Learning Achievements Through Virtual Feedback: A Systematic Review

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Abstract

This article presents the results of a research focused on the study of the processes of learning outcomes between teachers and students understood from the understanding of hypothetical feedback. A research background is provided by researching articles related to the topic under investigation. The results show the importance of developing, receiving and analyzing the feedback tool as well as its impact in motivating students and improving their subsequent learning. Data is provided on the different types and terms of feedback that influence learning-oriented assessment. The effect of developing feedback processes on the emotional and personal domains of the participants was remarkable. The study of experimental feedback has helped drive complex, real-world global assessment methods, and thus deep and relevant learning, beyond the simple strategic process. From the point of view of the teacher-researcher, he pointed out the contributions of this vision to the analysis, reflection and improvement of their teaching practices, and therefore to their professional development.

Key word: Learning achievements, feedback, virtuality.

INTRODUCTION

This study aims to explain the learning outcomes that can be achieved through virtual feedback, addressing the different forms of student learning, using informed and engaged leaders. A function that only teachers can apply to be generators of better pedagogical results, emphasizing that students must show willingness to acquire knowledge and thus also demonstrate competence, and also their weak point.

Abuhassna (2020) illustrates eleven components of using an e-learning platform to achieve improved learning outcomes and total student satisfaction, demonstrating that the platform, experience, collaboration, interaction, and student autonomy had an effective impact on student satisfaction. Satisfaction correlates positively with the learning that results from each student.

Gómez et al. (2020) In their analysis of the use of technology and its outcome in young people's school learning, it found that 9 out of 10 students between the ages of 12 and 18 searched online,

viewed and/or displayed audio and video files, consulted important documentation on wikis and used different instant messaging. On the other hand, teenagers will mainly use these techniques at home. Thus, despite the large number of the use of digital tools in the classroom, there is still a clear tendency to use them outside of educational contexts. García and Canton (2019).

J. J. Wakefield (2020) The use of social networks is harmful to students whose academic performance is usually lower; In particular, they performed lower on the least difficult learning levels as Facebook usage increased. In contrast, the academic performance of students with high academic performance was not significantly affected.

Sofiana, N. Mubarok, H. (2020) Has found the impact of English-based mobile apps (EBMA) with reading student performance and dynamics. This is experimental research using tests and questionnaires to collect data. We have chosen 119 samples (58 students from the test group and 61 students from the control group. Students

who have used EBMA as a means of learning have achieved better reading outcomes than those (71.12> 65.52). After that, the stimulation of students in learning Significantly different after implementing EDMA. It is bigger since the activities related to them and motivate them to learn. Therefore, it indicates that the use of EBMA has a significant impact on reading performance and students.

Pitt, E. Bearman, M. Esterhazy, R. (2020) Consider the issues of transitioning to new modes of feedback, focusing on people with learning disabilities who are often frustrated by the level of performance they need to leverage and benefit from our feedback methodology.

EE Karataş (2021) "Impact of appropriate teaching and learning methods on student achievement". This study was designed as a sample study and used a quantitative research method. The number of participants was 479 students in a course entitled "Introduction to Computing". That is, the data analyzed by means, frequency, t-test and ANOVA of a single-way; there were statistically significant differences between students' learning outcomes and styles [F (3-475) = 11,112, p [Eliminated]. 05]. Different significant scales were found between student achievement and students' proportional university teaching style.

The development of the research is justified by its theoretical value since it works within the framework of learning activities, where observations can be used as a guide or strategic action for students. This means that teachers must master evaluation strategies, implement feedback practices and tools that help develop this process, which is limited by the lack of knowledge and use of virtual platforms. (Ion, et al., 2013).

Through this work it will be determined: Is it possible to feedback virtually to achieve better learning achievements? and is justified by the fundamental role that feedback represents as part of the educational action to achieve expected learning in students within the educational system in its different forms levels and / or modalities.

The objective of this article is: To evidence studies on the achievement of learning through virtual feedback, having as specific objectives: Implement search chains of previous empirical or original studies, Establish the relationship between the different studies analyzed.

Learning outcomes are supported by social constructivism, which recognizes learning as an individually generated process in which new knowledge makes sense by being structured with existing knowledge and in its social interactions. (Andrade, 2021).

