

Faithful Feedback: Integrating Christian Discipleship with Educative Assessment in Higher Education

Cammy Purper

CALIFORNIA BAPTIST UNIVERSITY

Elisa Shepard

CALIFORNIA BAPTIST UNIVERSITY

Dirk Davis

CALIFORNIA BAPTIST UNIVERSITY

Jeff Keneaster

CENTERPOINT CHURCH, COLTON, CA

Abstract

The integration of faith and learning is central to the mission of Christian higher education, yet the role of academic feedback within this framework remains largely unexplored. This paper examines the intersection of Christian discipleship and academic feedback through the lens of Fink's FIDeLity model, emphasizing the importance of feedback that is Frequent, Immediate, Discriminating, and delivered Lovingly. Drawing parallels between Jesus' approach to discipleship and best practices in educative assessment, we define an approach to academic feedback that is aligned with the Christian mission in higher education. Suggestions for integrating faith and assessment for the purpose of equipping educators to develop feedback practices that align with Christian discipleship principles are provided.

Keywords: academic feedback, faith integration, Christian higher education

The integration of faith and learning is the defining feature of Christian higher education. David S. Dockery eloquently defines this process of weaving together faith and learning, describing it as a unification of "the place of devotion and the place of research, the priority of affirming and passing on the great traditions and the significance of honest exploration, reflection, and intellectual inquiry" (2012, p. 6). The achievement of such a goal is complex and challenging and has been the subject of much scholarly conversation. Academic discussions of faith integration have traditionally taken a more abstract than practical stance, focusing on theoretical approaches to Christian higher education or the pedagogical choices of professors rather than

the learning needs and experiences of students (Lawrence et al., 2005).

One aspect of pedagogy rarely examined within the context of faith integration is educative assessment. As Herrity (2024) reminds us, in Christian higher education, pedagogical decisions, including assessment, should go beyond a set of techniques. Ideally, all aspects of pedagogy, including assessment and feedback of learning, would be in alignment with the mission of Christian higher education to integrate faith and learning. However, a search on educative assessment and academic feedback within the context of Christian higher education reveals little scholarly work. The goal of this paper is to explore one path to

the integration of faith and academic feedback in higher education by discussing the intersection of the Christian faith, educative assessment, and the FIDeLity model for effective academic feedback developed in 2003 by Fink. Using a lens of discipleship, our aim is to explore elements of educative assessment and the Christian mission, focusing on a connection between the elements of Fink's FIDeLity model and the practice of discipleship.

Background

Intuition alone tells educators that academic assessment and feedback is valuable, and research findings support this intuition. Advocates emphasize the benefits of assessment and feedback in educational, social, psychological, and career development areas (Gaynor, 2020; Jonsson, 2013; van der Schaaf et al., 2013). Effective and meaningful assessment supports student learning, curriculum improvement, and student agency, creating a sense of shared responsibility between student and educator. Dawson et al. (2018) acknowledge that feedback from educator to student that is "hopefully useful" (p. 26) may not be enough, advocating for "moving from something 'given' to students towards feedback as a process in which students have an active role to play" (p. 26). While the effectiveness of feedback is reliant on the student making good use of what information is provided, educators also maintain significant responsibility in this equation. In practice, Dawson et al. found that students reported the effectiveness of educator feedback is reliant on "high-quality comments which were usable, sufficiently detailed, attended to affect, and appeared to be about the student's own work" (p. 33). Further, to empower students as the drivers of their own educational growth, educators must root their assessment within their unique set of pedagogical practices and prioritize opportunities for assessment and feedback within their curriculum plan (Morris, Perry, & Wardle, 2021; Speckesser et al., 2018; Wiliam, 2018).

