USC Center for Excellence in Teaching

# Instructor feedback

## WHAT IS THIS RESOURCE?

A selection of literature resources discussing the impacts of instructor feedback on student learning.

**Goodwin, B., & Miller, K. (2012). Good feedback is targeted, specific, timely.(Research Says)(Column). *Educational Leadership, 70*(1), 82–83.**

Review of research on the use of feedback to promote learning. Easy reading, with citations.

**Hattie, J. (2009). *Visible learning : a synthesis of over 800 meta-analyses relating to achievement*(pp. 173-8). London: Routledge.**

Effective feedback from the instructor significantly and positively impacts student learning outcomes.

**Hattie, J. (2012). *Visible learning for teachers: maximizing impact on learning*. London : Routledge.**

A discussion of effective feedback practices, including a very helpful guide to feedback prompts on page 133. (Chapter 7)

**Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research, 77*(1), 81–112.**[**https://doi.org/10.3102/003465430298487**](https://doi.org/10.3102/003465430298487)

A review of the research into feedback as a pedagogical technique, including the relative impacts of various forms of feedback demonstrating the promotion of learning goals by instructor feedback (mostly written).

**Hunt, G., Wiseman, D., & Touzel, T. (2009). Effective teaching: preparation and implementation (4th ed.). Springfield, Ill.: C.C. Thomas. pp. 26-8**

Includes a summary of effective and ineffective uses of praise as feedback. (pp. 26-8)

**Mathan, S., & Koedinger, K. (2005). Fostering the Intelligent Novice: Learning From Errors With Metacognitive Tutoring. *Educational Psychologist, 40*(4), 257–265.**[**https://doi.org/10.1207/s15326985ep4004\_7**](https://doi.org/10.1207/s15326985ep4004_7)

Students receiving immediate “intelligent novice” feedback acquire a deeper conceptual understanding of principles and demonstrate better transfer and retention of skills over time. Intelligent novice feedback models error detection and correction, and supports students in the exercise of these skills (rather than pointing out errors and recommending specific corrections).

**Mayer, R. E., & Alexander, P. A. (2016). *Handbook of research on learning and instruction* (2nd ed.). New York: Routledge.**

Includes an excellent literature review of the use of feedback by instructors to promote learning gains. (see Chapter 14)

**Mckendree, J. (1990). Effective Feedback Content for Tutoring Complex Skills. *Human–Computer Interaction, 5*(4), 381–413.**[**https://doi.org/10.1207/s15327051hci0504\_2**](https://doi.org/10.1207/s15327051hci0504_2)

Goal-oriented feedback is effective at guiding students through skill development.

**Pashler, H., Cepeda, N., Wixted, J., & Rohrer, D. (2005). When Does Feedback Facilitate Learning of Words? *Journal of Experimental Psychology: Learning, Memory, and Cognition, 31*(1), 3–8.**[**https://doi.org/10.1037/0278-7393.31.1.3**](https://doi.org/10.1037/0278-7393.31.1.3)

Demonstrates evidence that corrective feedback after incorrect answers significantly improves later performance. Also includes a review of other relevant research.