

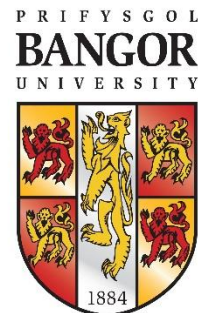
Improving Feedback Uptake & Literacy through sustainable feedback engagement practices

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https://twitter.com/Dr_JamesWood



Ysgol Gwyddorau Addysgol
School of Educational Sciences

Pre-2023 NSS questions



8. The criteria used in marking have been made clear in advance.



9. Marking & assessment has been fair.



10. Feedback on my work has been timely.



11. I have received helpful comments on my work.

Characterising feedback cultures in higher education: an analysis of strategy documents from 134 UK universities

[Naomi E. Winstone](#)

[Higher Education](#) **84**, 1107–1125 (2022) | [Cite this article](#)

3331 Accesses | 4 Citations | 24 Altmetric | [Metrics](#)

Abstract

Feedback can be framed as a one-way transmission of information driven by educators, or as a two-way process, in which students' agentic participation is critical to its success. Despite calls for a shift away from the former framing towards the latter, transmission-focused models of feedback continue to dominate practice internationally. Approaches to feedback in any given setting are likely influenced by the dominant feedback culture. The present study aimed to characterise feedback cultures within higher educational systems that explicitly aim to move feedback is framed in 134 UK universities' (a) educational strategies and (b) Teaching Excellence Framework (TEF) framework documents. These documents serve to encapsulate each institution's views of excellence and best-practice; nevertheless, analysis of the documents revealed a stronger focus on the transmission of feedback rather than on supporting students' learning through feedback processes. Linguistically, students were positioned passively within the documents, as being on the receiving end of teacher action, rather than actively driving their own learning through feedback. These findings inform a framework for conceptualising feedback cultures in higher education, which positions approaches to feedback design, feedback processes and the evaluation and development of feedback on a continuum from transmission-focused to learning-focused. It is argued that strategy documents shape practice in subtle ways; in order to shift towards learning-focused feedback cultures, consideration must be given to how students' roles and responsibilities are positioned in both policy and practice.

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Sections

[Figures](#)

[References](#)

[Abstract](#)

[Transmission-focused versus student-focused appr...](#)

[Feedback culture: the role of strategy and policy](#)

[The present study](#)

[Method](#)

[Findings](#)

[Discussion and implications](#)

[References](#)

[Acknowledgements](#)

[Funding](#)

[Author information](#)

[Ethics declarations](#)

[Additional information](#)

[Rights and permissions](#)

[About this article](#)

"Strategy documents shape practice in subtle ways; in order to shift towards learning-focused feedback cultures, consideration must be given to how students' roles and responsibilities are positioned in both policy and practice."

Feedback culture: the role of strategy and policy to characterise feedback cultures in higher education systems that explicitly aim to move feedback is framed in 134 UK universities' (a) educational strategies and (b) Teaching Excellence Framework (TEF) framework documents.



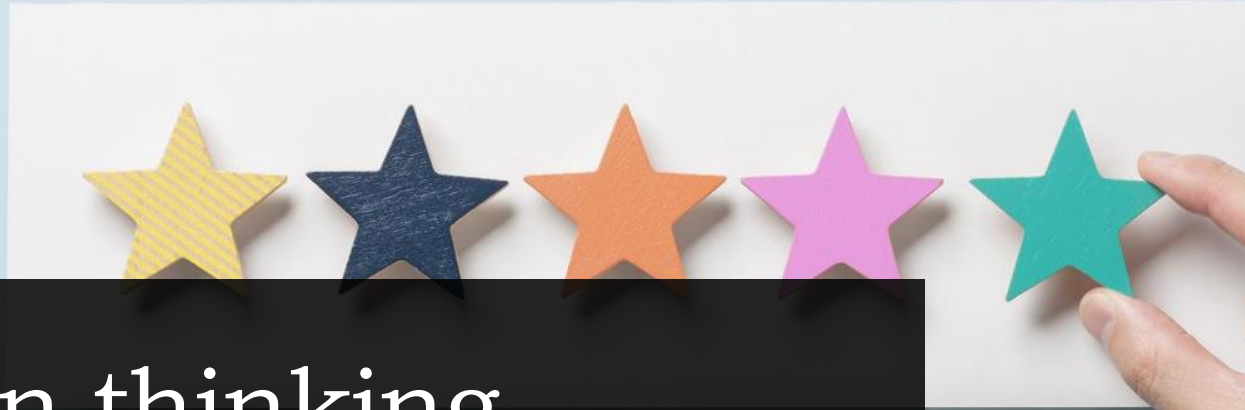
NSS questions for 2023

<https://wonkhe.com/wonk-corner/nss-consultation-yields-no-changes-to-ofs-plans/>

- 10. How clear were the criteria used to mark your work?
- 11. How fair has the marking and assessment been on your course?
- 12. How well have assessments allowed you to demonstrate what you have learned?
- 13. How often have you received assessment feedback on time?
- 14. How often does feedback help you to improve your work?

NSS: New way of looking at feedback quality –
influenced by latest theory

Changes in thinking around feedback





*"Feedback should be more
work for the recipient
than the donor"*

Dylan Wiliam

How often is this the case in today's HE course environments?



Articles

Who is feedback for? The influence of accountability and quality assurance agendas on the enactment of feedback processes

Naomi E. Winstone & David Carless

Pages 261-278 | Received 22 Apr 2020, Accepted 15 Apr 2021, Published online: 17 May 2021

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ABSTRACT

In education systems, the provision of feedback is often constrained by the provision of accountability and quality assurance. This paper explores how educators perceive the demands of accountability and quality assurance, and how these demands often conflict with the needs of students. The paper demonstrates that the demands of accountability and quality assurance can create a professional dissonance for educators, and that this dissonance can be managed through the provision of feedback for feedback. The paper also discusses the importance of feedback for feedback, and how feedback can be used to support student learning and satisfaction.

KEYWORDS: Feedback quality assurance accountability trust student satisfaction professional dissonance

Open access



Prof Naomi Winstone

@DocWinstone

In this new paper [@CarlessDavid](#) and I explore the implications of [#Feedback](#) doing 'double duty': supporting student learning and satisfying the demands of accountability and quality assurance. Funded by [@SRHE73](#). 50 free eprints
tandfonline.com/eprint/CD5T6NC...

7:45 AM · May 18, 2021



with

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student feedback literacy: feedback >

on in Higher Education
May 2018

eracy and its interplay with
eracy >

ication
in 2020

Developing a learning-centred framework for feedback literacy >

<https://twitter.com/docwinstone/status/1394544632403398661>

Feedback & "double duty"

(Winstone & Carless, 2021)



perceived quality assurance requirements conflict with beliefs about the centrality of student learning in feedback processes.



Feedback does 'double duty' through the requirement to manage competing audiences for feedback comments.



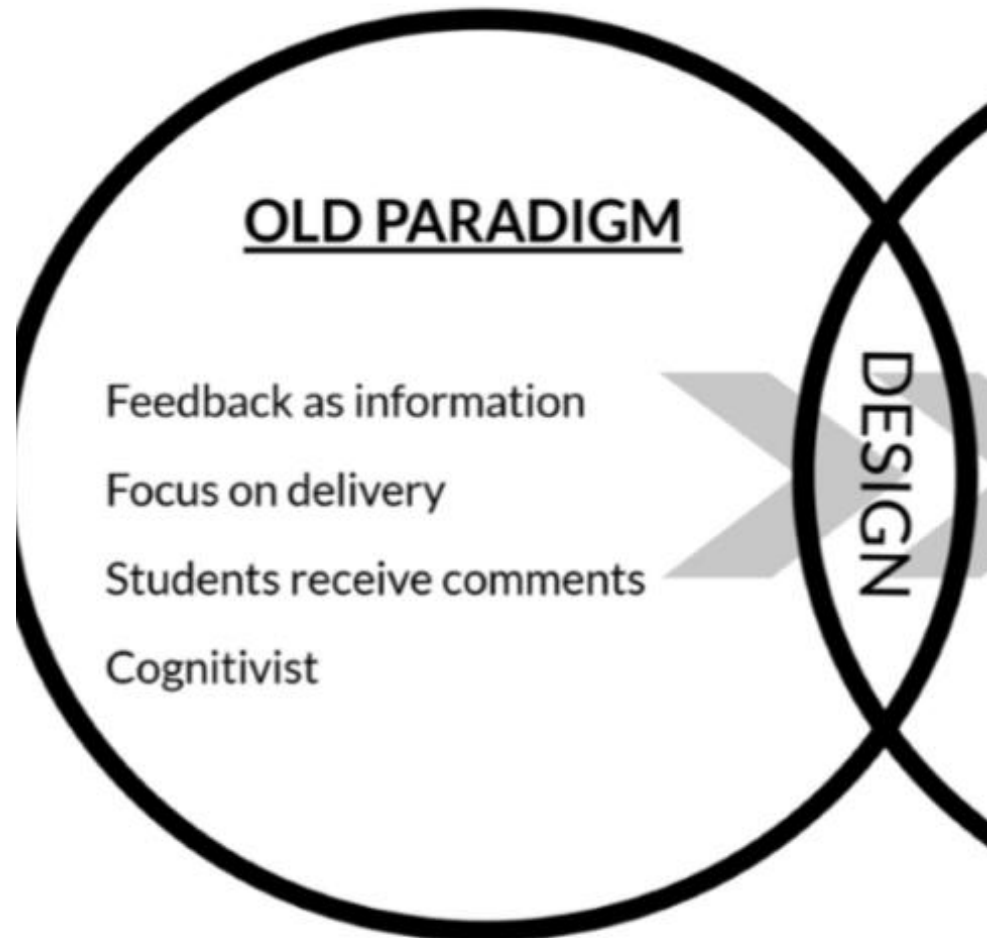
Quality enhancement of feedback processes could profitably focus less on teacher inputs and more on evidence of student response to feedback.