The sociocultural theory of Lev Vigotsky. According to (Ledesma, 2014), there is a direct relationship between pedagogy and psychology; In this sense, cognitive activity is associated with various social phenomena; This relationship between dialectical and historical materialism transcends both synthetic factors to the permanent change of being and man, which generates changes in human nature at the psychological, social and biological levels. In addition to moderating what is discussed, Vygotsky's theory relates to each person's higher mental reasoning function. Cole et al. (2003, cited by Ledesma, 2014), explain Vygotsky's theory is strengthened by basing its foundation on the evolution of each stage of the psychic elements of the human process.

Social constructivism holds that learners build knowledge through interactions with people of different levels of knowledge, and that their mutual influence ultimately leads to learning and practice. Learning outcomes are an activity that students perform individually in class with ongoing supervision from the teacher, allowing them to see how close they are to achieving their goals or how close they are to achieving them. (Anijovich, 2020). It is understood as a process whose main purpose is to seek the best result of the teaching-learning process (Martínez-Mínguez et al., 2019).

Tamayo and Vizuete (2018), It is concluded that successful learning should be understood as a series of actions led by the teacher and the student in each teaching-learning process that offers the necessary feedback to make adjustments in the process to achieve the goals set by the students.

Rosales (2018) In his research, he concluded that teachers are more efficient in implementing teaching when they have adequate knowledge of the evaluation processes that make up purposeful learning. It can be said that the teacher is efficient if he knows how to properly

treat students through their educational practices.

Bizarro et al. (2021), They concluded that feedback is fundamental in academic performance, to create the integral development of students, in addition to enhancing confidence levels and developing independence; encourage participation and promote better conditions for higher education; This is understood by the confidence of students to draw their strengths and difficulties from what is observed in their learning guide, which in turn allows them to improve and leads to learning.

The Ministry of Education should commit to developing teacher capacity to manage response strategies and standards and tools for evaluating evidence kits within a formative assessment framework. (Bautista et al., 2021)

In the CNEB (2019) it indicates that feedback is the process by which information describing achievement or progress in relation to expected skill levels is returned to students. Using this information, the student compares what he should do with what he tried to achieve and what he actually managed to do. Likewise, it must be done with clear and shared criteria with the participants, in these actions the proposed models or workflows will help students to modify or reform. Giving feedback gives value to what has already been done, leaving aside praise or criticism at the other extreme, since these actions do not clearly direct the student's efforts. Or at least it can become embarrassing, taking you away from the central goal. (CNEB, 2019)

The aforementioned authors mention different points of view on feedback for the achievement of learning, that is, through feedback students can become aware of their progress, achievements and difficulties in teaching and learning, in the same way the perennial accompaniment of the teacher for their achievement.

This research is justified by the fundamental role that feedback represents as part of the educational action to achieve expected learning in students within the educational service in its different form's levels and / or modalities.

By performing a proper analysis of the important role that virtual feedback plays for the achievement of learning. Feedback represents

opinions and assessments based on the learning process, with students' successes, failures, strengths and weaknesses. In addition, starting from teaching, based on a competency-based approach that favors different changes in response to the different educational conditions of each one, which allows teachers to change their teaching practices and value the process more than the result. Implement feedback as an objective to enhance learning and work to develop competencies; conditioned by reflection, continuous improvement, innovation and understanding of educational practice to transform it.

During the feedback process, teacher intervention is essential. Depending on how you interact with the student, how you deal with their mistakes and difficulties, this will involve them and think about their suggestions and thus build your own strategy or solution to a task.

The topic becomes a very important aspect, since it brings together a lot of material from the international educational experience that supports the effect of focusing educational work on guiding the learning expectations of each student and evaluating the conformation of prices for continuous improvement; In this sense, teachers must continue to train and take advantage of the various capacity building spaces to improve student learning.

METHODOLOGY

In this scientific research design, a systematic descriptive review was carried out, focused on articles from several indexed journals, based on an exploration of a scientific literature from 2018 to 2022, carried out through two search engines, Scopus and ProQuest, an electronic search engine, carried out during the months of November to 2022. December 2021, Using the following descriptors in surveys in English and Spanish: "learning achievements", "feedbackon", "virtual feedbackon", with the use of Booleans AND and OR.

