

# "RESEARCH-BASED TRANSFORMATION OF TEACHER EDUCATION: TRADITION AS A BASIS FOR INNOVATION"

## International Conference on Teacher Education

### ASSESSMET AND FEEDBACK TECHNIQUES FOR PROMOTING EFFECTIVE LEARNING IN HIGHER EDUCATION

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**Annotatsiya.** Ushbu maqola samarali ta'limni rivojlantirish uchun oliy ta'limda baholash va qayta aloqa usullarini o'rganadi. U turli baholash strategiyalarini, jumladan formativ va summativ yondashuvlarni o'rganadi, ularning o'quvchilar taraqqiyotini o'lchashdagi rolini ta'kidlaydi va tanqidiy fikrlash qobiliyatlarini qo'llab-quvvatlaydi. Bundan tashqari, u tengdoshlarni baholash va o'z-o'zini baholash kabi innovatsion usullarni muhokama qiladi, ularning o'z-o'zini tartibga soluvchi ta'limga ta'sirini va talabalarning faolligini baholaydi. Maqola muvaffaqiyatli baholash va qayta aloqa amaliyotini amalga oshirishda fakultet rivojlanishining muhimligini ta'kidlab yakunlanadi. Umuman olganda, u oliy ta'limda baholash va fikr-mulohaza sifatini oshirish, ta'sirli o'quv muhitini yaratish bo'yicha tushuncha va tavsiyalar beradi.

**Kalit so'zlar:** Baholash, fikr-mulohaza, konstruktiv fikr, tanqidiy komponent

**Annotation.** The article explores assessment and feedback techniques in higher education to promote effective learning. It examines diverse assessment strategies, including formative and summative approaches, highlighting their role in measuring student progress and supporting critical thinking skills. Additionally, it discusses innovative techniques such as peer assessment and self-assessment, assessing their impact on self-regulated learning and student engagement. The article concludes by emphasizing the importance of faculty development in implementing successful assessment and feedback practices. Overall, it provides insights and recommendations to enhance the quality of assessment and feedback in higher education, fostering an impactful learning environment.

**Key words:** Assessment, feedback, constructive feedback, critical component

In higher education, the pursuit of effective learning outcomes is a fundamental objective for educators and institutions alike. As the landscape of education continues to evolve, the role of assessment and feedback in promoting student learning has gained increasing recognition. Feedback, when delivered effectively, plays a pivotal role in promoting student learning. Constructive feedback provides students with specific guidance on their strengths and areas for improvement, facilitating their understanding of the subject matter and fostering critical thinking skills. Teachers spend a lot of time on assessment and feedback, but often have very little professional development in how to design assessments and make reliable assessment judgements. Teachers grapple with issues such as unreliable marking and grade inflation. Inexperienced teachers can be asked to design courses and assessments with little pedagogical support. Greater access to higher education has resulted in a much more diverse student body and an increased need for inclusive

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assessment practices. Professional development is often done on the job, with variable amounts of guidance from more experienced colleagues. Assessment dominates students’ thinking in higher education and determines what they will focus on in their studies. Students entering higher education may face unfamiliar assessment processes and tasks. They may lack or have different understandings of academic standards and teacher expectations.

Key concepts and models in assessment provide a framework for understanding and implementing effective assessment practices in education. Some of these concepts and models include:

**Validity and reliability:** Validity refers to the extent to which an assessment measures what it is intended to measure, while reliability refers to the consistency and stability of assessment results over time and across different raters or conditions. These concepts are fundamental in ensuring the accuracy and fairness of assessments.

**Formative assessment:** Formative assessment focuses on providing ongoing feedback and support to students during the learning process. It is aimed at identifying areas of strength and areas for improvement, allowing students to make adjustments and progress in their learning.

**Summative assessment:** Summative assessment is used to evaluate student learning and achievement at the end of a unit, course, or academic period. It provides a summary judgment of the overall performance, typically through exams, projects, or portfolios.

**Bloom's Taxonomy:** Bloom's Taxonomy is a hierarchical model that categorizes learning objectives into six levels of cognitive complexity, ranging from lower-order thinking skills (e.g., remembering and understanding) to higher-order thinking skills (e.g., analyzing, evaluating, and creating). It is often used to guide the design of assessments that target specific levels of cognitive engagement.

