Feedback no processo de aprendizagem: proposta de estruturação e implicações percebidas por estudantes de Administração

Feedback in the learning process: proposal for structuring and perceived implications by Business Administration course students

Feedback en el proceso de aprendizaje: propuesta de estructuración e implicaciones percibidas por estudiantes de Administración de Empresas

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PALAVRAS-CHAVE
Feedback.
Ensino-aprendizagem.
Administração.

Resumo: O *feedback* é considerado um elemento importante para o processo de aprendizagem discente. O presente estudo objetiva analisar a contribuição da utilização de *feedbacks* para o processo de aprendizagem dos estudantes na percepção dos discentes matriculados em disciplinas da graduação em Administração da UFPB. As disciplinas utilizam *feedbacks* em três momentos distintos ao longo da sua execução. A pesquisa, de caráter qualitativo básico, foi desenvolvida a partir da observação participante e análise de relatos extraídos de

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questionários respondidos pelos discentes. Os resultados da investigação revelam que os alunos tendem a valorizar os *feedbacks* e os consideram importantes tanto na vida profissional quanto acadêmica. Além disso, entendem que o *feedback* efetivo deve ser imediato, expresso individualmente, podendo ser oral ou escrito, tornando-se uma prática contínua, clara, objetiva e de qualidade. Ademais, o estudo contribui com a estruturação do processo de *feedback* enquanto estratégia de ensino, considerando a operacionalização, regras e especificidades a se observar em sua aplicação, de forma a facilitar sua replicação por outros docentes.

Abstract: Feedback is considered a substantial element in the student learning process. This paper analyses the contribution of feedback to the student learning process in the perception of students enrolled in undergraduate Business courses at UFPB (Universidade Federal da Paraíba). The subjects use feedback at three different times during the course. The research, of a basic qualitative nature, was developed based on participant observation and analysis of reports extracted from questionnaires answered by students. The results show that students tend to value feedback and consider it crucial in both their professional and academic lives. Moreover, they understand that effective feedback should be immediate, expressed individually, and can be oral or written, making it a continuous, clear, objective and quality practice. Furthermore, the study contributes to structuring the feedback process as a teaching strategy, considering the operationalization, rules, and specificities to be observed in its application to facilitate its replication by other teachers.

Resumen: El feedback se considera un elemento importante en el proceso de aprendizaje de los estudiantes. El presente estudio pretende analizar la contribución del uso del feedback al proceso de aprendizaje del alumno en la percepción de los alumnos matriculados en los cursos de licenciatura de Administración de Empresas de la UFPB. Las materias utilizan el feedback en tres momentos diferentes durante la realización del curso. La investigación, de carácter cualitativo básico, se desarrolló a partir de la observación participante y del análisis de los informes extraídos de los cuestionarios respondidos por los alumnos. Los resultados de la investigación muestran que los estudiantes tienden a valorar el feedback y lo consideran importante tanto en su vida profesional como académica. Además, entienden que un feedback eficaz debe ser inmediato, expresado individualmente y puede ser oral o escrito, convirtiéndose en una práctica continua, clara, objetiva y de calidad. Además, el estudio contribuye a estructurar el proceso de feedback como estrategia de enseñanza, considerando la operacionalización, reglas y especificidades a ser observadas en su aplicación, para facilitar su replicación por otros profesores.

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Introduction

Training professionals according to the demands of the labour market is one of the substantial challenges of higher education. Thus, students must develop skills for professional performance. Teachers need to teach the theoretical content to the student most authentically possible, which he will find outside the classroom walls (Herrera *et al.*, 2020). However, using innovative teaching methodologies may not achieve the expected result because there is often no prioritization of the interests and needs of students (Farias, Martin & Cristo, 2015).

Evaluating knowledge, skills, attitudes and behaviours enables the generation of information about student performance (Pricinote & Pereira, 2016). Thus arises the importance of feedback, defined as specific information obtained from observing the student's performance or knowledge in performing a task (Stone, 2014). Teachers' feedback plays an essential role in promoting student learning self-regulation (Graham, 2018), based on the information provided by the teacher about factors such as understanding and performance of students in learning (Guo, 2020).

Feedback promotes learning, observing student progress or its lacking, weaving notes on needs, and motivating them to be involved in activities (Núñez *et al.*, 2015). It helps students to expand their potential knowledge, increase their awareness of strengths and areas of improvement, and identify actions to improve performance (Guo & Wei, 2019).

