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CONSTRUCTIVE FEEDBACK FOR AN EFFECTIVE COMMUNICATIVE CLASS

ABSTRACT

A number of researchers have looked into the learning gadgets used in the techniques of peer feedback. These studies looked at how students give and receive peer feedback on their academic writing. However, direct (quasi-) empirical research on the willingness of students to give or receive constructive feedback is lacking. The study has two focal aspirations. The first objective is to investigate the readiness of students to give feedback to their colleagues. In addition, this study examines the inclination of students to receive feedback from their colleagues. The purpose of this study is to underscore the need for constructive feedback amongst students in an effective communicative class. The analysis contextualises constructive feedback; investigates the willingness of students to give/receive constructive feedback. This study states that students at Istanbul Aydin University think highly of peer feedback. They consider the incentives of the product feedback process useful in academia and education. The discussion and interrogation on constructive feedback (among peers) for an effective communicative class suggest that students' inclination to give and receive feedback (constructive) will increase the validity of such feedback and facilitate learning and performance in education in the context of Istanbul Aydin University.

Keywords: Constructive feedback, effective classroom, feedback, peer feedback.

1. INTRODUCTION

Feedback is unstructured post-response information that helps students in recognizing learning objectives in a specific learning situation. (Narciss, 2008). It is a process that includes conveying information followed by opinions to such communication. This fundamental component is useful in optimising student-learning experiences in any learning environment improves reliance, perception, resilience and eagerness for academic work and provides a variety of information. The resultant effect is that students are able to make informed decisions and serves as the foundation for improved academic achievements.

Feedback, an indispensable and significant component in learning, empowers the learners' comprehension, proficiency and academic performance. Feedback is a prominent constituent for evaluation (Van den Berg I., W. Admiraal, and A. Pilot, 2006). It aids in improving the learners' understanding, assisting them with accomplishing their educational objectives (Schartel, 2012; Thomas & Arnold, 2011). The power of feedback as a tool, according to researchers, is that it enhances educational objectives (Hattie and Timperley, 2007). Several studies indicate that peer feedback can be related to a "higher level of learners' independence (Miao, Y., Badger, R., and Zhen, Y, 2006), therefore "feedback can lead to learners who are docile and reliant" (Lee, 2010). That is why learners occasionally interrogate their academic prowess and their peers' expertise in a particular subject. They use these reactions from themselves and their peers to assess their learning outcomes (Van Gennip, Segers, Tillema, in press, Cheng & Warren, 1997).

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Regardless of knowing that feedback is fundamental to improving learning aptitude, there is a research gap on the willingness of students to give or receive constructive feedback. This research attempts to fill the gap on the readiness of learners to provide or get productive feedback.

Several studies have interrogated the learning devices involved in the peer feedback method. These studies have examined students' providing and receiving peer feedback on academic writing. On the other hand, a parallel investigation on the willingness of students to give or receive constructive feedback is lacking. This research is mainly based on two focal objectives. The first one is to investigate the readiness of students to give feedback to their peers. In addition, this study examines the inclination of students to receive feedback from their peers.

Thus, the purpose of feedback is to regulate students to achieve educational goals by self-regulating their learning (Narciss & Huth, 2004). Feedback is a paramount element of instruction (Gagné, 1965). Constructive feedback plays a pivotal function in the classroom (Sang, Sandhya, Trudian, David & Samantha, 2011). Whether formal and informal, e.g. encouraging words during a class or a display of competence or successful demonstration of knowledge; Feedback enables students to understand their performance and offers ways to adapt and improve their endeavours.

Feedback can be grouped into two—positive (constructive feedback) and negative. Constructive/positive feedback gives information to learners by describing their performance in the “observed situation” (Alves de Lima, 2008). Constructive feedback emphasises the efficiencies of the learner and points out areas for improvement. Feedback is constructive if it is delivered on time and in a tactful style (Nicol & McFarlane-Dick, 2006; Sargent et al., 2007).

