



Why Immediate Feedback Matters

What New Research Says About Immediate Feedback

Excellent Educator, 3(14), 1-2, 2026

WHAT RESEARCH FOUND

Feedback is most powerful when it is given while learning is still taking place rather than after the lesson has ended. This study examined whether providing immediate feedback during classroom activities improves students' learning outcomes. A total of 225 junior secondary students participated in a quasi-experimental study comparing an immediate feedback strategy with conventional teaching.

Students who received immediate feedback consistently performed better than those who received traditional instruction. Instead of waiting until examinations or the end of a unit, teachers corrected misunderstandings as they occurred, allowing students to recognise mistakes before they became habits. The feedback was followed by brief explanations or corrective guidance so students could immediately apply what they had learned.

The researchers also explored whether boys and girls benefited differently from immediate feedback. The results showed that both groups improved similarly, suggesting that timely feedback supports learning regardless of gender.

The study explains that immediate feedback works because it continuously monitors students' understanding throughout the lesson. Rather than viewing assessment as something that happens after teaching, assessment becomes part of teaching itself. Students receive regular opportunities to check their understanding, while teachers can quickly identify misconceptions, adjust explanations, and provide additional support before students fall behind.

The authors conclude that immediate feedback is not simply correcting mistakes. It is an instructional strategy that strengthens learning, improves retention, builds confidence, and helps students stay engaged throughout the learning process.

WHY THIS MATTERS

Many teachers discover learning difficulties only after marking tests, when it is often too late to correct misconceptions efficiently. This research shows that small, timely interventions during learning can prevent misunderstandings from becoming permanent.

Immediate feedback transforms assessment from a judgment of learning into a tool that improves learning. Students gain confidence because they know what to improve straight away, while teachers receive continuous evidence about whether instruction is working. Even brief comments or questions during classroom activities can significantly improve learning outcomes.



CLASSROOM REALITY

Teachers Want	Students Often Experience
Learning mistakes corrected quickly	Errors remaining unnoticed until tests
Active participation	Repeating misconceptions throughout lessons
Continuous improvement	Waiting days or weeks for feedback
Strong understanding	Confusion carried into the next lesson

TRY TOMORROW

Before your next lesson:

1. Check students' understanding after every major concept using one or two quick questions.
 2. Correct misconceptions immediately instead of waiting until homework or tests are graded.
 3. Explain *why* an answer is incorrect and guide students towards the correct reasoning.
 4. Use students' responses to decide whether to continue, reteach, or provide additional practice before moving forward.
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CAUTION

Immediate feedback should guide learning rather than overwhelm students. Correcting every minor mistake can interrupt thinking and reduce confidence. Focus first on misunderstandings that affect learning goals, and provide feedback that helps students improve rather than simply pointing out errors.

ONE KEY TAKEAWAY

Learning improves most when feedback becomes part of teaching itself, helping students recognise and correct mistakes while they are still learning.

Keywords: immediate feedback, formative assessment, learning outcomes, classroom assessment, student achievement, instructional feedback

Reference

Ajogbeje, O. J. (2023). *Enhancing Classroom Learning Outcomes: The Power of Immediate Feedback Strategy*. *International Journal of Disabilities Sports and Health Sciences*, 6(3), 453–465.