However, feedback cannot be restricted to unilateral communication coming from the teacher about the student's positive or negative performance (Murdoch-Eaton, 2012). In this process, the student must assume an active stance to "confirm, add, replace, adjust or restructure knowledge, skills and attitudes, developing new ideas and capacities" (Pricinote & Pereira, 2016, p. 2).

It is then essential that students also provide feedback, evaluating teacher methodologies and strategies to identify opportunities for improvement, as well as grant feedback between peers, contributing to improvements from their colleagues, as needed.

Effective feedback may enable tangible results, comprising all process phases (task, observation, information generated) and contributing significantly to teaching-learning (Tanis, 2020). Indeed, it provides a valuable opportunity to learn and reflect (Santos & Santos, 2020), with implications for the collective construction of knowledge in different relationships – teacher/student, student/teacher, student/student. In addition, feedback contributes to improving and developing students' professional competencies (Santos, Lira Filho & Santos, 2021).

From this perspective, in the undergraduate degree in Business course at Universidade Federal da Paraíba – UFPB, the subjects "Organisation and Methods" and "Quality and Productivity Management" use the "Project-Based Learning (PBL)" methodology that provides students with direct contact to companies from a consulting project in these organisations (Araújo, Kruta-Bispo, Ayres & Silva, 2019). Through these projects, students can develop skills such as leadership, teamwork, problem-solving, negotiation, and assertive communication, among others.

The disciplines use the feedback process at three distinct moments: (a) feedback from

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the first version of practical activities, performed by the teacher and monitor(s) to the teams; (b) post-presentation feedback, in which the teacher and monitor(s) evaluate the teams and each team member evaluates the leader and vice versa; (c) final evaluation of the discipline, in which each student evaluates the other team members, the leader, the monitor(s), the teacher and the discipline, and performs a self-evaluation.

This study then aims to analyze the contribution of using feedback to the student learning process in the perception of students enrolled in UFPB Business undergraduate subjects.

The research theoretically contributes to assisting the scientific knowledge production on the subject, as studies must investigate feedback in teaching-learning in administration to understand gaps found in the specialized literature (Santos, Lira Filho & Santos, 2021; Walker, Oliver & Mackenzie, 2021; Boud & Molloy, 2013).

In addition, it contributes to disseminating reflections and debates that can achieve results in the teaching-learning process. In addition, it contributes to the practice, as it enables using the strategy presented in subjects of various undergraduate courses.

Theoretical elements of research

In the teaching-learning process, feedback is crucial for improving student learning (Clark, 2012), reducing gaps between students' understanding, their skills and learning objectives (Hattie & Timperley, 2007), and being renowned as information provided by an agent on performance aspects. It can be effective in student learning according to its format (Guo & Wei, 2019).

Feedback is a revitalizing resource to develop teaching-learning. Teachers who employ this approach are more likely to foster student engagement and improve their learning (Consoni, 2010).

Guo (2017) identified five types of feedback from the teacher: (i) verification feedback, which consists of judging the student's response, assigning grades or attesting as correct or incorrect; (ii) direct feedback, consisting of the direct answer to the students' questions; (iii) scaling feedback, which consists of a sequence of partial tips or solutions to facilitate students' understanding and the reach of the correct answers to themselves (McMillan, 2014); (iv) compliments, consisting of valuing the performance, attitudes or results of students; and (v) criticism, referring to the negative response to student behaviour or performance (Guo, 2020).

Brown, Peterson and Yao (2016) point out that students who actively enjoy feedback in their learning process achieve better results in their self-regulation. Researchers Hernandez-Rivero, Santana-Bonilla, and Sosa-Elonso (2021) attested that feedback is directly related to the self-regulation of student learning and should be effectively interpreted and internalized with efficient monitoring (Chou & Zou, 2020).

Thus, students perceive the effectiveness of feedback in self-regulated learning when the following elements are present: (i) simultaneous teacher feedback, specific and focused on the task, with clarity and understanding (Pereira et al., 2016); (ii) the possibility of feedback between peers (students), with dialogue and interaction; (iii) use of virtual environments to give feedback;

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and, finally, (iv) coherent specifications about the activity and the expected results from the beginning (Hernandez-Rivero, Santana-Bonilla & Sosa-Elonso, 2021).

Hattie and Timperley (2007) reinforce that improving learning outcomes is directly linked to student motivation, reinforced in Pitt and Norton (2017) and Nahadi, Firman and Farina (2015) research. In this sense, feedback helps students focus on learning to overcome difficulties and to perceive their progress accompanied by the teacher (Ghilay & Ghilay, 2015).

