SOCIAL STUDIES TEACHERS' FEEDBACK EXPERIENCES: A PHENOMENOLOGICAL STUDY[1]

SOSYAL BİLGİLER ÖĞRETMENLERİNİN GERİ BİLDİRİM DENEYİMLERİ: FENOMENOLOJİK BİR İNCELEME

M. Talha ÖZALP

Nevşehir Hacı Bektaş Veli University

Faculty of Education

mtozalp@gmail.com

ORCID: 0000-0002-8564-7254

Selahattin KAYMAKCI

Kastamonu University

Faculty of Education

kaymakci37@yahoo.com

ORCID: 0000-0001-5905-9902

ABSTRACT

This study aims to explore social studies teachers' experiences regarding the use of feedback in social studies education. The research was designed in line with the phenomenological approach, qualitative research designs. The study group consists of 18 social studies teachers with varying levels of professional seniority, working across Turkey's seven geographical regions. Data were collected through semi-structured interviews and analyzed using content analysis. Findings indicate that teachers predominantly defined feedback in terms of response, correction, and reinforcement, revealing notable conceptual ambiguities. Most participants had not received any formal training on feedback, although they expressed a desire to do so. Teachers most frequently used positive and corrective types of feedback and perceived effective feedback as timely and tailored to individual students. Challenges identified included time constraints, overcrowded classrooms, and a limited student engagement. This study makes a unique contribution by examining social studies teachers' feedback experiences from a multidimensional perspective and raising awareness of teachers' classroom practices.

ÖZ

Bu araştırmanın amacı, sosyal bilgiler öğretmenlerinin sosyal bilgiler eğitiminde geri bildirim kullanımına ilişkin deneyimlerini ortaya koymaktır. Araştırma, nitel araştırma desenlerinden fenomenoloji doğrultusunda hazırlanmıştır. Çalışma grubunu Türkiye'nin yedi coğrafi bölgesinde farklı kıdemlere sahip 18 sosyal bilgiler öğretmeni oluşturmaktadır. Veriler, yarı yapılandırılmış görüşme formu aracılığıyla toplanmış ve içerik analizi tekniği ile çözümlenmiştir. Araştırma bulgularına göre öğretmenlerin geri bildirim kavramına ilişkin tanımları büyük ölçüde dönüt, düzeltme ve pekiştirme odaklı olup kavramsal karışıklıklar içermektedir. Katılımcıların büyük çoğunluğunun geri bildirim konusunda eğitim almadığı, buna karşın bu alanda eğitim alma isteği taşıdığı görülmüştür. Öğretmenlerin en çok olumlu ve düzeltici geri bildirim türlerini kullandığı, etkili geri bildirimi ise anlık ve öğrenciye göre yapılan bildirimler olarak algıladıkları tespit edilmiştir. Geri bildirim sürecinde zaman yetersizliği, kalabalık sınıflar ve öğrenci ilgisizliği gibi güçlüklerle karşılaşıldığı belirlenmiştir. Araştırma, sosyal bilgiler öğretmenlerinin geri bildirime ilişkin deneyimlerini çok boyutlu olarak incelemesi ve öğretmen uygulamalarına ilişkin farkındalık yaratması açısından özgün bir katkı sunmaktadır.

---

[1] This article is based on a section of the doctoral dissertation entitled "Determining the Effectiveness of the Feedback Teaching Package Developed for Social Studies Teacher Candidates", submitted by Dr. M. Talha ÖZALP under the supervision of Prof. Dr. Selahattin KAYMAKCI.

Introduction

Feedback is widely recognized as a critical component for enhancing student achievement within the educational process. It plays a pivotal role in supporting students' development of knowledge and skills (Hattie, 2016; Gibbs et al., 2006). Feedback enables students to gain deeper insights into their strengths and weaknesses, allowing them to identify areas for improvement (Hattie, 2016; Özalp & Kaymakcı, 2022). Within social studies education, feedback holds particular significance because it facilitates interdisciplinary learning and fosters the development of critical thinking and civic competencies (National Council for the Social Studies [NCSS], 2023). Despite its acknowledged importance, the experiences of social studies teachers in Turkey regarding feedback remain underexplored, especially within a curriculum framework that emphasizes democratic citizenship. To address this gap, the present study adopts a phenomenological perspective to investigate Turkish social studies teachers' feedback practices, providing in-depth insights into their conceptualizations, instructional applications, and the challenges they encounter.

The literature frequently emphasizes that feedback is a socially constructed and context-dependent process (Ajjawi & Boud, 2017). As a result, it is unrealistic to define a universally "best" type of feedback applicable to all learners and instructional settings (Akpınar & Özalp, 2023; Boud & Molloy, 2013; Coşkun & Tamer, 2015). Effective feedback must account for various contextual variables, such as the instructional environment, task characteristics, and learners' traits (Henderson et al., 2019; Shute, 2008). Therefore, feedback processes should be structured to foster interactivity, prioritize learner-centered approaches, and enhance meaningful learning outcomes (Carless & Boud, 2018).

In educational research, feedback has been classified across multiple dimensions to enhance its theoretical clarity and practical application (Brookhart, 2008; Butler & Winne, 1995; Hattie & Timperley, 2007). These typologies provide educators a conceptual framework to guide the effective implementation of feedback in classroom practice. Generally, feedback is categorized along five key dimensions:

- Source: Feedback originates internally, as self-generated responses by the learner, or externally, through input from teachers, peers, parents, or digital platforms (Brookhart, 2008; Butler & Winne, 1995; Liu & Carless, 2006; Rimm-Kaufman, 2015).
- Recipient: Feedback is addressed to an individual learner or a group. While individual feedback is tailored to a student's performance, group feedback is delivered to entire classes or collaborative teams (Akpınar & Özalp, 2023; Brookhart, 2008).
- Timing: Feedback is delivered immediately-during or immediate after the learning activity-or delayed, typically following the completion of a task (Shute, 2008).
- Mode of delivery: Feedback is conveyed orally (Barney, 2012), in written form (Black & Wiliam, 1998), or through visual and physical cues, such as gestures or demonstrations (Brookhart, 2008).
- Content: Feedback is expressed as positive (emphasizing student strengths), negative (highlighting shortcomings), corrective (targeting specific errors), suggestive (offering strategies for improvement), or through formative (providing ongoing guidance to foster learning progress) (Butler & Roediger, 2008; Hattie, 2009; Kulhavy & Stock, 1989; Lee, 2019).

These classifications are crucial in helping educators understand feedback not merely as a tool for assessment, but as a dynamic and integral part of the learning process. The literature particularly emphasizes the value of formative feedback, which encompasses the core features of other feedback types and directly contributes to meaningful learning (Hattie & Timperley, 2007; Özalp & Kaymakcı, 2022; Sadler, 1989; Shute, 2008).

In social studies, an interdisciplinary field that fosters critical thinking, civic responsibility, and cultural awareness, feedback is essential for connecting complex concepts and promoting analytical skills (Barth, 1991; NCSS, 2023). Unlike feedback in disciplines such as mathematics, which often targets objective solutions, social studies feedback is narrative, interpretive, and dialogic, encouraging students to synthesize diverse perspectives (McMillan, 2014). By addressing conceptual gaps and guiding students toward informed decision-making, feedback enhances engagement with societal issues and supports democratic citizenship (Akpınar & Özalp, 2023; Pazio Rossiter & Bale, 2023). Furthermore, it strengthens communication and analytical abilities, enabling students to articulate interdisciplinary ideas coherently (Campbell & Henning, 2010; Higgins et al., 2001).

