

<http://revped.ise.ro>

Print ISSN 0034-8678; Online ISSN: 2559 - 639X

FEEDBACK: UNVEILING ITS IMPACT AND ENHANCING ITS EFFECTIVENESS IN EDUCATION

Feedbackul: analiza impactului și posibilitățile de eficientizare a acestuia în procesul
educațional

Réka KUTASI

Journal of Pedagogy, 2023 (2), 7 - 32

<https://doi.org/10.26755/RevPed/2023.2/7>

The online version of this article can be found at: <https://revped.ise.ro/category/2023/>



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Published by:

**CENTRUL NAȚIONAL DE POLITICI ȘI EVALUARE ÎN EDUCAȚIE
UNITATEA DE CERCETARE ÎN EDUCAȚIE**

<http://www.ise.ro/>

<https://rocnee.eu/>

Further information about *Revista de Pedagogie* – *Journal of Pedagogy* can be found at:

Editorial Policy: <http://revped.ise.ro/editorial-policy/>

Author Guidelines: <http://revped.ise.ro/en/author-guidelines/>

FEEDBACK: UNVEILING ITS IMPACT AND ENHANCING ITS EFFECTIVENESS IN EDUCATION

Réka Kutasi*

George Emil Palade University of Medicine, Pharmacy, Science, and
Technology of Târgu Mureș,
“Petru Maior” Faculty of Sciences and Letters,
Târgu Mureș, Romania
reka.kutasi@umfst.ro, ktsreka@gmail.com

Abstract

The information provided to students regarding their performance or comprehension of a particular task or idea is referred to as feedback in the educational context. It can be expressed in various ways, including through written feedback, conversational exchanges, grades, or assessments. Feedback's primary goal is to help students reach their learning objectives by pointing out their strengths and recommending areas for development. Additionally, feedback encourages active learning, which raises student engagement. Students are motivated to review their assignments and make corrections when they receive quick and constructive feedback. Thanks to this iterative approach, they can take an active role in their learning process, which results in greater comprehension and memory retention. In this paper, the researcher discussed how essential it is to integrate feedback into the educational process and reviewed prior research on using it to enhance students' learning abilities. The present article aims to offer a systematic literature review based on the limited empirical research to identify the effects of feedback on students' performance and development. This information shows that while feedback is one of the most important elements, the type and manner in which it is given can affect its success. The article also proposes to offer a model of feedback that defines the specific characteristics and conditions that make it effective. Furthermore, specific commonly disputed issues are addressed, including the timeliness and the results of positive

* Lecturer, PhD, Science and Letters Department, “Petru Maior” Faculty of Sciences and Letters, George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș, Târgu Mureș, Romania.
<https://orcid.org/0000-0002-1097-6360>

and negative feedback on the practical development of the students' competence/competencies.

Keywords: educational context, feedback model, learning process, negative feedback, positive feedback.

Rezumat

În domeniul educațional, informațiile furnizate elevilor cu privire la performanța sau înțelegerea de către aceștia a unei anumite sarcini sau idei poartă denumirea de feedback. Acesta poate fi exprimat în diverse moduri, inclusiv prin feedback scris, schimburi de conversații, note sau evaluări. Scopul principal al feedbackului este de a ajuta studenții să își atingă obiectivele de învățare prin evidențierea punctelor forte ale acestora și prin oferirea unor recomandări concrete de îmbunătățire. În plus, feedbackul încurajează învățarea activă, ceea ce sporește implicarea elevilor în activități multiple. Elevii sunt motivați să își revizuiască temele și să facă corecturi atunci când primesc un feedback rapid și constructiv. Datorită acestei abordări iterative, ei pot juca un rol activ în procesul lor individual de dezvoltare, ceea ce duce la o mai bună înțelegere și la o mai bună capacitate de retenție a memoriei. În această lucrare, cercetătorul a discutat cât de esențială este integrarea feedbackului în procesul educațional și a trecut în revistă cercetările anterioare privind utilizarea feedbackului pentru a îmbunătăți abilitățile de învățare ale studenților. Prezentul articol își propune să ofere o revizuire sistematică a literaturii bazată pe cercetarea empirică limitată pentru a identifica efectele feedbackului asupra performanței și dezvoltării studenților. Aceste informații arată că, deși feedbackul este unul dintre elementele cele mai importante, tipul și modul în care este oferit pot afecta succesul studenților. De asemenea, articolul își propune să ofere un model de feedback care definește caracteristicile și condițiile specifice care îl fac eficient. În plus, sunt abordate aspecte specifice frecvent disputate, inclusiv oportunitatea și rezultatele feedbackului pozitiv și negativ asupra dezvoltării eficiente a competențelor studenților.

Cuvinte-cheie: context educațional, feedback negativ, feedback pozitiv, model de feedback, proces de învățare.

1. Introduction

Feedback is crucial in moulding our evolvement, improving our behaviours, and deepening our understanding of the many facets of our lives. It is an essential tool for development, whether in education, business, communication, or personal growth. By comprehending its subtleties, we can appreciate the feedback function as an innovation and progress accelerator. Programs for education and training must include feedback. Proper feedback assists students in realising their full potential at various training levels, increases their knowledge of their strengths and possible growth areas, and identifies performance-improving actions. An essential component of the teaching-learning environment is feedback. It improves how well teachers and students integrate their knowledge, abilities, and behaviours in the classroom. At all educational levels, feedback is essential to developing competence and confidence in teachers and students. It defines good performance, aids self-evaluation growth, and provides teachers and students with high-quality information to improve teaching and learning. It is a method of communication (written and verbal) between the instructor and the student that fosters motivational belief and self-esteem and offers chances to bridge the gap between what is intended to be learnt and what is known (Hattie & Timperley, 2007). To address several research questions, a systematic review is a method that engages a precise algorithm for finding, assessing, and interpreting research materials. A systematic review aims to synthesise research by adhering to a methodical process for selecting research sources (Copaci & Rusu, 2018). This systematic review aims to elucidate several approaches regarding feedback, which can improve students' learning experiences and enable their general educational evolution. It also seeks to investigate how feedback influences the educational process. The scope of the article entails a detailed examination of the various forms of feedback, including verbal, written, online, and peer-based feedback, as well as how they affect the learning process.