Langer (2011), in turn, stresses that feedback is a multidimensional phenomenon closely linked to the context, to the prior experiences of students, teachers and monitors, to the technologies used, and to how feedback is made available.

Indeed, feedback can be seen as a two-way road, as it allows the teacher to receive and benefit, which leads to a constant improvement of their teaching practice (Cokson, 2017). This bilateral dialogue (between student and teacher) is fundamental since the student can only interpret feedback if it is authentic and natural, supplied with sensitivity and properly (Farias, Martin, & Christ, 2015; Price, Handley, Millar, & Donovan, 2010).

Such sensitivity to providing feedback is crucial, as negative feedback can trigger unfavourable reactions in the receiver, impacting its use and acceptance (Santos & Sanos, 2020). In addition, the following elements are considered for successful feedback: the willingness to give and receive criticism (Cokson, 2017), the dialogue (Price, Handley, Millar, & Donovan, 2010), and emotions, whether positive or negative (Cokson, 2017).

Another essential aspect of effective feedback appears in Thurlings, Vermeulen, Bastiaens and Stijnen's research (2013): feedback should be granted immediately, which is reinforced by Farmani, Akbari and Ghanizadeh (2017) and Riyiananto and Aryulina (2020). Immediate feedback enhances the learning process and assists in understanding content, according to Badyal et al. (2019). This aspect also implies increased motivation for learning (Farmani, Akbari, & Ghanizadeh, 2017; Hattie & Timperley, 2007). Therefore, immediate feedback becomes more effective for student learning, providing feedback-based revisions (Ryiananto & Aryulina, 2020). Thurlings et al. (2013) concluded that effective feedback is concentrated on the task (and not the individual), with direction and elaborated with neutrality.

In addition, feedback can be granted individually or in groups (Hattie & Timperley, 2007). Ribeiro-Pereira and Assunção-Flores (2013) have attested that students feel more comfortable when feedback is available individually, although they say that group feedback can be more profitable and enriching. Pricinote and Pereira (2013) also highlighted the students' preference for specific (individual) and not general feedback to the group. Finally, Watling, Dressen, Vleuten and Lingard (2014) considered positive when feedback is specific and has credibility, allowing for performance improvements.

Williams (2005) also highlights different types of feedback used according to each situation. They can be classified into different types: (i) positive feedback, which seeks to reinforce the desired behaviour to repeat itself; (ii) corrective feedback, which aims to promote the change of conduct of the receiver;

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(iii) offensive feedback, which devalues the recipient of the message; And lastly, the (iv) insignificant feedback, characterized by being very generic, leaving the individual doubtful about his purpose.

In addition, there are numerous benefits to adopting feedback in teaching, as it is a tool that enhances the learning process (Santos & Santos, 2020). Thus, by staying informed about their progress, identifying gaps, guidelines on observed needs and other facilitating resources, the student becomes the protagonist of the learning process (Consoni, 2010).

Methodological elements of research

This paper is a basic qualitative research (Merriam, 2009). It analyses the contribution of using feedback in the learning process, according to the perception of students enrolled in undergraduate Business course subjects from the Universidade Federal da Paraíba – UFPB, Campus I, in two academic terms.

As for its objectives, the research has an exploratory and descriptive character. Data were extracted from three key sources: (i) participant observation, when the teacher responsible for the disciplines and two monitors began to observe the active methodology used in curriculum components (project-based learning – PBL) and their constant feedback practice; (ii) analysis of reflective reports about feedback granted in the disciplines, extracted from discipline evaluation forms; and lastly, (iii) questionnaire with open and closed questions, so the students describe the situations experienced, reflecting exclusively on feedback.

There are fifty-eight (58) students enrolled in the two terms studied. Regarding students' gender, 62% of respondents were women, and 38% were men. About its age group, 52% are in the age group of 18 to 23 years, 35% are between 24 to 29 years, and 13% are over 30 years old.

Participating observation took place throughout the subjects "Organisation and Methods" and "Quality Management and Productivity", taught between 2018 and 2019, in which feedback practice was used as a technique to develop classroom learning – the first section of results in this paper presents the description of the institutionalized feedback strategy in the subjects mentioned later.

As an evaluative requirement, all students responded to the discipline evaluation form (online, via Google Forms). We then extracted 17 (seventeen) reports in which students highlighted the feedback strategy with specific terms and expressions.

Fifty-two (52) of the fifty-eight (58) enrolled students responded to the specific questionnaire about feedback during the period that comprised the application of the questionnaire (September to November 2019) through online forms (via Google Forms).