Information

Feedback in the
'old paradigm'
focused on
'transmission'

(a gift from novice to expert)

QA focus is on the
quality of feedback



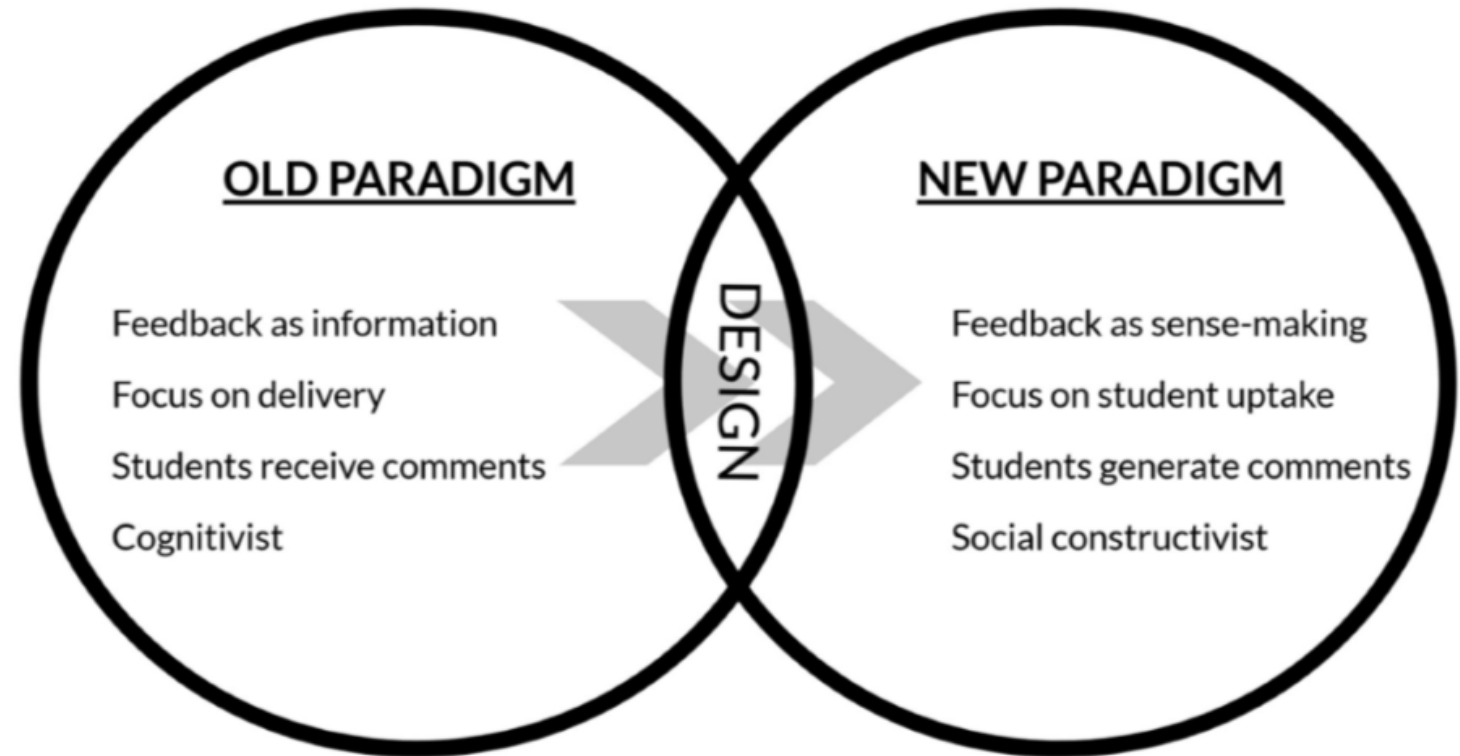
Shift from
providing
information to
**stimulating uptake
or recipience**

(see Winstone et al. 2017)

*"Good feedback" is
only that which is
engaged with
& used*

(workload sustainable &
efficient feedback practices)

Information → action



(Winstone & Carless, 2019)

Backdrop of Increasing workload in HE

<https://twitter.com/RikiScanlan/status/1531467721057001473>



Jennifer Park
@Jen_iferPark

...

Replying to @Dr_JamesWood and @AheConference

20 mins for 5000 words. Should provide constructive and individual fb by tasks. And add marks on the spreadsheet by each task. All in 20mins....We are super human! 💪

1:13 AM · Jun 2, 2022 · Twitter for iPhone



Riki Scanlan



A big claim! You should assert this in your introduction, since it's a key part of your thesis statement.

Note: I am allocated 27 minutes to mark a 2000 word paper according to the marking schedule of the University of Sydney. I have at this point hit my allocated time, and subsequent comments are therefore unpaid by the University.

Reply

Students may feel conflicted about seeking dialogues to clarify how to use feedback.



Replying to [@RikiScanlan](#)

Thanks for this. I'm a master's student, and I want to ask my lecturers for basic clarification on feedback that I don't understand. I don't want to contribute to their unfair working conditions. Should I just say 'thanks' and forget about it? I tried hard and got a bad grade.

7:38 PM · May 31, 2022 · Twitter Web App

Despite the potential power of feedback to influence learning and development, policy and practice in this area are rife with challenges, complexities, and contradictions. In this paper, we seek to engage with one such complexity inherent to feedback processes: that whilst the individual or team whose performance is being evaluated should be the primary audience for feedback comments, such information often serves multiple purposes and can be directed towards multiple audiences. For example, in the context of school education, comments form part of an evidence trail that are scrutinised as part of internal and external audit processes such as school inspection (Dann, 2018). In higher education, internal moderators and external examiners may scrutinise comments provided by educators. Even in the workplace, comments provided by an appraiser to an appraisee are often subject to scrutiny by more senior managers (Brown, 2019). Feedback givers, then, are often aware that the developmental advice they are providing to the

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Introduction

While feedback is an essential determinant of success in higher education and other contexts, it has varying impacts on attainment (Hattie 2009; Carless and Boud 2018). Feedback and assessment is one of the least satisfactory aspects of the university experience in the UK (Bell and Brooks 2018; OFS 2020), Australia (Winstone and Boud 2018; QUILT 2019), and China (Guo and Shi 2016). Accordingly, it is not surprising that there are many reports in the literature of maladaptive behaviours regarding engagement with feedback; these range from not even accessing feedback (Evans 2013; Mensink and King 2020) to focusing on summative grades (Bailey and Garner 2010), rather than on implementing feedback recommendations (Crisp 2007).

Related to such problems and in line with contemporary perspectives, feedback processes are only successful if feedback information is used. The feedback process can thus be defined as the practice of navigating the sense-making process of using feedback information to improve work and learning strategies (Carless and Boud 2018; Henderson et al. 2019). For this reason, discourses regarding the effectiveness of learning designs for feedback engagement and uptake

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The power of feedback

Does feedback really have that power?

How do you see feedback?
(answer in the chat)

INTRODUCTION

Research indicates that effective feedback has the power to improve student learning and performance, regardless of the context or discipline (Hattie and Timperley 2007; Shute 2008; Winstone and Carless 2019). However, even though feedback is considered to be a socially constructed process (Henderson et al. 2019b) in which instructors are responsible for establishing and maintaining the milieu of the classroom (Boud and Molloy 2013), student perspectives on what makes for effective feedback have taken precedence in the literature (Shields 2015; Winstone et al. 2017). Dawson et al. (2019) argued that instructors are more likely to make decisions about the feedback processes they use based on their own opinions, rather than based on published evidence. Therefore, research of effective feedback processes must also include the perspectives of academic staff, especially across a range of contexts (Dawson et al. 2019).

For feedback to be effective...

It must be used to
'alter the gap'
(Sadler, 1989)



Is this happening in UK HE?

British Journal of Educational Technology
doi:10.1111/bjet.12752

Vol 51 No 1 2020

10–22

Student access of online feedback is modified by the availability of assessment marks, gender and academic performance

Paul J. Mensink  and Karen King

Paul J. Mensink is an assistant professor at the University of Western Ontario (Centre for Environment and Sustainability) in Canada. Karen King is a senior lecturer in the School of Biological Sciences at Queen's University Belfast. They conduct pedagogical research focused on the use of educational technology to enhance learning outcomes for students. Address for correspondence: Dr. Paul J. Mensink, Centre for Environment and Sustainability, University of Western Ontario, London, Canada; School of Biological Sciences, Queen's University of Belfast, Belfast, Northern Ireland. Email: pjmensink@gmail.com

Abstract

We used educational data mining to quantify student access of online feedback files and explore the underlying drivers of feedback file access in a learning management system (LMS). We collated LMS access logs for 32 individual pieces of assessment representing 1462 feedback files for 484 students (males = 45%, females = 55%) that originated across three undergraduate years, from 20 different degree pathways. Over a third of assessment feedback files (38%, 553 files) were never accessed by students. When students could obtain their assessment mark without opening the associated feedback file, 42% of feedback files were not accessed by students (513 of 1224 files). When assessment marks were integrated into the feedback file (and not reported within the LMS), the proportion of unopened feedback dropped significantly to only 17% of files (40 of 238 files). We compared student access of feedback files across different assessment types and found that students accessed more feedback files for assignments than for exams. This suggests that students are more likely to access feedback when they are more engaged with the learning process.

2,005
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6
CrossRef
citations to date



109
Altmetric

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Full access

Research Article

“Check the grade, log out”: students’ engagement with feedback in learning management systems

Naomi Winstone , Jessica Bourne , Emma Medland , Irina Niculescu & Roger Rees

Pages 631–643 | Published online: 06 Jul 2020

Download citation | <https://doi.org/10.1080/02602938.2020.1787331> | Check for updates

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Methods

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Discussion

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Abstract

There is growing recognition that socio-constructivist representations of feedback processes, where students build their own understanding through engaging with and discussing feedback information, are more appropriate than cognitivist transmission-oriented models. In parallel, practice has developed away from hard-copy handwritten or typed feedback comments, towards the provision of e-feedback in learning management systems (LMS). Through thematic analysis of activity-oriented focus groups with 33 undergraduate students, the present study aimed to explore 1) students’ experience of engaging with feedback in the LMS; 2) barriers to students’ engagement; and 3) students’ perceptions of the potential for technology to ameliorate these barriers. The data reveal particular barriers to engagement created by the LMS environment: grades and feedback are commonly separated spatially, limiting attention to the latter. Additionally, the distributed location of feedback from different tasks limits synthesis of feedback. Nevertheless, students perceived that the LMS environment affords opportunities for addressing such challenges, particularly in relation to the potential for a tool to synthesise feedback information across modules, and to direct students to resources to develop their skills. The findings are discussed in the context of cycles of engagement with feedback, and implications for the principled use of technology in feedback processes are discussed.

Q Keywords: [Feedback](#) [learning management system](#) [engagement](#) [higher education](#)

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Published online: 3 May 2018

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David Carless et al.
Teaching in Higher Education
Published online: 22 Jun 2020

The need to disentangle assessment and feedback in higher education >

Naomi E. Winstone et al.
Studies in Higher Education
Published online: 16 Jun 2020

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50% of MA
students didn't check
feedback on
assignment 1 before
doing assignment 2

Paper ID	Uploaded	Viewed	Grade	Similarity	Flags	Options
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196560408	Feb 1st 2023, 3:07 PM GMT	👁	68	8%	--	...
196450338	Jan 30th 2023, 7:27 PM GMT	✖	21	80%	--	...
196189031	Jan 26th 2023, 1:44 PM GMT	👁	51	4%	--	...
196150756	Jan 25th 2023, 11:59 PM GMT	✖	34	0%	--	...
196148012	Jan 25th 2023, 11:12 PM GMT	✖	52	8%	--	...
196141140	Jan 25th 2023, 9:15 PM GMT	👁	70	22%	--	...
196141069	Jan 25th 2023, 9:14 PM GMT	✖	53	17%	--	...
196139120	Jan 25th 2023, 8:40 PM GMT	✖	33	54%	--	...
196138713	Jan 25th 2023, 8:32 PM GMT	👁	78	19%	--	...
196135011	Jan 25th 2023, 7:20 PM GMT	✖	68	21%	--	...
196134199	Jan 25th 2023, 7:05 PM GMT	👁	70	24%	--	...
196129557	Jan 25th 2023, 5:43 PM GMT	👁	42	55%	--	...
196121296	Jan 25th 2023, 3:55 PM GMT	✖	51	0%	--	...
196120637	Jan 25th 2023, 3:49 PM GMT	✖	68	6%	--	...
196119498	Jan 25th 2023, 3:38 PM GMT	✖	43	32%	--	...
196118656	Jan 25th 2023, 3:26 PM GMT	👁	60	22%	--	...
196107187	Jan 25th 2023, 1:23 PM GMT	👁	39	0%	--	...
196081374	Jan 25th 2023, 8:59 AM GMT	👁	69	7%	--	...
195935188	Jan 23rd 2023, 1:36 PM GMT	👁	80	1%	--	...
195787578	Jan 20th 2023, 7:30 PM GMT	👁	54	0%	--	...