2. Definition and purpose of feedback

Professionals and scholars alike have been investigating how disclosing information to students regarding their performance on an assignment may affect their learning for many years. According to Wiliam (2018), feedback

was taken into instructional contexts from the business community. Theories and definitions of feedback have changed, and researchers are still gathering data to support the feedback's crucial role in student learning. In line with the Merriam-Webster Dictionary, feedback is defined as "the transmission of evaluative or corrective information about an action, event, or process to the original or controlling source" (n.d.). The Cambridge Dictionary defines feedback as "information or statements of opinion about something, such as a new product, that can tell you if it is successful or liked" (n.d.). Feedback is also seen as "advice, criticism, or information about how good or useful something or someone's work is" (Oxford Learner's Dictionaries, n.d.). Feedback is officially defined in The Explanatory Dictionary of the Romanian Language (DEX) as "reaction that occurs at the level of different systems (biological, technical, etc.) in order to maintain their stability and balance against external influences; reverse feedback, reverse connection, circular causality, closed causal chain" (n.d., translated by the author). According to Nelson et al. (2021), the primary objectives of feedback are to reduce errors and enhance knowledge and skill acquisition. It is a powerful tool that can positively impact learning outcomes. The role and importance of feedback in instructional settings have changed extensively during the past century. When a behaviourist paradigm was first developed, feedback was seen as a reinforcement-based message that consisted of a crucial connection between stimuli and proper responses (Haughney et al., 2020). Positive and negative reinforcements and punishments (Skinner and behaviourism) can be seen as forerunners to what the field now refers to as instructional feedback (Wiliam, 2018). Additionally, Bloom's (1968) influential article, which discussed the advantages of providing students with regular feedback on their learning through *formative assessments* in the classroom, added a plus to the crucial role of feedback in the educational setting. In order to improve student learning and support teachers in modifying their instruction, Bloom et al. (1971) outlined specific strategies that teachers could use to incorporate formative assessments into routine classroom instruction.

According to Panadero et al. (2018), introducing constructivist and cognitive theories altered the conventional perspective on feedback. It was seen as an opportunity to explore students' cognitive development. In their research, Black and Wiliam (1998) pinpointed that assessment should be used in all

instructional settings to inform teachers (or other instructional agents) and learners about how to enhance teaching and learning, with feedback as the primary means of achieving this goal. Thus, students became conscious participants who, besides processing feedback, react to it and use it for their cognitive development (Stobart, 2018). Feedback might come from the work, teachers, other students, or a machine. Information on the learner's location, destination, and the steps and strategies required to get there could all be included. This idea pertains to the feedback's more broad and enduring impacts in addition to its more immediate and targeted ones. The need to use feedback to enhance a student's performance on a task, strategy, or learning benefits from a special emphasis (Mäkipää & Hildén, 2021).

In addition to helping students understand how they did on the assessment and the reasoning behind their marks, feedback is crucial to learning since it gives students advice on improving their learning abilities (Donnelly & Kirk, 2010). Brown (2007) asserts that feedback is the lubricant that keeps the wheels of comprehension turning. According to Nicol (2007), feedback is intended to help students monitor, manage, and take ownership of their learning. It serves as a tool for improving education as well as a means of error correction and grade/mark distribution. Feedback can help students learn by pointing out mistakes, clarifying concepts by employing explanations, producing more learning by suggesting additional, focused study tasks, and supporting general skills development by emphasising skills instead of content. Archer (2010, p. 101) defines effective feedback as how information about former results is used to enhance a positive and desired advancement.

Unfortunately, not all feedback is helpful. In reality, it can occasionally be counterproductive and hinder students' progress. The feedback criticising students rather than their work and performance is careless and gravely harmful. According to Race (2010), feedback should focus on the precise behaviour that has been noticed and what is being learnt, as opposed to the person or other issues unrelated to the instructional purpose. Students may experience negative feedback, which can seriously hinder their educational progress. Sometimes, feedback given inadequately might cause confidence and motivational difficulties among learners; it can even discourage continued interest in the subject matter. Negative feedback has a resilient effect when it doesn't provide specific recommendations for improvement or doesn't

take the learner's unique requests and learning options into account. Teachers must search for a balance that highlights strengths and offers direction for specific improvement while also being aware of the potential consequences of giving unhelpful evaluations. Concentrating on constructive criticism over evident negativity is significant to ensure that feedback fulfils its anticipated role of designing a welcoming and helpful learning environment.

3. Theoretical framework

The theoretical framework of feedback encompasses a range of educational, psychological, and communication theories to comprehend the functioning of feedback, its influence on the learning process, and the determinants that shape its effectiveness. The following are several prominent theoretical viewpoints contributing to the comprehension of feedback within educational environments.

3.1. The Social Cognitive Theory

Formulated by Bandura (1965), the Social Cognitive Theory is a psychological paradigm that centres on individuals' acquisition of knowledge and skills through observation, behavioural modelling, and feedback reception. Within the realm of feedback, the Social Cognitive Theory provides valuable perspectives on how it can impact learning, behaviour, and self-efficacy. The present theory establishes a connection between feedback and its implications. It places significant emphasis on observational learning, which involves individuals acquiring knowledge and skills by seeing the behaviours of others and the subsequent outcomes of those activities (Glanz et al., 2015). Feedback plays a vital role in this process: when individuals are given feedback regarding their own performance or witness it when given to others, they acquire valuable knowledge regarding effective and suitable behaviour characteristics. Providing positive feedback regarding desired activities and outcomes can enhance the probability of learners engaging in those behaviours again (Bandura, 2000). Within the framework of observational learning, individuals, in our case teachers, who provide feedback assume the role of models for those learning. Giving and reinforcing specific behaviours through

feedback can serve as exemplars for learners to emulate. When learners can witness others receive constructive feedback and subsequently make improvements based on that input, they will probably be more inclined to engage in similar behaviours (Hattie & Timperley, 2016). The Social Cognitive Theory acknowledges the influence of feedback on an individual's motivation. When individuals are provided with favourable feedback regarding their efforts, it can enhance their drive to persist in their involvement with the given work or subject matter. On the other hand, when negative feedback is delivered constructively, it can potentially steer learners' endeavours towards enhancement without compromising their drive (Kluger & DeNisi, 1996).

3.2. The Cognitive Load Theory

The Cognitive Load Theory investigates the impact of cognitive load, namely the cognitive demands placed on learners by instructional materials and tasks, on the process of learning. In order to provide effective feedback, it is essential to take into account the learner's cognitive load. This entails delivering guidance that balances between being neither excessively burdensome nor overly simplistic (Mayer, 2014). The integration of Cognitive Load Theory ideas into the design and implementation of feedback has the potential to enhance the efficacy of learning experiences. Professors can improve students' utilisation of working memory resources for meaningful learning and skill development by considering the cognitive demands of feedback processing and matching feedback with various forms of cognitive load (de Jong, 2010).