While feedback is widely acknowledged as a fundamental strategy for improving the quality of teaching and learning, its formative potential often remains underutilized in classroom practice. Numerous studies reveal that many teachers lack the necessary competencies to deliver effective feedback, which often leads to responses that are either misunderstood by students or fail to support meaningful academic progress. The literature highlights that effective feedback is a core teaching competency, warranting greater emphasis in both pre-service and in-service teacher education programs (Boud & Molloy, 2013; Cañadas, 2021; Hattie, 2016; Nicol et al., 2014). This need is especially critical for social studies teachers, who must possess both theoretical understanding and pedagogical proficiency to integrate feedback effectively into their instruction (Bailey & Garner, 2010; Crisp, 2007; Özalp & Kaymakcı, 2022). Consequently, there is a growing need for qualitative research to examine social studies teachers' feedback experiences, conceptual frameworks, implementation strategies, barriers encountered, and professional development needs in greater depth. The present study responds to this need by adopting a phenomenological approach to explore the lived experiences of Turkish social studies teachers regarding feedback.

Research Purpose

This study aims to explore the experiences of social studies teachers in Turkey regarding their use of feedback within the context of social studies education, adopting a phenomenological approach. Specifically, it seeks to examine teachers' conceptualizations of feedback, the types of feedback they use, the challenges they face, their professional development needs, and their perspectives on the role of parental involvement in the feedback process.

Research Sub-Questions

1. How do social studies teachers conceptualize feedback?
2. What types of feedback do social studies teachers use in their instructional practices?
3. What challenges do social studies teachers encounter in the feedback process?
4. What are the professional development needs of social studies teachers regarding effective feedback practices?
5. How do social studies teachers perceive the significance of feedback in social studies education compared to other subject areas?
6. What key considerations do social studies teachers take into account when delivering feedback?
7. What are social studies teachers' views on the characteristics of effective feedback?
8. How do social studies teachers perceive the role of parental involvement in the feedback process?

Research Methods

This section explains the research design, participants and sampling strategy, data collection tools and procedures, data analysis, and issues of validity and reliability.

Research Design

This study employed a phenomenological approach, a qualitative research design that seeks to uncover the lived experiences and perceptions of individuals regarding a specific phenomenon. Phenomenology is concerned with exploring how individuals perceive and make sense of experiences through their subjective experiences. In qualitative inquiry, phenomenology is particularly useful for generating in-depth insights into human experiences, motivations, and perceptions, especially about complex or context-dependent issues. Rather than aiming for generalizable findings or causal relationships, this approach provide rich, nuanced understandings of how individuals experience a phenomenon, often elicited through interviews or narrative accounts (Denzin & Lincoln, 2003). In this context, phenomenology was deemed an appropriate methodology for deeply examining social studies teachers' experiences with feedback.

Participants and Sampling Strategy

Participants were selected using the maximum variation sampling method to capture diversity within the study group. This technique purposefully identifies various cases with differing characteristics to highlight variations relevant to the research focus (Patton, 2002). Details of the participants are presented in Table 1.

Table 1. Characteristics of the Participants

Participant	Gender	Educational Background	Years of Seniority	Geographical Region	Place
T1	Male	Bachelor's Degree	5	Eastern Anatolia	Village
T2	Female	Bachelor's Degree	2	Black Sea	Village
T3	Male	Bachelor's Degree	2	Black Sea	District
T4	Male	Bachelor's Degree	1	Central Anatolia	District
T5	Female	Bachelor's Degree	1	Aegean	City
T6	Female	Bachelor's Degree	7	Mediterranean	District
T7	Female	Bachelor's Degree	5	Eastern Anatolia	Village
T8	Male	Master's Degree	9	Mediterranean	City
T9	Male	Master's Degree	10	Central Anatolia	District
T10	Male	Master's Degree	2	Black Sea	Village
T11	Male	Master's Degree	3	Eastern Anatolia	Village
T12	Male	Bachelor's Degree	7	Southeastern Anatolia	Village
T13	Female	Bachelor's Degree	2	Aegean	District
T14	Male	Bachelor's Degree	2	Southeastern Anatolia	City
T15	Female	Bachelor's Degree	3	Southeastern Anatolia	Village
T16	Male	Bachelor's Degree	5	Marmara	City
T17	Male	Master's Degree	12	Aegean	City
T18	Male	Bachelor's Degree	7	Marmara	City

The study sample consisted of 18 social studies teachers employed in public secondary schools under the Turkish Ministry of National Education. Participants were selected through maximum variation sampling, a purposive technique designed to capture diverse perspectives by ensuring variation in gender, educational background, professional experience, geographic region, and institutional setting. This strategy facilitated an exploration of how teachers' experiences with feedback differed across demographic and professional contexts. Of the participants, 12 were male (T1, T3, T4, T8, T9, T10, T11, T12, T14, T16, T17, and T18), and 6 were female (T2, T5, T6, T7, T13, and T15). Their professional experience ranged from 1 to 12 years, with two teachers (T4 and T5) having 1 year of experience and one teacher (T17) having the highest seniority with 12 years. Regarding educational background, 13 teachers held a bachelor's degree (T1, T2, T3, T4, T5, T6, T7, T12, T13, T14, T15, T16, and T18), while 5 teachers had a master's degree (T8, T9, T10, T11, and T17). To ensure a comprehensive representation of Turkey, participants were drawn from all seven geographical regions: three teachers from Eastern Anatolia (T1, T7, and T11), three from the Black Sea (T2, T3, and T10), three from Southeastern Anatolia (T12, T14, and T15), two from Central Anatolia (T4 and T9), two from the Aegean (T5 and T17), two from the Mediterranean (T6 and T8), and two from Marmara (T16 and T18). In terms of workplace location, seven teachers worked in rural villages (T1, T2, T7, T10, T11, T12, and T15), five in district centers (T3, T4, T6, T9, and T13), and six in urban provincial centers (T5, T8, T14, T16, T17, and T18).

Data Collection Tools and Procedures

Before starting data collection, ethical approval was obtained from the Nevşehir Hacı Bektaş Veli University Scientific Research and Publication Ethics Committee. Data were gathered through a semi-structured interview protocol developed by the researcher in line with the relevant literature and study objectives (Patton, 2002). The protocol consisted of ten open-ended questions aimed at exploring participants' perceptions of

feedback, the types of feedback they use, the challenges they encounter in practice, and their professional development needs. Interviews were conducted both face-to-face and via online video conferencing platforms, with each session lasting between 45 and 60 minutes. All interviews were audio-recorded with the participants' informed consent to ensure accuracy and facilitate precise transcription.

Data Analysis

The collected data were analyzed using the content analysis technique. When applying this method, the following aspects were considered: content analysis helps reveal the presence, meanings and relationships of specific words, views, or concepts in texts in educational research (Schreier, 2012). Interview recordings were first transcribed verbatim, followed by systematic coding (Patton, 2002). The resulting codes were then organized into themes and sub-themes to form meaningful categories. Finally, the findings were digitized and presented in tables.

