

# *3-2: Student Progress And Testing Feedback*

# *Feedback*

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- Instructors continually give feedback to their students
- May be based on informal or formal evaluations

# *Informal Evaluations*

- Occurs daily through the interaction between instructors and students
- Provides immediate feedback to the student
- Helps enforce learning as it occurs
- Takes the form of coaching and counseling
- Provides the students
  - An accurate idea of their progress
  - What is expected by the instructor

# *Formal Evaluations*

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- The result of the evaluation and testing process
- Instructors discuss the test results with the students privately
- Sometimes an entire class or group of participants may be given test feedback

# *Positive Feedback*

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- Stresses the strengths of a student's attempt at completing an activity or performance evaluation

# *Positive Feedback*

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- Results in student behavior changes
  - Becoming or remaining motivated
  - Changing or correcting inappropriate behavior
  - Acquiring new beliefs, values, or attitudes
  - Improving skills and knowledge
  - Increasing self-confidence, awareness, and esteem
  - Feeling accepted into the organization and profession

# *Elements of Positive Feedback*

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- Prompt and timely
- Encouraging
- Specific
  - Focused on one skill or behavior
  - What is correct or incorrect
  - How it can be corrected
  - Clear and easily understood
  - Objective and focused on the action
  - Relevant to the action, behavior, or knowledge

# *Negative Feedback*

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- Feedback could have a negative result when not provided correctly
- Critical of the student and not focused on correcting the skill or behavior
- One-sided with instructors providing the criticism and solution



# *Feedback Applications*

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- Formal evaluations that are based on tests give instructors the opportunity to use errors for reinforcing
- Two approaches
  - Counsel individually
  - Review with the entire class

# *Progress Questioning*

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- Take a wrong answer, but tactfully to steer the student or group to the right conclusion
- Take a wrong answer, but ask why the answer is wrong or where it fits in the lesson

# *Progress Questioning*

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- Discussion may actually cover more material
  - Students truly learned the material
  - Students can apply appropriately in other situations
  - Allows students to build their knowledge from what they discover and then associate it with the class material and skills