We formulated such questions from the studies of Pricinote and Pereira (2013) and Ribeiro-Pereira and Assunção-Flores (2013). Using open-ended questions, we inquired students about the relevance and value of feedback for their practice professional, the best feedback concession format, and the perfect feedback on their perception. In addition, we asked students to assign grades from 0 to 10 for each feedback moment in the subjects.

Then, we analysed the data collected from the content analysis technique proposed by Bardin (2016) to systematically describe the

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data, reinterpret and understand the meanings present. The analysis consisted of three steps: (i) pre-analysis of data, (ii) systematic exploitation and coding of the material, and (III) treatment of results, inference and interpretation, with categories of analysis.

The analysis procedure that resulted in data categorisation was performed by reading and rereading data transcribed by three responsible researchers. From the individual evaluations of each researcher, there was a new round of simultaneous evaluation among all researchers, observing the convergences and similarities of the codes, which resulted in the definitive assignment of the codes and their respective categories.

Thus, the selected, coded and categorised sections totalled 67 comments, receiving the C1 to C67 codes. Then, the coded data

emerged the following categories of thematic analysis: (i) perception of students about the feedback offered in the disciplines; (ii) perception of students about the relationship between feedback and the learning process; and, finally, (iii) perception of students about feedback offered in other course subjects.

Moreover, although it is not a quantitative study, we analysed data extracted from closed-ended questions (assignment of notes for feedback moments) from the IBM SPSS for descriptive analysis of the results.

Feedback process structuring

In the UFPB Business Administration Undergraduate course, the subjects "Organisation and Methods" and "Quality and Productivity Management" use "Project-Based Learning" (PBL) methodology, providing students with direct contact with public or private organisations, performing consulting projects in these institutions (Araújo et al., 2019).

Divided into two units of the subjects, entitled "Internships", in the first stage, students make an organisational diagnosis; in the second stage, students analyse the organisational routine, proposing improvements or creating instruments for the company. Within this active learning methodology, students performed six steps in each subject: (i) Project definition, (ii) Project presentation, (iii) Data collection, (IV) Preparation of improvements, (v) Shared experience, and (vi) Student feedback. The description of the steps are presented in Figure 1.The following is how the application of the PBL methodology in the disciplines, consisting of six steps:

- *Step I - Project definition:* it consists of analysing feedback received in previous editions of the subject to make continuous improvements. Based on the feedback, we review the guidance manuals of university internships and other pedagogical materials.

- *Step II – Project presentation:* At this moment, we present to the students' materials already available in the Virtual Learning Environment (VLE). In addition, we train teams of four to five members. In each stage, we define a leader who should delegate the attributions to the other components. Such formation of each team can occur spontaneously by students or randomly (Kruta-Bispo *et al.*, 2022). With the teams formed, we present the

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descriptions of each activity.

- *Step III – Data collection:* the teams must seek organisations and conduct visits to collect the information necessary to perform the work (interviews or questionnaires).