Validity and Reliability

To ensure the trustworthiness of the study (Yıldırım & Şimşek, 2016), multiple procedures were undertaken. Credibility was established through consultation with four experts in measurement and evaluation and two experts in social studies education, both prior to and following the data collection process. Furthermore, interviews were conducted on a voluntary basis, and member checking was implemented by inviting participants to review the data attributed to them at the end of the process. Participants were asked to confirm the accuracy of the interpretations and to indicate whether any additions or omissions were required. Transferability was addressed through the purposeful selection of participants from seven distinct regions of Turkey, ensuring the inclusion of diverse perspectives and enhancing the potential applicability of the findings to broader contexts. Dependability was reinforced by having the data independently coded by two researchers. The inter-coder agreement was calculated at 85%, a level exceeding the 80% threshold commonly accepted as reliable in qualitative research (Miles & Huberman, 1994). In addition, the coding procedures and final analyses were reviewed by experts in scientific research methods to ensure methodological rigor. Confirmability was promoted by incorporating participants' verbatim quotations beneath the tables in the findings section, grounding interpretations in participants' own accounts and minimizing potential researcher bias (Yıldırım & Şimşek, 2016).

Findings

In this section, the experiences of the social studies teachers regarding feedback are presented under specific themes. Each theme was supported by direct quotations from participants, and the meanings derived from their accounts are interpreted in line with the phenomenological approach.

Social Studies Teachers' Perceptions of the Concept of Feedback

Teachers were asked to define the concept of feedback based on their classroom practices and professional perspectives. Their responses were analyzed using inductive content analysis, and recurrent ideas were categorized thematically. Table 2 presents the distribution of these conceptualizations, highlighting the diversity and, at times, inconsistency in teachers' understandings of feedback.

Table 2. Social Studies Teachers' Definitions of the Feedback Concept

Feedback Concept	Frequency (f)
Response	12
Correction	6
Reinforcement	6
Evaluation	4
Information Sharing	4

Feedback Concept	Frequency (f)
Assessment	3
Developmental Support	3
Reward	1
Total	**39**

An analysis of the participating social studies teachers' perceptions of feedback reveals that it is most often equated with "response," "correction," and "reinforcement." The majority of participants defined feedback as informing students about the accuracy of their actions or knowledge. However, some also associated it with "evaluation", "assessment", and "messaging", which do not fully align with the constructivist and formative nature. This indicates a degree of conceptual ambiguity in teachers understanding of feedback.

For instance, T14 stated: "*When I hear the term feedback, what comes to mind is informing the student about how accurate their action or behavior is if it's correct, or where they went wrong if it's incorrect.*" Similarly, T17 described feedback as both a corrective and evaluative: "*In the learning process, feedback refers to any form of expression that indicates the learner's level of understanding, aiming to correct misconceptions and improve performance.*" T11 primarily framed feedback as information-sharing: "*What comes to mind is providing information about whether a piece of knowledge is right or wrong.*" Overall, these definitions suggest that teachers generally perceive feedback as a one-way teacher driven process, rather than a dynamic, dialogic, and learner-centered practice. Some teachers' association of feedback with mere "assessment" or "grading" reflects a limited understanding of feedback as a dialogic, learner-centered, and formative practice. This suggests that their conceptualization of feedback is largely shaped by classroom experience and intuition rather than by a theoretical understanding grounded in educational literature.

Types of Feedback and Classroom Implementation Practices

The participating social studies teachers' responses revealed that the most commonly used types of feedback in classroom practices were positive and corrective feedback. The data indicate that teachers typically use feedback to enhance student motivation, address misunderstandings, and promote interpersonal interaction. Table 3 summarizes the types of feedback employed by teachers and the specific ways they are implemented.

Table 3. Teachers' Views on the Types of Feedback They Use in Their Classes

Type of Feedback	Subcategories	Frequency (f)
Positive	Remarks aimed at increasing motivation	4
	Reciprocal interaction	3
	Rewarding	2
Corrective	Reviewing incorrectly answered questions	5
	Reaching consensus with students	2
	Understanding the source of the problem	2
Formative	Post-unit activities	2
	Worksheets for incomplete topics	2
Suggestion-based	Discussing strategies to achieve academic success	2
	Analyzing reasons for incorrect answers	1
Total		**25**

Teachers' explanations of how they implement feedback show that it is largely verbal, focused on two-way communication, and often concentrated around post-assessment activities. For instance, T1 emphasized the importance of interpersonal engagement: "*Communication is the heart of education. I always try to foster two-way interaction. In class, I usually give supportive, motivational feedback to help students develop and maintain their self-confidence.*"

T12 described the use of corrective feedback as follows: "*After written exams, we review the answers one by one in class. I re-explained the unclear parts. I also use question-and-answer strategies at this stage.*" Likewise, T10 highlighted the role of detailed review in feedback: "*After exams, I hand back all the papers to the students. I first ask them to review their mistakes, and then we go over each question together.*"

One notable finding is that none of the participating teachers reported using negative feedback. This may be related to their concern about being misunderstood or to their preference for being seen as constructive, student-centered educators. Additionally, some teachers equated feedback with very basic classroom routines, such as answering students' questions or giving them a chance to speak. For example, one teacher defined feedback as simply "allowing student who raises their hand to speak." This indicates significant variation in teachers' understanding of feedback and suggests that many apply feedback practices intuitively, without grounding them in a clearly defined pedagogical framework. Because feedback implementation is closely tied to the challenges teachers face, the next section examines these challenges.

Challenges Faced by Teachers in the Feedback Process

The majority of participating social studies teachers (n = 13) reported encountering various challenges when providing feedback in their instructional practices. However, five teachers indicated that they did not face any significant difficulties. As shown in Table 4, the feedback process is influenced by both pedagogical and structural constraints, highlighting the need for institutional support and targeted strategies to address these barriers.

Table 3. Challenges Faced by Teachers in the Feedback Process

Source of Difficulty	Subcategories	Frequency (f)
Student-related	Low academic performance	4
	Misunderstanding the feedback	3
	Lack of interest in the course	2
	Avoidance of communication	1
System-related	Limited time	4
	Overcrowded classrooms	4
	Rigid grading system (e.g., 100-point scale)	1
	Parental pressure	1
Total		**20**

Based on the interview data analysis, the challenges faced by teachers were grouped into two main categories: student-related difficulties and system-related difficulties. Among the student-related difficulties, the most commonly reported issue was students' low academic performance. Teachers noted that in classrooms with poor students performance, providing meaningful feedback and ensuring students benefited from it became more difficult. T11 explained: "*The most significant challenge is probably the students' academic level. As class performance decreases, the feedback process becomes more difficult and unmanageable.*" Similarly, T15 emphasized that low student achievement negatively affects both the teacher's and the student's motivation: "If the class has a low level of achievement, it becomes difficult to give and receive feedback. It reduces motivation for both the teacher and the student."

