

# Classroom Feedback In The Digital Age: A Comprehensive Analysis

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## **Abstract:**

*In the present era, we all are dependent on technology, as it simplifies various aspects of life, enhancing connectivity, efficiency and accessibility across diverse areas. Technology has transformed the traditional practice of giving feedback. This study is aimed at exploring effective feedback and its different approaches. It provides a comprehensive analysis of how teachers should give classwork feedback to their students within digital contexts. This paper will explore the various modalities of feedback and will highlight the feedback ranging from text-based comments to video and audio responses. This analysis suggests the key principles for delivering constructive feedback that fosters growth and development of the students in the digital age.*

**Keywords:** technology, feedback, digital age, approaches, digital tools, interactions, responses

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## **I. Introduction**

“Feedback is the breakfast of champions.” Blanchard, K. (1982). Feedback is a process of giving information to the students about their performance of learning a task. The aim of it is to enhance student motivation and self-efficiency. Frank A. Clark stated that criticism, like rain, should be gentle enough to nourish a man’s growth without destroying his roots.

Feedback is provided by the teachers which has impacted student engagement in the classroom. However, in traditional classroom settings, teachers give feedback through speech or writing comments on copies but in the digital age, feedback is being delivered and received through digital tools, such as: Google Classroom, Zoom App, Google Forms, Canvas, Moodle, Padlet etc. As, technology is faster and easier to access, students find it effective to get their feedback on digital platforms. Digital platforms also support peer review processes through which students can engage critically with each other’s work. It helps the learners to acknowledge their areas for improvement through shared learning.

## **II. Approaches To The Function Of Feedback**

Any purposeful Feedback involves some sorts of judgement but the attitude should be more positive while delivering feedback to the students. The motive of giving feedback is to promote students’ learning and teachers need to find the expressions of selected opinions to provide feedback in an effective way. Another crucial component of feedback is ‘Assessment’. Assessment can be done without giving feedback if the teacher provides marks on an exam paper without any correction or comment on their performance but it is impossible to give feedback without conveying any kind of assessment. However, teachers use some different approaches to the nature and function of the feedback, such as: Audio-lingualism, Communicative approach, Monitor theory etc.

In Audio-lingualism, learners’ mistakes are given priority. According to Penny UR, people learn by getting things right in the first place and having their performance reinforced. Conversely, Communicative approach does not count all the mistakes; rather, it is focused on mistakes that interfere with language learning, not on inaccuracies of usage. Ur, P. (1996). However, monitor theory asserts that the main activity of the teacher should be to provide comprehensible input from which the learner can acquire language, not to correct (Krashen, 1982).

## **III. Giving Feedback Using Digital Tools**

Giving feedback in the classroom is traditional but the digital time has transformed the way feedback is received and delivered in educational sectors. Digital tools allow for instant responses which help students get their feedback and understand their mistakes. With these tools, a teacher can assess all students at a time and give feedback to them instantly. Google Classroom is one of the popular platforms for interacting.

Teachers can easily interact with students via this classroom and feedback can be given easily after any assessment. Janzen, M. (2014), figures out some of the benefits of using Google Classroom which can be considered as a digital tool of giving feedback. The following benefits are, it is very easy to use and it is designed for delivering and tracking assignments; communication with the entire course or individuals which can be simplified through announcements, email, and push notifications."(Janzen, M. 2014). It also saves time with the process of administering formative assessment, grading and giving feedback in a short time. Teachers can assess their students from home and give feedback whenever they need. Not only Google Classrooms but the other platforms like Canvas Student, Kahoot Moodle, Zoom etc. can also be a good option to provide instant feedback, enhancing classroom interactions. These apps are easily accessible and usable to teachers and students in both face-to-face learning environments. Using these digital tools mainly ensure collaborative learning where teachers can upload materials and can give feedback to students. Also, students can make personal comments if they have any query.

#### **IV. Correction Techniques (Oral And Written Feedback)**

Oral corrections are provided by the teachers through speech but teachers should express it gently or assertively. We should remember that feedback is for students' improvement. So, while giving feedback, one should work on his or her attitude so that the student does not feel discouraged or embarrassed. According to Penny Ur, teachers should go for encouraging and tactful comments. Oral feedback can be delivered in various ways. Teachers can give feedback in the digital classroom through Audio or video and students will be able to check it later as the classes can be recorded. Also, digital platforms enable the learners to get immediate feedback so that they can easily understand where they need to improve. These interactive tools make the feedback session more interesting and engaging as well.