Figure 1
Steps of the subjects' methodology
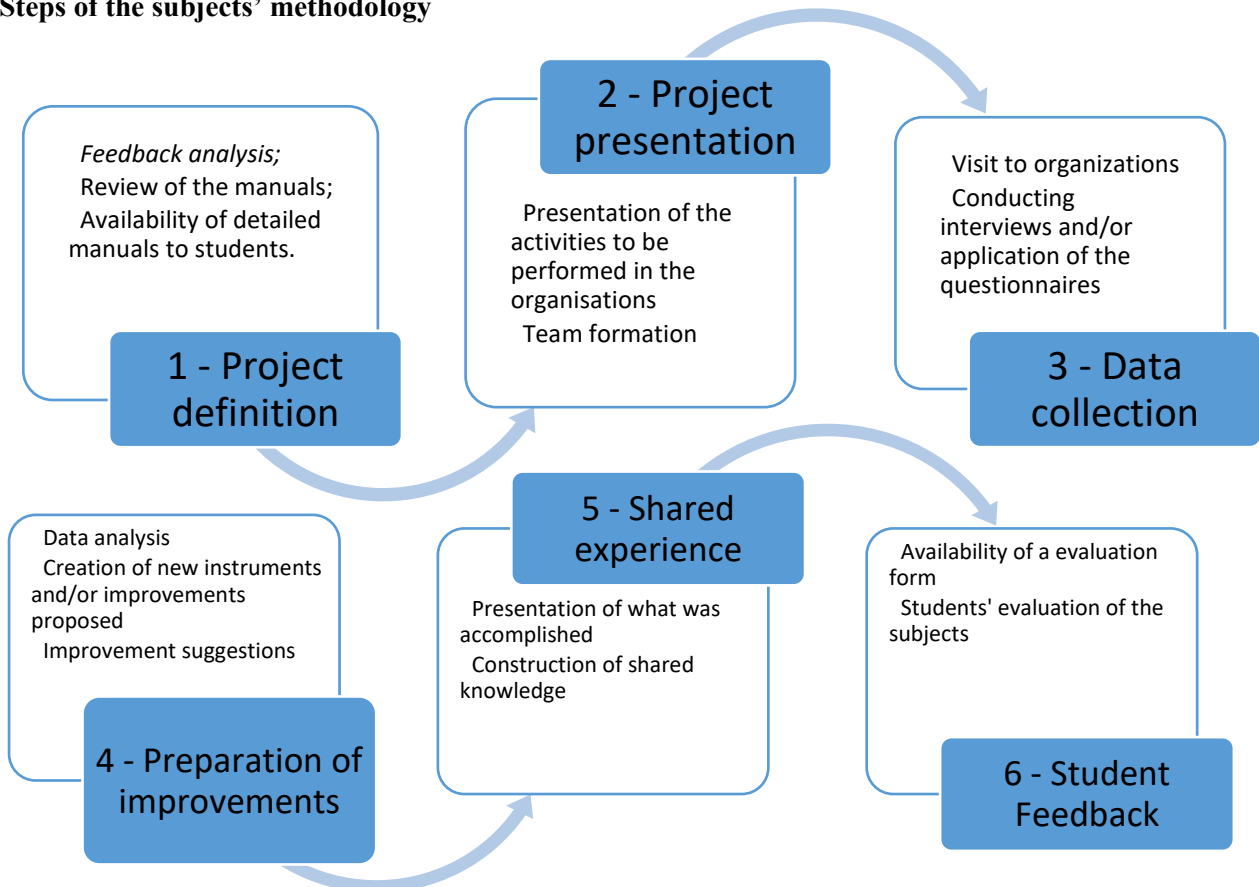
Source: adapted from Araújo *et al*. (2019)

- *Step IV – Preparation of improvements:* at this point, the teams analyse the data collected, build instruments and/or propose improvements.

- *Step V – Shared experience:* presentation of the results achieved by the teams, commenting on the difficulties and describing how the construction of shared knowledge took place.

- *Step VI – Feedback dos alunos:* at the end of each term, students do a self-assessment and evaluate colleagues, subjects, monitors, and teachers via a form entitled "Subject Evaluation".

Feedback is a fundamental step, as it closes the cycle and starts the next academic term. The feedback step consists of a moment when students can freely reflect on each subject, the applied methodology, the teacher,

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the monitors, their colleagues, and themselves. It allows a reflection on what was proposed during the semester and the beginning of the following semester (Araújo *et al*., 2019).

However, the moment of feedback does not appear within the subjects only as the stage that ends the term. It permeates the steps as follows:

- *(i) Feedback of the first version of practical activities,* performed by the teacher and monitor(s) to the teams immediately after written submission, sent directly to the team *(step IV of the methodology).* First, the teams send the project carried out. Then, the teacher and monitor (s) evaluate the sent work, pointing out necessary suggestions for improvement. Finally, if there is a need for correction, the work is sent again, and this will be the definitive version for the day of the presentation.

- *(ii) Post-presentation feedback*, when the teacher and monitor(s) evaluate the teams, and each team member evaluates the leader and other members and points out the positive aspects and opportunities to improve the experience. This process is

oral, immediate and in front of the class *(step V of the methodology).* This moment focuses on teamwork dynamics, emphasizing the role of the strategic leader with the evaluation of their strengths and weaknesses by the leader himself and all team members. At the same time, all members are self-assessed. There is also the assessment by the teacher and monitor(s), which highlights the quality of what was delivered, the division of tasks, teamwork and presentation of the accomplished, and opportunities for following improvements.

- *(iii) Final evaluation of the subject,* each student evaluates crucial aspects of the subject, considering all experiences along each curriculum component *(steps VI and I of the methodology).* It consists of fomenting students' free self-reflection about their performance and their colleagues' performance. In addition, the possibility of pointing out what you liked and what could be improved in each subject allows a constant construction. Table 1 synthesizes each of these feedback moments.