Another issue highlighted by teachers was that feedback was sometimes misinterpreted by students and perceived as personal criticism. T3 reflected this concern: "*Even when I provide timely and concise feedback, some students perceive it as criticism. They take it personally, and it becomes difficult to continue.*" Some teachers also noted that certain students tended to avoid communication, which hindered the feedback process. As T8 pointed out: "*Some of my students avoid communication altogether. The same feedback may motivate one student while demotivating another. It's hard to know how to approach them.*"

In terms of systemic challenges, time constraints and overcrowded classrooms were the most frequently mentioned difficulties. Teachers reported that providing individualized feedback under these conditions was often not feasible. T14 explained: "*The biggest problem I face in the feedback process is time. For instance, giving individualized, high-quality feedback to 30 students in one class is nearly impossible within the time allocated.*" T4 echoed this point, sharing that she used personal time to complete feedback tasks: "*I often have to provide feedback during lunch breaks or after school hours. Sometimes it's enough, sometimes it's not.*" Other system-related challenges included the rigidity of the grading system, such as the 100-point scale, and parental pressure. These issues created additional stress and limited teachers' flexibility in how they delivered feedback. These difficulties suggest that teachers need further training to improve their feedback skills; this will be discussed in the next section.

Feedback Practices in Undergraduate Education

The perspectives of social studies teachers regarding the feedback training they received were examined. The findings, as summarized in Table 6, reveal three key themes related to the types of training teachers participated in and their perceived impact on professional practice.

Table 6. Teachers' Views on Feedback Training Received

Feedback Training	Subcategories	Frequency (f)
Educational Sciences Courses	Ensuring accurate and lasting learning	2
	Enhancing lesson comprehensibility	1
	Facilitating active student participation	1
In-Service Training	Establishing effective communication	1
	Facilitating active student participation	1
Specialized Course	Communicating student achievement	1
Total		**7**

Teachers who received feedback training during their undergraduate studies, particularly within educational sciences courses, highlighted its role in enhancing their instructional practices. They noted that such training improved lesson comprehensibility, fostered active student participation, and supported accurate and lasting learning. For example, T2 reflected, "*I don't recall the exact course, but I took a class within educational sciences during my undergraduate studies. Its contribution was showing me that feedback is one of the most critical steps in ensuring accurate and lasting learning.*" Similarly, T4 emphasized the practical benefits: "*I received training in courses like classroom management. Its benefit was the vibrancy it brought to the learning environment, which noticeably increased my students' participation, interest, and performance. It made lessons more comprehensible for both me and my students.*"

A smaller number of teachers reported participating in in-service training programs focused on feedback. They valued this training for emphasizing effective classroom communication and promoting active student engagement. T13 shared, "*I attended in-service training. Mastering communication knowledge enhances communication itself. As a teacher, our efficiency depends on healthy communication, so such training significantly contributed to my professional life.*"

Additionally, one teacher described attending a specialized course on feedback outside the formal education system. This training shifted their perspective on the teacher's role in facilitating student learning. T14 explained, "*During my undergraduate studies, I took feedback-related courses at school and also a course outside. Before these, I thought my job was simply to transmit knowledge and let students take what they could. After the courses, I realized that the competencies and values students need can be developed through their behaviors, and by communicating the level of these behaviors to students, feedback ensures lasting learning.*"

These findings suggest that while some teachers benefited from feedback training, the scope and depth of such training were limited, often confined to general educational sciences courses or brief in-service programs. Teachers' reflections indicate that training enhanced their ability to create more engaging and effective learning environments, but the lack of comprehensive feedback-specific training underscores a significant gap

in their professional development. This gap is also linked to how teachers perceive the importance of feedback in social studies, which is discussed in the next subheading.

Importance of Feedback in Social Studies Education

The views of social studies teachers regarding the importance of feedback in social studies education were analyzed, and the findings, summarized in Table 7, reveal several key themes that underscore the significance in this disciplinary context.

Table 7. Teachers' Views on the Importance of Feedback in Social Studies Education

Importance	Frequency (f)
Enhancing interest and motivation	10
Supporting academic achievement	8
Connection to everyday life content	6
Facilitating lasting learning	3
Addressing the intensive curriculum content	3
Incorporating diverse disciplinary knowledge	2
Assisting in concretization	2
Supporting assessment	1
Making students feel valued	1
Total	**36**

Teachers frequently emphasized that feedback plays a critical role in increasing students' interest and motivation in social studies lessons. They noted that well-delivered feedback not only fosters student engagement but also contributes to building positive learning environment. For instance, T6 observed, "*Social studies is a subject well-suited for feedback. Providing feedback is more important in this course because it positively impacts students' motivation and achievement.*"

Another prominent theme concerned the role of feedback in supporting students' academic achievement. Teachers highlighted that feedback enables learners to identify both their strengths and areas for growth, thereby improving overall performance. They also underscored the unique nature of social studies, particularly its strong connection to everyday life, as a factor that amplifies the importance of feedback. T8 elaborated, "*Social studies comprises various disciplines, which sets it apart from subjects like mathematics regarding feedback provision. Moreover, social studies is a dynamic subject that constantly updates itself about daily life. Therefore, feedback is more critical in social studies. In contrast, feedback in mathematics is more objective and universally accepted.*"

Teachers also valued feedback for its contribution to lasting learning, emphasizing that it helps students retain knowledge over time. The intensive and interdisciplinary nature of the social studies curriculum was frequently cited as another reason why feedback is indispensable, as it assists students in navigating complex material. T11 offered a broader perspective, remarking, "*Feedback can be provided regardless of the subject. It's important for every course, and no distinction should be made. Effective feedback enhances interest, achievement, and facilitates lasting learning.*"

Other themes included the role of feedback in concretizing abstract concepts, supporting assessment processes, and making students feel valued. However, these aspects were mentioned less frequently, suggesting that teachers primarily associate the importance of feedback with motivation, achievement, and the subject's practical relevance. Overall, the findings indicate that teachers view feedback as a vital tool in social studies education, particularly because of the subject's interdisciplinary and life-related character. At the same time, their understanding of feedback's broader applications appears to be shaped and somewhat limited by practical classroom experience. While teachers acknowledge the importance of feedback, it is equally critical to examine the factors they take into account when delivering it effectively. This issue will be addressed in the next subheading.

Considerations in Providing Feedback

This subsection examines the factors that social studies teachers prioritize when delivering feedback, based on the content analysis of semi-structured interview data. The key themes that emerged from the analysis are summarized in Table 8.