The use of the PRISMA Declaration method was carried out, including a systematic and thorough search, all the articles susceptible to follow-up were taken into account. The eligibility review is carried out systematically and stored in a table, using Mendeley (Pérez et al., 2017).

To perform the inclusion criteria, title, abstract, methodology, results are considered, where the participants are considered students in basic continuing education, open access articles, with sample / participant that was associated with the variable and full text, and who were also completely blind. It has been revised. As for the exclusion criteria, it was: duplicate article, non-scientific (article, review, press publication, doctoral or master's thesis, certificates, and others) for not being of the subject. (Page et al., 2021b).

In the end, 422 articles were found registered in the online database, of which 200 were excluded for duplicity; Leave 222, then reject 120 as a non-scientific article; The remaining 102 of this new total, 70 were excluded because they did not correspond to the object of interest; After that, 32 articles were analyzed, remained in this study, and then filed in the Mendeley Information Manager. (Gallegos et al., 2017).

With this study it was possible to know the reality of the construction of hypothetical observations on the academic performance of students in all their basic continuing education, and qualitative essays, from a constructivist model. (Mertens, 2005; Pasek and Mejía, 2017), since the main purpose is to analyze the results of learning achievements.
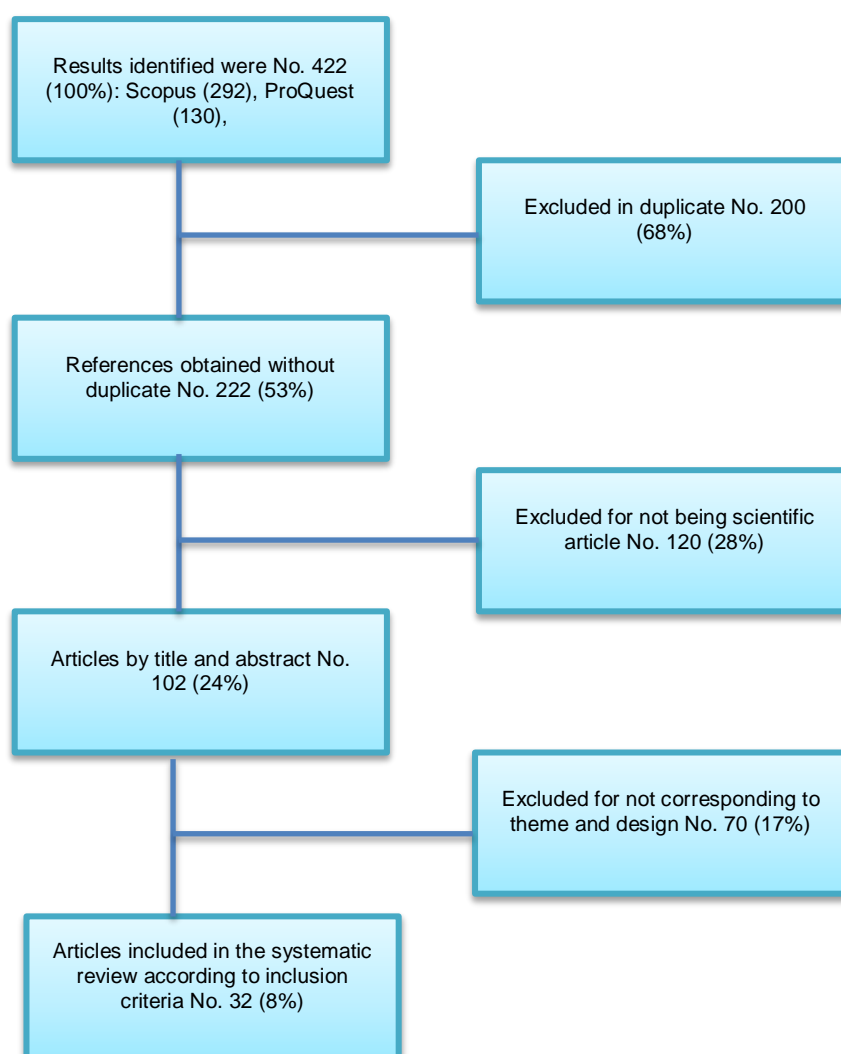
RESULTS

Results identified were No. 422 (100%): Scopus (292), ProQuest (130),

Excluded in duplicate No. 200 (68%)

References obtained without duplicate No. 222 (53%)

Excluded for not being scientific article No. 120 (28%)

Articles by title and abstract No. 102 (24%)

Excluded for not corresponding to theme and design No. 70 (17%)

Articles included in the systematic review according to inclusion criteria No. 32 (8%)

Table 1. Articles analyzed on learning achievements.