The background of the slide is a dense, overlapping collage of numerous small, rectangular sticky notes. These notes are in various colors including shades of blue, green, purple, and yellow. Each sticky note has a large, bold, black question mark printed on it. The notes are scattered across the entire frame, creating a textured, busy appearance.

Main point of the session:
Why don't students use feedback?

And what can we do about it?

Formative and summative feedback

681 articles reviewed: Formative approaches focused on goals for improving work (with a second opportunity to submit) & viewed as interactive were **much more effective** than summative grades & comments

Original Articles

Assessment and Classroom Learning

Paul Black & Dylan William

Pages 7-74 | Published online: 28 Jul 2006

“[Download citation](#)” <http://lps3.doi.org.libproxy.snu.ac.kr/10.1080/0969595980050102>

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ABSTRACT

This article is a review of the literature on classroom formative assessment. Several studies show firm evidence that innovations designed to strengthen the frequent feedback that students receive about their learning yield substantial learning gains. The perceptions of students and their role in self-assessment are considered alongside analysis of the strategies used by teachers and the formative strategies incorporated in such systemic approaches as mastery learning. There follows a more detailed and theoretical analysis of the nature of feedback, which provides a basis for a discussion of the development of theoretical models for formative assessment and of the prospects for the improvement of practice.

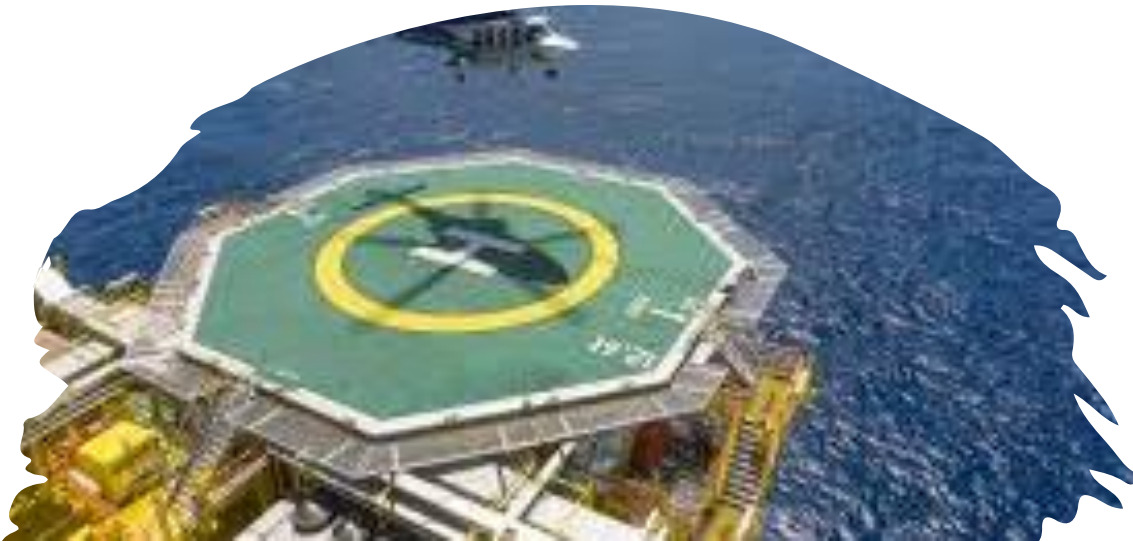


But how can we design feedback
students want to engage with & use?



Becoming feedback designers

- At the end of the course/module the main operation is grading. Summative feedback has 'nowhere to land'
- Shifting self-assessment, peer feedback, & teacher feedback to be formative provides a 'landing space'
- Students need to become **agentic in seeking, understanding & using feedback** & we as teachers need to design our modules with this in mind (Boud & Molloy, 2013b).



All feedback is formative

(even when its summative)

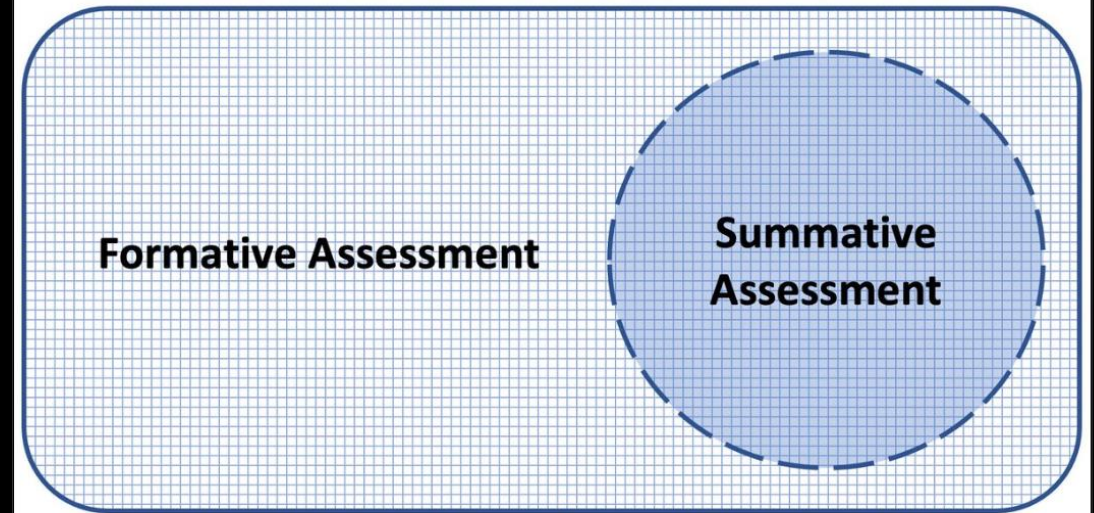
- Design summative feedback with a 'landing space'
- Consider '[Programmatic assessment](#)' so that assessments are designed to have a synoptic and cumulative effect over the course of a degree
- Interactive cover sheets/feedback portfolios can help ([Harris et al. 2022](#))



Michael D Sankey
@michael_sankey

It's a simple concept, but 'der', all Assessment should be Formative, even when it's Summative. Yes it's more nuanced than that & there r literacies & exceptions to consider. It's helping students form an understanding of their subject matter, rather than trying to catch them out

All assessment should be Formative even when it's Summative



@michael_sankey
@kiwirip

Peter Mellow

5:05 AM · Dec 13, 2022

COVERSHEETS: A DIALOGIC APPROACH TO FEEDBACK



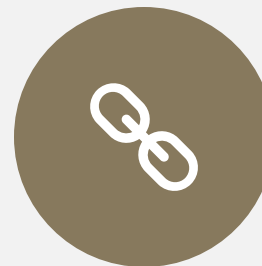
Conversation between the student & marker



Feedback can be more active, responsive & engaging



Allows students to elicit feedback, rather than information transmission



Connect feedback between assessments

PROMOTING A DIALOGIC APPROACH

Three distinct purposes:

- Student reviews & uses previous feedback
- Student requests feedback for current work
- Teacher responds & suggests what & how to improve



THE COVERSHEET: PREVIOUS WORK

- Students complete the first section before they start their work
- Then reflect on how they try to improve

(Slides taken from Harris, 2022 Online training for lecturers at Leeds)

To be completed by Student before writing the assignment: What "actions" for improvement did you receive on your last assignment? Cut and paste your previous feedback for this type of assignment e.g. *if you are completing a practical report refer to your last practical report. If this is your first assignment of this type leave this section blank.*

1.

2.

3.

To be completed by the Student: Thinking about your previous feedback, how did you try to improve your report for this assignment?

1.

2.

3.

THE COVERSHEET: CURRENT WORK

Marker specifically comments on the improvements

- Ipsative feedback can be relational & motivating
- Relevant to the students learning journey
- The second section allows students to elicit specific feedback

Or teachers can respond to the coversheet in the general feedback process

To be completed by the Marker: Please comment on whether the student has successfully implemented these actions, or whether further work is still needed.

1.

2.

3.

To be completed by the Student: Is there anything you would specifically value feedback on?

Why use it?

It can foster dialogue. Thought to be key to effective socio-constructivist feedback ([Carless et al, 2011](#)). Dialogue can also help learners develop feedback literacy ([Wood, 2021](#))

Prevents feedback from being seen only as a product & fosters understanding of feedback as a process.

Develops learner agency as they self-assess & decide what to seek help with ([Wood, 2022c](#)) & develop feedback literacy (Carless & Boud, 2018)

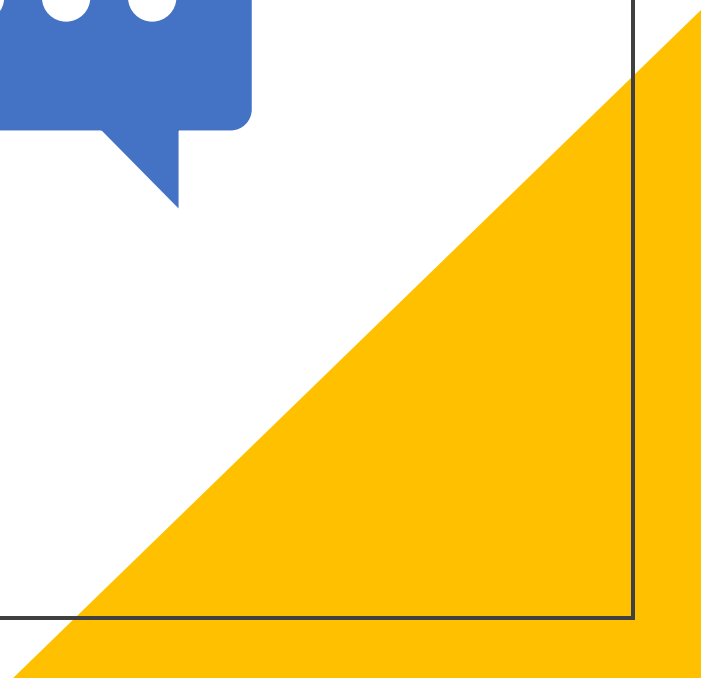
Because the feedback is requested, students will take more notice. (Carless metaphor)

Markers can focus only on what students requested as well as specific targets & methods for improvement (for discussion)

Recommend making response to previous feedback part of assessment criteria for next assignment (for discussion)

Can work as part of a [portfolio](#) personal development profile approach

What makes a
good feedback
message?