Overview of FINK's Model

There are many types of assessment, and many means of providing feedback to students about their performance. Two of the major types of assessment distinguished in the literature are auditive assessment and educative assessment (Wiggins, 1998). Auditive assessment, which includes items such as midterms or

finals, evaluates past learning to assign grades. In contrast, educative assessment helps students learn better by focusing on four components: Forward-looking assessment, in which educators design assessments based on desired future outcomes for students; Criteria and standards, which include clear rubrics help students understand expectations and performance quality; Self-assessment, which allows students to develop critical skills by evaluating their own work and the work of their peers; and FIDeLity feedback, which is feedback characterized as frequent, immediate, discriminating, and delivered lovingly (Fink, 2003).

A further look at the components of educative assessment will indicate their significance for quality learning. The first component of educative assessment, forward-looking assessment, calls for educators to focus on what they want students to be able to do in the future as a result of their prior learning (Fink, 2003). Fink also emphasizes the use of rubrics to define the combination of criteria and standards necessary for students to understand what quality performance looks like. Another feature of educative assessment is self-assessment. The ability to assess their own work is an important skill for students, both in pursuing a degree and in their future careers. For this reason, Fink (2003) suggests that educators should provide multiple opportunities for students to engage in self-assessment, allowing them to practice assessing their own work and that of their peers.

Another significant feature of educative assessment, and of paramount importance to this paper, is feedback. According to Fink (2003), the evaluation of a student's performance is ideally conveyed in a way that is frequent, immediate, discriminating based upon criteria and standards, and delivered in a loving or supportive manner (FIDeLity). Frequent feedback should occur each class, especially if there is a graded assignment required for the student. Immediate feedback occurs in very close proximity to the learning activity. Discriminating feedback assists the student in distinguishing between excellent and substandard performance. Discriminating feedback is based on clear criteria and standards which should match up well with the assignment criteria. Lovingly or supportively delivered feedback is characterized by words like caring, relationship, empathy,

understanding and love. When feedback is characterized in such a way, students have a greater opportunity to internalize the message and allow meaningful learning to take place.

FIDeLity Feedback and Discipleship

In examining Fink's FIDeLity approach, we see clear alignment between Fink's paradigm with the biblical discipleship model and the mission of faith integration in teaching and learning. Both approaches have a goal of transforming the learner so they may effectively apply their learning to their immediate and future context. The FIDeLity approach and discipleship both require effective feedback throughout the learning process. Considering how the Bible defines the nature of discipleship in Jesus' ministry, we believe the FIDeLity approach to providing effective feedback mirrors the biblical representation of effective discipleship, which we similarly characterize as frequent, immediate, discriminating, and delivered lovingly.

Discipleship is "the process of devoting oneself to a teacher to learn from and become more like them" (Mangum et al., 2014). Jesus Christ had twelve core disciples during his first century ministry in Judea, and we have the privilege today of observing Jesus' model of interaction with them as we study the Gospels. Disciple is also a title applied to Christians today who continue to learn from the life and teaching of Jesus. Discipleship differs from teaching and learning in an academic setting in that it requires a lifestyle change, which is obedience to Christ in every area of life and surrender of heart, soul, and mind (Matt. 22:37). However, discipleship also has similarities to an educational environment, including a goal to grow the disciple (student) through instruction. An essential component of discipleship is the teacher-learner dynamic. The greater the communication between teacher and learner, the greater the learning and transformation. In the sections below, we discuss the parallels between the biblical representation of discipleship and the FIDeLity approach to academic feedback.

Frequent

Jesus spent three years teaching and providing feedback to his disciples as they journeyed with him around Judea, witnessing his miracles, listening to his

public discourse, and sitting at his feet. The Gospel of Matthew records Jesus telling the parable of the weeds to a crowd. Initially, his disciples did not understand the illustration. In private, the disciples sought clarification from Jesus about the parable, and he patiently took the time to explain its meaning to them (Matt. 13:24-30, 36-43). Jesus repeatedly reinforced the points he wanted his disciples to understand. The Gospel of Mark records Jesus preparing his disciples for his crucifixion at least three times before his trial (Mark 8:31-33; 9:30-37; 10:32-34). After the resurrection, one of Jesus' last statements to his disciples before his ascension was "And surely I am with you always, to the very end of the age" (Matt. 28:20, NIV); shortly after He departed, He sent his Holy Spirit to permanently dwell with them (Acts 2:1-21). The presence of Jesus was and is constant and, therefore, his feedback to his disciplines was frequent. Later in the New Testament, the church is charged to continue in this model of frequency. The author of Hebrews writes, "And let us consider how we may spur one another on toward love and good deeds, ²⁵ not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching" (Heb. 10:24-25, NIV).

