The ability to predicting students' perceived feedback based on the constructivist learning environment

Amir Masnavi[*]
Seyed Abbas Razavi [**]

Introduction
This Study's to aim was conducted to investigation prediction students' perceived feedback based on the constructivist learning context.

Methodology
The purpose of this study was to investigate students' perceived feedback and its predictability based on components of constructivist learning environment. This study is an applied research in terms of the purpose and is a type of descriptive-correlational researches in terms of data collection method. The population of the current study consisted of all undergraduate and master of art students of Shahid Chamran Universtiy of Ahvaz. From this university 166 students were selected using simple random sampling method. The Perceived Feedback Scale (Haghani et al) and Constructivist Learning Environment Scale (Tylor) were uses to collect data. Data were analyzed using multiple regression analysis, Pearson correlation coefficient and independent t-test.

Results
The results showed that there is a positive and significant relationship between students' perceived feedback and constructivist learning environment, Also regression analysis revealed that constructivist learning environment components (such as: relation to life, uncertainty, critical statement, shared control, student negotiation) are predictions significant students' perceived feedback (%59 variance). In additions there aren't differences between male and female students and in the rate of receiving feedback undergraduate and graduate students.

[*] Instructor, Faculty Member of Shahid Chamran University of Ahvaz, Ahvaz, Iran. *Corresponding Author*: masnaviamir@yahoo.com

[**] Assistant Professor, Faculty Member of Shahid Chamran University of Ahvaz, Ahvaz, Iran.

Discussion

The evidence from this study suggests that creating a constructivist learning environment through attention to its components can improve feedback in the teaching-learning process. Given the importance of feedback in the communication process, constructivist learning environments improve communication and improve the quality of education. Based on the findings of this study, it is suggested that teachers use active and learning-based approaches to teaching. Traditional approaches that are often teacher-centered and teaching-oriented, passive learners whom lack the opportunity to understand and create the structure of knowledge. It is also suggested that teachers in educational design take in to account the characteristics of a constructivist learning environment and adapt their teaching to them. In this way, students will experience a more effective environment and can adjust their performance by receiving more effective feedback.

Keywords: Perceived feedback, constructivism, learning environment, higher education