Activity: What makes good feedback? ([resource](#))


Being clear: Where am I going, How am I going, where to next? -
overarching aim to support learning/action in the future

1. Inclusive and engagingly designed with obvious **landing spaces** so feedback is used by default (not just for agentic students)
2. **timely, clear detailed, specific, usable and goal oriented**, promotes learning & achievement (Winstone et al. 2015; Vattoy et al. 2021)
3. builds motivation & self-esteem & conveys empathy, care & effort (screencasting is ideal here – [see Wood, 2022](#))
4. is realistic, respectful, developmental & focuses on performance (not personal), targets purpose and language of assignment & success criteria
5. encourages & mediates dialogue helps learners develop ability to make [evaluative judgements](#), self-assess, & become independent agentic, feedback seeking & generating learners (HEA, 2013; Carless, 2022; Wood 2022).
6. Focuses on an actionable comments (rather than great detail) (Winstone & Carless, 2019; Forsythe, 2023)
7. Focuses praise on what was effective so students keep doing it (Forsythe, 2023) & encourages/scaffolds agentic action on feedback
8. Is consistent from grader to grader - (needs standardisation – working with examples & agreeing on what constitutes an A/B etc.)
9. Is elicited & **wanted** by the student – i.e. 'Self-evaluate strengths & weaknesses & self-identify an area in which support is desired'
10. Use positive phrasing where possible to help learners understand feedback as an attempt to help them improve rather than as criticism
11. Avoid hyperbolic (and potentially patronising) language like fabulous, fantastic, bravo and using exclamation marks (Advance HE guidance) - avoid unnecessary praise.
12. Ensure feedback aligns with the scores you give – e.g. 'essay would benefit from more evidence' – unlikely to score an A in this criterion.

The language of feedback: Group exercise

How can we improve these examples of feedback language?

1. A weakness of the essay is...
 2. There is a lack of evidence
 3. There is much room for improvement
 4. It is especially weak in terms of
 5. You need to be more evaluative in your writing
 6. Aim for a more coherent argument
 7. Your writing could be more concise
 8. You could achieve a better balance between description and evaluation
 9. You can make stronger use of research evidence to support your argument
 10. Your structure could be clearer
 11. Check that your sentence structure is correct
 12. Make sure that you are fully meeting the learning objectives for each assignment
1. One way you could improve your grade in the criticality criteria is to include evidence for every assertion this would help your essay to be much more convincing to the reader (for e.g.)
 2. In your next draft/assignment try to provide more evidence for your assertions –for example....
 3. To improve your grade in the ____ criteria next time include ____
 4. A key area for improvement is _____ for your next submission _____ (specific advice)
 5. When referencing make sure you include your own evaluation/voice one way you can do this is _____ (advice)
 6. In your next assignment, consider how your argument flows from paragraph to paragraph, look at the _____ exemplar for a clear example of how to do this (ideally show using screencast)
 7. In places for example paragraph 4, line 5, you use a lot of words to make a simple point. Take a look at <https://writingcenter.gmu.edu/writing-resources/general-writing-practices/writing-concisely> and try rewriting some of your sentences applying these suggestions.
 8. Your work tends to describe others' thinking, but it also needs to include more of your own evaluations and arguments. Compare the way you have done this in paragraphs 3 and 4 with exemplar A paragraphs 5 and 6 – what do you notice? Try to apply this to your upcoming essay.
 9. There are many cases in your essay where you make a claim or assertion without providing evidence. Generally, in academic writing there always needs to be CRAAP tested evidence for a claim. Next time ask yourself –is this convincing enough? What would make it more convincing?
 10. Try to include a thesis statement, an outline, clear topic sentences and concluding sentences that link the discussion in one paragraph to the argument running through your essay. Notice on the exemplar that the student does this very well. Try to apply this to your next draft/assignment.
 11. I recommend aiming to finish early, take a day away from your work and then proof reading it. This would help you lose fewer marks in your next assignment on language. I also recommend using the spell checker etc.
 12. A great tip that helped me a lot as a masters student is to look at the assessment criteria/checklist/examples, and make sure that my essay meets the criteria/fulfils the checklist/reaches the same quality.



What other methods can potentially improve student uptake of feedback?

A stylized illustration of a computer workstation. In the center is a large monitor displaying a video player interface with a prominent orange play button. To the left of the monitor is a stack of books and a pen holder. To the right are two speakers. In front of the monitor is a keyboard and a mouse. The entire setup is on a brown desk surface.



Benefits of Screencast Feedback

More workload sustainable, efficient & effective (Dawson et al. 2018). Improved quality & detail (Mahoney et al. 2019)

Vocal features increases clarity & understanding & reduces miscommunications (Anson et al. 2016; Henderson & Phillips 2015)

Changes after screencast feedback more successful (Cavaleri et al. 2019; Yiğit, & Seferoğlu. 2021)

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Screencast feedback can be relational

- Screencast feedback seen as conversational (Ansen et al. 2016) human and supportive (Dawson et al. 2018) and to convey 'social presence' (Thomas, et al. 2017)
- Offers more time to discuss positives as well as negatives, as well as comments that support students emotionally (Mahoney et al. 2019)

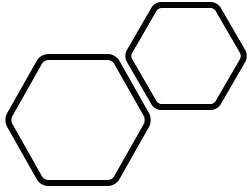
Lowenthal, P. R., & Dennen, V. P. (2017). Social presence, identity, and online learning: research development and needs. *Distance Education*, 38(2), 137–140.

Means, B. Neistler, J. Teaching and Learning in the Time of COVID: The Student Perspective. *Online Learning*, [S.l.], v. 25, n. 1, mar. 2021. ISSN 2472-5730.

Thomas, R. A., West, R. E., & Borup, J. (2017). An analysis of instructor social presence in online text and asynchronous video feedback comments. *The Internet and Higher Education*, 33, 61–73.

However, Screencasts are deployed as transmission

- Screencast feedback characterised as 'transmission' (Mahoney et al. 2015) within an 'old paradigm' (Carless 2015; Pitt and Winstone 2020).
- The Learner is 'passive recipient' and their agentic role in feedback uptake is ignored.
- 'Merely replicates' the process of paper comments (Pitt and Winstone 2020)



Positioning Screencast Feedback for agency in Uptake

Wood, J. (2021a). A dialogic technology-mediated model of feedback uptake and literacy.

Assessment & Evaluation in Higher Education, 1–18.

<https://doi.org/10.1080/02602938.2020.1852174>

Sadler, D. R. 1998. "Formative Assessment: Revisiting the Territory." *Assessment in Education: Principles, Policy & Practice* 5 (1): 77–84.

Winstone, N. E., R. A. Nash, J. Rowntree, and M. Parker. (2017b). "It'd Be Useful, but I Wouldn't Use It': Barriers to University Students' Feedback Seeking and Recipience." *Studies in Higher Education* 42 (11): 2026–2041. doi:10.1080/03075079.2015.1130032.

Pitt, E., & Winstone, N. (2020). *Towards Technology Enhanced Dialogic Feedback*.

If feedback is a socially constructed agentic dialogic meaning-making process (Carless and Boud, 2018)

How can we provide opportunities for dialogic meaning making without giving everyone an in person tutorial?

Usually students only have a few questions, and these can be answered through technologies like Google Docs or MS365.

Even if we use Turnitin, if we provide a short screencast, students can use a tool like Loom to ask questions

Participant views on relationality of screencasts (

(Wood, 2022c)



Without Loom (video feedback), though, there will be a necessity for visiting or making appointments. I felt like I'm already having office hours. (Grace interview)



You can see the teacher made so much effort you feel like you need to reciprocate it. (Survey 2)



it felt like my work really mattered to someone that really cared about it, you spent time on my work, for it to get better, I could feel that. (Judy interview)



I literally know that you've seen every sentence in my work, and you know, that makes me more, trusting. I can know how much time you've took, and I know that you've seen every sentence... That gave me a, 'do I deserve this?'. Even in university, I haven't felt like getting this much affection. (Kevin interview)

Important: Students use dialogues to clarify, question and refute feedback (taking agentic responsibility for understanding and using feedback) ([Wood, 2022c](#))

select few companies, mostly in HICs, which has been argued to contribute to the vaccine shortage and uneven distribution (Nature, 2021). To address this problem, India and South Africa have spearheaded an effort (Usher 2020), supported by many scientists and advocacy groups (Nature, 2021; Efani et al., 2021; Thambisetty et al., 2021), to waive the aforementioned IP rights for the duration of the pandemic.

On the other hand, opponents of the TRIPS waiver are skeptical of its effectiveness and instead offer ~~several number of~~ alternatives as supernear-universallyior solutions. First, the necessity of the TRIPS waiver has been called into question. ~~There as there~~ is already a provision called compulsory licensing ~~that which~~ would allow for countries to apply for specific exemptions that could perform a similar role as a waiver (Hilty et al., 2021). Second, pharmaceutical companies and related trade organizations contend that patents are not the only, or even the primary barrier to access and that the TRIPS waiver will do little to solve the

Y

I got feedback on this part of the essay suggesting that this paragraph be mostly background information, with this part of the argument being moved to the rebuttal + argument paragraphs, as they found the argument -> counterargument -> rebuttal + argument a bit confusing. But I wrote it this way because the counterarguments are specifically trying to refute the idea that the waiver -> more vaccines, so was wondering what your take was.

[Show less](#)

N

@jameswoodsnu@gmail.com

o after receiving your feedback, i'm thinking of changing the structure of this essay; for the first two body paragraphs, i'll give the arguments of those who want weaker regulation and the rebuttal for each, and then for the rest of the body paragraphs i'll give the reasons for stronger regulation and specific types/contents of it. would it be better?

o while writing, i'm afraid that the rebuttals in the first two body paragraphs and the arguments in the rest of the paragraphs might be somewhat repeated. would it be okay?

[Show less](#)

J

@jameswoodsnu@gmail.com

Hi James, I'd like to know if it's okay to have just two very detailed sections instead of three. I'm in the middle of revising my essay (on a different document, not this one) and my first and third sections have gotten very long. Since my second section was the weakest, I'm considering deleting it altogether. Would that be okay?

[Show less](#)

M

May 9, 2018

Should I slim the 2nd/3rd paragraph down and write a summarizing paragraph?

J

@JamesWoodSNU@gmail.com

This is a whole new paragraph (so I haven't received any feedback) I've tried some synthesis, could you check if it looks okay? Also is there any redundancy? I need to cut 80 more words but I've already deleted over 100 from the rest of the essay and it's hard to economize further...

Peer & teacher feedback are enhanced by technology with dialogic opportunities



Teaching in Higher Education
Critical Perspectives

ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/cthe20>

Supporting the uptake process with dialogic peer screencast feedback: a sociomaterial perspective

James M. Wood

To cite this article: James M. Wood (2022): Supporting the uptake process with dialogic peer screencast feedback: a sociomaterial perspective, Teaching in Higher Education, DOI: [10.1080/13562517.2022.2042243](https://doi.org/10.1080/13562517.2022.2042243)

To link to this article: <https://doi.org/10.1080/13562517.2022.2042243>



Assessment & Evaluation in Higher Education

ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/caeh20>

Enabling feedback seeking, agency and uptake through dialogic screencast feedback

James Wood

To cite this article: James Wood (2022): Enabling feedback seeking, agency and uptake through dialogic screencast feedback, Assessment & Evaluation in Higher Education, DOI: [10.1080/02602938.2022.2089973](https://doi.org/10.1080/02602938.2022.2089973)

To link to this article: <https://doi.org/10.1080/02602938.2022.2089973>

How do screencasts change feedback engagement?