Table 8. Teachers' Considerations in Providing Feedback

Considerations	Subcategories	Frequency (f)
Delivery Style	Student achievement level	9
	Student personality and character	4
Amount	Knowledge- and skill-based	5
	Neglect of feedback in intensive units	1
Timing	Immediate feedback	4
	Selecting the appropriate time	2
Assessment Type	Feedback tailored to assessment type	4
Value	Positive feedback content	4
Recipient	Individual performance	2
Clarity	Clear, precise, and understandable feedback	1
Total		**36**

Teachers emphasized the style of feedback delivery, particularly tailoring it to students' achievement levels and personality traits. T15 noted, "*A student's achievement level influences feedback. It's also crucial to choose the most suitable time for delivery.*" Similarly, T3 stated, "*My feedback is shaped by students' individual differences and their academic performance,*" while T11 added, "*Student achievement impacts feedback. I use feedback more extensively in high-performing classes.*"

The quantity and scope of feedback emerged as another key consideration, with teachers distinguishing between knowledge- and skill-based competencies. T1 explained, "*Knowledge-based feedback differs distinctly from skill-based feedback. For instance, in the 7th-grade unit on factors influencing the Ottoman Empire's rapid growth, feedback is knowledge-based and can be verbal. However, in the 6th-grade unit on the Earth's geographical position, feedback is skill-based, requiring map literacy skills, where verbal feedback may be less effective.*" T4 echoed this point, prioritizing skill-based feedback: "*I focus more on skill-based feedback in my lessons. Knowledge-based feedback is more forgettable and less efficient over time, so they cannot be treated equivalently.*"

Timing was also considered critical, with teachers generally favoring immediate feedback to maximize its impact. T12 explained, "*For positive behaviors, I provide feedback in front of the class, but for negative behaviors, I prefer private discussions with the student.*" Teachers also took into account the type of assessment, the positive framing of feedback content, and the individual student's performance. However, clarity was rarely emphasized, only T10 highlighted its importance, stating, "*I strive to make feedback clear, precise, and understandable.*"

Notably, the focus and specificity of feedback were often overlooked, indicating that teachers' practices are shaped more by practical experience than by a comprehensive understanding of feedback strategies. These findings highlight a need for targeted professional development to enhance teachers' ability to deliver effective feedback in social studies education.

Notably, the focus and specificity of feedback were often overlooked, indicating that teachers' practices are shaped more by practical experience than by a comprehensive understanding of feedback strategies. These findings underscore the need for targeted professional development to strengthen teachers' ability to deliver effective feedback in social studies education.

Perceptions of the Characteristics of Effective Feedback

This subsection explores social studies teachers' perceptions of what constitutes effective feedback, as revealed through the content analysis of semi-structured interviews. The key themes are summarized in Table 9.

Table 9. Teachers' Views on the Characteristics of Effective Feedback

Characteristic	Frequency (f)
Immediacy	8
Student-Centeredness	8
Positive Content	5
Clarity	3
Alignment with Content	3
Use of Positive Language	3
Appropriate Frequency	1
Total	**31**

Teachers frequently emphasized the need for feedback to be delivered promptly to assess student understanding immediately after a learning activity. T6 articulated, "*Feedback should be given right after the topic is covered to determine whether the student has learned it.*" T16 similarly highlighted the importance of timing, noting, "*Feedback must be given at the right time and place. For instance, providing feedback immediately after assignments is effective.*"

Another key perception was the importance of tailoring feedback to individual student characteristics and academic levels. T9 stated, "*Effective feedback considers the student's class level and individual traits, incorporating elements of effective communication to benefit the student.*" Teachers also valued feedback that conveys positive content to motivate students and highlight their strengths as well as areas for improvement. T15 explained, "*Effective feedback motivates the students and shows their strengths or weaknesses. It fosters two-way communication, increases engagement, enhances achievement, and boosts interest in the lesson.*"

Additional themes included the clarity of feedback, its relevance to instructional content, and the use of positive language. Teachers noted that feedback should be clear and aligned with lesson objectives to maximize its impact. However, the frequency of feedback was rarely addressed, indicating a gap in teachers' awareness of this aspect. Moreover, critical features such as specificity and focus were seldom mentioned, suggesting that teachers' perceptions are largely shaped by practical experience rather than a comprehensive theoretical understanding. These findings underscore a need for professional development to strengthen teachers' knowledge of effective feedback strategies in social studies education.

Role of Family in the Feedback Process

This subsection explores social studies teachers' perceptions of the role and importance of family involvement in the feedback process, as derived from content analysis of semi-structured interviews. The key themes are summarized in Table 10.

Table 10. Teachers' Views on the Role of Family in the Feedback Process

Role of Family	Frequency (f)
Enhancing instructional success and retention	6
Facilitating stakeholder communication	6
Enabling process evaluation	3
Supporting feedback	2
Monitoring tasks and performance	2
Contextualizing school life	2
Total	**21**

Teachers strongly advocated for family involvement, emphasizing its contribution to successful instruction and long-term learning retention. T2 noted, "*Families should be involved, especially with younger students, to make learning permanent through collaboration.*" T10 reinforced this view, stating, "*Families must be included. Relying solely on teachers feels like an easy way out. Families should actively monitor their children, and feedback can extend beyond the classroom. I hope coordination among school, teacher, student, and family can address this.*"

Another key theme was the role of families in reinforcing feedback, particularly in supporting positive behaviors outside the classroom. T12 shared, "*Feedback helps instill positive behaviors, but these fade quickly without family support. I've observed that positive behaviors require reinforcement at home, and families must play a role in education.*" Teachers also valued family involvement for fostering communication among stakeholders—school, teacher, student, and **f**amily —and enabling comprehensive process evaluation. T7 emphasized, "*Families are vital allies in education. They must be fully involved to complete the process evaluation and help us determine whether students apply learning in daily life.*"

Additional themes included families' roles in contextualizing school life, supporting feedback delivery, and monitoring tasks and performance. However, some teachers advocated for limited family involvement to avoid excessive parental pressure or interference in school operations. T1 explained, "*Reviewing portfolios at home with parents and siblings can boost a child's confidence and sense of achievement. However, parents sometimes interfere with lesson delivery, so their involvement should be limited and clearly defined through detailed briefings.*"

These findings highlight teachers' belief in the critical role of families in enhancing feedback effectiveness, particularly through collaboration and reinforcement. However, concerns about excessive involvement suggest a need for structured guidelines to balance family participation in the feedback process.

Discussion and Conclusion

This phenomenological study explored social studies teachers' experiences with feedback, highlighting how they conceptualize, implement, and perceive this process. The findings confirm that feedback is central to supporting learning in social studies education, but is influenced by a complex interplay of individual and systemic factors.

Teachers often defined feedback in terms of response, correction, and reinforcement reflecting a limited understanding of its formative and student-centered dimensions (Hattie & Timperley, 2007; Sadler, 1989). This narrow perspective indicates that the full potential of feedback, particularly in an interdisciplinary field like social studies, remains underutilized (Brookhart, 2008; Göçer & Şentürk, 2019). Şentürk (2019) similarly, observed that teachers' knowledge and experience of feedback are insufficient, due to the absence of structured model for effective implementation. As a result, many rely more on personal experience rather than theoretical frameworks.

Feedback practices are predominantly characterized by positive and corrective approaches, indicating a focus on enhancing student motivation and addressing misconceptions. However, the underuse of formative feedback suggests that strategies supporting long-term learning processes receive less attention (Higgins et al., 2001). This pattern is compounded by systemic and student-related challenges, such as time constraints, overcrowded classrooms, and low academic performance, which hinder the personalization and effectiveness of feedback (Winstone & Carless, 2019). While teachers demonstrate partial awareness of effective feedback characteristics, their inconsistent application underscores a critical gap in professional development (Çoban, 2020). Notably, teachers emphasized the necessity of feedback training for pre-service social studies teachers, arguing that such training would enhance classroom communication, improve student achievement, and strengthen professional competencies (Zan & Yiğitoğlu, 2018). Zan and Yiğitoğlu (2018) found that, despite varying levels of experience, teachers reported deficiencies due to superficial, theory-based undergraduate training lacking practical feedback instruction. Similarly, Şentürk (2019) highlighted the need for a structured training model to bolster teachers' feedback skills, a sentiment echoed by participants who noted that targeted training would equip pre-service teachers to deliver feedback more effectively.

