

# Feedback and Distance Learning During the Time of COVID-19

## The Problem

- As teachers across this nation are dealing with the complexities of teaching during the COVID-19 pandemic, it seems fitting that this study addresses one of the main struggles within distance learning: feedback.
- Teachers are finding it difficult to monitor students' progress, and to motivate students because there are some instances where teachers are unable to even see their students' faces.
- As teachers have long known, feedback is one of the most important elements of learning, and distance learning is no different.
- Some teachers forgo feedback and emphasize grade points, which can leave students wondering how to improve their work.

## Results

- Preliminary Survey Results:
  - Themes:
    - % students had neutral or negative perception of distance learning
    - All students had a positive attitude towards feedback.
    - % students had a positive attitude about their writing skills based past feedback or perceived improvement
- Secondary Survey Results:
  - (one student did not complete the survey)
  - Themes:
    - % students had neutral or positive perception of distance learning
    - % students still had a positive attitude towards feedback
    - % students had a positive attitude about their writing skills based past feedback or perceived improvement
- Findings:
  - Feedback improved perception of distance learning.
  - Feedback did not vastly improve writing skills.

## Purpose of the Study

The purpose of this qualitative case study is to gauge the teachers' use of effective feedback, and how it affects student perception of their educational experience. The researcher has posed these questions: how does feedback affect the high school students' perception of the quality of education during distance learning? How does the feedback that is provided help high school students improve in their grade level writing skills? These questions will offer a focus for educators, as distance learning has pressed many educators to look towards technologies that can be used, as opposed to what tried and true methods can continue to be applied in the digital format.

Focus Students	Sample One Scores	Sample Two Scores	Sample Three Scores	Sample Four Scores
Focus Student A Above Average	Initial score:3/6 Revised score: 6/6	Initial score: 5/6 Revised score: 6/6	Initial score: 6/6 Did not revise	Initial score 4/6 Did not revise
Focus Student B Above Average	Initial score:5/6 Revised score: 6/6	Initial score: 6/6 Did not revise	Initial score: 6/6 Did not revise	Initial score 6/6 Did not revise
Focus Student C Average	Initial score:3/6 Did not revise	Initial score: 6/6 Did not revise	Initial score: 5/6 Did not revise	Initial score: 4/6 Did not revise
Focus Student D Below Average	Initial score:6/6 Did not revise	Did not complete	Did not complete	Did not complete
Focus Student E Below Average	Initial score: 2/6 Revised score: 4/6	Initial score: 5/6 Did not revise	Initial score:3/6 Did not complete	Initial score: 3/6 Did not complete

## Methodology

- Design
  - The researcher conducted a case study that explored the use of online feedback and how it affected charter high school students' perception of their quality of education and their growth in their writing skills during distance learning. This particular methodology fits the study, due to the small participation pool and the specificity of the location.
- Instrumentation
  - the focus students will provide:
    - four writing samples
    - two surveys (a primary and secondary survey)
    - two informal interviews (mid study and at the close of the study)

## Implications

- Teachers:
  - This study may offer some educators a method in which they could keep their curriculum intact as they transition to the distance learning model.
  - This study may offer insight into how teachers should provide feedback to students, so that students can learn through there mistakes
- Students:
  - Access to consistent feedback
  - Improved writing skills
  - Improved perception of distance learning.