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How to cite:

Fernández-Toro, Maria and Furnborough, Concha (2014). Feedback on feedback: eliciting learners' responses to written feedback through student-generated screencasts. *Educational Media International*, 51(1) pp. 35–48.

For guidance on citations see [FAQs](#).

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Version: Accepted Manuscript

Link(s) to article on publisher's website:

<http://dx.doi.org/doi:10.1080/09523987.2014.889401>

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Feedback on feedback: eliciting learners' responses to written feedback through student-generated screencasts

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This work was supported by JISC under the Assessment and Feedback Programme, strand B: Evidence and Evaluation.

Feedback on feedback: eliciting learners' responses to written feedback through student-generated screencasts

Despite the potential benefits of assignment feedback, learners often fail to use it effectively. This study examines the ways in which adult distance learners engage with written feedback on one of their assignments. Participants were 10 undergraduates studying Spanish at the Open University, UK. Their responses to feedback were elicited by means of student-generated screencast (Jing ®) recordings in which students talked through the feedback written by their tutors. The recordings were analysed in terms of the student's cognitive, affective, and metacognitive responses to the tutor's feedback. Results show that, while students do engage with tutor feedback and make active efforts to integrate it, they sometimes use ineffective strategies, especially when tutor and student make different assumptions about the role of feedback. The richness of the data obtained from the Feedback on Feedback (F on F) method suggests that it has the potential to promote much needed feedback dialogue between students and tutors.

Keywords: feedback, learner engagement, distance education, video technology

Subject classification codes: L (Education), T (Technology), P (Language and Literature)

Background

Effective feedback not only enriches the learning experience, but is essential to successful learning (Black and Wiliam, 1998; Ramsden, 2003; Price et al., 2010), and this is especially true in the case of distance learners (Hurd, 2000; 2006; White, 2003) for whom this may be the main or only information that they receive on their performance (Hyland, 2001; Ros i Solé & Truman, 2005).

Feedback helps cement the relationship between teaching/learning and assessment (Poehner, 2005) and plays a crucial role in developing self-regulated learning, another key aspect of

individualised learning (Nicol & Macfarlane-Dick, 2006). Facilitating the development of self-assessment (reflection) in learning and delivering high quality information to students about their learning are indeed two of the seven aspects of good feedback practice identified by Nicol and Macfarlane-Dick (p. 202).

Despite such potential benefits, research supports a commonly held perception that learners do not always get as much out of feedback as they should. Even the best feedback in the world can only work provided that learners engage with it (Nicol, 2010; Black & Wiliam, *op. cit.*), but this is often not the case. In a recent study Furnborough and Truman (2009) identified three patterns of student engagement with external feedback amongst distance learners studying languages at beginner level: Group A saw feedback as a learning tool which empowered them to take on more responsibility for their own learning, Group B primarily related it to a sense of achievement (e.g. good grades), and Group C did not value assignment feedback and seemed either unable or unwilling to take their tutor's comments on board because of doubts or anxieties about the validity of their own performance.

Students often do not understand the nature of assessment (Maclellan, 2001), and yet tutors and institutions appear to offer little guidance on how to interpret and apply the feedback provided (Weaver, 2006; Burke, 2009). Consequently valuable learning opportunities are missed. A major issue arising from these findings is that there is often a mismatch between students' needs and expectations regarding feedback on the one hand, and tutors' assumptions and practices on the other (Cohen & Cavalcanti, 1990; Orsmond & Merry, 2011). This points to the need to encourage better dialogue between tutors and students regarding the assessment process (cf. Aljaafreh & Lantolf, 1994; Nicol, 2010). In distance learning institutions such as the Open University in the UK, where assignment feedback is one of the primary means of teaching, the quality of the learning dialogue resulting from submitted assignments is crucial.

In recent years research has been exploring the potential of new technologies as a means of improving the quality and effectiveness of feedback (see Hepplestone et al. (2011) for a comprehensive review of this growing area). Many educational institutions have adopted electronic assignment management systems that improve the timeliness of feedback and the consistency of record keeping (e.g. the ESCAPE project). Feedback can also be delivered through a variety of electronic media including video (e.g. ASSET and AFAL) or audio (e.g. *Sounds Good*). These are particularly relevant to distance education. In the UK, for example, the Open University routinely uses e-feedback in the form of standard templates for electronic reports, annotations on student scripts using Word markup, and audio-recorded feedback. Some language tutors also give additional feedback by inserting links to screencast recordings in their written feedback. Screencast feedback was positively evaluated at Cardiff University in the context of MBA assignments (Jones et al., 2012).

Although most studies collect student feedback in the form of questionnaires and/or interviews, little is known about the learners' individual responses to specific e-feedback or the extent to which they make use of the feedback in their future learning. There needs to be a focus shift from technical issues relating to feedback delivery onto ways of assisting learners to engage with the feedback provided. Poehner (2005) studied students' responses to face-to-face tutor feedback in oral interaction and proposed a typology comprising 9 typical responses. This paper also examines student responses but focuses on electronically delivered written feedback within a distance learning context. As it uses student-generated screencasts as a medium for eliciting learner feedback on the feedback received, this study also explores the potential value of screencast technology as a means of facilitating dialogue.

The Feedback on Feedback study

The present study was conducted as part of the e-Feedback Evaluation Project (eFeP), a JISC-funded collaborative project involving the Open University (OU) and the University of Manchester, UK. The aim of the study was to elicit and evaluate the students' engagement with assignment feedback in terms of their cognitive, metacognitive and affective responses to the feedback received from their tutors. Such responses were elicited by means of talk-aloud protocols consisting of screencast recordings in which students (N=10) talked through the feedback written by their tutors on one of their assignments, or in other words, gave feedback on the feedback. The present study will therefore be referred to as the "feedback on feedback" (F on F) study.