Providing frequent feedback in online academic settings is a critical best practice to support student learning and development. According to Fink (2003), offering feedback for every assignment ensures consistent opportunities for students to gauge their progress. Frequent and well-timed feedback acts as a scaffold, enabling students to tackle larger, more complex tasks incrementally. This approach provides students with regular practice, where they can apply feedback to refine their understanding and skills, as highlighted by Heft and Scharff (2017). The apostle Paul makes a case for applying feedback as he writes to the Philippian church, "Whatever you have learned or received or heard from me, or seen in me—put it into practice" (Phil. 4:9, NIV). It is the application of the feedback that engrains it in the mind of the disciple and student.

To effectively implement frequent feedback, careful planning of assignments is essential. Assignments should be structured to allow for regular feedback opportunities while avoiding an overwhelming workload. Striking this balance helps maintain

students' engagement and ensures feedback is utilized effectively throughout the course. Breaking down large assignments into smaller, manageable components also allows instructors to scaffold students' progress step by step, offering targeted guidance at each stage, with the goal of closing the gap between the present performance and the desired performance (Al-Bashir et al., 2016). Jesus gave an illustration in his preaching about planning ahead to complete tasks. Luke records Him saying, "Suppose one of you wants to build a tower. Won't you first sit down and estimate the cost to see if you have enough money to complete it?" (Luke 14:28, NIV). While Jesus' goal may have been for His listeners carefully consider the cost of discipleship, it is also appropriate to note the biblical principle of planning ahead for the completion of our goals.

A variety of feedback methods should be employed to enrich the learning experience. Combining self-assessment, peer review, and instructor feedback creates a comprehensive feedback loop. Through engagement with these diverse perspectives, students can develop critical thinking and self-reflective skills while benefiting from the insights of both peers and instructors. Additionally, meaningful written feedback should be provided for all assessed work, except for, perhaps, objective tests such as multiple-choice exams. This ensures students receive actionable insights into their performance and areas for improvement. In his letter to the church in Colossae, Paul promoted diverse, godly feedback among believers. He said, "Teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts. And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus" (Col. 3:16b-17a, NIV). Similarly, by designing learning experiences with frequent, varied, and meaningful feedback, instructors can create a supportive learning environment that fosters continuous development. This approach not only enhances students' understanding but also empowers them to approach academic challenges with confidence and skill.

Immediate

Throughout his ministry, Jesus consistently provided immediate feedback to his disciples and those He encountered, guiding them toward spiritual growth and transformation. It is no coincidence that John

Mark, the author of the Gospel of Mark, used the word "immediately" or "at once" (*eutheōs* in Greek) 35 times in describing Jesus' rapid ministry. There was no time to be wasted, and Jesus taught his disciples whenever an opportunity arose. Throughout the Gospels we see how Jesus responded to the disciples' comments as they were admiring the temple (Luke 21:5-24), as they attempted to stop children from coming to Jesus (Matt. 19:13-14), and as they tried to take God's judgment into their own hands (Luke 9:51-56). Jesus used illustrations within the environment around him, such as the mustard plant and yeast, to help his disciples understand the nature of faith (Matt. 13:31-32). In the book of Revelation, Jesus gave a vision to John that involved seven specific churches in Asia Minor who were facing unique challenges (Rev. 2-3). Jesus gave feedback based on their immediate contexts and even mentioned certain heretical groups by name, such as the Nicolaitans (Rev. 2:6). Keeping in mind that a letter traveling by missionary was "immediate" in the first century A.D., Paul, Peter, James, and Jude followed suit in their epistles as well.