The screenshot displays a video player interface. The video content shows a document titled "To what extent should schools invest in e-textbooks as opposed to physical textbooks?". The document text includes a list of feedback points: "1. whether my vocabulary is academic enough", "2. whether my introduction & conclusion are okay - does the part where I concede that e-textbooks also have strengths seem too abrupt?", "3. whether my 'voice' is clear", and "4. does this essay convince you that physical textbooks are better?". Below the list, the text continues: "As cheaper and more portable devices have become commercialized in recent years (Ad-Balas & Davies, 2017), many schools are considering utilizing digital textbooks instead of traditional paper textbooks. Digital or electronic textbooks are textbooks that can be accessed through a computer or electronic device, with no need to possess a physical copy (Szapkiw et al., 2013). This raises the question of to what extent schools should invest in e-textbooks as opposed to physical textbooks. Some crucial aspects to consider are cost, access on learning, cost and maintenance, and impacts on health. Although tablets indeed offer a range of benefits to schools and their students, this essay will argue against schools' investment in e-textbooks by examining each of the key points mentioned above."

On the right side of the video player, there is a feedback sidebar. It contains two comments from users J and S. User J's comment is: "I would appreciate feedback on 1. whether my vocabulary is academic enough". User S's comment is: "I think it's academic enough, and the sentences are still very readable and straightforward!". Below the comments, there is a button that says "2개의 답글을 모두 표시". At the bottom of the video player, there is a progress bar showing "0:05 / 9:43" and various control icons.

The screenshot shows a web browser window displaying a document titled "Topic: Should automation of manual labor be taxed? (peer-reviewed)". The document text discusses the impact of automation on the workforce, mentioning that robots and AIs are replacing humans, leading to concerns over unemployment and wage cuts. It also mentions that automation is highly likely to reduce unemployment in many countries, citing an OECD report (Arntz, Gregory and W. Zandbergen, 2016) which estimates that approximately 9% of jobs are to be displaced by automation in 21 OECD countries. The text further states that Frey and Osborne (2017) predicted that 47% of jobs will be lost due to automation in the U.S. Specifically, manual and repetitive labor (which to be more vulnerable to automation). Historical evidence shows that the negative effects of utilizing robots, such as unemployment and wage cuts, have been concentrated on manufacturing fields, where repetitive and monotonous labor is dominant (Avenogha and Rostropo, 2008). If manual laborers are widely replaced by technologies in the future as expected, the income taxes which make up a large portion of national tax revenue naturally decreases; therefore individual tax burden increases. To address these issues, automation tax is suggested by economists and foreign politicians to limit the negative impact of automation and recoup the loss in governments' tax revenue. Automation tax is a Pigouian tax imposed on automation, designed to slow down rapid automation and help the replacement of displaced laborers (Ost & Goh, 2018). However, those who oppose the automation have been concerned that the automation will have been compensated by the automation.

On the right side of the browser window, there is a sidebar with a list of suggestions for improving the document. The suggestions include: "Choose a different word: clear", "Choose a synonym: okay", "Change the punctuation: will", "Change the verb tense: will", "Reverse the sentence: 47% of jobs will be lost", "Replace the punctuation: negative", and "Choose a different word: negative".



Results of dialogic teacher screencast feedback studies

(Wood 2022b; 2022c)



It can help learners understand standards, notice gaps & utilise feedback



Where the transmission process fails, dialogues enable learners to elicit, question & challenge feedback agentically to better understand it.



Technology mediates the process decreasing formality/power distance and increasing willingness to interact with educator without need for meetings.



worthwhile trade-off between resources needed to handle questions, and efficiency gains in learning from feedback,

General concerns about benefits of peer feedback

General concerns about efficacy of peer feedback processes despite potential (Winstone & Carless 2019)

Socio-affective concerns about critiquing others' work and having work critiqued (Carless & Winstone, 2020)

Peer feedback tends to focus on sentence level, rather than on substantive 'global' aspects (Liu & Sadler, 2006)

Giving peer feedback is thought to be more beneficial than receiving it (Carless, 2020)

Winstone, Naomi, and David Carless. 2019. *Designing Effective Feedback Processes in Higher Education: A Learning-Focused Approach*. Routledge.

Winstone, N. E., Nash, R. A., Parker, M., & Rowntree, J. (2017). Supporting learners' agentic engagement with feedback: A systematic review and a taxonomy of reciprocity processes. *Educational Psychologist*, 52(1), 17-37.

Carless, David. 2020. "From Teacher Transmission of Information to Student Feedback Literacy: Activating the Learner Role in Feedback Processes." *Active Learning in Higher Education*, July. SAGE Publications, 1469787420945845. doi:10.1177/1469787420945845.

Carless, David, and Naomi Winstone. 2020. "Teacher feedback literacy and its interplay with student feedback literacy." *Teaching in Higher Education* 1-14.

Liu, Jun, and Randall W Sadler. 2003. The Effect and Affect of Peer Review in Electronic versus Traditional Modes on L2 Writing. Vol. 2. doi:10.1016/S1475-1585(03)00025-0.

Building a warm learning community with video feedback (Wood, 2022b)

The peer screencast feedback clearly made a difference to my sense of community on the course. I felt that we are trying to achieve the best we can together in this class, not competing. This definitely helped me not give up and push through until the end. Peer screencast feedback ... made this possible. (Sarah, survey)

Screencast feedback helped me build a stronger relationship within my group. That stronger relationship helped me navigate through the course ... I thought my peers to be 'co-worker' or teammates, which I rarely felt in other courses. (they were mostly 'stranger' or 'competitor') (Benjamin Survey).

Peer screencast feedback heightened my sense of community in this course, especially for those who were active in giving feedback. I felt like by giving and receiving feedback, we made an emotional connection even if we had never met in person. Knowing that friends were among the class impacted my engagement with this course in that I felt more courage to speak up in class. The experience of exchanging feedback also facilitated further feedback with peers, which also helped academically. (JN survey)

I did keep my video on and so did my peers. When I received screencasts with video on, I felt like my feedback-giver was making a lot of effort for my feedback. This led to me giving feedback-givers higher quality feedback in return, and this might've started a positive loop resulting in better feedback overall. (JN survey)

The biggest difference [between doc and screencast] is the presence of facial expressions ... I felt closer relationships with peers who engaged in screencast feedback with me. Considering the current condition of untact education, the presence of facial expressions was so important in building rapport, and that encouraged us to engage freely and actively. (July, survey)

Transcript:

I just finished reading your essay, and I have to say, I really liked it, and I especially thought that you write very convincing points from the opposition so really, convincing counter-arguments, so I think that makes your essay and points a lot more convincing, so great job on that (JN on Jay's argumentative essay)

So overall, it's really nice work, and I could feel that you really did much research on this topic, you refer to really many papers, and I could see that you really studied a lot for this literature review, so thank you for a nice literature review (Jay to Sarah on her literature review).

and I think you did great on your first draft, so good job! (Sarah to Jn)

Dialogic peer screencast feedback study - thematic results (Wood, 2022b)

- Higher quality, easier to use, focused on global aspects
- Helps providers & receivers to mitigate & process socio-affect
- Tech-mediated Discussions support receivers' agency in seeking & using feedback; helps peers feel like a caring community
- Provides socio-constructivist relational learning opportunities within the 'new paradigm' - effective collaborative learning
- Feedback feels, effortful & caring, encourages uptake & reciprocation
- Tech mediated dialogues allow peer feedback to evolve iteratively over three to four cycles

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Research Article

Supporting the uptake process with dialogic peer screencast feedback: a sociomaterial perspective

James M. Wood

Received 01 Sep 2021, Accepted 30 Jan 2022, Published online: 27 Feb 2022

Download citation <https://doi-org.ezproxy.bangor.ac.uk/10.1080/13562517.2022.2042243> Check for updates

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ABSTRACT

Screencast feedback has advantages over written feedback for supporting engagement and enactment, yet the potential of peer screencast feedback remains underexplored. This study took a small-scale ($N = 8$), in-depth, triangulated, qualitative approach to addressing this gap, adopting a socio-material lens to investigate the use of dialogic peer screencast feedback over an emergency remote semester. Screencast peer feedback was found to enhance depth, enabling expansion of written comments, focusing on 'global' aspects in screencasts and 'local' aspects in text. Using the feedback providers' camera helped learners manage and process emotional impacts of feedback, encouraging uptake and supporting the development of a caring feedback community sustained through ongoing technology-mediated enactment-oriented dialogues. The results reveal various social and material factors 'entangled' with the emergence of agency and engagement in the feedback practices. The findings have significant implications for those teaching in online, hybrid, and blended conditions in the wake of the pandemic and beyond.


KEYWORDS: dialogic feedback feedback uptake collaborative learning emergency remote teaching relational pedagogies

in this article

- ABSTRACT
- Introduction
- Screencast, peer screencast feedback and engagement and use
- Research gaps and aims
- Methodology and research context
- Approach and data collection

Related research

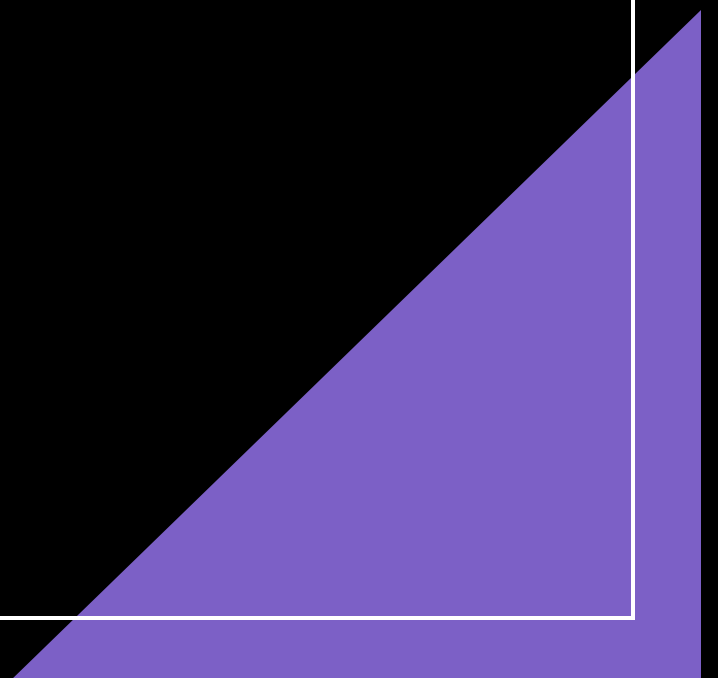
- People also read
- Enabling feed through dialo
- James Wood Assessment & Published onl
- Making peer f technology-m feedback upda
- James Wood Assessment & Published onl



So, if I provide high
quality formative feedback students
will use it to improve their work and
skills & knowledge?

Yes, but not all students will use it

Why is this?



