Towards a multimodal "conversational" feedback design

Penny Nakou, PhD Researcher in Sociology and MA student in Academic Practice at City University of London
Panagiota.Nakou@city.ac.uk

Based on Laurillard's Conversational Framework (2002): acquisition, practice, discussion, inquiry, collaboration and production to offer constructive feedback to digital assessments.
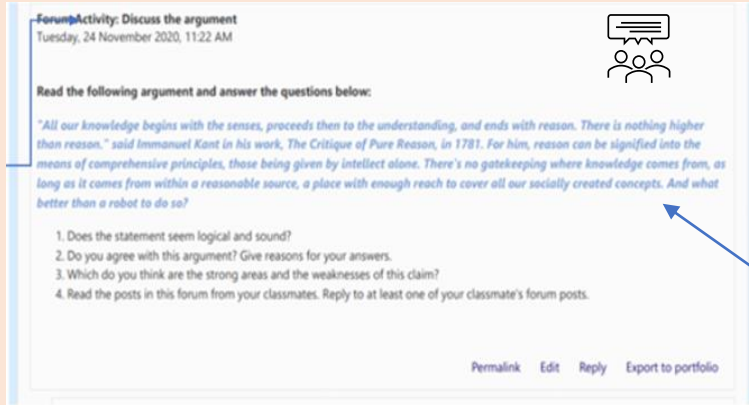
Activity A: Forum (Acquisition & Discussion)

Foster creativity, cooperation and allow participants to perform multiple roles: writers, readers, examiners and examinees and combines individual reflection and constructive criticism to peers.

Feedback:

Peer-feedback: is associated with performance improvement and increased motivation.

Self-assessment: students at this stage can use the peer-review to self-assess their points and re-negotiate their thesis while becoming more independent and self-regulated learners.

Instructor's feedback: instructional support is recommended to facilitate the process of sense-making on peer feedback and maximise its benefits.

Activity B: Multiple-choice quiz (Practice & Inquiry)

Quizzes are often used across different disciplines and students have a positive attitude towards them. Recent studies suggest that VLE quizzes motivate students, enhance active learning while offering multiple attempts.

Feedback:

Direction to academic material
This helps keeping a fair balance between confirmatory and critical feedback. Furthermore, the learner can identify the elements they find challenging and seek support.

Direction to recommended readings
Emphasizes on the element of inquiry and prompts the student to engage with wide reading and research. Consequently, based on Bloom's taxonomy (1956), this encourages the development of advanced academic skills.

Inclusion of audio feedback and video links
Enhances motivation and performance. According to research, video material can be more efficient when combined with experts' feedback. Also, it is helpful for international students: the use of complex academic language in concise written feedback makes it difficult for international students to identify weaknesses and convert feedback into real strategies.

Activity C: Padlet collaboration (Collaboration & Production)

Collaborating in a learning community, inspires professionalism and higher self-reflection levels. Padlet is a TEL tool used to collect, share, and evaluate ideas.

Feedback:

Peer-feedback and **collaboration** were essential for participants to monitor, assess and regulate their learning through continuous and meaningful interaction with others.

Self-assessment: Unlike passive learners, students as creators and reviewers actively constructed meaning and collectively decided on which strategic actions to take to improve their performance.

Instructor's feedback: Multiple rounds of feedback and reflection on work-in-progress were encouraged by the instructors informally to ensure authentic learning.

Feedback can:
- Adapt the learner's needs
- Include multimodal richness
- Combine different forms of feedback
- Be produced with less effort in a shorter time
- Be improved and encourage students to engage efficiently

References:
Boud, D. & Molloy, E., 2013. Feedback in Higher Education and Professional Education: Understanding it and Doing it well. London: Routledge Publications.
Ellegaard, M., Damsgaard, L., Bruun, J. & Johannsen, B. F., 2018. Patterns in the form of feedback and students' response. Assessment and Evaluation in Higher Education, Volume 43, pp. 727-744.
Heinonen, K. et al., 2019. University Teachers as Developers of Technology-Enhanced Teaching—Do Beliefs Matter? Journal of Research on Technology in Education, 51(2), pp. 135-151.
Helfaya, A., 2019. Assessing the use of computer-based assessment-feedback in teaching digital accountants. Accounting Education, 28(1), pp. 69-99.
Hepplestone, S. et al., 2011. Using technology to encourage student engagement with feedback: a literature review. Research in Learning Technology, 19(2), p. 117–127.
Hounsell, D., McCune, V., Hounsell, J. & Litjens, J., 2008. The quality of guidance and feedback to students. Higher Education Research & Development, 27(1), pp. 55-67.
Lamb, J., 2018. To Boldly Go: Feedback as Digital, Multimodal Dialogue Interact. Multimodal Technologies and, 49(2), pp. 1-17.
Laurillard, D., 2002. Rethinking University Teaching in the Digital Age A Conversational Framework for the Effective Use of Learning T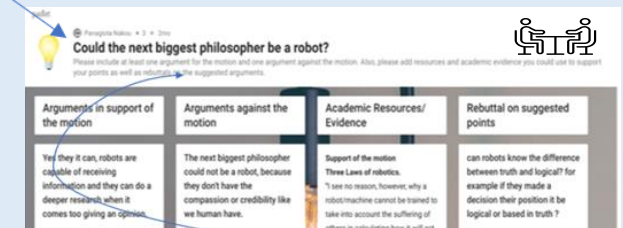echnologies. London: Routledge.