3-2: Student Progress And Testing Feedback

Feedback

- 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

- The result of the evaluation and testing process

- Instructors discuss the test results with the students privately

- Sometimes an entire class may be given test feedback

  - Occurs when the performance involves teams or groups

Positive Feedback

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

Positive Feedback

- 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

- **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

Negative Feedback

- Feedback could have a negative result when not provided correctly

- Critical of the student and not focused on correcting the skill or behavior

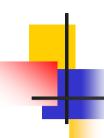- One-sided with instructors providing the criticism and solution

Feedback Applications

- Formal evaluations that are based on tests give instructors the opportunity to use errors for reinforcing

- Two approaches
  - Counsel individually with students to discuss the test
  - Review incorrect answers with the entire class

Progress Questioning

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

Progress Questioning

- 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