Furthermore, in Matthew 16:13-20, when Peter confesses that Jesus is the Messiah, Jesus immediately affirms him, blessing him and reinforcing his faith. Conversely, when Peter later rebukes Jesus in the same chapter, Jesus immediately corrects him, teaching an important lesson about God's divine plan. This pattern of instant affirmation and correction demonstrates how immediate feedback is crucial for learning, spiritual development, and course correction. Similarly, in John 8:1-11, when the woman caught in adultery is brought before Jesus, he does not delay in addressing both her accusers and her own need for transformation. His immediate response—both in silencing the Pharisees and in encouraging the woman to "go and sin no more"—highlights how immediate guidance leads to learning and change.

This principle of immediate feedback is not only evident in biblical teachings but also aligns with educational research on effective learning strategies. Scholars emphasize the impact of timely feedback on student growth, reinforcing the idea that prompt responses play a crucial role in guiding individuals toward deeper understanding. Hattie and Timperley's (2007) discuss how feedback, particularly when provided promptly, enhances student learning and achievement by clarifying expectations and offering

actionable advice. Quick feedback also helps to reduce misunderstandings and keeps students on track by providing timely clarification (Carless, 2006). Additional research emphasizes the positive effects of timely feedback on activating student motivation and promoting productive student engagement with the feedback process, which ultimately leads to improved academic performance (Evans, 2013; Jonsson, 2013). Scripture reinforces the value of this constructive guidance, even as a means of shaping character, a process captured in Proverbs 27:17 (NIV): “As iron sharpens iron, so one person sharpens another.” When leaders, teachers, and mentors provide immediate responses to those they guide, they follow Christ’s example by encouraging growth and accountability in a way that aligns with biblical principles.

Boud and Malloy (2013) and Boud and Soler (2016) further examined the timing of feedback, highlighting the importance of immediate feedback in fostering deep, reflective, and informed learning as well as self-regulation in students. A focused examination on feedback literacy also demonstrated how immediate evaluation can encourage students to make better use of feedback to improve their learning, which speaks to the efficacy of student-driven approaches and the value of a shared partnership in the feedback process between educator and student (Carless & Boud, 2018).

Discriminating

Jesus’ feedback was discriminating. As the embodiment of Truth, the feedback from Jesus to his disciples was always correct and constructive. Jesus said that he did not come to condemn, but to save (John 3:17). Jesus was discriminating in the way that he met each person where they were at in their faith journey. He was patient with Zacchaeus (Luke 19:1-9), clever with Phillip (John 1:43-51), and kind to the Samaritan woman (John 4:1-26). He was at times tougher on those who might have known better, such as the twelve disciples, who were once caught debating who was the greatest among them (Luke 22:24-27). Another example of Jesus’ discriminating feedback was Jesus asking His disciples to identify the Messiah. Peter responded, “you are the Messiah, the Son of living God,” to which Jesus praised Him for his response (Matt. 16:13-19, NIV). But quickly following

this transaction, Jesus provided immediate feedback to Peter, who had rebuked Jesus. Jesus’ response to Peter: “Get behind me, Satan! You are a stumbling block to me; you do not have in mind the concerns of God, but merely human concerns” (Matt. 16:23, NIV). This may sound harsh, but it certainly is not unloving. The author of Hebrews says, “No discipline seems pleasant at the time, but is painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it” (Heb. 12:11, NIV). The feedback of Jesus was always truthful, and he provided discriminating feedback to push his disciples to keep learning and growing, knowing that this process was for their benefit.