3.3. The Feedback Intervention Theory

It emphasises the importance of carefully designing and strategically delivering feedback in order to achieve optimal effectiveness. The significance of establishing clear objectives, providing actionable suggestions, and selecting a suitable time is underscored in the feedback process. The Feedback Intervention Theory (FIT) centres on the strategic planning and implementation of feedback to foster behavioural modification, enhance performance, and facilitate learning. The Feedback Intervention Theory

(FIT), initially proposed by Kluger and DeNisi (1996), emphasises the strategic utilisation of feedback to optimise its influence on individuals' performance and motivation. According to the notion, the efficacy of feedback is contingent upon a multitude of aspects, encompassing the substance, temporal alignment, origin, and mode of conveyance (Carroll, 2014).

3.4. The Zone of Proximal Development (ZPD)

A theoretical construct developed by Russian psychologist Lev Vygotsky (1986) posits that learners can attain higher levels of achievement when guided by an individual possessing excellent knowledge and expertise. Feedback is a valuable tool that supports students in bridging the disparity between their existing skills and their untapped potential. It is imperative to ascertain each student's individual proficiency and aptitude levels. The teacher can identify actions that individuals may be unable to complete autonomously but can successfully undertake with suitable assistance. Moreover, the tutor can offer constructive criticism that gradually increases in difficulty to encourage the student's growth and development. Teachers can use the ZPD to assess an activity's intricacy and determine the appropriate level of assistance required. The feedback should encompass an analysis of the difficulties associated with the level of complexity inherent in the job and an evaluation of the student's advancement within their Zone of Proximal Development (ZPD). By incorporating the concept of the Zone of Proximal Development (ZPD) into their feedback strategies, teachers can offer students focused and practical assistance tailored to their learning requirements and phases of development. This strategy optimises the influence of feedback on the individual's educational progression (Warford, 2011).

3.5. The Attribution Theory

Attribution Theory is about how individuals explain reasons for their actions and the actions of others. It was first developed by Fritz Heider and later built by Bernard Weiner. This theory studies how people explain their achievements and failures as either self-caused or due to external factors. In the realm of feedback, Attribution Theory provides insights into the

cognitive processes via which students perceive and react to the feedback they are given (Weiner, 2010).

3.6. Communication models

Communication models, such as the Shannon-Weaver model (1949) or Grice's cooperation principle (1975), offer valuable perspectives on the importance of clear, brief, and receiver-oriented feedback in order to facilitate effective communication and enhance comprehension. The Shannon-Weaver model, alternatively referred to as the Linear Model of Communication, was formulated by Claude Shannon and Warren Weaver (1949). The provided explanation offers a streamlined depiction of the communication process, emphasising the conveyance of a message from a sender to a receiver over a designated route. The inclusion of feedback is an integral aspect of this approach, and its significance lies in its ability to facilitate efficient communication (Edafe et al., 2016). On the other hand, the Cooperative Principle, formulated by Grice, is a fundamental notion within the domain of pragmatics, a subfield of linguistics. The British philosopher H. P. Grice first proposed the proposition in his seminal publication "Logic and Conversation" in 1975 (p. 48). The Cooperative Principle delineates the inherent social norms and expectations that form the foundation of successful communication in conversational interactions. The Cooperative Principle, as proposed by Grice, holds significant relevance in the context of delivering effective feedback. Regardless of its medium, feedback is a mode of communication that operates on the fundamental principles of collaboration, aiming to achieve clarity, precision, and shared comprehension (Hadi, 2013).

4. Types of feedback

When students receive feedback, they receive the most individualised instruction possible. They also learn what has improved and are given strategies for further improvement. What teachers say and how they say it significantly impact students' progress and teachers' pedagogy. According to Brookhart's (2008) research, giving and receiving effective feedback promotes learning and growth in both parties. Students should have easy

access to meaningful feedback that will help them comprehend their studies and perform better in the future. According to Omer and Abdulrahim (2017), feedback encompasses any commentary on a student's academic performance or behavioural conduct. The researcher further asserted that the primary purpose of providing feedback is to facilitate learning, foster skill development, and promote professional advancement rather than to criticise or harm students. All procedures, exercises, and resources that improve learning include feedback. It allows students to consider their grades, comprehend their strengths, and pinpoint areas that need work. Feedback can be given in a variety of ways:

- a) written feedback: the teacher marks students' responses with comments to improve learning;
- b) oral feedback: the teacher gives verbal feedback before, during, and after class sessions and projects, discussions, and exercises;
- c) mail feedback (technology-mediated/online feedback): the teacher offers feedback on assignments via email or other online applications;
- d) peer - feedback: the student evaluates his peers.

4.1. Written feedback

According to Can and Walker (2011), in academic practice, written feedback from a teacher is a crucial instructional communication strategy. Written feedback (Houston & Thompson, 2017) can be of two types: summative (which serves as a basis for a grade and reinforces learning) and formative (which aims to guide learning and growth).

Historically, the notion of learning evaluation has predominantly revolved around the culmination of academic endeavours, sometimes referred to as the final examination. Consequently, when individuals engaged in discussions pertaining to assessment, they primarily focused on the result or output. The initial recognition of the differentiation between the formative and summative roles of assessment was brought to attention by B. Bloom, J. Hasting, and G. Madaus (1971, p. 923).

The significance of formative assessment within the educational system lies in its ability to facilitate effective feedback between educators and students.

Consequently, formative assessment serves as a means to enhance the educational process by addressing student challenges and optimising the management of teaching and learning. Formative feedback is thought to be helpful for learning when it is prompt, offers details about the content's quality, provides some direction and guidance, is understood by the recipient, and encourages reflection. As Archer (2010) states, written feedback can also detect teaching curriculum gaps. Still, it is also essential to the growth of successful learning in the tertiary education sector (Donnelly & Kirk, 2010). According to Parboteeah and Anwar (2009), feedback is also regarded as a topic of concern for universities. Students frequently receive written comments on their work (Higgins et al., 2002) and often struggle to comprehend it (Hyland, 2013). Moreover, they feel anxious regarding the quality of feedback the teacher provides on their academic papers (Cotterall, 2011).

