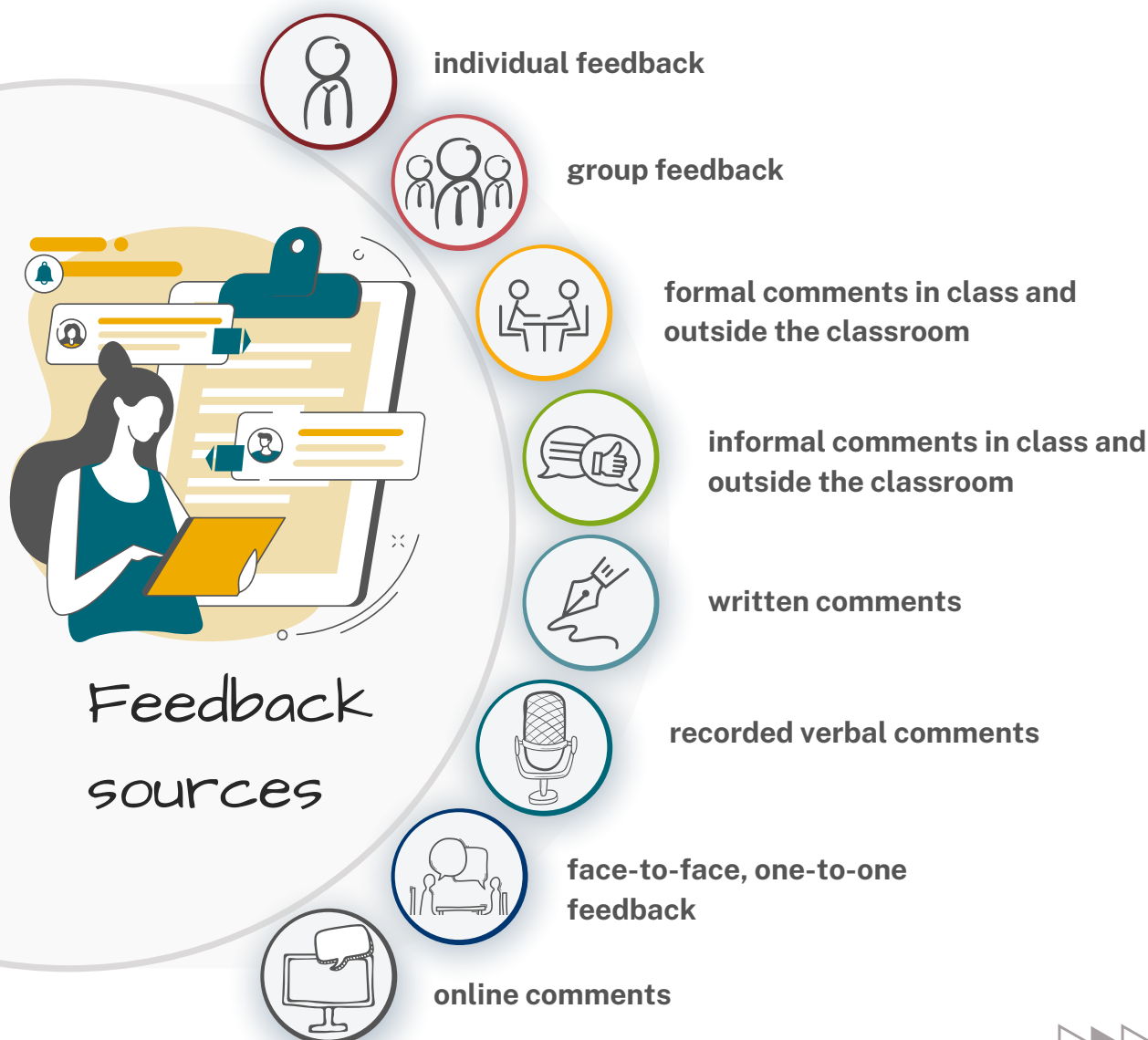# Feedback as a Process

feedback

...a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.

Henderson et al., 2019, p. 1402

Recent thinking and research into feedback and feedback literacy emphasises that feedback is a process. The thinking on feedback has shifted away from simply the transmission of information from teacher to student, towards a learning focus where the emphasis is on what students do with the feedback, rather than just the comments themselves.

These new views of feedback assume that feedback information can come from a range of sources, not just from the teacher, and can take many forms, including:

individual feedback

group feedback

formal comments in class and outside the classroom

informal comments in class and outside the classroom

written comments

recorded verbal comments

face-to-face, one-to-one feedback

online comments

Feedback sources

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continued...

Seeing feedback as a process means being open to a range of feedback opportunities as formal and informal practices which are designed into the curriculum so that students get many chances to gauge their progress while they are learning.

A process view of feedback is one where **feedback is embedded in interactive learning and teaching.**
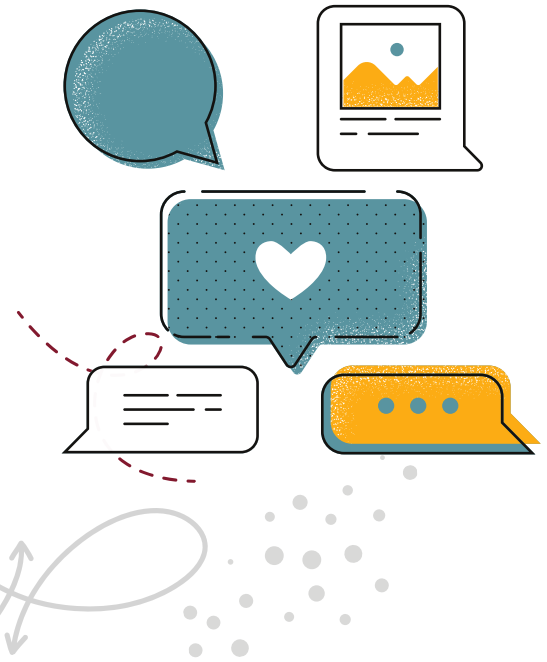
When we see feedback as a process, the role and responsibilities of students in that process are highlighted. In this manner, learners can use feedback events to improve their present task performance and also impact positively on future similar tasks.

References:

Henderson, M., Phillips, M., Ryan, T., Boud, D., Dawson, P., Molloy, E. and Mahoney, P. (2019) 'Conditions that enable effective feedback', *Higher Education Research and Development*, 38:7, pp. 1401-1416, DOI: 10.1080/07294360.2019.1657807

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