**Rubrics:** Rubrics are scoring guides that provide transparent criteria and levels of performance for evaluating student work. They outline specific expectations for each criterion, enabling consistent and objective assessment across different raters.

**Assessment for learning:** Assessment for learning, also known as formative assessment, emphasizes the use of assessment to support and improve student learning. It involves providing timely and constructive feedback, engaging students in self-assessment and reflection, and involving them in setting goals for their learning.

**Assessment of learning:** Assessment of learning, also known as summative assessment, focuses on evaluating students' achievement and performance at the end

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of a learning period. It is used to determine grades, measure learning outcomes, and inform accountability purposes.

These key concepts and models in assessment serve as foundational frameworks for educators to design, implement, and evaluate assessments that effectively measure student learning and promote educational success.

We all give feedback to each other unconsciously and this process happens continuously without the knowledge of the receiver. The sense of understanding between teacher and learner and it helps them to share their thoughts for effective and innovative ideas. Everybody requires feedback for the work that they have done so that they get know that the things they want others to understand are really understandable to them and will work efficiently for there and others benefit. From all the given above, we can summarize that everyone should learn how to give an effective feedback so that the things that they want others to understand should be easily understandable to them. It becomes really important that other people should be able to understand your thought. Therefore giving effective feedback is very important. It assists to improve the development of learning process.

To ensure that feedback is specific, timely, and actionable, teachers can consider the following strategies:

1. Clearly communicate expectations: From the outset, teachers should clearly communicate the learning goals, criteria for success, and expectations to students. This provides a basis for specific feedback that aligns with the desired outcomes.
2. Use descriptive language: Instead of providing vague or general feedback, teachers should use specific and descriptive language that focuses on the specific strengths and areas for improvement. Descriptive feedback helps students understand what they did well and what they need to work on.
3. Provide examples and models: Along with feedback, teachers can provide examples or models that illustrate the desired level of performance. These examples help students visualize the expectations and provide a reference point for understanding the feedback.
4. Offer feedback in a timely manner: Timeliness is crucial for feedback to have the most impact. Teachers should aim to provide feedback as soon as possible after students have completed a task or assessment. Timely feedback allows students to make connections to their work and take immediate action for improvement.

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5. Provide actionable suggestions: Feedback should include specific suggestions or strategies for improvement. Teachers can offer guidance on how students can address their areas of weakness or provide resources that support further learning. Actionable feedback gives students a clear direction for moving forward.
6. Foster a feedback-rich classroom culture: Teachers can create a classroom culture that values and encourages feedback. This includes promoting a safe and supportive environment where students feel comfortable giving and receiving feedback from peers and the teacher. Peer feedback can also play a valuable role in providing specific and timely feedback.
7. Engage students in reflective practices: Encouraging students to reflect on their own work and progress can enhance the effectiveness of feedback. Teachers can provide opportunities for self-assessment and reflection, asking students to identify their strengths and areas for growth before receiving feedback. This self-reflection can help students internalize and apply the feedback they receive.

By implementing these strategies, teachers can ensure that feedback is specific, timely, and actionable, maximizing its impact on student learning and growth.

*Balance positive and constructive feedback:* Encourage students to provide both positive feedback and constructive criticism during the discussion. Promote a balanced approach that acknowledges strengths and achievements while also offering suggestions for improvement. This helps create a supportive and constructive feedback culture.

*Guide the discussion:* As the facilitator, guide the discussion by asking probing questions, summarizing key points, and encouraging deeper analysis. Help students make connections between feedback received and the learning goals of the assignment. Guide students in considering how they can apply the feedback to revise or enhance their work.

*Reflect on the feedback process:* Conclude the feedback discussion by having students reflect on the feedback process itself. Ask students to share their thoughts on the value of the feedback received, how they plan to use it, and what they learned about giving and receiving feedback. This reflection promotes metacognition and helps students develop a greater awareness of their own learning and growth.

By implementing these strategies, you can create a supportive and productive environment for reflective feedback discussions, enabling students to provide

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meaningful feedback to their peers and enhance their own learning through the feedback process.

Assessment for learning is an approach that emphasizes formative assessment and feedback as essential elements of the learning process. It is based on the notion that students are most successful when they are actively engaged in their own learning, and when they receive frequent and constructive feedback to help them track and regulate their learning. Assessment for learning can also increase student motivation, engagement, self-efficacy, and metacognition.

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