On the other hand, the teachers are also concerned about whether their feedback is helpful (Parboteeah & Anwar, 2009) to their students. According to Carter and Kumar (2017), written feedback must include encouragement, have an affective effect, and, more importantly, be sincere. Wei et al. (2019) highlighted that students enrolling in higher education after graduation may interpret negative written feedback as criticism. Moreover, the same authors state that these students may need to revise their reports several times to meet high academic writing requirements. Stracke and Kumar (2010) have reported that students found receiving critical written feedback a sad experience. Students claim that reading negative comments in writing is better than hearing them verbally or in person because it allows them to process and think about them alone, lessening the emotional toll (Crossouard & Pryor, 2009). According to research by Van der Schaaf et al. (2011), students who have discussions with their teachers find teacher feedback more helpful. This aligns with the assertions made by other scholars who argue that feedback is more impactful when it is suggestive rather than directive (Can & Walker, 2011). According to Stracke and Kumar (2010), good feedback should encompass a reason for the comments offered and an alternative perspective or suggestion. In a separate study conducted by East et al. (2012), it was observed that students recommended a shift in teachers' approach to providing feedback. They proposed that teachers should direct their feedback towards constructive suggestions for future improvement and incorporate them in meetings as a regular agenda item.

Organising written feedback is also essential. According to Chamberlain (2016), using a framework is advisable when offering written feedback; thus, students can systematically address each part of the comments separately. The framework begins with a general feedback strategy before dividing it into sections that emphasise the writing's coherence, style, language, and use of syntax. As Can and Walker (2011) highlighted, providing specific feedback can encompass several aspects, such as content evaluation and analysis of the report's structure, organisation, and flow. Bastola (2020) found that students frequently disregard the comments provided by their supervisors and opt not to implement feedback. Teachers see the phenomenon as needing more consideration for their assessment and advise students to respond to their observations. Hodgson et al. (2020) emphasised examiners' expectations about higher degree research reports in their comprehensive review. Elements such as a thorough understanding of the subject matter, coherence, originality, criticality, clarity, and accuracy are to be considered.

The primary objective of summative feedback is to assess how students have acquired the intended knowledge and skills and assign a final grade for the assessment or topic (Brown et al., 2011). Summative feedback occasionally provides a rationale for assigning a specific mark to an assessment piece (Li & Barnard, 2011). Giving feedback that focuses on the precise observable behaviour connected to the learning process, rather than personal attributes or unrelated things, is of utmost significance in instructional settings. The feedback should indicate the areas where the learner made errors and offer suggestions on how the student can enhance their learning. The feedback should focus on evaluating students' achievement concerning the substance of their knowledge rather than their traits and features. It is imperative to ensure that the present state of learning is specifically referenced rather than elements studied in the past are still to be learned.

4.2. Oral feedback

Brookhart (2008, p. 9) asserts that feedback possesses significant potential when executed effectively. Effective feedback provides students with the necessary information to comprehend their current level of learning and

determine the subsequent steps to be taken. Effective feedback should provide students with helpful information that they can utilise to further their education. Consequently, students should be capable of perceiving and comprehending the feedback they get. Students are unable to perceive information that surpasses their cognitive abilities, and they are also unable to perceive information if they are not actively engaged in listening or if they perceive it as futile to do so.

In an academic setting, it is imperative to incorporate effective feedback within the classroom assessment environment. This involves cultivating a mindset among students wherein they perceive constructive criticism as valuable and acknowledge that practice is indispensable for learning. Moreover, knowledge acquisition occurs within the framework of interpersonal interactions and a social environment personalised to specific contexts facilitated by mediation. Language plays a pivotal part in these processes (Vygotsky, 1986). Hence, the dynamic between teachers and students within the educational setting holds significant importance in regulating learning. The oral feedback provided by the teacher is a crucial element in this interaction.

The students' impression of teachers' oral feedback is influenced by their cognitive processes, interpretation, comprehension, and sensory awareness. Research conducted by Cowie (2005) and Gamlem and Smith (2013) has examined students' perceptions of the oral feedback teachers provide. These studies offer valuable insights for teachers, enabling them to enhance the effectiveness of their oral feedback strategies based on the perspectives of their students. The studies demonstrated that providing verbal feedback can elicit positive and negative emotional responses among students, impacting the educational process's overall effectiveness.

Teachers provide various forms of oral feedback, such as *evaluative*, *corrective*, and *constructive* feedback. Including these types of teacher feedback has positively impacted students (Oluwatayo & Fatoba, 2010). According to Ovando (1994), providing constructive feedback is proposed as a valuable mechanism for improving academic achievement. Duffy (2013) argues that delivering constructive feedback necessitates meticulous deliberation, deep understanding, and diplomatic finesse. Hattie and Timperley

(2007) conducted a study investigating the effects of teacher-provided evaluative feedback, including verbal and written forms, on student learning outcomes, motivation, and academic achievement within a classroom setting. The researchers discovered that this type of feedback holds significant influence, providing teachers with a powerful and direct method to improve student learning outcomes and increase their motivation and academic success.

Feedback is an inherent aspect of students' learning and plays a crucial role in their academic accomplishments, regardless of whether it is positive or negative. In scholarly discourse, feedback is commonly seen as a reaction that students receive concerning their generated performance (Van Patten & Benati, 2015). Corrective feedback is generally perceived as negative because it identifies errors or mistakes in pupils' performance (Ceman & Dubravac, 2019). However, several research studies (Ceman & Dubravac, 2019; Hattie & Timperley, 2007) indicate that corrective feedback, particularly explicit feedback where teachers provide explanations regarding the errors made and the correct form, appears to have positive effects on students' learning outcomes. According to Mohsen (2022), the efficacy of corrective feedback may be enhanced due to the emergence of novel technologies, such as artificial intelligence (AI) tools, which can offer automated corrective feedback. In a recent study conducted by Payne (2021), the researcher asserted that students prefer digital corrective feedback due to the COVID-19 pandemic. In this way, students can respond and seek further verification and explanation by asking questions. Therefore, this type of feedback fosters a social atmosphere instead of a purely impersonal and critical assessment.