Discriminating feedback is an essential component of effective academic instruction. It focuses on distinguishing between levels of student performance, providing detailed and specific insights into the quality of work relative to clearly defined criteria. As Paul tells us, “Everyone ought to examine themselves before they eat of the bread and drink from the cup” (1 Cor. 11:28, NIV). Encouraging self-assessment helps students build their own skills of discrimination that can be used to examine their work and behavior. As Fink (2003) notes, this type of feedback is most effective when tied directly to assessment standards, enabling students to understand not only their current level of achievement but also the steps needed to improve. Generalized praise or nonspecific descriptors such as “good” or “excellent” often fail to provide the actionable guidance students require to advance their skills and knowledge. Instead, feedback should offer concrete evaluations rooted in transparent and detailed criteria.

Establishing clear assignment criteria is the foundation of discriminating feedback. Paul also writes “If you point these things out to the brothers and sisters, you will be a good minister of Christ Jesus, nourished on the truths of the faith and of the good teaching that you have followed (1 Tim. 4:6). Being discriminating in this instance is about telling the truth. Assignment expectations should be explicitly outlined, and the language used should be refined continually based on trends observed by professors in student submissions and feedback patterns. Providing assessment instruments such as rubrics, scoring guides, or checklists alongside assignments helps to demystify the evaluation process. These tools allow students to

see precisely how their work will be assessed, fostering alignment between their efforts and the instructor's expectations. Moreover, using consistent performance levels—such as “exemplary,” “advanced,” “developing,” and “beginning”—across all rubrics ensures familiarity with the feedback framework, helping students better understand their progress throughout the course.

Rubrics, in particular, are a valuable tool for delivering discriminating feedback. A well-designed rubric not only outlines each performance dimension but also describes specific characteristics for each level of achievement. Feedback tied directly to these descriptions ensures that students receive detailed explanations of their strengths and areas for improvement. Given in this objective manner, students are more open to feedback, and may even feel less anxiety about their academic performance and feedback (Taylor et al., 2024). This level of specificity helps also students focus their efforts on targeted improvements for future assignments. Sharing rubrics and feedback practices early in the course further enhances clarity and fosters a culture of transparency, ensuring students feel supported and informed from the outset.

To make feedback more personal and actionable, instructors can use templates that balance general observations with specific details tailored to each student's work. For example, templates can include structured sections for noting overall performance, strengths, and areas for development while leaving room for customized comments. This approach ensures consistency across feedback while maintaining the flexibility to address individual student needs. By employing clear criteria, well-structured tools, and personalized guidance, discriminating feedback provides students with a roadmap for continuous improvement and academic success.

Delivered Lovingly

Jesus loved his disciples so much that he was willing to serve them (John 13:1-17) and lay down his life for them (John 10:11). He also loved them in the way he spoke, offering feedback that was delivered lovingly. Jesus was mindful of the mental, emotional, physical, and spiritual state of His disciples. When they were worried about Him leaving, He comforted them by

saying, “And if I go and prepare a place for you, I will come back and take you to be with me that you also may be where I am” (John 14:3, NIV). Jesus prayed for his disciples in their presence, which provided encouragement (John 17:6-26). Even when he admonished them, his aim was always to build up his disciples and prepare them for ministry. The story immediately following Jesus' rebuke of Peter - “get behind me Satan” - is the account of the transfiguration, where Peter had the privilege of being one of three disciples to accompany Jesus up a mountain to get a glimpse of his glory (Matt. 17:1-13). The rebuke put Peter back on track, rather than leaving him deflated, and it prepared him for a moment when he would witness God's glory. When Jesus spoke to John through the vision of the seven churches in Revelation, Jesus admonished many of the churches, but also encouraged them to return to faithful ministry with the promise of rewards for the one who would overcome (Rev. 2-3).

