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Applying Feedback Loops lead to efficient Student Learning

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Hamid Reza Sohrabi

Ph.D. in applied linguistics

Learning is a crucial part of life and Feedback loops are organic learning strategies in the life events. According to cause and effect principle, the loops set reactions to a related series of events. Let's focus on a general definition of feedback loops so that we can begin to understand their role in learning.

Events and their feedback have a strong interdependency in forming a continuous loop. Let's consider the following example, if you experience hot weather, your body reactions will be sweating. The moisture on your skin cools you down, and you stop sweating. The cyclical loop adjusts body temperature. Learners benefits from feedback loops just as biological body strategies. In other words our brain is constantly analyzing the surrounding area to find the best models. In the case the model is efficient, it will probably happen again.

Without an effective learning process, you may end up repeating the same learning styles with no significant impact on your personal growth and development. The idea of a feedback loop in education is just the same, as learners fulfill a task, positive or negative feedback will be received. In doing so, they can adjust their learning strategies. It should be reminded that small changes can have a significant impact on learning and growth.

According to educational researcher John Hattie, supporting learners by specific and timely feedback is the single most critical thing that a teacher can do for students. What is the most significant factor However, is that educators must define boarders between feedback and praise. Praise is informing a students' development and feedback is expressing why they were successful or what needs to be corrected.

The feedback loop is a process where a learner analyzes information about their performance and leverages it to optimize the quality of their learning methods or style. As learners take

responsibility of their learning, they implement immediate feedback and learn how to seek our alternative strategies, and eventually take independent control of their learning.

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[?] John Hattie

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