4.3. Online feedback

The production of excellent online feedback is a crucial ability for teachers to cultivate, as it plays a pivotal role in guiding the learner's progress. Given the significance of feedback in the learning process, the ability to provide good online feedback is a crucial competency for teachers. The skills required for teachers to provide online feedback to learners differ from those utilised in face-to-face courses due to the absence of non-verbal communication cues, such as tone of voice and facial expressions. According to Hernández

(2012), in recent times, there has been a growing recognition of the significance of feedback in facilitating student learning within the realm of higher education. In online learning, which often involves remote and independent engagement, feedback becomes particularly crucial as it serves as a limited mechanism that establishes a connection between individual learners, teachers, and peers. The role of feedback in online learning lacks a precise definition and is characterised by numerous overlapping and perhaps conflicting interpretations despite widespread recognition of its significance (Pardo, 2018). Including technology and trace data in online learning settings has significantly broadened the scope of feedback considerations. The use of emerging technologies is frequently perceived as a means to enhance the efficacy of feedback by generating and transmitting feedback data automatically (Pardo et al., 2019).

There are several considerations that teachers have to take into account when delivering online feedback. According to Brooks (2010), weekly podcasts delivered to a whole class were regarded positively by learners who also used the additional examples and advice as a supplementary resource for revision. Effective online feedback requires teachers and students to play equal roles in the “assessment of process”. Unfortunately, learners are reluctant to provide feedback to their peers (Owens & Price, 2010). Feedback should encompass the summarisation of learners’ performance, serve as a source of motivation, align with the evaluation criteria, and be both controllable and timely.

Furthermore, online comments should be clear and comprehensible, eliminating the potential for ambiguity or uncertainty (Carless, 2006). According to Rowe and Wood (2008), the relationship between feedback and the student’s particular learning styles is evident, as students who are more interested in learning tend to favour feedback. In contrast, those who are “surface” learners tend to prefer positive feedback that confirms an answer without necessitating additional engagement.

4.4. Peer feedback

Research has demonstrated that peer feedback is a highly effective approach to enhancing academic performance. Peer feedback has emerged as a prominent element in the pedagogical approaches employed in higher

education (Brown, 2010). Peer feedback is a pedagogical approach that involves students actively participating in their learning by assuming the dual roles of an examiner and an examinee. Therefore, this pedagogical approach facilitates a dynamic and autonomous learning experience, encompassing interpersonal engagement and collaborative instruction. The primary objective of peer feedback is to promote comprehension and improvement of learning rather than offering a conclusive evaluation of performance (Lizzio & Wilson, 2008). Within the realm of higher education, empirical evidence has demonstrated that the provision of peer feedback yields notable benefits in terms of fostering self-regulatory practices, promoting metacognitive abilities, facilitating student learning, and ultimately enhancing academic accomplishment (Nicol, 2010). The act of receiving feedback from peers plays a crucial role in enabling students to see and comprehend their mistakes before undergoing assessment (Taras, 2002).

The implementation of feedback principles can assist students in perceiving feedback as a helpful tool devoid of any damage to their self-esteem. Enhancing the quality of peer feedback can be achieved by implementing specific strategies, such as hiding the students' identities who provide feedback, as suggested by Cho and Cho (2011). Moreover, it would be essential if teachers could give a structured evaluation form with clear evaluation criteria (Marcoulides & Simkin, 1995), which can improve the quality of peer feedback.

5. Feedback and growth mindset – a new approach

Offering feedback to students is essential as it helps them enhance their knowledge and become better at what they want to achieve. In order to provide the best feedback students need, a teacher should apply one that nurtures a growth mindset in students besides offering advice. Feedback fosters a growth mindset in students through a feedback model that emphasises continuous learning and a positive attitude toward challenges.

A person's cognitive orientation and mental experience are called their mindset. People with a fixed mindset consider some attributes, such as talent and intelligence, intrinsic and unalterable. For example, they usually believe

they will never be good at anything if they aren't good at it from the start. On the other hand, people with a growth mindset consider that intelligence and talent can be nurtured through meticulous effort and conscious practice. Unsurprisingly, our thinking significantly impacts our motivation, resilience, and achievement. A growth mindset is the belief that people can improve and enhance their qualities through persistent work and acquiring new knowledge (Dweck, 2008). In order to cultivate a growth mindset and encourage a lifetime commitment to learning, teachers must facilitate students' efficient and innovative achievement of their goals. They must offer practical and productive feedback to help them acquire suitable learning opportunities by changing students' views (Walton & Cohen, 2011). This approach has already been proven in students from the Pedagogy of Primary and Preschool Education study program within the "Petru Maior" Faculty of Sciences and Letters, George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș. According to the survey, most of the students who participated in the study, precisely 84%, believe that significant achievements can be obtained through hard work and perseverance that have the potential to motivate students to surmount challenges and achieve their objectives. Receiving feedback from others can also serve as a motivating factor for them to aspire towards attaining their goals. The provision of feedback is crucial for growth and progress (Kutasi, 2023). Teachers should demonstrate an understanding of their impact on students' attitudes and prior perspectives in the classroom and must know the possible impact of external factors on students' views. Therefore, reliable feedback can be an excellent resource for students to strengthen their understanding and self-assurance in subjects where they may not be the best. This feedback model is a guide that leads teachers and students alike toward continuous improvement. It comprises several steps, each accurately designed to shape a positive attitude toward learning and nurture a mindset comprehending effort as the instrument of achievement. It transcends traditional feedback methods, integrating parts acknowledging individual efforts and providing insights for continuous development.

Teachers should recognise and appreciate the students' efforts and steps in pursuing a goal or task. The implementation of feedback should begin by acknowledging the efforts made by students and understanding the mental process that underlies their work. They need to identify and emphasise areas

of development and improvement, not those where students did not excel. Moreover, teachers must provide constructive feedback for development by giving students valuable insights and suggestions to support their individual and professional growth. Also, tutors need to offer precise and accurate recommendations for enhancement to facilitate students' skills development and overcome obstacles. To encourage constant personal growth, teachers have to enable the practice of self-reflection and goal-setting. Students are encouraged to self-evaluate their academic performance and establish achievable goals that they may accomplish through personal effort and dedication. Personal experiences are a valued source of information and comprehension. Teachers must promote a positive mindset towards obstacles and knowledge acquisition, emphasising that errors are valuable personal and professional development opportunities. Finally, teachers must offer constant help and periodic assessments to follow and evaluate students' development. Finally, this model can be seen as a pedagogical tool that nurtures the belief that competencies can be developed through dedication and hard work. Teachers evaluate and guide students and inspire them to view challenges as opportunities for growth.