Besides, written feedback is easy to access. Teachers usually write a comment on the performance or task of the student. The digital classrooms allow teachers to comment on students' assignments or submissions and they can easily get personalized feedback by their teachers. There is another platform named Flipgrid which promotes video feedback where students get feedback and responses from their peers and teachers as well. "Both oral and written feedback play crucial roles in the learning process, offering students different ways to engage with their work and understand their strengths and areas for improvement." Hyland, F., & Hyland, K. (2006). So, implementing these tools for feedback supports a more interactive learning environment which can have a great impact on students' progress.

#### **V. Context And Research Methodology**

Many universities and colleges are now IT-based. They aim to prepare their students so that they can adapt to the rapid technological changes and contribute to the modern world. The private and public universities of Bangladesh give high priority on the use of outreach technologies. One of the top ranked universities of Bangladesh, DIU, has introduced a Learning Feedback system (LFS) and to use LFS is a must. It is renowned for its digital initiatives and its advancement of technology. Daffodil International University organized a presentation session in 2014, for implementing Google Classroom where students get feedback on their assignments and presentations. In 2020, I conducted three online classes of the students as a part of my internship and my observation led me to research on this matter. The students of DIU had adapted to that new-normal situation and they were provided the learning materials in the BLC (Blended Learning Center). We ensured students' learning and monitored their performances on Google Classroom. I conducted a class of 20<sup>th</sup> batch students on 15th June 2021 (Tuesday) and taught them a grammar topic for the course Basic Grammar and Writing (ENG 111) with the guidance of my supervisor Ms. Tahsina Yasmin. My topic was 'Verbals' and its three types. As it was an online class, I conducted the class on Google Meet and I used e-text, PowerPoint, video, internet etc. to ensure an effective class. I began the class at 5.10 pm and wrapped it up at 6.08 pm. Total 16 students were present out of 31 students on that day.

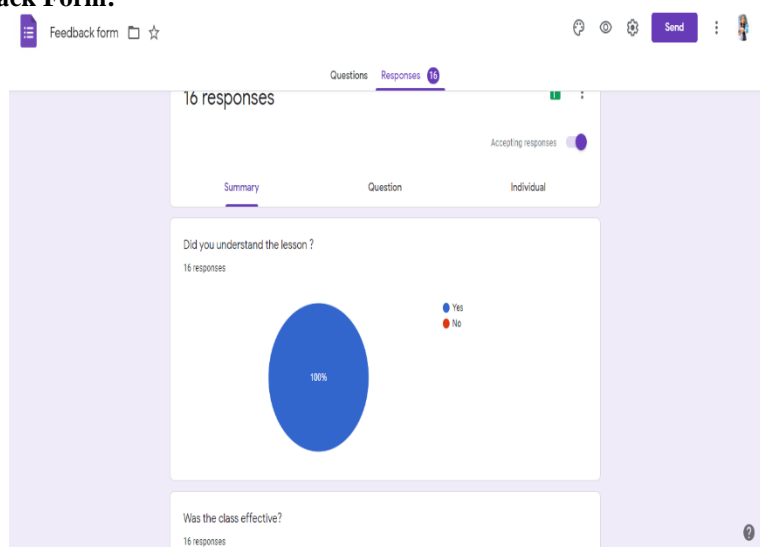
My supervisor introduced me to the students before I started my class. All the students happily welcomed me and helped me to establish a congenial class environment. I started my class in a collaborative way with a welcome note and made them comfortable with an ice-breaking session so that they can enjoy the class. I prepared a PowerPoint where I put some topic related songs so, after the introductory session, I played a song and asked them to focus on the verb items and after that they were asked if they could guess the topic or not. The students enjoyed the song with proper concentration and they also identified the verb items. After that, I revealed the topic to them and moved on to the topic discussion. In the topic discussion, I talked about verbals in detail with examples and then I talked about its three types where I discussed how it can be used in a sentence. In every part of the discussion, I put some examples for a clear conception and better understanding. The PowerPoint was well-organized with cartoons and pictures so that students find it attractive. At the end of the topic discussion, I encouraged students to ask me questions to clarify any doubt regarding the topic and they asked questions freely where they had doubts. I answered their queries elaborately so that they do not have any further confusion. During

the class, they were active and had full concentration on the lecture. Then I asked them if they wanted to see their facilitator. It was to break their boredom and when they said ‘yes’, I played a beautiful song which was edited with my pictures and told them to identify verbals from the lyrics of the song. I took an oral test by calling random students to see if they understood the topic, or not and they nicely answered the questions.

