

the role of feedback in self-regulated learning development

Feedback can help underpin development of the cognitive domain of self-regulation, and supports the development of metacognition as well. Feedback builds not only learning skills, but also can develop the student's awareness of how they learn, and what they need to do to improve their learning.

What is often overlooked, however, is the affective/motivational domain of self-regulation, which is highly impacted by both good and poor feedback.

This will be discussed in more detail later, but is important to emphasise up-front, while we consider the impact of feedback on self-regulation as a whole.

Effective development of self-regulatory skills require students to understand the process of learning, and how it relates to them and their own situation. The development of self-regulatory skills in learning require students to use the feedback with which they are provided effectively. This requires that the students have feedback literacy, and understand what feedback is and how best to use it.

For effective self-regulated learning, students need to understand their own strengths and limitations, and to be able to evaluate opportunities for development themselves. Emphasis must be placed on how assessment, and its feedback, can be designed to maximise opportunities for students to come to understand requirements for themselves, without being dependent on external feedback in order to be able to accurately judge the quality of their own learning (Boud & Molloy, 2013).

The use of feedback to develop self-evaluation skills is covered in more depth in Module AF4.