6. Conclusions

In conclusion, feedback is vital in influencing students' evolution and improving their performance and understanding. The present article has enhanced the crucial role of feedback in the education process, highlighting its status as a fundamental tool for development and progress. Its study has revealed its reflective impact on students and teachers in education. This article argues that including feedback in educational and training programmes is advantageous, as it is seen as a means for promoting innovation and supporting progress. Effectively delivering feedback can unlock students' abilities, strengthen their comprehension, and identify concrete measures that may be taken to foster improvement. Feedback is vital in teaching and learning, promoting knowledge, abilities, and behaviours. It facilitates communication between teachers and students, enabling motivational beliefs and self-esteem. The systematic literature review conducted in this article has further extended the understanding of the different forms of feedback, including verbal, written, online, and peer-based feedback, and how they impact the learning process.

Nonetheless, it is essential to admit that not all feedback is beneficial. Negative feedback can impede students' progress, weaken confidence, and inhibit motivation if not precisely structured. The necessity for constructive criticism over negativity has been highlighted to certify that feedback serves its proper role in creating a positive learning setting.

This article encourages a detailed understanding of feedback within the presented theoretical frameworks. The Social Cognitive Theory highlights the exquisite role of observational learning and motivation in the process of feedback. At the same time, the Cognitive Load Theory underlines the value of assessing cognitive requirements when providing feedback. The Feedback Intervention Theory highlights strategic preparation and implementation, and the Zone of Proximal Development Theory delivers guidance on how to give proper help to bridge the gap between existing skills and unexploited capacity. The Attribution Theory sheds light on how learners understand and respond to feedback. However, the Shannon-Weaver communication model and Grice's Cooperative Principle emphasise the importance of well-defined and effective feedback for successful communication.

Exploring the various forms of feedback in the educational environment reveals a complex model where the delivery and reception of feedback substantially impact the learning process. Each type of feedback, whether written, oral, online, or peer-based, is crucial in facilitating skills development and providing students with the most personalised education possible. Written feedback is vital for summative and formative aims. While summative feedback assesses students' final performance and reinforces learning, formative feedback guides them toward learning and growth. The peculiarity between these roles has progressed, recognising the importance of offering constant feedback in order to enhance the teaching and learning process. The impact of oral feedback is considerable, affecting students' level of knowledge and guiding their succeeding steps. Effective verbal (oral) feedback, whether evaluative, corrective, or constructive, can elicit students' positive and negative emotional responses. In online education, feedback is critical as a bond between students, teachers, and colleagues in a remote and individual setting. Efficient online feedback involves transparent communication, motivation, alignment with evaluation criteria, and timeliness. Emerging technologies offer up-to-date opportunities for enhancing feedback.

Moreover, peer feedback has been accepted as a practical pedagogical approach that nurtures active student participation through the teaching and learning process. This approach helps students adopt double roles of the examiner and the examinee, which promotes self-regulation. Peer feedback is vital in assisting students to recognise and understand their mistakes.

Overall, this article emphasises that feedback is a powerful tool for student growth and transformation. To use it efficiently, teachers need an attentive and planned approach through which they can identify students' needs and preferences. This article also provides an overview of the role of feedback as a powerful instrument for student growth and transformation. By elucidating the feedback methods, it is possible to provide a basis for fostering the comprehensive development of each student within an educational setting.

References

- Archer, J. C. (2010). State of the science in health professional education: Effective feedback. *Medical Education*, 44(1), 101-108.
<https://doi.org/10.1111/j.1365-2923.2009.03546.x>
- Bandura, A. (1965). Influence of models' reinforcement contingencies on the acquisition of imitative responses. *Journal of Personality and Social Psychology*, 1(6), 589-595. <https://doi.org/10.1037/h0022070>
- Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9(3), 75-78.
<https://doi.org/10.1111/1467-8721.00064>
- Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.
<https://doi.org/10.1080/0969595980050102>
- Bloom, B. M. (1968). Learning for mastery. *Center for the Study of Evaluation of Instructional Programs*, 1, 1-12.
- Bloom, B. S., Hasting, J. T., & Madaus, G. F. (1971). *Handbook on formative and summative evaluation of student learning*. Mc Graw-Hill.
- Brookes, M. (2010). An evaluation of the impact of formative feedback podcasts on the student learning experience. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 9(1), 53-64.
- Brookhart, S. M. (2008). *How to give effective feedback to your students*. ASCD.
- Brown, G. T. L., Lake, R., & Matters, G. (2011). Queensland teachers' conceptions of assessment: the impact of policy priorities on teacher attitudes. *Teaching and*

- Teacher Education*, 27(1), 210-220. <https://doi.org/10.1016/j.tate.2010.08.003>
- Brown, S. (2007). Feedback and Feedforward. *Centre for Bioscience Bulletin, The Higher Education Academy*, 22.
 - Brown, S. (2010). Afterword. *Assessment & Evaluation in Higher Education*, 35(3), 347-349. <https://doi.org/10.1080/02602931003690835>
 - Can, G., & Walker, A. (2011). A Model for Doctoral Students' Perceptions and Attitudes Toward Written Feedback for Academic Writing. *Research in Higher Education*, 52, 508-536. <https://doi.org/10.1007/s11162-010-9204-1>
 - Carless, D. (2006). Differing perceptions in the feedback process. *Studies in Higher Education*, 31(2), 219-233. <https://doi.org/10.1080/03075070600572132>
 - Carroll, A. (2014). *The Feedback Imperative: How to Give Everyday Feedback to Speed Up Your Team's Success*. River Grove Books.
 - Carter, S., & Kumar, V. (2017). Ignoring me is part of learning: Supervisory feedback on doctoral Writing. *Innovations in Education and Teaching International*, 54(1), 68-75. <https://doi.org/10.1080/14703297.2015.1123104>
 - Ceman, A., & Dubravac, V. (2019). Corrective feedback in second language acquisition. *Journal of Education and Humanities*, 2(1), 39-48.
 - Chamberlain, C. (2016). *Writing-centred supervision for postgraduate students* [Doctoral dissertation]. University of Witwatersrand.
 - Cho, Y. H., & Cho, K. (2011). Peer reviewers learn from giving comments. *Instructional Science*, 39, 629-643. <https://doi.org/10.1007/s11251-010-9146-1>
 - Copaci, I. A., & Rusu, A. S. (2018). A Service-Learning E-Tutoring Program For Romanian Pre-Service Teachers. In V. Chis & I. Albulescu (Eds.), *Education, Reflection, Development – ERD 2017, vol 41. European Proceedings of Social and Behavioural Sciences* (pp. 467-476). Future Academy. <https://doi.org/10.15405/epsbs.2018.06.55>
 - Cotterall, S. (2011). Doctoral students writing: where's the pedagogy? *Teaching in Higher Education*, 16(4), 413-425.
 - Cowie, B. (2005). Pupil Commentary on Assessment for Learning. *The Curriculum Journal*, 16(2), 137-151.
 - Crossouard, B., & Pryor, J. (2009). Using email for formative assessment with professional doctorate students. *Assessment and Evaluation in Higher Education*, 34(4), 377-388. <https://doi.org/10.1080/02602930801956091>
 - de Jong, T. (2010). Cognitive load theory, educational research, and instructional design: Some food for thought. *Instructional Science*, 38, 105-134. <https://doi.org/10.1007/s11251-009-9110-0>
 - Donnelly, P., & Kirk, P. (2010). How to... give effective feedback. *Education for Primary Care*, 21(4), 267-269. <https://doi.org/10.1080/14739879.2010.11493919>
 - Duffy, K. (2013). Providing constructive feedback to students during mentoring. *Nursing Standard*, 27(31), 50-56.