As Fink (2003) explains, loving feedback is crucial to fostering a positive learning environment and ensuring that students are receptive to feedback. Ideally, the feedback invites students into relationships with their professors, conveying respect and value. According to research, conversational and personalized feedback that feels tailored to the individual student and addresses their unique needs is more likely to resonate positively (Carey et al., 2017). The use of positive feedback has also been linked to student self-efficacy, which predicts motivation, well-being, and achievement (Wang, 2023). This principle aligns with the biblical call to “speak the truth in love” (Eph. 4:15, NIV), ensuring that correction is given with kindness and a desire for growth. Just as Jesus invited his disciples into relationship through his words and actions, feedback should reflect a Christ-like love that values each student as an individual created in God's image (Gen. 1:27). Ideally, feedback should not only encourage academic growth but also affirm the student's worth and potential, echoing the way Jesus affirmed and equipped those he taught. For example, educators may consider personalizing feedback by using students' names in salutations and signing their own name at the conclusion to foster a sense of relationship and care. Scripture reminds us that “pleasant words are a honeycomb, sweet to the soul and healing to the bones” (NIV, Prov. 16:24), and research supports that conversational and

individualized feedback is more likely to be well received (Carey et al., 2017). By approaching students with grace and encouragement, we create an environment where they feel safe to learn, improve, and take academic risks, much like Jesus did when he lovingly guided his disciples.

Past research indicates students' reference for balanced feedback that blends positive reinforcement with constructive criticism. This type of feedback helps students understand what they are doing well, while also providing them with specific suggestions for improvement (Dawson et al., 2018). Jesus himself modeled this balance, affirming his disciples' faith while also challenging them to grow in their understanding and commitment. Many of our colleagues find it valuable to use a "sandwich" approach, framing critical feedback between positive comments by beginning with praise for what the student did well, following with suggestions for improvement, and then ending with more encouragement. This approach helps ensure that the student does not feel overwhelmed by criticism. Similarly, academic feedback should acknowledge students' strengths while gently guiding them toward improvement. Comments such as, "You did an excellent job organizing your ideas in this section; now, let's work on refining your argument," provide both affirmation and direction, demonstrating a growth-oriented approach that aligns with the approach of Jesus.

Moreover, the method of delivering feedback matters. Jesus spoke directly to his followers, knowing that personal interaction fosters deeper understanding and transformation. Using audio or video feedback, especially for larger assignments, can allow students to hear a professor's tone, reinforcing a spirit of encouragement rather than criticism. Additionally, offering opportunities to meet outside of class can further strengthen a personal connection and allow for more nuanced discussions of the student's work. This mirrors the relational approach of Christ, who took time to personally instruct and uplift his followers. By incorporating these strategies, feedback becomes not just a means for academic growth but also a way to reflect the love of Christ and honor the greatest commandment to love our neighbor (NIV, Matt. 22:37), fostering relationships built on trust, encouragement, and a shared pursuit of truth.

Summary

The integration of faith and academic feedback within Christian higher education is a complex but critical pursuit. This paper has explored the intersection of faith, educative assessment, and Fink's FIDeLity model, illustrating how effective academic feedback aligns with the principles of Christian discipleship. By examining the four key components of FIDeLity—frequent, immediate, discriminating, and lovingly delivered feedback—we have highlighted how these elements mirror the teachings and interactions of Jesus Christ with his disciples. From our perspective, the parallels emphasize the need for Christian educators to utilize a feedback model that not only enhances learning outcomes but also models faithful commitment to Christ. The alignment between educative assessment and discipleship underscores the importance of fostering a learning environment where students are equipped not just for academic success but for lifelong personal and spiritual growth. By incorporating faith-informed feedback practices, educators can create a transformative educational experience that integrate faith and learning in alignment with the mission of Christian higher education.