The interdisciplinary and life-relevant nature of social studies makes feedback particularly critical compared to other disciplines. Teachers considered student characteristics and timing when delivering feedback, but paid

less attention to clarity and frequency. This selective approach suggests the need for more holistic approach (Orsmond et al., 2005). Family involvement also emerged as a vital component in enhancing feedback effectiveness, provided it is managed in a structured manner to prevent overreach (Henderson & Mapp, 2002; Rimm-Kaufman, 2015).

In sum, social studies teachers' feedback practices are shaped by their conceptual understandings, classroom applications, and systemic conditions. While indispensable for learning, effective feedback requires addressing teachers' professional development needs, overcoming systemic barriers, and promoting structured collaboration with stakeholders. These findings offer a foundation for both theoretical progress and practical improvements in feedback processes within social studies education.

Recommendations

Based on the findings of this study, the following recommendations are proposed to improve feedback practices in social studies education:

1. To provide teachers with a deeper understanding of the concept of feedback, modules focused on effective feedback should be included in teacher licensure and in-service training programs. These programs should cover the theoretical foundations of feedback and its application in interdisciplinary fields such as social studies.
2. Teachers should be encouraged to use digital tools (e.g. learning management systems or feedback platforms) effectively in their feedback processes to reduce time constraints and barriers created by overcrowded classrooms. Practical training should be organized in this regard.
3. To support the involvement of families in the feedback process, schools should develop guidelines that define clear boundaries and expectations. These guidelines should strengthen the role of families in supporting learning, while preventing interference in the teaching process.
4. Training focusing on effective classroom management and time planning strategies should be organized to enable teachers to provide individualized feedback to large classes. This would be especially useful for social studies teachers working under a heavy curriculum load.
5. This research is a qualitative study focusing on teachers' experiences. In the future, research can be conducted to observe social studies teachers' feedback practices in the classroom environment and examine their effects on student achievement with experimental methods. In addition, comparative studies can be conducted, such as the experiences of teachers in different branches or in different geographical regions.
6. This research was conducted based on the views of social studies teachers. In future studies, the experiences of pre-service social studies teachers and faculty members regarding feedback processes can also be addressed.
7. The present study was designed to provide a general framework for the use of feedback in social studies education. Future research could investigate more specific issues such as the difficulties encountered in the feedback process based on the findings of this study.

Declaration of Conflicting Interests

The authors declare no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The authors did not receive any financial support for the research, writing, and/or publication of this article.

Statements of Publication Ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' Contribution Rate

The study was conducted and reported with equal collaboration among the researchers.

Ethics Committee Approval Information

Ethics committee approval was obtained for this study from the Nevşehir Hacı Bektaş Veli University, Scientific Research and Publication Ethics Committee, with its decision dated 25/10/2021 and numbered 2021.09.304.

References

Ajjawi R., & Boud, D. (2017) Researching feedback dialogue: an interactional analysis approach. *Assessment & Evaluation in Higher Education, 42*(2), 252-265. https://doi.org/10.1080/02602938.2015.1102863

Akpınar, M. (2018). Feedback strategies which social sciences teachers give to their students. *Universal Journal of Educational Research*, *6*(6), 1317-1327. https://doi.org/10.13189/ujer.2018.060623

Akpınar, M., & Özalp, M. T. (2023). Teacher! Please light my way: Effect of providing ındividual feedback on achievement in social studies education. *International Journal of Education and Literacy Studies*, *11*(4), 272-280. http://dx.doi.org/10.7575/aiac.ijels.v.11n.4p.272

Bailey, R., & Garner, M. (2010). Is the feedback in higher education assessment worth the paper it is written on? Teachers' reflections on their practices. *Teaching in Higher Education, 15*(2), 187–198. https://doi.org/10.1080/13562511003620019

Barney, S. (2012). Using negative feedback to guide behavior: Impairments on the wisconsin card sorting test relates to psychosis. *UNLV Theses, Dissertations, Professional Papers, and Capstones*. 1535. http://dx.doi.org/10.34917/4332515

Barth, J. L. (1991). *Elementary and junior high/middle school social studies curriculum, activities and materials*. University Press of America, Inc.

Black, P., & Wiliam, D. (1998b). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan 80, 139–144; 146–148.*

Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: the challenge of design. *Assessment & Evaluation in Higher Education*, *38*(6), 698–712. https://doi.org/10.1080/02602938.2012.691462

Brookhart, S. M. (2008). *How to give effective feedback to your students*. ASCD. http://ascd.ca/ascd/on/wp-content/uploads/2013/06/OASCDBookClub1c.pdf

Butler, A. C., & Roediger, H. L. (2008). Feedback enhances the positive effects and reduces the negative effects of multiple-choice testing. *Memory & Cognition*, *36*(3), 604–616. https://doi.org/10.3758/mc.36.3.604

Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of Educational Research*, *65*(3), 245–281. https://doi.org/10.2307/1170684

Campbell, C. G., & Henning, M. B. (2010). Planning, teaching, and assessing elementary education interdisciplinary curriculum. *The International Journal of Teaching and Learning in Higher Education*, *22*(2), 179–186.

Cañadas, L. (2021). Contribution of formative assessment for developing teaching competences in teacher education. *European Journal of Teacher Education*, *46*(3), 516–532. https://doi.org/10.1080/02619768.2021.1950684

Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education, 43*(8), 1315–1325. https://doi.org/10.1080/02602938.2018.1463354

Coşkun, E., & Tamer, M. (2015). Yazma eğitiminde geri bildirim türleri ve kullanımı. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *12*(32), 337-372.

Crisp, B. R. (2007). Is it worth the effort? How feedback influences students' subsequent submission of assessable work. *Assessment & Evaluation in Higher Education*, *32*(5), 571–581. https://doi.org/10.1080/02602930601116912

Çoban, Z. (2020). *Unravelling the beliefs and practices of efl teachers about corrective feedback in Turkey.* [Yüksek Lisans Tezi]. Kocaeli Üniversitesi.

Denzin, N. K., & Lincoln, Y. S. (2003). *Strategies of Qualitative Inquiry.* 2nd Edn. Sage Publications, Inc.

Gibbs, T., Brigden, D., & Hellenberg, D. (2006). Feedback: The educational process of giving and receiving. *South African Family Practice*, *48*(2), 5-6. https://doi.org/10.1080/20786204.2006.10873330

Göçer, A., & Şentürk, R. (2019). Türkçe eğitiminde yazma becerilerini geliştirmeye yönelik kullanılabilecek geribildirim türleri. *Yüzüncü Yıl Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (43), 123-149.

Hattie, J. A. C. (2009). *Visible learning: A synthesis of 800+ meta-analyses on achievement.* Routledge.

Hattie, J. A. C. (2016). *Visible learning for Teachers Maximizing impact on learning.* Routledge.

Hattie, J. A. C., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, *77*, 81-112.

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Southwest Educational Development Laboratory.

Higgins, R., Hartley, P., & Skelton, A. (2001). Getting the message across: The problem of communicating assessment feedback. *Teaching in Higher Education*, *6*(2), 269–274. https://doi.org/10.1080/13562510120045230

James, R., Krause, K. L., & Jennings, C. (2010). *The first year experience in Australian universities: Findings from 1994 to 2009* (Vol. 326). Centre for the Study of Higher Education, University of Melbourne.