Item No.	Article title	Author	Source	Year	Concept or contribution
1	The development of active online learning management with application for future teachers	Korbuakaew, T., Robroo, I., Korbuakaew, S.	Scopus	2022	The purposes of this study were to develop an active online learning management with an application for teachers in training.
2	Recognition of predictors of student emergency online remote learning satisfaction during COVID-19	Kovačević, I.	Scopus	2021	The aim is to test the hypothesis that predictors of student satisfaction with an urgent form of distance learning are their previous experience, attitude towards online learning, motivation, aspects of the learning attitude they assess (expectations) and their digital skills.
3	Student feedback as a predictor of motivation for learning, academic performance and classroom climate	Zedan, R.	Scopus	2021	This research was conducted to examine students' perceptions of teachers' dominant characteristics: the feedback they provide, how feedback relates to student performance and motivation, and how this relates to the classroom environment.
4	Use of mobile devices for educational purposes in secondary education necessary to enhance students' learning achievements	Gómez-García, M., Soto-Varela, R., Morón-Marchena, J.A., del Pino-Espejo, M.J.	Scopus	2022	This research aimed to determine the correlation between cell phone use in high schools and students' academic performance.
5	Using smartphones as experimental tools: a follow-up: cognitive effects through video analysis and reduction of cognitive load through multiple representations	Hochberg, K.	Scopus	2020	Current research focuses on the possible cognitive effects of MET by analyzing video tablets to study pendulum movement, and the evidence has previously been used to study the effect of the accelerometer

					sensor on a smartphone.
6	An instructional design for online learning in vocational training according to a self-regulated learning framework for problem solving during the covid-19 crisis	Sangsawang, T.	Scopus	2020	This study used multimedia games as a tool for critical thinking activities based on the self-regulated learning framework (RCA) for the Covid-19 crisis, supported by performance tests and questionnaires.
7	The Effects of Mobile Computer-Assisted Collaborative Learning to Improve Problem Solving and Achievement	Santosa, E.B.	Scopus	2020	This study aimed to test whether cooperative mobile computer-assisted learning improves learning outcomes for problem-solving better than laptop-assisted learning, individually based on the student's self-regulatory learning level.
8	The academic use of the smartphone in English classes	Suseno, M.	Scopus	2019	This study was conducted to analyze the benefits of English teachers from using smartphones to provide teaching and assessment activities.
9	Effect of a metacognitive scaffolding on self-efficacy, metacognition and achievement in e-learning environments	Valencia-Vallejo, N.	Scopus	2019	The purpose of this research was to detect the effect of metacognitive scaffolding on metacognition, self-learning performance and learning outcomes in students with different cognitive styles.
10	Effects of personalized learning with preferred digital media types on learning motivation	Thanyaphongphat, J.	Scopus	2019	It proposes to develop such personalized learning with three digital learning materials for individual students on the preferred types of

					technology in the subject.
11	Effectiveness of the use of electronic educational blogs in teaching computer science about student performance	Ahmed Ali, A.M.H.	Scopus	2019	The purpose of this research was to detect the effect of the use of educational blogs in computer science education on student success.
12	The Effect of Smartphone Addiction, Achievement Motivation, and Textbook Reading Intensity on Students' Academic Performance	Bukhori, B., Said, H., Wijaya, T., Nor, F.M.	Scopus	2019	This study investigates the effect of smartphone addiction, achievement motivation, and textbook reading intensity on academic performance.
13	The influence of learning style on the learning attitude with multimedia teaching materials	Weng, F., Ho, H.-J.	Scopus	2019	The use of a multimedia-based teaching style has significant effects on the learning attitude of students with different learning styles.
14	Effects of digital game-based learning on performance, flow and overall cognitive load	Lyu, D., Wang, B.	Scopus	2018	This study aimed to examine the difference in overall learning performance, flow, and cognitive load between digital game-based learning and traditional computer-based learning.