Students may not be aware of:



the benefits and purpose of feedback



how feedback can be used to improve their work

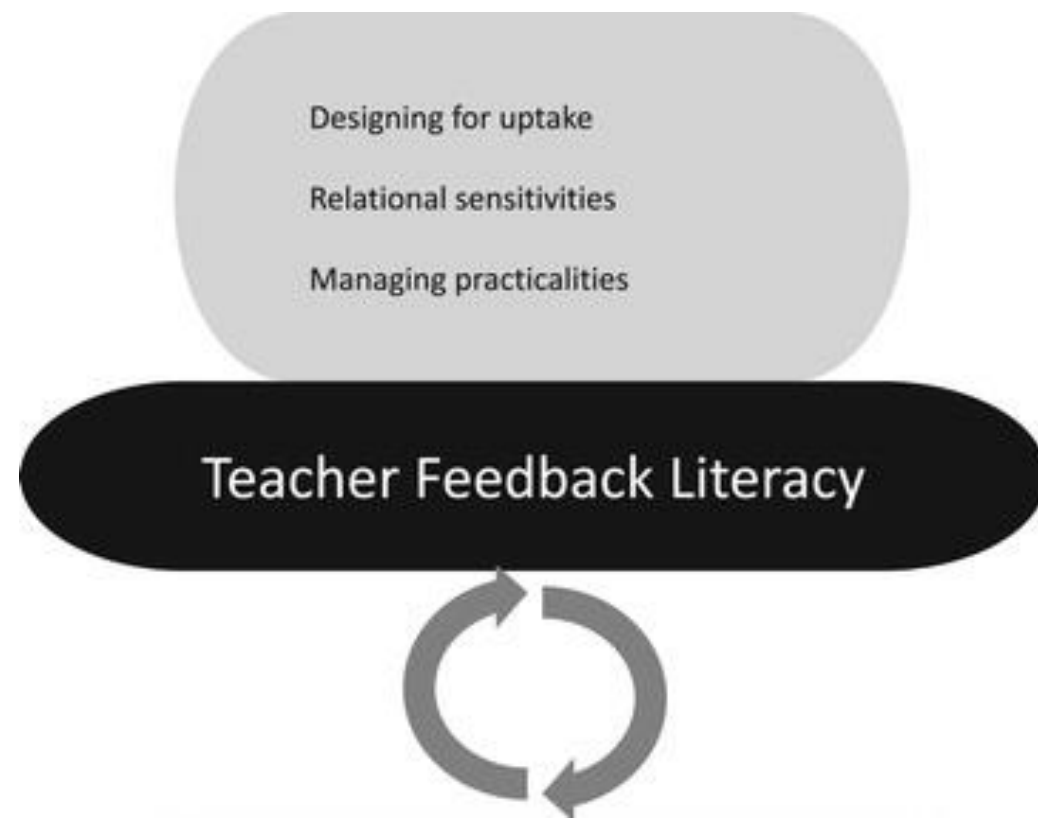


strategies for working positively with emotional aspects of feedback



the standards and gap between them and their work ([Winstone et al. 2017](#); Carless and Boud, 2018)

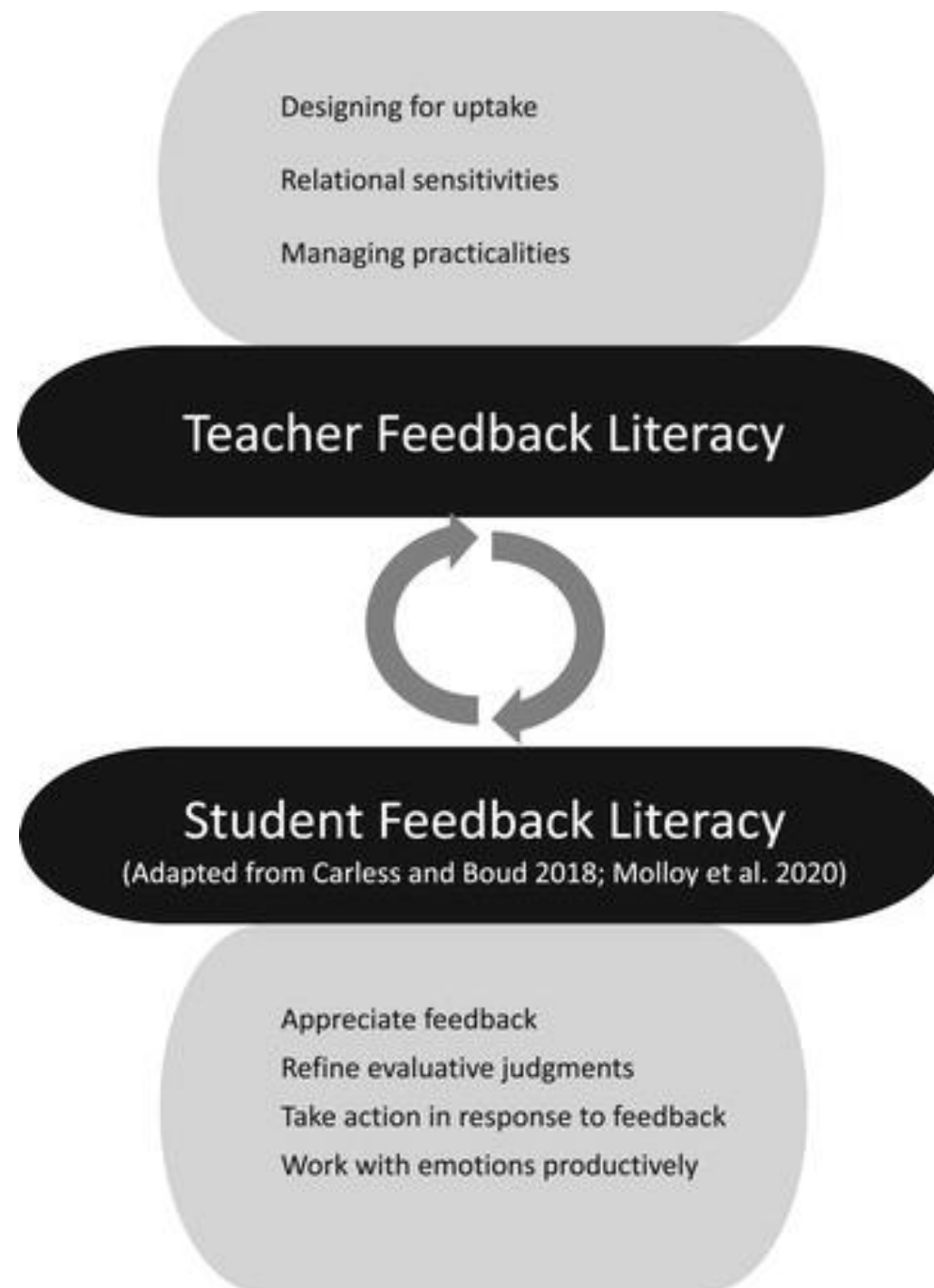
David Carless & Naomi
Winstone (2020) Teacher
feedback literacy & its interplay
with student feedback
literacy, Teaching in Higher
Education, DOI: [10.1080/13562
517.2020.1782372](https://doi.org/10.1080/13562517.2020.1782372)



David Carless & Naomi Winstone (2020) Teacher feedback literacy & its interplay with student feedback literacy, Teaching in Higher Education, DOI: [10.1080/13562517.2020.1782372](https://doi.org/10.1080/13562517.2020.1782372)

But how do students develop feedback literacy?

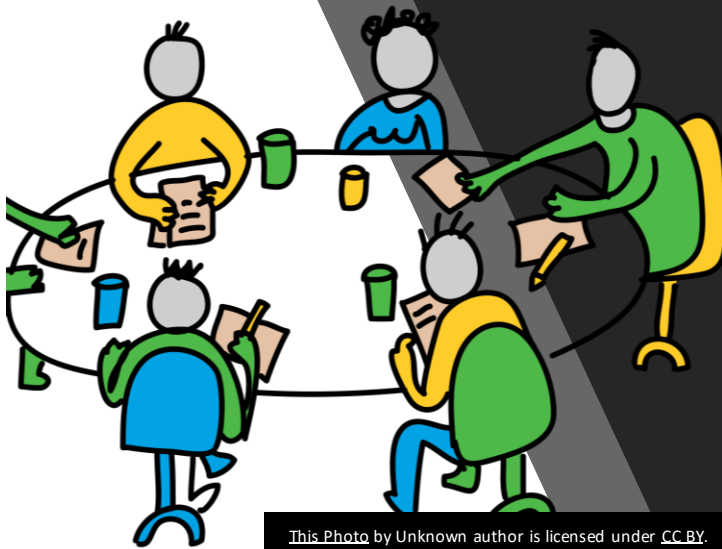
By building up a personal theory of feedback and successfully negotiating cycles of well-structured formative assessment



Preparing students to be receptive to feedback (based on the Understanding, self-Assessment and Motivation model (Wood, 2021)

Build a collaborative community:

- chat about life & interests
- discuss quality & standards & criteria (with exemplars)
- express feelings & assignment related problems – early casual feedback
- discuss & reflect on previous experiences of feedback & barriers to feedback
- introduce useful concepts (dialogic feedback, ZPD, agency etc) & theorise how feedback works
- make comparisons of first drafts & exemplars– students share what they learn
- Provide early casual opportunities for peer feedback/discussions



This Photo by Unknown author is licensed under CC BY.

An illustration of two hands giving a thumbs up. The hand on the left is dark brown with pink nail polish, wearing an orange sleeve. The hand on the right is light skin with orange nail polish, wearing a yellow sleeve. They are set against a teal background with geometric shapes.

Useful concepts in becoming agentic feedback generators & users

- [Growth mindset](#) and [grit](#)
- [Learner agency](#)
- [Zone of proximal development](#)
- Dialogic feedback using technology
- The educational alliance ([Telio et al. 2016](#)) & relational approaches ([Gravett, 2023](#))
- Peer feedback & collaboration/community
- Teacher feedback & seeking/discussing how to use it.
- Intellectual candor & sharing our experiences of feedback.
- Perfectionism/ignoring feedback you can't understand or agree with
- Using feedback (self-generated/peer/teacher questions) to improve a draft before final submission

Consider students emotions in the feedback process

- The structure of the class was also very helpful to deal with the emotions from feedback. There was time for sharing and talking emotions from feedback. This helped me a lot to keep attending the class. If there was not that step, it could be that I didn't attend the class several times due to frustration. Realizing that all my peers were struggling with the work helped me to accept the feelings that I had.

b) is there anything the teacher did/can do better to support this/is there anything you can do/think next time to make it easier for yourself?

- The class showed me the importance of the structure of class when it comes to dealing with emotions. As I said, giving time to share and talk about their feelings (not only about feedback but also Itaewon) was a big help.
- I can be better by accepting that essays cannot be perfect the first time.
- Other ways for being better were described earlier.