Kulhavy, R. W., & Stock, W. A. (1989). Feedback in written instruction: The place of response certitude. *Educational Psychology Review*, *1*(4), 279–308. https://doi.org/10.1007/bf01320096

Liu, N., & Carless, D. (2006). Peer feedback: the learning element of peer assessment. *Teaching in Higher Education*, *11*(3), 279–290. https://doi.org/10.1080/13562510600680582

MacDonald, R. B. (1991). Developmental students' processing of teacher feedback in composition instruction. *Review of Research in developmental Education*, *8*(5), n5.

McMillan, J. H. (2014). *Classroom assessment: Principles and practice for effective standards-based instruction*. Pearson.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications, Inc.

National Coincil for the Social Studies [NCSS]. (2023). *New definition of social studies approved*. https://www.socialstudies.org/media-information/definition-social-studies-nov2023?utm_content=271001149&utm_medium=social&utm_source=twitter&hss_channel=tw-88029423

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in higher education*, *31*(2), 199-218. https://doi.org/10.1080/03075070600572090

Orsmond, P., Merry, S., & Reiling, K. (2005). Biology students' utilization of tutors' formative feedback: A qualitative interview study. *Assessment & Evaluation in Higher Education*, *30*(4), 369-386.

Özalp, M. T., & Kaymakcı, S. (2022). Türkiye'de eğitim bilimleri alanında geri bildirim üzerine yapılmış lisansüstü tezlerin analizi. *Ahmet Keleşoğlu Eğitim Fakültesi Dergisi, 4*(2), 468-483. https://dx.doi.org/10.38151/akef.2022.28

Patton, M. Q. (2002). *Qualitative research & evaluation methods*. Sage Publications, Inc.

Pazio Rossiter, M., & Bale, R. (2023). Cultural and linguistic dimensions of feedback: A model of intercultural feedback literacy. *Innovations in Education and Teaching International, 60*, 368 - 378.

Ramaprasad, A. (1983). On the definition of feedback. *Systems Research and Behavioral Science*, *28*(1), 4–13. https://doi.org/10.1002/bs.3830280103

Rimm-Kaufman, S. (2015, March 9). *Improving students' relationships with teachers.* American Psychological Association. https://www.apa.org/education-career/k12/relationships

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, *18*(2), 119–144. https://doi.org/10.1007/bf00117714

Schreier, M. (2012). *Qualitative content analysis in practice.* Sage Publications, Inc.

Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, *78*(1), 153–189. https://doi.org/10.3102/0034654307313795

Şentürk, R. (2019). *Eğitimde verilen geri bildirim türleri ve Türkçe eğitiminde öğretmenlerin geri bildirim verme durumları.* [Yüksek Lisans Tezi]. Erciyes Üniversitesi.

Wingate, U. (2010). The impact of formative feedback on the development of academic writing. *Assessment & Evaluation in Higher Education*, *35*(5), 519-533.

Winstone, N., & Carless, D. (2019). *Designing effective feedback processes in higher education.* Routledge eBooks. https://doi.org/10.4324/9781351115940

Yıldırım, A., & Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri.* Seçkin.

Zan, G. K., & Yiğitoğlu, N. (2018). Exploring novice and experienced teachers' beliefs and practices of written feedback. *İnönü Üniversitesi Eğitim Fakültesi Dergisi, 19*(2), 355-369.

GENİŞLETİLMİŞ ÖZET

Geri bildirim, öğrencilerin bilgi ve becerilerini geliştirmelerine yardımcı olan, öğrenme sürecinin önemli bir unsurudur (Hattie, 2016; Gibbs vd., 2006). Öğrenciler, aldıkları geri bildirimler sayesinde güçlü ve zayıf yönlerini fark edebilmekte, geliştirmeleri gereken alanları belirleyebilmektedirler (Hattie, 2016; Özalp & Kaymakçı, 2022). Sosyal bilgiler eğitimi bağlamında ise geri bildirim, disiplinler arası öğrenmeyi desteklemesi, eleştirel düşünme ve vatandaşlık yeterliklerinin geliştirilmesine katkı sunması açısından özel bir önem taşımaktadır (National Council for the Social Studies [NCSS], 2023). Buna karşın, Türkiye'de sosyal bilgiler öğretmenlerinin geri bildirim uygulamalarına ilişkin deneyimleri yeterince araştırılmamıştır. Özellikle etkin vatandaşlık eğitimine vurgu yapan bir öğretim programı kapsamında, öğretmenlerin bu süreci nasıl deneyimledikleri önemli bir araştırma konusu haline gelmiştir. Bu araştırma, sosyal bilgiler öğretmenlerinin geri bildirim uygulamalarını, kavramsallaştırma biçimlerini, geri bildirim sürecinde karşılaştıkları güçlükleri ve öğretmenlerin mesleki gelişim ihtiyaçlarını anlamaya yönelik fenomenolojik bir bakış açısıyla yürütülmüştür.

Geri bildirimin doğası gereği sosyal olarak inşa edilmiş ve bağlamsal olarak konumlanmış bir süreç olduğu vurgulanmaktadır (Ajjawi & Boud, 2017). Bu nedenle, tüm öğrenci grupları ve öğrenme ortamları için geçerli olabilecek tek bir "en iyi" geri bildirim türünden söz etmek mümkün değildir (Akpınar & Özalp, 2023; Boud & Molloy, 2013; Coşkun & Tamer, 2015). Etkili geri bildirim için öğretimsel bağlam, görev türü ve öğrenci bireyselliği gibi çok çeşitli unsurların dikkate alınması gerekmektedir (Shute, 2008; Henderson vd., 2019). Bu doğrultuda, öğrenmeyi teşvik edecek, öğrenci merkezli ve etkileşim temelli geri bildirim süreçlerinin yapılandırılması önerilmektedir (Carless & Boud, 2018).

Alan yazında geri bildirim; kaynağına, alıcısına, zamanlamasına, sunuluş biçimine ve içeriğine göre olmak üzere beş ana boyutta sınıflandırılmaktadır (Butler & Winne, 1995; Hattie & Timperley, 2007; Brookhart, 2008). İçsel ve dışsal kaynaklı geri bildirim, bireysel ya da grup düzeyinde sunulan geri bildirim, anlık ya da geciktirilmiş geri bildirim, sözlü-yazılı-görsel/bedensel olarak verilen geri bildirim ve olumlu, olumsuz, düzeltici, öneri içeren ya da biçimlendirici geri bildirimler bu sınıflamalar içinde yer almaktadır. Biçimlendirici geri bildirim, öğrenmeyi doğrudan destekleme kapasitesiyle en etkili geri bildirim türü olarak öne çıkmaktadır (Hattie, 2009).