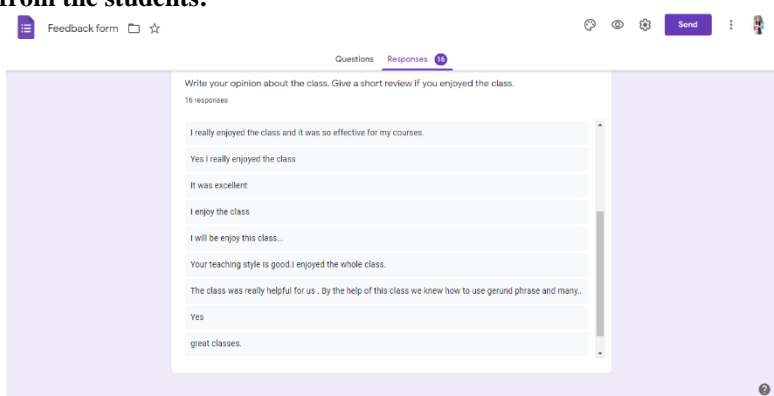
Later on, we moved to the gaming session where I divided the students into two teams and asked questions team-wise. They were very excited for the game and at the same time curious as well. So, they all participated in the game very actively. They answered the questions of the game in the comment section and orally as well. I assessed them through the gaming session and the winning team was appreciated at the end of the game.

In the end, I provided them with a Google Form link to get some feedback about my teaching. There were three questions which were “Did you understand the lesson? Was the class effective? Did you enjoy the class? Write your opinion and give a short review if you enjoyed the class.” All the 16 students responded to the questions and gave feedback about the class. For the first question, everyone responded ‘yes’, they had understood the lesson and for the 2<sup>nd</sup> question, 8 students responded that the class was excellently effective and other 8 students responded that it was good and for the last one, they responded that they enjoyed my class and gave some short reviews on my teaching, such as: ‘Yes, I enjoyed the class very much!’, ‘It was excellent’, ‘I really enjoyed the class and it was so effective for my course’, ‘I have learned a lot’, ‘Your teaching style is good and I enjoyed the whole class’, ‘The class was really helpful for us and by the help of this class we knew how to use gerund phrase and many’ etc.

### **The Google Feedback Form:**



### **Teaching reviews from the students:**



## **VI. Findings**

During the class, students were quite active because they were asking questions to clear their doubts, they responded to the questions and participated in gaming sessions enthusiastically. The great advantage of using these platforms is, both students and teachers can access it easily. It was not possible to ask questions one by one to everyone in face-to-face classes because it would take so long but in this digital era, these platforms have made communication and interaction easier because students immediately can write their answers in the chat box and

teachers can also respond instantly. Also, it's a great achievement for us that we are being developed in the technological ground by adapting this online education positively.

Another finding is, the University needs to work more on their apps and websites. Daffodil International University is renowned for its technological advancement but sometimes their websites work very slowly. So, they need to update their websites with a good performance. Also, some teachers find it difficult to use digital tools for the assessments and as a result, they switch to the traditional classroom settings to give students' feedback through speech or commenting on copies.

## VII. Suggestions

A large number of teachers have adopted the digital classroom but still there are few who are not interested in implementing digital platforms. The reasons are as follows:

**Administrative Support:** To use any new platform, both teachers and students need institutional support that Medlin (2001) shows in his study but DIU promotes an App named BLC (Blended Learning Center) which takes too long time to run on. It creates a huge problem for both the teachers and students because teachers find it difficult to upload the learning materials and students face problems while completing the task. If the websites or the learning platforms do not perform well then it will be tough enough to adapt online learning in the digital age. So, they need to develop their management system because sometimes, the administrative staff avoid students' problems and do not try to solve them even after months pass away.

**Teachers under pressure:** A teacher goes through a lot of work pressure starting from lesson planning, lesson preparation, course designing to class conduction, making question papers and giving feedback. The studies of Neyland (2011), Samarawickrema & Stacey (2007) states that teachers are being discouraged to accept new technology as they go through a lot of work pressure.

**Plagiarism checker:** Using plagiarism checking tools is important because through it, teachers can easily assess students and can give effective feedback to them.

**ICT Competence:** Another concern of this matter is teachers do not have the ICT Competence for which they find using the digital tools difficult. "Teachers' confidence in using ICT is directly linked to their competence, which influences their ability to integrate technology into their teaching practices effectively. Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). So, ICT competence allows teachers to effectively use the online tools which helps them in their professional development.

## VIII. Conclusion

The study of this paper underscores different approaches to the nature of feedback in the digital age. Additionally, the digital platforms help in shared learning which are contingent on several factors, including the ICT competence, learners' receptiveness, and real-time interactions. As educational settings continue to evolve, institutes should invest in students' development by adapting digital platforms for giving feedback on their class performances. By continuing this practice, teachers can ensure a digital learning environment to their students which is effective and responsive as well.

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