Many students report that discussing emotions & knowing others' feelings is highly supportive

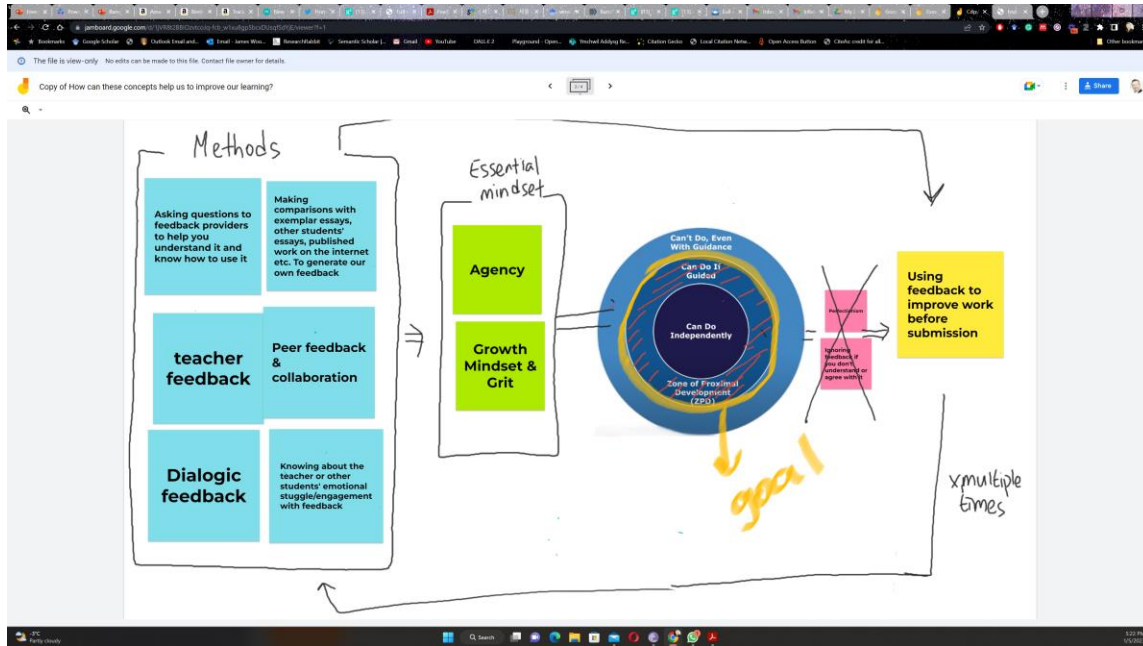


Students can struggle to react positively to feedback when dealing with other things...

3. Work with a group – how do you understand the role of these concepts in learning from feedback?

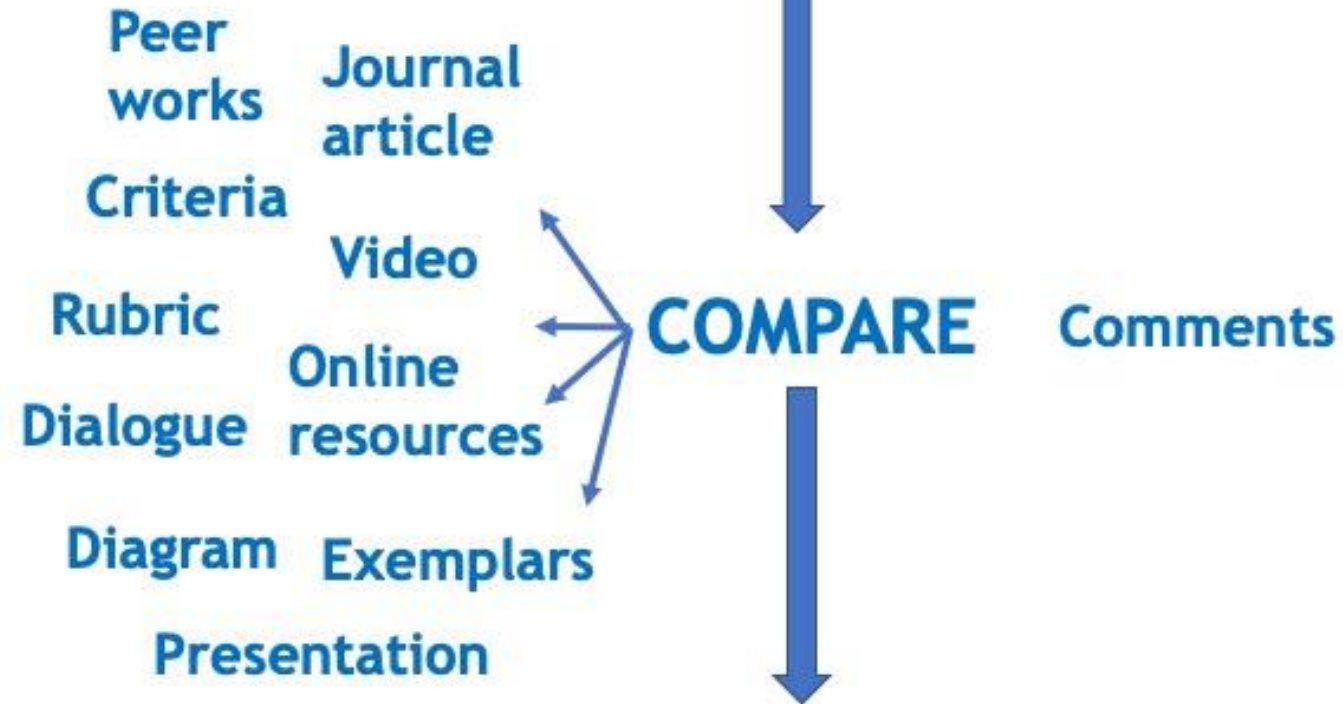


Understanding how feedback works



New Feedback Thinking

Students DO some work



David Nicol's
(2021) work on
[inner feedback](#)

Have an opportunity to apply inner feedback/self-assessment to work before hand in

How do we learn from feedback/dialogues/
generating inner
feedback?

Zone of proximal development
(Learner can do with guidance)

Explicit guidance on
task from
teacher/formative
feedback

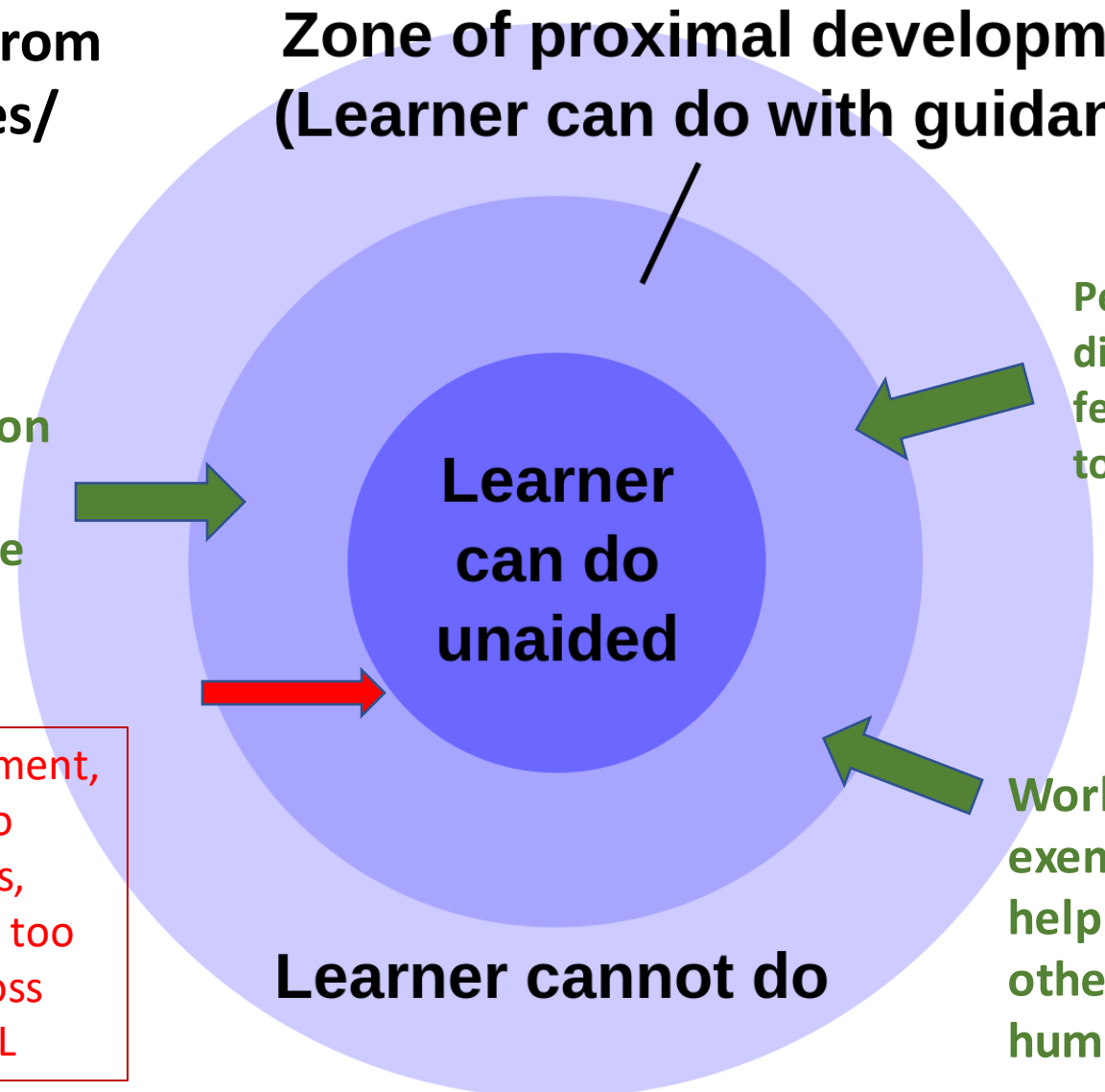
Peer feedback and
discussion of what
feedback means and how
to use it

Learner
can do
unaided

No formative assessment,
no peer feedback, no
explicit use of rubrics,
exemplars, feedback too
late, no transfer across
modules AOL not AFL

Working with rubrics,
exemplars, seeking
help & feedback from
other sources
human/non-human

Learner cannot do



Dialogic Screencast Practices (based on Understanding, self-Assessment and Motivation model (modified from Wood, 2021)

Build feedback receptivity & literacy iteratively

1. **Submit first draft:** for technology-mediated **peer feedback & ongoing dialogue** (1 week)

1b. Students compare with an exemplar and self-generate feedback in groups

2. **Submit to teacher:** Teacher screencast feedback, **& dialogue**, for social presence & enhanced feedback message (1 week)

2b. Compare with new exemplar and students generate own feedback to apply to final draft – peer feedback continues & improves in quality

3. **Final submission to teacher:** (screencast feedback **& Google Docs dialogue**) teacher feedback followed by a reflection task – reflect on learning from feedback & set goal for next assignment)

By second essay in a semester – around 80 to 90% of students voluntarily engage in peer feedback.