References

- Al-Bashir, M., Kabir, R., & Rahman, I. (2016). The value and effectiveness of feedback in improving students' learning and professionalizing teaching in higher education. *Journal of Education and Practice*, 7(16), 38-41.
- Boud, D., and Molloy, E. (2013). Rethinking models of feedback for learning: The challenge of design. *Assessment & Evaluation in Higher Education*, 38(6), 698–712.
- Boud, D., & Soler, R. (2016). Sustainable assessment revisited. *Assessment & Evaluation in Higher Education*, 41(3), 400-413.
- Carey, P., Milsom, C., Brooman, S., & Jubb, E. (2017). Student views of assessment and feedback. *Innovations in Practice*, 2, 123–131.
- Carless, D. (2006). Differing perceptions in the feedback process. *Studies in Higher Education*, 31(2), 219-233.

- Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325.
- Dawson, P., Henderson, M., Mahoney, P., Phillips, M., Ryan, T., Boud, D., & Molloy, E. (2018). What makes for effective feedback: Staff and student perspectives. *Assessment and Evaluation in Higher Education*, 1-12.
- Dockery, D. S. (Ed.). (2012). *Faith and learning: A handbook for Christian higher education*. B & H Publishing Group.
- Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of Educational Research*, 83(1), 70-120.
<https://doi.org/10.3102/0034654312474350>
- Fink, L. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey-Bass.
- Gaynor, J. W. (2020). Peer review in the classroom: Student perceptions, peer feedback quality and the role of assessment. *Assessment & Evaluation in Higher Education*, 45(5), 758-775.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.
- Herrity, A. (2024). Teaching Christianly. *Journal of Faith in the Academic Profession*, 3(1).
- Jonsson, A. (2013). Facilitating productive use of feedback in higher education. *Active Learning in Higher Education*, 14(1), 63-76.
<https://doi.org/10.1177/1469787412467125>
- Lawrence, T.A., Burton, L.D., & Nwosu, C.C. (2005). Refocusing on the learning in the "integration of faith and learning". *Journal of Research on Christian Education*, 14(1), 17-50.
- Mangum, D., Brown, D.R., Klippenstein, R., & Hurst, R. (2014). *Lexham Theological Wordbook*. Lexham Press.
- Morris, R., Perry, T., & Wardle, L. (2021). Formative assessment and feedback for learning in higher education: A systematic review. *Review of Education*, 9(3), 1-26.
<https://doi.org/10.1002/rev3.3292>
- Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H., & Anders, J. (2018). *Embedding Formative Assessment Evaluation report and executive summary*. Education Endowment Foundation.
https://dera.ioe.ac.uk/id/eprint/32012/1/EFA_evaluation_report.pdf
- Taylor, B., Kisby, F., & Reedy, A. (2024). Rubrics in higher education: An exploration of undergraduate students' understanding and perspectives. *Assessment & Evaluation in Higher Education*, 49(6), 799-809.
<https://doi.org/10.1080/02602938.2023.2299330>
- Van der Schaaf, M., Baartman, L., Prins, F., Oosterbaan, A., & Schaap, H. (2013). Feedback dialogues that stimulate students' reflective thinking. *Scandinavian Journal of Educational Research*, 57(3), 227-245.
- Wang, X. (2023). The effects of positive teacher feedback on student self-efficacy: A causal analysis. *The Society for Research on Educational Effectiveness*.
<https://eric.ed.gov/?q=b.w.&ff1=asmProgram+for+International+Student+Assessment&id=ED659348>
- Wiggins, G. (1998). *Educative assessment: Designing assessment to inform and improve student performance*. Jossey-Bass.
- Wiliam, D. (2018). Feedback: At the heart of – but definitely not all of – formative assessment. In A. Lipnevich, & J. Smith (Eds.), *The Cambridge handbook of instructional feedback* (pp. 3-28). Cambridge, UK, Cambridge University Press.

Author Information

Cammy Purper
California Baptist University
ORCID: 0000-0002-7589-6484
cpurper@calbaptist.edu

Elisa Shepard
California Baptist University
eshepard@calbaptist.edu

Dirk Davis
California Baptist University
ORCID: 0009-0007-5312-1550
ddavis@calbaptist.edu

Jeff Keneaster
Centerpoint Church, Colton, CA
jeff@centerpointchurch.church