The results of giving and receiving feedback are that abilities enable to improve drastically with training because constructive feedback eases the learner's educational development. Negative feedback can push down and debilitate the student (Alves de Lima, 2008). It should be avoided for educational purposes because they do not have positive learning outcomes either. Providing and receiving peer feedback is instrumental, however, because it motivates learners to examine “task-specific processes and criteria actively”. Flower, L., Hayes, L., Carey, K., Schriver, and Stratman.J. (1986) explain that when students provide feedback, they identify three methods:

1. Problem detection: they detect that there is a difficulty with a specific aspect of teaching or learning or retention.
2. Problem diagnosis: They identify the particular problem and this is the first step in problem-solving.
3. They provide avenues to express concern, discuss the concern and revise actions

Peer feedback enables students to use problem detection, participate in problem diagnosis, and consider solutions and provide an assessment (Huisman, 2018), thus, learners impart peer feedback and earn experience in problem detection. They become conscious of their difficulties in learning and bring to light several “reassessment methods” (Patchan and Schunn; 2015).

2. METHODOLOGY

Thirty students completed a multidimensional 14-item feedback perception survey on students' willingness to give or receive feedback (Appendix A). The documentation was gathered through a web-platform feedback channel. The survey is divided into three parts. We used (Appendix A) to measure feedback willingness in terms of Sometimes, Always, Rarely, Never, Not Sure. Appendix B and C measure feedback type and anonymity using terms as Positive, Negative, Constructive, Anonymous and Non-anonymous. The survey was available for a week, and graduate students in Istanbul Aydin University attended the Web-platform survey on the willingness to give or receive constructive feedback from their peers.

3. RESULTS

Using the percentage and frequencies of the Likert scale (rarely, always, and sometimes), the students indicated the willingness to exchange feedback from their peers. The survey measured students' attitudes toward the provision and reception of peer feedback, as well as their desire to adapt based on peer feedback. The result showed that students are confident in the quality of feedback (constructive feedback) they receive or provide to their peers. The findings also accentuated that learner value peer feedback abilities as an essential learning outcome.

The values determined in the survey indicated that the willingness of peers to give or receive feedback and a belief in such feedback. These figures are highly correlated with those marked in previous research, showing that peer assessment could be used as a logical evaluation technique. This result also showed the types of peer feedbacks obtained from learners and the corresponding performance on learning. We categorised peer feedbacks into three types: positive, negative, and constructive. Students asserted that positive and constructive feedback enhances learning.

4. CONCLUSION and DISCUSSION

The study investigated students' willingness to give and receive feedback from their peers. Results showed that students were interested in providing and receiving feedback because they believed it led to academic improvements and enhanced learning. The survey also explored the frequency of students giving or receiving feedback, how sufficient students adjudged peer feedback to be and learners' willingness to get better. Thus, peer feedback as an educational tool is profitable to learning.

5. CONSTRAINTS and FURTHER RESEARCH

The outcome of this study corroborates previous research that students' perception of peer feedback enhances learning satisfaction and outcomes. However, this study is limited in several areas. The participants were generally graduate students of Istanbul Aydin University; therefore, the findings of this investigation could be useful only to the populace characterised. Future Potential research projects should include other universities and variables. However, the findings of this study show that learners have a willingness to provide or receive constructive feedback from their peers.

FIGURES AND TABLES

Question 1: Do you receive feedback from your peers?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	3	10.0	10.0	10.0
Always	7	23.3	23.3	33.3
Sometimes	20	66.7	66.7	100.0
Total	30	100.0	100.0	

Question 2: Do you give feedback to your peers?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	3	10.0	10.0	10.0
Always	8	26.7	26.7	36.7
Sometimes	19	63.3	63.3	100.0
Total	30	100.0	100.0	

Question 3: Do you believe the feedback from your peers?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	6	20.0	20.0	20.0
Always	8	26.7	26.7	46.7
Sometimes	16	53.3	53.3	100.0
Total	30	100.0	100.0	