Source: own elaboration.

DISCUSSION

According to the analysis carried out in the different articles we have found that the use of virtual feedback for the achievement of learning as a strategy to be able to feed back to students was developed in the educational process becoming a strategy that promotes a better monitoring of the student's work.

For the teacher, the design of virtual feedback strategies helps us to effectively execute the conduct of our work, assuming the challenge of devising learning experiences taking into account the context of the student by devising tasks that can be developed in relation to problems of their daily life, and that of being able to propose and select materials that the student must create and include day by day in their educational work, this will be a product of their creative capacity autonomously.

It is necessary that teachers are trained through different media and platforms on the importance of knowing the benefits that the design and use of feedback in classrooms brings. Likewise, to

examine students' perceptions of teachers' dominant characteristics: how feedback relates to student performance and motivation, and how this relates to the classroom environment. (Zedan, R. 2021)

The use of technological means for virtual feedback by both the student and the teacher depends on the applicability offered by each one, involving the student in his learning process by directly supervising his work, developing his research capacity to find solutions to the problems he finds in his context, demonstrating the learning result, highlight the individual efforts of each of your students, providing the opportunity to build experiences that have not reached the required level of competence, and provide feedback on the experience through friendly conversations about their academic progress. (Korbuakaew, T.S.2022) Similarly students' satisfaction with an urgent form of distance learning is their previous experience, attitude towards online learning, motivation, aspects of the learning attitude they assess (expectations) and their digital skills are important in the development of learning today. (Kovačević, I. 2021)

As the COVID-19 pandemic progressed, there was an increase in the use of digital tools as a means of distance education, both for students and teachers. Countless multimedia games were used as a tool for critical thinking activities based on the self-regulated learning framework for the COVID-19 crisis, supported by performance tests and questionnaires. (Sangsawang, T. 2020), similarly tested whether cooperative mobile computer-aided learning improves learning outcomes for problem-solving better than laptop-assisted learning, individually based on the student's self-regulating learning level. (Santosa, E.B.2020). The use of a multimedia-based teaching style has significant effects on the learning attitude of students with different learning styles. (Weng, F. 2019). The main objective was to examine the differences in learning performance, flow and overall cognitive load between digital game-based learning and traditional computer-based learning. (Lyu, D.2018)

Skill acquisition means that the teacher, as a mediator between students and knowledge, ensures that feedback means that students have clearly presented their knowledge. In contrast to the purpose of this study, which is to study the main factors that limit the acquisition of priority competences in basic distance education due to the COVID 19 pandemic, we find that from the perspective of the teachers themselves, feedback limits the acquisition of skills; Secondly, it is possible that due to the way in which the sessions are developed, and the need for communication and use of technology, the alignment of knowledge is not achieved. For this reason, the use of technologies when it comes to feedback must go hand in hand with teachers and students in order to efficiently achieve the achievement of learning.

CONCLUSIONS

Making good feedback in the teaching-learning process refers to evaluating students' performance to guide them towards expected learning outcomes and moving from simply observing students' success or failure to a student-to-teacher thought process that allows you to determine the best one. method to achieve the desired goal. Whether due to an emergency situation or the emergence of new technologies and new learning models, the truth is that new students need distance education. Therefore, feedback in education should be provided to students through new communication channels.

The common goal of every teacher is to achieve the learning of our students and that this learning is shown by modifying the method of thinking and, therefore, how to act. To achieve this, we perform different techniques and strategies including feedback which allow students to move from the original state to the final state (learning) desired in this process, the steps that we must verify is the process done (evaluation) And if this point has happened, it is necessary to evaluate what was renewed and, if necessary, adjust the strategy, establish in this way, very useful feedback for students and create benefits.

The importance of feedback in education increases if we want students to be able to improve their knowledge and capacity for continuous learning, this factor becomes much more valuable if we mention teachers in the process of continuous training who understand that the development of learning achievements includes stopping to look for and absorb new knowledge.

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