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Instructional System Provided Feedback

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Abstract

The use of feedback to inform learners of their state and progress in learning is an essential condition of learning. With feedback, learners can restructure their knowledge, correct what they do wrong, and further support their metacognitive processes. First, the authors address the definition, different types of feedback in learning situations to include both system-assigned versus learner-controlled feedback, and timing of feedback. Subsequently, representation of feedback, feedback provided by technology-based system, and dynamic testing are discussed. Finally, the authors describe a current implementation of an instructional system that provides formative assessment feedback.

Author Keywords: Attributional feedback; Cognitive load theory; Computer-based instruction; Delayed feedback; Dynamic testing; Elaboration feedback; Formative assessment; Immediate feedback; Learner control; Motivational feedback; Performance feedback; Strategy feedback; Visual feedback

Article Outline

- Definition and Feedback Type and Timing
- Representation of Feedback
- Feedback Provided by Technology-Based System
- Effects of Feedback in Dynamic Testing
- Future Trends: The Formative Assessment Challenge

Acknowledgements

Further Reading

References

Vitae

Cross References

Assessing Group Work

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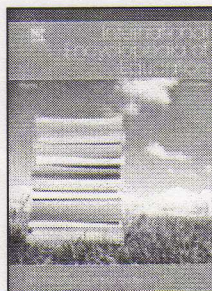
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