Question 4: Do you take your peers' feedback seriously?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	5	16.7	16.7	16.7
Always	13	43.3	43.3	60.0
Sometimes	12	40.0	40.0	100.0
Total	30	100.0	100.0	

Question 5: Does peer feedback make a difference on subsequent learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	2	6.7	6.7	6.7
Always	9	30.0	30.0	36.7
Sometimes	19	63.3	63.3	100.0
Total	30	100.0	100.0	

Question 6: Does peer feedback enhance learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	3	10.0	10.0	10.0
Always	10	33.3	33.3	43.3
Sometimes	17	56.7	56.7	100.0
Total	30	100.0	100.0	

Question 7: Should students give feedbacks to their peers?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not sure	1	3.3	3.3	3.3
Rarely	4	13.3	13.3	16.7
Always	16	53.3	53.3	70.0
Sometimes	9	30.0	30.0	100.0
Total	30	100.0	100.0	

Question 8: Do you want feedback from your peers?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	2	6.7	6.7	6.7
Always	13	43.3	43.3	50.0
Sometimes	15	50.0	50.0	100.0
Total	30	100.0	100.0	

Question 9: Do you want to give feedback to your peers?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not sure	1	3.3	3.3	3.3
Rarely	4	13.3	13.3	16.7
Always	10	33.3	33.3	50.0
Sometimes	15	50.0	50.0	100.0
Total	30	100.0	100.0	

Question 10: Students can give constructive peer feedback.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not sure	1	3.3	3.3	3.3
Rarely	5	16.7	16.7	20.0
Always	5	16.7	16.7	36.7
Sometimes	19	63.3	63.3	100.0
Total	30	100.0	100.0	

Question 11: Students can receive constructive peer feedback.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	4	13.3	13.3	13.3
Always	14	46.7	46.7	60.0
Sometimes	12	40.0	40.0	100.0
Total	30	100.0	100.0	

The Pearson product-moment correlation coefficient was used to study the link between the type of feedback received and feedback is given out. There was a perfect, positive correlation between the two variables, $r = 1.0$, $n = 30$, $p < .001$, with a high number of positive feedbacks, received associated with the high number of positive feedback given.

Correlations

		What type of feedback have you received?	What type of feedback have you given?
What type of feedback have you received?	Pearson Correlation	1	1.000**
	Sig. (2-tailed)		.000
	N	30	30
What type of feedback have you given?	Pearson Correlation	1.000**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Descriptive statistics i.e. frequency and percentage values are used to analyse this section.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Non-anonymous Peer Feedback	16	53.3	53.3	53.3
Anonymous Peer Feedback	14	46.7	46.7	100.0
Total	30	100.0	100.0	

APPENDIX A

No.	Question	Total Responses	Sometimes 5	Always 4	Rarely 3	Never 2	Not sure 1
1	Do you receive feedback from your peers?	30	20	7	3	0	0
2	Do you give feedback to your peers?	30	19	8	3	0	0
3	Do you believe the feedback from your peers?	30	16	8	6	0	0
4	Do you take your peers' feedback seriously?	30	12	13	5	0	0
5	Does peer feedback make a difference on subsequent learning?	30	19	9	2	0	0
6	Does peer feedback enhance learning?	30	17	10	3	0	0
7	Should students give feedbacks to their peers?	30	9	16	4	0	1
8	Do you want feedback from your peers?	30	15	13	2	0	0
9	Do you want to give feedback to your peers?	30	15	10	4	0	1
10	Students can give constructive peer feedback.	30	19	6	4	0	1
11	Students can receive constructive peer feedback.	30	12	14	4	0	0

APPENDIX B

No.	Questions	Total Responses	Positive	Negative	Constructive
1	What type of feedback have you received?	30	17	0	13
2	What type of feedback have you given?	30	17	0	13

APPENDIX C

No	Questions	Total Responses	Anonymous Peer Feedback	Non-anonymous Peer Feedback
1	Which do you prefer?	30	14	16

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