Her ne kadar geri bildirim öğretim süreçlerini zenginleştiren temel bir strateji olarak kabul edilse de, uygulamada yeterince kullanılmadığı görülmektedir. Çeşitli araştırmalar, öğretmenlerin etkili geri bildirim verme becerilerinin sınırlı olduğunu, öğrencilerin ise çoğu zaman bu geri bildirimleri anlamakta zorlandığını ya da öğrenme için kullanamadığını göstermektedir. Etkili geri bildirim sağlama becerisi, öğretmenler için temel bir yetkinlik olarak kabul edilmekte ve bu nedenle öğretmen yetiştirme programlarında daha fazla yer verilmesi gerektiği ifade edilmektedir (Boud & Molloy, 2013; Nicol vd., 2014; Hattie, 2016; Cañadas, 2021). Özellikle sosyal bilgiler öğretmenlerinin, geri bildirimi etkili şekilde kullanabilmeleri için hem kavramsal bilgiye hem de pedagojik becerilere sahip olmaları gerekmektedir (Crisp, 2007; Bailey & Garner, 2010; Özalp & Kaymakçı, 2022). Bu çerçevede sosyal bilgiler öğretmenlerinin geri bildirime ilişkin deneyimlerini, uygulamalarını ve ihtiyaçlarını ortaya koyan nitel araştırmalara ihtiyaç duyulmaktadır.

Bu çalışmanın amacı, Türkiye'de görev yapan sosyal bilgiler öğretmenlerinin sosyal bilgiler eğitimi bağlamında geri bildirim kullanımına ilişkin deneyimlerini, kavramsallaştırmalarını, kullandıkları geri bildirim türlerini, karşılaştıkları zorlukları ve mesleki gelişim ihtiyaçlarını incelemektir. Araştırma, nitel araştırma desenlerinden fenomenoloji ile yürütülmüştür. Fenomenoloji, bireylerin belirli bir olguya ilişkin öznel deneyimlerini ve bu deneyimlere yükledikleri anlamları derinlemesine incelemeye imkân tanıyan bir yöntemdir (Denzin & Lincoln, 2003).

Araştırmanın çalışma grubunu, Türkiye Cumhuriyeti Millî Eğitim Bakanlığı'na bağlı devlet okullarında görev yapan 18 sosyal bilgiler öğretmeni oluşturmuştur. Katılımcılar; cinsiyet, mesleki kıdem, mezuniyet düzeyi, görev yaptıkları bölge ve okul türüne göre maksimum çeşitlilik örneklemesiyle seçilmiştir. Veriler, araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşme formu ile toplanmıştır. Form, öğretmenlerin geri bildirime ilişkin algılarını, uygulama biçimlerini, karşılaştıkları zorlukları ve mesleki gelişim ihtiyaçlarını anlamaya yönelik 10 açık uçlu sorudan oluşmaktadır. Görüşmeler hem yüz yüze hem de çevrim içi olarak gerçekleştirilmiş, her biri yaklaşık 45–60 dakika sürmüştür. Veriler içerik analizi yöntemiyle çözümlenmiştir. Görüşmelerin dökümü yapıldıktan sonra kodlama süreci yürütülmüş; kodlar tema ve alt temalar hâlinde sınıflandırılmıştır. Kodlamalar

iki araştırmacı tarafından bağımsız biçimde yapılmış ve kodlayıcılar arası uyum %85 olarak hesaplanmıştır. %80 üzeri uyum oranı güvenilir kabul edilmektedir (Miles & Huberman, 1994).

Araştırma bulgularına göre, öğretmenlerin geri bildirim kavramına ilişkin algılarının genellikle "dönüt", "düzeltme" ve "pekiştirme" gibi anlamlarla sınırlı olduğu görülmüştür. Öğretmenlerin geri bildirim uygulamaları büyük ölçüde sözlü, karşılıklı etkileşime dayalı ve değerlendirme sonrasında gerçekleşen etkinliklerle sınırlıdır. Geri bildirim sürecinde karşılaşılan zorluklar ise öğrenciye bağlı ve sisteme bağlı güçlükler olmak üzere iki başlık altında toplanmıştır. Öğrencilerin düşük akademik başarıları, geri bildirimi anlamakta zorlanmaları ve bunu kişisel eleştiri olarak algılamaları en sık dile getirilen öğrenci kaynaklı zorluklardır. Sistem düzeyinde ise zaman yetersizliği, sınıf mevcudunun fazlalığı ve ölçme-değerlendirme baskısı öne çıkmaktadır.

Katılımcılar arasından bazı öğretmenlerin lisans eğitimi sırasında eğitim bilimleri derslerinde geri bildirim konusuna değinildiğini belirttikleri, bu eğitimin öğretim sürecine olumlu katkılar sağladığını ifade ettikleri görülmüştür. Ayrıca az sayıda öğretmenin hizmet içi eğitimler ya da kişisel ilgiyle katıldıkları özel kurslar sayesinde geri bildirim konusunda farkındalık kazandıkları saptanmıştır. Öğretmenler, geri bildirimin öğrencilerin derse ilgisini ve motivasyonunu artırmada etkili olduğunu vurgulamış; özellikle sosyal bilgiler dersinin yaşamla kurduğu güçlü bağ nedeniyle geri bildirimin öğrenmeyi desteklemedeki önemine dikkat çekmişlerdir. Ayrıca geri bildirimin öğrencinin düzeyine, özelliklerine ve ihtiyaçlarına göre uyarlanması gerektiği; açık, anlaşılır, olumlu ve hedef odaklı olması gerektiği sıkça belirtilmiştir. Aile katılımı da öğretmenler tarafından vurgulanan önemli bir tema olarak öne çıkmıştır. Öğretmenler, ailenin geri bildirimi destekleyici bir rol üstlenmesinin hem sınıf içi başarıyı hem de kalıcı öğrenmeyi artırabileceğini ifade etmişlerdir.

Elde edilen bulgular, geri bildirimin sosyal bilgiler öğretiminde öğrenmeyi destekleyen vazgeçilmez bir araç olduğunu, ancak bu aracın etkili biçimde kullanılabilmesi için öğretmenlerin mesleki gelişim ihtiyaçlarının karşılanması, yapısal engellerin giderilmesi ve paydaşlar arasında işbirliğine dayalı yapıların kurulması gerektiğini göstermektedir. Bu çerçevede araştırmada, öğretmen yetiştirme ve hizmet içi eğitim programlarında geri bildirime özel modüllerin yer alması, aile katılımına ilişkin net yönergelerin geliştirilmesi ve kalabalık sınıflarda bireyselleştirilmiş geri bildirim sağlanabilmesi için sınıf yönetimi ve zaman planlamasına yönelik eğitimlerin düzenlenmesi gibi öneriler sunulmuştur. Ayrıca, bu çalışma öğretmen görüşlerine dayalı nitel bir desenle yürütülmüş olup, ileride sınıf içi uygulamaların gözlemlenmesine dayalı deneysel ya da karma yöntemli çalışmalarla desteklenmesi önerilmektedir. Farklı branş ve bölgelerdeki öğretmenlerin deneyimlerine odaklanan karşılaştırmalı araştırmaların yapılması, geri bildirim sürecine ilişkin daha bütüncül bir anlayışın gelişmesine katkı sağlayabilir. Son olarak, bu çalışma sosyal bilgiler öğretiminde geri bildirim kullanımına ilişkin genel bir çerçeve sunmakla birlikte, gelecek araştırmalarda sürece özgü sorunların ayrıntılı olarak incelenmesi, alana yönelik daha derinlemesine ve bağlamsal çıkarımların yapılmasına olanak sağlayacaktır.