- Dweck, C. S. (2008). *Mindset: The new psychology of success*. Random House.
- East, M., Bitchener, J., & Basturkmen, H. (2012). What constitutes effective feedback to postgraduate research students? The students' perspective. *Journal of University Teaching & Learning Practice*, 9(2).
- Edafe, O., Brooks, W. S., Laskar, S. N., Benjamin, M. W., & Chan, P. (2016). Impact of a novel teaching method based on feedback, activity, individuality and relevance on students' learning. *International Journal of Medical Education*, 20(7), 87-92. <https://doi.org/10.5116/ijme.56e3.e7ab>
- Feedback. (n.d.). In *Cambridge Dictionary*. <https://dictionary.cambridge.org/dictionary/english/feedback>
- Feedback. (n.d.). In *Dicționarul Explicativ al Limbii Române (DEX)*. <https://dexonline.ro/definitie/feedback>
- Feedback. (n.d.). In *Merriam-Webster Dictionary*. <https://www.merriam-webster.com/dictionary/feedback>
- Feedback. (n.d.). In *Oxford Learner's Dictionary*. https://www.oxfordlearnersdictionaries.com/definition/american_english/feedback
- Gamlem, S. M., & Smith, K. (2013). Student Perceptions of Classroom Feedback. *Assessment in Education: Principles, Policy & Practice*, 20(2), 150-169. <https://doi.org/10.1080/0969594X.2012.749212>
- Glanz, K., Rimer, B. K., & Viswanath, K. V. (Eds.). (2015). *Health behavior: Theory, research, and practice* (5th ed.). Jossey-Bass/Wiley.
- Grice, H. P. (1975). Logic and conversation. In P. Cole & J. Morgan (Eds.), *Syntax and semantics* (pp. 41-58). Academic Press.
- Hadi, A. (2013). A Critical Appraisal of Grice's Cooperative Principle. *Open Journal of Modern Linguistics*, 3(1), 69-72. <https://doi.org/10.4236/ojml.2013.31008>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Hattie, J., & Timperley, H. (2016). The relationship between feedback and learning. In R. E. Mayer & P. A. Alexander (Eds.), *Handbook of Research on Learning and Instruction* (pp. 173-211). Routledge.
- Haughney, K., Wakeman, S., & Hart, L. (2020). Quality of Feedback in Higher Education: A Review of Literature. *Education Sciences*, 10(3), 1-15. <https://doi.org/10.3390/educsci10030060>
- Hernández, R. (2012). Does continuous assessment in higher education support student learning? *Higher Education*, 64, 489-502.
- Higgins, R., Hartley, P., & Shelton, A. (2002). The conscientious consumer: Reconsidering the role of assessment feedback in student learning. *Studies in Higher Education*, 27(1), 53-64. <http://dx.doi.org/10.1080/03075070120099368>

- Hodgson, D. (2020). Helping doctoral students understand PhD thesis examination expectations: A framework and a tool for supervision. *Active Learning in Higher Education*, 21(1), 51-63.
<https://doi.org/10.1177/1469787417742020>
- Houston, D., & Thompson, J. N. (2017). Blending Formative and Summative Assessment in a Capstone Subject: 'It's not your tools, it's how you use them'. *Journal of University Teaching & Learning Practice*, 14(3).
<https://doi.org/10.53761/1.14.3.2>
- Hyland, K. (2013). Student perceptions of hidden messages in teacher written feedback. *Studies in Educational Evaluation*, 39(3), 180-187.
<https://doi.org/10.1016/j.stueduc.2013.06.003>
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254-284.
<https://doi.org/10.1037/0033-2909.119.2.254>
- Kutasi, R. (2023). Cultivating a Classroom Culture of Growth: Nurture the Power of a Growth Mindset. *Acta Marisiensis. Philologia*, 5(1), 1-12.
<https://doi.org/10.2478/amph-2023-0090>
- Li, J., & Barnard, R. (2011). Academic tutors' beliefs about and practices of giving feedback on students' written assignments: A New Zealand case study. *Assessing Writing*, 16(2), 137-148. <https://doi.org/10.1016/j.asw.2011.02.004>
- Lizzio, A., & Wilson, K. (2008). Feedback on assessment: Students' perceptions of quality and effectiveness. *Assessment & Evaluation in Higher Education*, 33(3), 263-275. <https://doi.org/10.1080/02602930701292548>
- Marcoulides, G. A., & Simkin, M. G. (1995). The Consistency of Peer Review in Student Writing Projects. *Journal of Business for Education*, 70(4), 220-223. <https://doi.org/10.1080/08832323.1995.10117753>
- Mayer, R. E. (2014). *Cognitive load theory*. In R. E. Mayer (Ed.), *The Cambridge Handbook of Multimedia Learning* (2nd ed., pp. 43-71). Cambridge University Press.
- Mäkipää, T., & Hildén, R. (2021). What Kind of Feedback is Perceived as Encouraging by Finnish General Upper Secondary School Students? *Education Sciences*, 11(1), 1-15. <https://doi.org/10.3390/educsci11010012>
- Mohsen, M. A. (2022). Computer-mediated corrective feedback to improve L2 writing skills: A meta-analysis. *Journal of Educational Computing Research*, 60(5), 1253-1276. <https://doi.org/10.1177/07356331211064066>
- Nelson, N. R., Carlson, R. B., Corbett, A. H., Williams, D. M., & Rhoney, D. H. (2021). Feedback for Learning in Pharmacy Education: A Scoping Review. *Pharmacy*, 9(91). <https://doi.org/10.3390/pharmacy9020091>
- Neupane Bastola, M. (2020). Engagement and Challenges in Supervisory