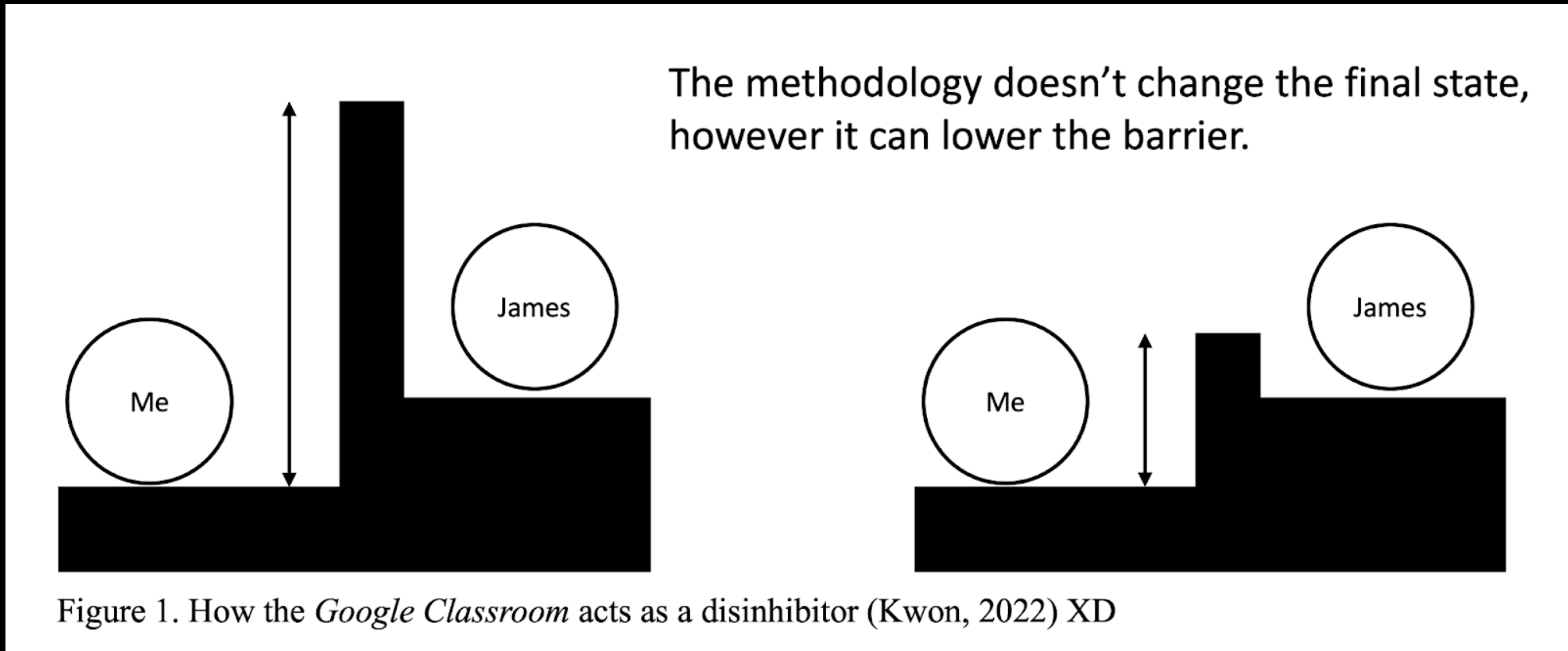


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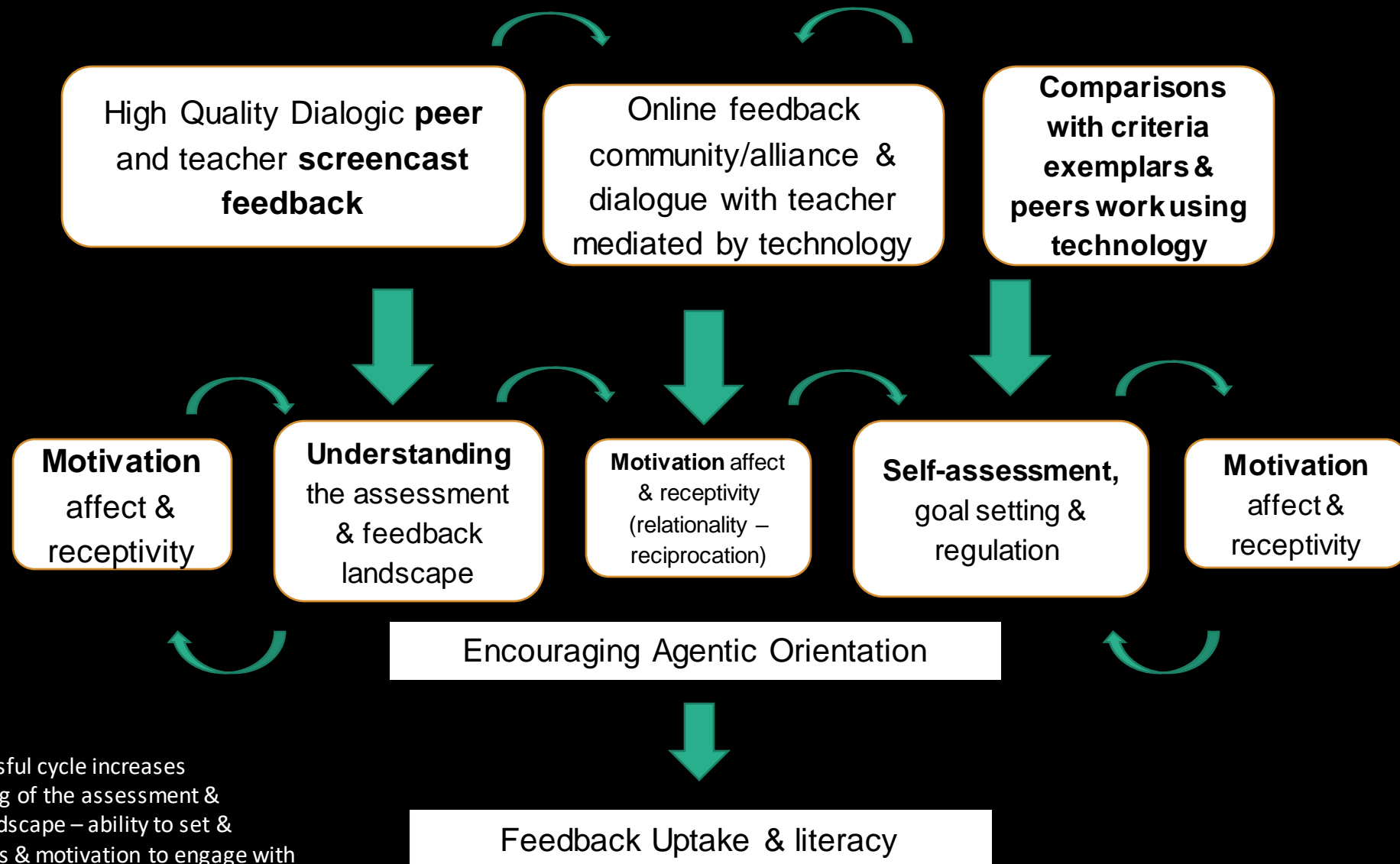
Themes developed on receptivity, peer feedback & open feedback environment (2 papers in prep, N=40, interviews, reflective diaries)

1. Understanding the theory of why peer & teacher feedback works and...having frequent opportunities to discuss is key to feedback literacy
2. Intellectual candour from the teacher & peers, seeing others' feedback & responses to it.
3. Receptivity to peer feedback & quality evolves in cycles
4. Socialisation with peers & care from the teacher – give students a chance to discuss their problems/feelings/
5. Peer screencast feedback plus discussions through Google drive is more valuable than teacher feedback. Giving & receiving equally useful
6. Peer & teacher feedback helps identify issues, exemplars help them to apply feedback.
7. Using Google Docs or 365 (convenient tech) for questions can 'lower barriers' to asking questions for shy students or those from cultures
8. Feedback uptake and literacy emerge through entanglements of relationality, technology, time, space and power (Gravett and Carless, 2023)

Technological mediation decreases perceived barriers to seeking clarification on feedback



A new model: The role of technology in helping learners to navigate uptake cycles (Wood 2021)



Every successful cycle increases understanding of the assessment & feedback landscape – ability to set & regulate goals & motivation to engage with & use feedback.

Read more
about my
model in
(Wood, 2021)


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Abstract

Despite the importance of feedback uptake in higher education, there is still much to be learned about supporting it. Recent perspectives hold that guiding learners through feedback uptake-oriented activities may also help them to develop feedback literacy. However, due to the acceleration of digitisation trends in higher education, there is an increasing need to explore feedback uptake and literacy development exploiting opportunities offered by digital environments. This need constitutes a significant gap that is of immediate importance to practitioners teaching online and will also be crucial in the post-COVID-19 context in which the use of blended and online learning is only expected to increase. This conceptual article draws on a synthesis of existing feedback uptake, formative assessment and technology literature to offer a technology-mediated dialogic model of feedback uptake and literacy. Focused on how technological mediation can enrich opportunities for co-regulation of the processes involved in feedback uptake, the model is intended for use in designing classroom feedback practices that can be embedded in standard curricula. The model serves to inform the discussion of feedback uptake and the nascent discussion of teacher feedback literacy in the digital settings in which feedback practices in higher education now frequently take place.

Keywords: Technology-mediated dialogic feedback | feedback uptake | digital feedback literacy

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Supporting student and teacher feedback literacy: an instructional model for student feedback processes >

Renske A. M. de Kleijn
Assessment & Evaluation in Higher Education
Published online: 24 Sep 2021

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https://twitter.com/Dr_JamesWood

Practical applications for busy teachers



Use ICS or shift 60% of marking time to formative feedback – mark summatively against criteria (on video). Connect comments to next module



Give a draft deadline set up comparison activity, peer feedback + class discussion and a chance to ask 3 questions on draft using tech – video answer



Students want dialogues after summative feedback – try group online sessions



Exemplify feedback points/goals with real work so students can use feedback



Dialogic Peer screencast feedback helps develop on & offline learning communities & agency: improve outcomes, retention & satisfaction



Dialogic teacher screencast feedback is relational and provides more comprehensive teacher input about standards. Dialogues help students position themselves agentially, solve misconceptions & understand how to use feedback



If teachers don't have time for formative comments, set up peer feedback & exemplar comparisons as a workload sustainable method

10 tips on getting started with Screencast feedback



1. Use a good microphone
2. Fast screencast software that provides links/transcripts <https://www.loom.com/education>
<https://screenpal.com> also Teams, Zoom, Panopto etc. Needs: fast & efficient at sharing links & hosting dialogue
3. Show student work on the screen, examples of good work, criteria, websites, Google Scholar searches etc.
4. Avoid perfection in formative feedback – messy is still the best they've ever had.
5. Read/skim the work before you start recording – highlight parts to discuss
6. Use interactive coversheets or ask students to request the feedback they want. Make sure you address their questions.
7. Tell them what they have done well as well as what they can improve & tell them how to improve – beware of tone.
8. Make short-hand notes while recording – or use the highlighter function
9. Do a test run to make sure your set up is working
10. Ensure there are opportunities for dialogue to promote learner agency in uptake – group meeting, Docs/Msword, in-person meeting etc.

Conclusion

- Shift in feedback theory – reflected NSS but possibly not in practice
- Focus feedback less on teacher inputs & more on student agency in fb
- Reduce assessments & build in formative opportunities – make summative feedback formative with programmatic assessment & ICS
- Become teacher feedback literate & foster student feedback literacy
- Foster peer learning communities for relational teaching & peer fb
- Use dialogic video feedback combine with comments on text
- Make sure technology is informal, convenient & useful
- Feedback change has to be sustainable – active students, less summative & appropriate technology