Examine instructor-student interaction

Is the feedback task-specific (i.e., regarding a completed assignment or one in progress)?

YES

Is there verification of the results (i.e., KR, KCR, or try-again)?[1]

YES → Corrective FB

NO

NO

Is there elaboration (drawn from the task at hand, past instruction, or new instructional information) to help clarify the task demand?[2]

YES → Corrective FB

NO

Is the feedback regarding the learner's goals?[1, 3]
- Task-oriented
- Non-competitive
- Abilities can be improved
- More effort
- Learning, not performance, stressed

YES → Motivational FB

NO

Does the feedback aim to help the learner continue (i.e., with the task, course, etc.)?[1, 3, 4]
- Challenges are normal part of learning
- Difficulty is not reflection of ability
- Errors equal learning, not failure

YES → Motivational FB

NO

Does the feedback seek to make instruction personally relevant?[3, 4, 5, 6]
- Incorporates personal information
- Encourages ownership/control of learning
- Success/failure are a function of personal effort

YES → Motivational FB

NO

Does the feedback relate to technology regarding the course or student problems with technology (hardware, software, connectivity, email, Web, SSF, etc.)?

YES → Technology FB

NO

Not feedback

---

[1] Dempsey, Driscoll, & Swindell, 1993
[2] Kulhavy & Stock, 1989
[3] Hoska, 1993
[4] Sales, 1993
[5] Ross & Morrison, 1993
[6] Doherty, 1998

Figure 1. Feedback classification flowchart.

Figure 1. Feedback classification flowchart.