

## **Phasing Out Feedback: towards making it redundant**

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Feedback is generally considered an indispensable element in helping students become competent at complex tasks. At the same time, teachers at many levels of education typically feel frustrated by the modest impact their feedback seems to have in improving student learning. In this lecture, it is argued that the status of feedback in the learning process needs to be reviewed – downwards by one or two notches. Clearly, students must be progressively equipped to take control of their own learning and performance. An alternative way forward begins with a close examination of the conditions under which students can become better at monitoring the emerging quality of their work during the production process. This requires a reworking of teacher-learner interactions, which not only challenges the dominant feedback-based paradigm, but also has better prospects of developing independence in learning.

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