Table 1
Structuring feedback moments throughout the subjects

Feedback moment	Description	Format	PBL Step
(i) Feedback of the first version of practical activities	● Teacher and monitor(s) feedback for each team	● Written form sent to the group, through the virtual platform, within 72 hours after submission. ● It can happen on-site, in a group, depending on the course load available in the subjects.	IV (occurring twice throughout the subjects, at each "internship")
(ii) Post-presentation feedback	● Feedback from each member to the team leader and other members	● All feedback modalities performed at this time occur orally, on-site, immediately after the presentation by the team, when each member self-	V (occurring twice throughout the subjects, at each

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	● Feedback from each leader to team members ● Self-assessment of each member/leader ● Teacher feedback and monitor(s) for each team	assesses, evaluates the other members and their leader and details the experience. ● The teacher and monitor(s) also grant feedback orally in front of the class. ● Occasionally, members of other teams can also grant feedback to the presenter team, listing strengths and improvement opportunities.	"internship")
(iii) Final evaluation of the subject	● Class feedback for the teacher, monitor(s), subject, leaders, team members and self-assessment of their performance.	● Each student in the class fills an online form assigning notes and making comments about each assessed aspect.	VI (ocurring at the end of the subjects) *The results will be used in step I of the next execution of the discipline.*

Source: Author's elaboration (2023).

## Implications of feedback on the student learning process

Based on the reports, some categories helped the researchers evaluate the application of the feedback strategy and its implications for student learning.

Perception of students about the feedback offered in the subjects

To analyze respondents' perceptions, the first question sought to determine the degree of relevance of using feedback from the first version of practical activities on a scale from 0 (irrelevant) to 10 (fully relevant).

The results attest that the feedback offered after the first version delivery is relevant, with 67% of respondents giving grade 10 (ten), attesting the importance of this moment when the teacher and monitor(s) evaluate and suggest possible improvements for the practical work done. Results are shown in Figure 2.

Figure 2
Degree of relevance of feedbacks - 1st version
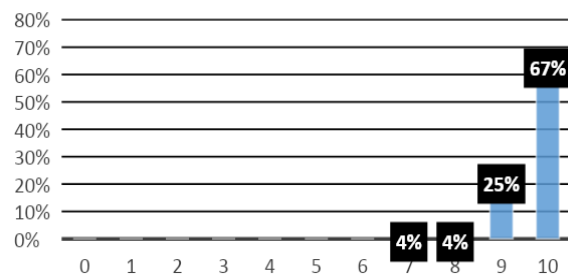
Source: Author's elaboration (2023).

We then asked them about the feedback performed orally after the team presentations, seeking to analyze the degree of relevance in the students' perception on a scale from 0 (irrelevant) to 10 (fully relevant). The inquiry shows that 56% of respondents demonstrated that these feedbacks are totally significant. The results are shown in Figure 3.

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Figure 3
**Degree of relevance of post-presentations feedback**
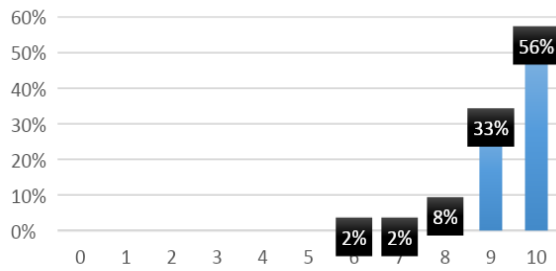
Source: Author's elaboration (2023).

We then asked the students about the final assessment of the subjects, through feedback by the students themselves, also seeking to analyze the degree of relevance on a scale from 0 (irrelevant) to 10 (fully relevant). This feedback was referred to as fully relevant, with 44% of respondents giving a grade 10 (ten) and 42% of those awarding grade 9 (nine). Such a result (shown in Figure 4) shows the significance of listening to the students' opinions about the subjects and improving their methodology in the subsequent academic term.

Figure 4
Degree of relevance of the final evaluation of the subjects
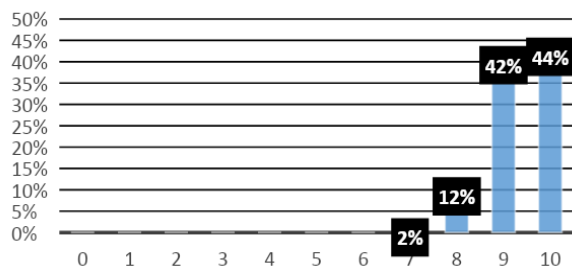
Source: Author's elaboration (2023).

