communicated and remembered (Contreras, 2018).

The existence of various types of feedback that can be raised as part of its process, gives rise to various models, however, Wilson (2020), proposes the feedback pyramid, this model it is established: the formal and the informal, those that differ in the way in which it is delivered, this can be given verbally, non-verbally, written and acted; the same ones that have as a source of information the different people involved in the process.

The fundamental element is the objective of the feedback, from which two models can be distinguished: the first offers a constructivist aspect, and is aimed at taking advantage of strategy and opportunity areas that seek to improve behavior; and the second of an appreciative type, the same one that highlights the positive of the behavior, to recognize and motivate it, causing it to go in two ways: 1) for those who provide it, where learning seeks to acquire communication skills with a sense of utility, subtlety, care and clarity with what you want to express; and, 2) for those who receive it, where the reinforcement of a reflective and open attitude is sought that allows significant changes in various areas (Márquez, 2012).

Research has shown that one of the least used tools in the educational evaluation process is feedback. This finding is understandable if one takes into account the number of topics compared to the little time available to apply and evaluate them. Added to this is the fact that most of the time work is done to comply with what is stipulated in the planning, covering all the issues raised, leaving aside excellent opportunities that allow consolidating, accentuating, or deepening the relevant elements that would help the learning process of the students (Rao et al., 2012).

Learning is a reflective process that starts from the commitment generated with the evaluation, which includes the methods to provide feedback on how the person is performing and also how they could perform better. At the educational level, feedback refers to the delivery of information to the student about their performance to improve it. It is very useful for those involved in the teaching-learning process because they allow to know during the process, the achievements achieved against the objectives set. Feedback allows the student to correct and refine their activities during the learning process (Amirhosseini & Hosseini, 2018).

This feedback process is a fundamental part of the teacher-student relationship, and for this, an environment that facilitates communication between them is required. According to research, teachers who regularly apply feedback, consciously, where have identified that, in most cases, students take it in a good way and appreciate the action, requesting its continuous application.

Feedback is understood as all the information that the teacher provides to their students about their performance and whose purpose is to achieve a goal and therefore improve learning. For this, it is necessary to answer questions such as: Where do you want to go? Where are we now? and how can you get there?

Conclusions

A brief analysis is carried out on the importance of feedback in the student evaluation process, especially with the acquisition of significant learning, where it was obtained that to achieve effective action, several conditions must be met within the feedback process, such as: Sufficient and well-detailed subject matter, which is useful, which implies speed in its delivery, which focuses on learning leaving aside the qualification, which is linked to the evaluation criteria and the task, keeping in mind that it must be received and listened to by students, to ensure that students can improve their learning and performance once feedback is received. Feedback seeks to improve student learning, but it must be applied on time and with due process, immediately with the results obtained from an evaluation, so that the gaps produced in certain topics can be filled, and the objective is achieved.

References

Amirhosseini, B., & Hosseini, S. H. (2018). Scheduling charging of hybrid-electric vehicles according to supply and demand based on particle swarm optimization, imperialist competitive and teaching-learning algorithms. *Sustainable cities and society*, *43*, 339-349. https://doi.org/10.1016/j.scs.2018.09.002

Assessment, C. (2019). Assessment for learning. *Available on line at: http://ati. pearson. com/downloads/chapters/7% 20Strats*, *20*.

Cambridge. A. (2019) Assessment for Learning.https://www.cambridgeinternational.org/Images/579619-assessment-for-learning-spanish-.pdf

Chaviano Herrera, O., Baldomir Mesa, T., Coca Meneses, O., & Gutiérrez Maydata, A. (2016). La evaluación del aprendizaje: nuevas tendencias y retos para el profesor. *Edumecentro*, *8*(4), 191-205.

Clavijo, G. (2021). The simple implementation of student-centered teaching models and strategies cannot be considered as the only guarantee of educational quality.

Contreras, G. (2018). Peer Feedback in University Teaching.

Dziuban, C., & Moskal, P. (2011). A course is a course is a course: Factor invariance in student evaluation of online, blended and face-to-face learning environments. *The Internet and Higher Education*, *14*(4), 236-241. https://doi.org/10.1016/j.iheduc.2011.05.003

Galarza, F.M. (2021). Formative evaluation. A systematic review: concepts, self-regulation and online education. Digital Publisher. Vol 6 (S-1) https://doi.org/10.33386/593dp.2021.5-1.681

García-Jiménez, E. (2015). Assessment of learning: From feedback to self-regulation. The role of technologies. *Electronic Journal of Educational Research, Assessment & Evaluation*, *21*(2).

Gilboy, M. B., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing student engagement using the flipped classroom. *Journal of nutrition education and behavior*, *47*(1), 109-114. https://doi.org/10.1016/j.jneb.2014.08.008

Guasch, T., Alvarez, I., & Espasa, A. (2010). University teacher competencies in a virtual teaching/learning environment: Analysis of a teacher training experience. *Teaching and Teacher Education*, *26*(2), 199-206. https://doi.org/10.1016/j.tate.2009.02.018

Lund, H. G., Reider, B. D., Whiting, A. B., & Prichard, J. R. (2010). Sleep patterns and predictors of disturbed sleep in a large population of college students. *Journal of adolescent health*, *46*(2), 124-132. https://doi.org/10.1016/j.jadohealth.2009.06.016

Marquez, G., Isalgue, E., Suarez, A., Gonzalez, J., & Perez, O. (2012). Educational communication in the learning evaluation process. *Scientific Information Magazine, 73*(1).

Mendoza-Saltos, C. L., & Castillo-Bravo, E. F. (2022). School desertion in the learning of upper basic and high school students. *International Journal of Social Sciences*, *5*(3), 153-159. https://doi.org/10.21744/ijss.v5n3.1915

Ozkan, S., & Koseler, R. (2009). Multi-dimensional students' evaluation of e-learning systems in the higher education context: An empirical investigation. *Computers & Education*, *53*(4), 1285-1296. https://doi.org/10.1016/j.compedu.2009.06.011

Rao, R. V., Savsani, V. J., & Vakharia, D. P. (2011). Teaching–learning-based optimization: a novel method for constrained mechanical design optimization problems. *Computer-aided design*, *43*(3), 303-315. https://doi.org/10.1016/j.cad.2010.12.015

Rao, R. V., Savsani, V. J., & Vakharia, D. P. (2012). Teaching–learning-based optimization: an optimization method for continuous non-linear large scale problems. *Information sciences*, *183*(1), 1-15. https://doi.org/10.1016/j.ins.2011.08.006

Shahiri, A. M., & Husain, W. (2015). A review on predicting student's performance using data mining techniques. *Procedia Computer Science*, *72*, 414-422. https://doi.org/10.1016/j.procs.2015.12.157

Timperley, C. (2020). Constellations of indigeneity: The power of definition. *Contemporary Political Theory*, *19*, 38-60.

Uttl, B., White, C. A., & Gonzalez, D. W. (2017). Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related. *Studies in Educational Evaluation*, *54*, 22-42. https://doi.org/10.1016/j.stueduc.2016.08.007

Van, C. (2016). Teacher training and school: possible articulations. *Science and Society, 41*(1), 29-43.

Wilson, D. (2020). Feedback through the Pyramid and the Feedback Ladder. Miami: Seminar: Closing the gap