

Digital Feedback Styles (Corrective vs Explanatory): Its Effect on Developing Secondary Students' Cognitive Achievement and Self-regulated Learning through a Digital Learning Platform

This research study aims at investigating the effect of the difference between the two patterns of feedback (corrective & explanatory) which students receive through a digital platform on developing their academic achievement and self-organized learning. The researcher used quasi-experimental design. The study group was from grade 12 in one of Muscat private schools. It included fifty students (both males and females) divided into two equal experimental groups as the researcher used the pre-post experimental design for the two experimental groups. The research tools included an achievement test for measuring the cognitive achievement and the Purdie scale, which was transformed, arabicized and adapted to the Omani environment for measuring self-regulated learning. After statistical treatments using T test, results showed that the two patterns of feedback (corrective & explanatory) had an effect on developing students' cognitive achievement and self-regulated learning. However, the explanatory feedback had the biggest and deepest positive effect on the two dependent variables (i.e. cognitive achievement and self-regulated learning).