

FEEDBACK IN A DISTANCE COURSE

Mulina N.I., Candidate of Science, Ass. Prof.
Sumy State University
nataliemulina@ukr.net

Distance education has a long history that vividly represents a way not only of how learning develops but also how it is dependent on the advancements in communication technologies. It can be traced back from the first attempts to use postal services in the 18th century. However, the beginning of the 21st century is claimed to involve electronic and IT tools in delivering teaching materials and implementation of learning practices. In general, distance education is considered as such that provides learning opportunities for those who are geographically distant [1]. Once computers have been used there an electronic component is inseparably associated with distance education [2].

New educational and distant environments such as e-Learning and online learning, though difficult to differentiate [3], possess some common features as far as student-tutor communication supply. Providing effective feedback in distance education is a key stone affecting the teaching/learning process. There can be distinguished some approaches to classify types of feedback. Hudspeth D. determined two kinds of learner feedback incorporated into distance course: Knowledge of Correct Response (KCR) or Knowledge of Incorrect Response (KIR) [4]. KCR is useful when high level of automatic response is required. It can be recommended for vocabulary development tasks and grammar skills exercises. KIR lets students know whether the response is correct or incorrect. If it is wrong, the correct answer is not given. Some prompts such as reference material, background information, a list of helpful Internet sites may be offered for student further study. Anyway, distant students greatly benefit from positive, detailed and when possible personal feedback, the quicker they get it the more motivated and willing they are in the course.

Lori S. KIELTY argued that types of feedback are as follows: acknowledgement, informational, immediate, delayed, and corrective

feedback [5]. The criteria here are different: first, it is the feedback terms: immediate/delayed, and second, it is the feedback content: acknowledgement/ informational/ corrective feedback.

Immediate feedback becomes accessible to the student on the spur of the moment. Computer technologies and IT/online services can easily provide it. However, it is not always possible due to methodical/pedagogical reasons, so delayed feedback is used to inform students about their success.

Acknowledgement feedback confirms the submission/ receipt of the assignment (a paper or test). It should not be neglected as it can be given immediately. Informational feedback is often evaluative, though it may also include tutor/lecturer responses to student questions as well as assignment grades and comments. It can be both immediate and delayed. Corrective feedback is more than simple informing students about the correctness of their responses. It is intended to supply better understanding of the course. Thus, it is more often delayed than immediate.

Effective implementation of different feedback types can bring about sufficient improvements in distance education.

Literature:

1. Keegan, D. Foundations of distance education (3rd ed.). London: Routledge, 1996.
2. Moore, M. G. Background and overview of contemporary American distance education. Contemporary issues in American distance education New York: Pergamon Press, 1990. – P. xii–xxvi.
3. Moore, J. L., Dickson-Deane, C., Galyenb, K. E-Learning, online learning, and distance learning environments: Are they the same? - Internet and Higher Education, 2011. - [Электронный ресурс] – Режим доступа: <https://scholar.vt.edu/access/content/>
4. Hudspeth D Feedback in Distance Education. [Электронный ресурс] – Режим доступа: www.ncbi.nlm.nih.gov/pubmed/12315710
5. Kielt, L.K. Feedback in distance learning: Do student perceptions of corrective feedback affect retention in distance learning? – Scholar Commons, USF, 2004. [Электронный ресурс] – Режим доступа: <http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=2113&context=etd>

Електронні засоби та дистанційні технології для навчання протягом життя: тези доповідей ІХ Міжнародної науково-методичної конференції, м. Суми, 14–15 листопада 2013 р. / Відп. за вип. В.В. Божкова. - Суми: СумДУ, 2013. - С. 7-8.