We asked what kind of feedback is more effective. Thus, 21% of respondents replied, "oral feedback", 12% said "written feedback", and 67% considered valid both forms - oral and written. When asked how they felt more comfortable receiving feedback, 56% indicated individually. It agrees with the research of Ribeiro-Pereira and Asunción-Flores (2013) and Pricinote and Pereira (2013).

We asked them how feedback contributes to the professional practice of knowledge acquired in the subjects, using a scale from 0 (irrelevant) to 10 (fully relevant). Thus, 91% of students attested that feedback is totally significant.

Regarding the feedback process and other aspects perceived in the disciplines, students have evidenced the importance of feedback in any area of life, even if the individual himself has no direct benefit, as points C3 and C44:

> We received all feedback without embarrassment. We were able to learn how to do the process. Giving feedback is to allow for improvement. In any area of life, even if not being directly benefited, you will improve the quality of a service. The same applies to academic and professional life. The teacher and the monitor are reliable (C3).

> The feedback provided by the monitors (oriented by the teacher) contributed a lot to my training, and I will bring this learning to life (C44).

We also observed that feedback is an essential element of student learning. Weaver (2007) discusses that allowing error correction and inciting students to see problems and seek solutions also confirms the significance of feedback in the practical methodology used in the subjects (C8, C9, C11, C12, C43 e C46).

> The methodology adopted by the teacher enabled the application of theory to a company reality. Feedback, in turn, allowed the correction of errors before the presentation. It was a substantial differential

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in the subject because we had the opportunity to see problems and flaws that went unnoticed. It allowed work improvement and greater confidence during the presentation (C8).

Without their clarifications and feedback, our work would not be as improved (C43).

Feedback is important to saying hits and errors or points of improvement. But it also contributes to becoming better professionals, as there are third parties watching everything in the market. It is an extremely relevant strategy for the subject's teaching methodology! (C12)

[...] This was the first time I had the privilege of attending a subject with feedback. I truly enjoyed the methodology, and it contributed considerably to a better understand of the subject (C9).

Feedback was relevant to improve our entire work, trying to make it as professional as possible (C46)

This feedback was an innovation for me. I never had this methodology of sending the first version of the work and receiving feedback saying what we can improve so you can send it again (C11)

Based on the reports, feedback helps students focus on overcoming difficulties. In addition, they can feel that their progress has been accompanied by the teacher, as Ghilay and Ghilay (2015) highlight.

Other relevant aspects were perceived, especially in managing students in the execution of the activities: "[...] they helped considerably, both individual and collective, to manage a team, to the conscience of deadlines and greetings of tasks" (C5), enabling more confidence for students (C13).

Students' perception of the relationship

between feedback and the learning process

We then sought to understand the relationship between feedback and the learning process. Guo (2017) declares that feedback may influence learning powerfully. To study this relationship, we extracted the following statements from the study by Ribeiro-Pereira and Assunção-Flores (2013):

(i) I think feedback is an important element for my learning;

(ii) Feedback gives me guidance to improve my learning; and

(iii) Feedback provided throughout my experience will have professional decision implications.

Participants analyzed each statement classifying such as "I disagree totally", "disagree", "I don't agree or disagree", "I agree" and "I totally agree". In the first statement, 60% of participants stated that feedback is a substantial element of their learning, totally agreeing with the proposition.

Participants also consider feedback guides to improve their future learning (96%: 63% fully agree and 33% agree). In addition, 83% of students consider that all feedback provided throughout their academic experiences will have professional decision-making implications (46% fully agree and 37% agree).

These results corroborate the findings of Ribeiro-Pereira and Assunção-Flores (2013) and reinforce what Thurlings et al. (2013) concluded in claiming that effective feedback is concentrated on the task, with direction and neutrality.

We also asked the students what can be considered perfect feedback. According to the students, the ideal feedback must be immediate, impersonal and impartial (C22, C35, C42, C43 and C48). Participants also

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evidentiated the value of being both positive - when the expected objectives are achieved - and negative - seeking the improvement and correction of errors -, empathically and sincerely, in line with the types presented by Williams (2005). Reports of C23, C45 and C35 also have relevant aspects:

> Ideal feedback, in my perception, is when you know if you achieved the expected in the activity. Feedback is not only negative "to correct something", but also positive feedback when you actually hit the expected criteria. Also, knowing the moment of giving feedback individually or collectively is significant (C23).

> Ideal feedback should have a very careful evaluation but should also be empathically and sincerely. At the time of reflection, it is up to the person who received feedback. I believe it is always gentle for the person who will give feedback (whether positive or improvement point) to sensitise the person who will receive it (C45).