- Feedback: Supervisors' and Students' Perceptions. *RELC Journal*, 53(1), 56-70.
<https://doi.org/10.1177/0033688220912547>
- Nicol, D. (2007). *Principles of good assessment and feedback: Theory and practice* [Keynote Paper]. Proceedings of the REAP International Online Conference on Assessment Design for Learner Responsibility, 29th – 31st May, 2007.
https://www.reap.ac.uk/reap/public/papers/Principles_of_good_assessment_and_feedback.pdf
 - Nicol, D. (2010). From monologue to dialogue: Improving written feedback processes in mass higher education. *Assessment & Evaluation in Higher Education*, 35(5), 501-517. <https://doi.org/10.1080/02602931003786559>
 - Oluwatayo, J. A., & Fatoba, J. O. (2010). Effects of Evaluative Feedback on Performance and Retention of Secondary School Students in Biology. *Journal of Educational Science*, 2(1), 55-59.
<https://doi.org/10.1080/09751122.2010.11890001>
 - Omer, A. A. A., & Abdularhim, M. E. (2017). The Criteria of Constructive Feedback: The Feedback That Counts. *Journal of Health Specialties*, 5, 45.
 - Ovando, M. N. (1994). Constructive Feedback: A Key to Successful Teaching and Learning. *International Journal of Educational Management*, 8(6), 19-22.
<http://dx.doi.org/10.1108/09513549410069185>
 - Owens, J. D., & Price, L. (2010). Is e-learning replacing the traditional lecture? *Education and Training Journal*, 52(2), 128-139.
 - Panadero, E., Andrade, H., & Brookhart, S. (2018). Fusing self-regulated learning and formative assessment: A roadmap of where we are, how we got here, and where we are going. *The Australian Educational Researcher*, 45, 13-31.
<https://doi.org/10.1007/s13384-018-0258-y>
 - Parboteeah, S., & Anwar, M. (2009). Thematic analysis of written assignment feedback: Implications for nurse education. *Nurse Education Today*, 29, 753-757.
 - Pardo, A. (2018). A feedback model for data-rich learning experiences. *Assessment & Evaluation in Higher Education*, 43(3), 428-438.
<https://doi.org/10.1080/02602938.2017.1356905>
 - Pardo, A., Jovanovic, J., Dawson, S., Gašević, D., & Mirriahi, N. (2019). Using learning analytics to scale the provision of personalised feedback. *British Journal of Educational Technology*, 50(1), 128-138.
<https://doi.org/10.1111/bjet.12592>
 - Payne, A. (2021). Technology-enhanced feedback in higher education: Source-recipient relationships in a new dialogic paradigm. *Qeios*.
<https://doi.org/10.32388/GSTJ8R>
 - Race, P. (2010). *Making learning happen* (2nd ed.). Sage Publications.

- Rowe, A. D., & Wood, L. N. (2008). Student perceptions and preferences for feedback. *Asian Social Science*, 4(3), 78-88.
 - Stobart, G. (2018). Becoming proficient: An alternative perspective on the role of feedback. In A. L. Lipnevich & J. K. Smith (Eds.), *The Cambridge handbook of instructional feedback* (pp. 29-51). Cambridge University Press.
 - Stracke, E., & Kumar, V. (2010). Feedback and self-regulated learning: Insights from supervisors' and PhD examiners' reports. *Reflective Practice*, 11(1), 19-32. <https://doi.org/10.1080/14623940903525140>
 - Taras, M. (2002). Using assessment for learning and learning from assessment. *Assessment & Evaluation in Higher Education*, 27(6), 501-510. <https://doi.org/10.1080/0260293022000020273>
 - Van der Schaaf, M., Baartman, L., Prins, F., Oosterbaan, A., & Schaap, H. (2011). Feedback dialogues that stimulate students' reflective thinking. *Scandinavian Journal of Educational Research*, 57(3), 227-245. <https://doi.org/10.1080/00313831.2011.628693>
 - Van Patten, B., & Benati, A. G. (2015). *Key terms in second language acquisition* (2nd ed.). Bloomsbury Publishing Pl.
 - Vygotsky, L. S. (1986). *Thought and language*. Harvard University Press.
 - Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331(6023), 1447-1451. <https://doi.org/10.1126/science.1198364>
 - Warford, M. K. (2011). The zone of proximal teacher development. *Teaching and Teacher Education*, 27(2), 252-258. <https://doi.org/10.1016/j.tate.2010.08.008>
 - Wei, J., Carter, S., & Laurs, D. (2019). Handling the loss of innocence: First-time exchange of writing and feedback in doctoral supervision. *Higher Education Research & Development*, 38(1), 157-169. <https://doi.org/10.1080/07294360.2018.1541074>
 - Weiner, B. (2010). The Development of an Attribution-Based Theory of Motivation: A History of Ideas. *Educational Psychologist*, 45(1), 28-36. <https://doi.org/10.1080/00461520903433596>
 - Wiliam, D. (2018). Feedback: At the Heart Of - But Definitely Not All of - Formative Assessment. In A. A. Lipnevich & J. K. Smith (Eds.), *Cambridge Handbook of Instructional Feedback* (pp. 376-408). Cambridge University Press.
-

The online version of this article can be found at:
<http://revped.ise.ro/category/2023-en/>



*This work is licensed under the Creative Commons
Attribution-NonCommercial-ShareAlike 4.0
International License.*

*To view a copy of this license, visit
<http://creativecommons.org/licenses/by-nc-sa/4.0/>
or send a letter to Creative Commons,
PO Box 1866, Mountain View, CA 94042, USA.*

Versiunea online a acestui articol poate fi găsită la:
<http://revped.ise.ro/category/2023-ro/>



*Această lucrare este licențiată sub Creative
Commons Attribution-NonCommercial-ShareAlike
4.0 International License.*

*Pentru a vedea o copie a acestei licențe, vizitați
<http://creativecommons.org/licenses/by-nc-sa/4.0/>
sau trimiteți o scrisoare către Creative Commons,
PO Box 1866, Mountain View, CA 94042, SUA.*