

Impact of Feedback on Students' Performance in Distance Learning: A Case in A Tertiary Education in The Philippines

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Abstract

The upheaval to remote learning during the COVID-19 pandemic showed significant gaps in student engagement, quality in instructions and assessment in higher education. In this context, feedback emerged as a vital pedagogical tool to sustain meaningful learning. This study examines the impact of structured written feedback on the lesson planning performance of pre-service teachers at a state university in the Philippines operating under a distance learning modality. Anchored on Hattie and Timperley's Feedback Model (2007), this research employed a convergent parallel mixed-methods design. Quantitative data were derived from expert ratings of students' pre- and post-feedback lesson plans and content-coded feedback comments; qualitative insights were drawn from focus group discussions analyzed through thematic analysis aligned with Sustainable Learning Education (SLE) principles.

Findings revealed that most feedback was task-level (56%) and feed-up in nature (51%), yet significant improvements were observed in students' post-intervention performance, with average scores rising from 3.24 (good) to 4.57 (excellent). Qualitative themes like renewing and relearning, independent and collaborative learning, active learning, and transferability, highlighted feedback's role in promoting lifelong learning, self-regulation, and pedagogical confidence. The study underscores feedback as a developmental mechanism that bridges academic growth with professional readiness in teacher education. It advocates for embedding feedback literacy in teacher training programs and recommends future longitudinal and comparative investigations across feedback modalities and learning environments.

Keywords: Feedback Literacy, Distance Learning, Pre-Service Teachers, Sustainable Learning,



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