> The one that is consistently passed, consistently and with as much impartiality as possible, aiming to inform improvement points or to congratulate the fine job, i.e., being constructive (C35).

Some participants said there is no perfect feedback. Furthermore, continuous feedback is ideal, always seeking to improve the receiver and guiding how to perform correctly. C30 and C36 state that:

> I believe it does not exist. The human being will never achieve perfection. So ideal feedback is continuous, always trying to improve. As for classroom methodology, I understand that a good option is oral feedback as a group conversation. Then all members can contribute to add to feedback (C30).

> There is neither right feedback nor wrong nor perfect. For me, there is feedback from different visions, and there are those who, by mastering something, can contribute to those who do not have such a domain. And so people contribute to each other (C36).

Participants also stated that the evaluator must understand the subject matter (C33, C36). Feedback should also, in the perception of students, be clear and objective, avoiding noise in message transmission (C29), without leaving the receptor uncomfortable (C38), and "without trying to diminish the value or efforts of those being evaluated" (C40).

Such perceptions reiterated the need for a sensitive posture in granting feedback, which impacts its use and acceptance, as highlighted by Santos & Santos (2020).

Students' perception of feedback offered in other course subjects

In the last subsection, we asked the students if feedback could be performed in other subjects of the Business Administration course. The answers were unanimous: everyone stated yes.

When we asked whether they had already attended subjects using feedback during or after the activities/evaluations, 54% of students answered no. If they had answered positively the previous question, students should point out which learning assessment methods preceded feedback. 34 (thirty-four) students pointed out that feedback occurred after the "resolution of practical or experimental work", 14 (fourteen) said it occurred after "oral performances in team class", and 7 (seven) said it took place after "Individual activities". The results show that

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most learning assessment methods with feedback promote group work and collaborative and participatory activities, demonstrating the absence of feedback after exams and individual evaluations.

Finally, we asked about the main lessons learned throughout the subjects. Students emphasized, in addition to the technical knowledge obtained in the internships, the value of seeking and receiving feedback (C51), the significance of feedback for professional growth (C61, C65), besides the need to be willing to listen to opinions, whether in the exercise of leadership and teamwork (C59, C67).

Final Considerations

This paper aims to analyze the feedback contribution to the student learning process in the perception of students enrolled in UFPB Business undergraduate subjects. In addition, the study describes the application of feedback strategy in the context of the Business Administration course to facilitate its replication by teachers.

According to the study, feedback is crucial in the student's learning process. Students understand that the feedback taught throughout the subjects can bring implications for future professionals and provide future improvement guidelines.

From student perceptions, feedback should be performed empathically, sincerely, continuously and aiming for improvement and growth, even if positive or negative. As for the format, the oral and written combination is more effective. Also, it should be preferably individual.

From this perspective, subjects fulfill their role as its process clearly focuses on the task

and allows continuous improvement within the learning process, taking place shortly after submission. It is a process of interaction and dialogue whose focus is improving students' results.

One of the main differentials of the subjects is precisely to present feedback between practical activities, also allowing the activities' submission with adjustments as needed, in addition to post-presentation feedback, allowing students to search for continuous improvement throughout the subject. The willingness to listen to the students' opinions in the final evaluation of each discipline is worthy, aiming to collect suggestions for improvement that can be applied in the following semester.

Feedback aims to develop a better professional performance of students, transmitting confidence and enabling them to perform their learning consciously and reflectively, observing the difficulties you can find and, in addition, identifying available resources for overlapping them. Feedback turns out to be an essential element for effective, dynamic and creative learning..

The feedback process plays an essential role in developing crucial skills in students. Based on the students' perceptions, feedback provided the improvement of their communication skills, problem-solving, leadership and self-development. In addition, feedback has contributed to the construction of student's ability to critically reflect on their performance, identify areas of improvement and adopt a more conscious and reflective approach to their learning process. Thus, it strengthens professional skills, allowing students to be better prepared to face the challenges of the job market and make more assertive decisions throughout their careers.

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Feedback therefore emerges as a powerful tool for the holistic development of students.

As an opportunity for future research for the study, we suggest conducting interviews in the focal group model. So, students can freely discuss the subject, allowing an improvement of analyses aimed at the two open-ended questions answered in the questionnaire. We also suggest researching to understand the importance of the communication process involved in feedback on teacher/student issues. Future research can also investigate feedback about motivation. Finally, we suggest the formalization and monitoring of the feedback process in the subjects, not only limiting the participation of the teacher who already uses this model but making feedback part of institutional culture and developing a process of continuous improvement in all involved.

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