In analysing the recordings, special attention was given to the attitudes and perceptions reported in tutor and student surveys, as well as the features of tutor feedback that had been identified in a feedback analysis study, both of which constituted earlier phases of the project. For reasons of space, the results of those two studies cannot be reported here, but relevant findings will be reported in the discussion section as appropriate.

Subjects

Participants in the study were 10 adult distance learners studying Spanish undergraduate modules at the OU. The sample was self-selected and is therefore not entirely representative of the student population as a whole, but of a highly motivated, high achieving minority. Indeed their marks on the assignment used all ranged between 75 and 94%, and this was taken into consideration when interpreting the data. All the levels taught at the OU were represented in the sample, which consisted of two students taking the beginner module, two from the lower intermediate module, four from the upper intermediate, and two from the advanced module. The sample comprised 5 males and 5 females. Three of the female students were not

English native speakers. However they were all fluent enough to study a final year degree module in the UK and had no difficulty expressing themselves in English. The remaining students were English native speakers.

Data collection and analysis

Students were given a written set of instructions and a screencast showing a simulated talk-through recorded by one of the researchers. All the necessary material was available online. The recording tool used was Jing ®, which allows a maximum recording time of 5 minutes. Students were asked to produce two recordings each: one about their marked written script and another one about the accompanying feedback summary form. Students were sent anonymised copies of these document files so that no personal details could be seen on their recordings. In their task brief, they were encouraged to talk the researchers through the assignment feedback, covering any aspects that they considered relevant, such as their first reaction to the feedback, which comments they did or did not understand, which ones they found useful or not useful, what feelings different comments elicited, what use students made of the feedback, and what they learned from it. Once the recordings were completed, students submitted them by email. Thus, from the initial briefing to the final submission, the entire process took place electronically.

Each student's recordings were analysed in terms of their use of the two media (marked up script and feedback summary form); their cognitive, affective and metacognitive responses to comments on strengths and comments on weaknesses; and their responses to different depths of feedback relating to strengths and weaknesses of their work. The notion of depth, proposed by Brown and Glover (2006) refers to feedback that either indicates a weakness/strength (depth 1), corrects the error/describes the strength (depth 2), or gives an explanation (depth 3). Fernández-Toro, Truman and Walker (2013) suggest an additional level for cases where errors

or strengths are categorised, for example when tutors use codes to indicate the category to which an error belongs (e.g. gender agreement). Thus, the four depths considered in this analysis are: (1) Indicated; (2) Categorised/Described; (3) Corrected/Exemplified; (4) Explained. A fifth category was added where some kind of action to avoid an error or build on a strength in future is proposed. Figures 1 and 2 illustrate these five levels with examples based on Spanish language assignments. Figure 1 focuses on feedback relating to weaknesses while figure 2 focuses on feedback relating to strengths.

Although the different levels are referred to as “depths” throughout this paper and represented in linear fashion on the diagrams, they do not necessarily occur sequentially. A tutor may well identify and correct an error without categorising it, a strength might be described and explained without the use of specific examples from the student’s work, a suggestion for future study is not essentially “deeper” than a correction, and so on. Therefore we prefer to consider the different levels as *layers of scaffolding* rather than quantitative means of describing the “depth” of feedback. With that proviso, such diagrams enable us to identify the processes in which tutors and students engage during the feedback dialogue.

<Insert Figure 1 about here>

<Insert Figure 2 about here>

The next section will focus on describing typical student responses and propose a framework for interpreting them.

Results

Students’ reported strategy for using the feedback

All students reported looking at the feedback summary form before the marked up script, and all started by looking at their mark. They were also generally enthusiastic about

receiving an overview in the general feedback form. As for the script, one student explained that she had not really looked at it much, whilst another reported that she normally sets it aside until she has enough time to work systematically through each comment on her script. Printing out the feedback is common practice, sometimes in parallel with the computer, as markup comments on Word can be easier to read on screen than on paper. Subsequent use of the feedback was reported in only three cases, normally for revision purposes before the final assessment. Although all students found the feedback useful and clear, one stated that she had not learnt much from it and would just continue doing the same as she had been doing in her assignment.

Observed responses to feedback on weaknesses

The tutors' feedback comments and annotations were mapped against their students' responses to the feedback in question, using the five layers of scaffolding identified above. This enabled researchers to see what layers of scaffolding were provided by the tutor in each case, and what additional levels, if any, were subsequently covered by the student. The ideal scenario is referred to as ***active integration***. It occurs when a student understands the information provided by the tutor and successfully elaborates on it, as shown in figure 3.

<Insert Figure 3 about here>

In this example, the tutor identifies an error by circling two words that are incorrect on the script. The student then acknowledges the error, corrects it, and proceeds to explain the correction. Neither tutor nor student categorise the error or suggest a strategy for avoiding the error in future, but the student's elaboration on the initial feedback shows that a greater level of understanding has been achieved on the basis of the feedback provided.

As one would expect, students' attempts to elaborate on the feedback provided are not always successful. *Unsuccessful integration* occurs when a student does try to elaborate on the feedback but proposes an interpretation that does not contribute to knowledge building because it is inaccurate or inappropriate, as shown in figure 4.

<Insert Figure 4 about here>

In this example, the tutor's feedback consisted of inserting a word that was missing. Although the error was indicated and corrected, it was not categorised, so it was left for the student to decide on the type of error involved. The student acknowledged the correction and proceeded to explain it, but failed to mention that in Spanish, the verb "*beneficiarse*" is always reflexive when it means "to benefit from something" as opposed to "benefit somebody/something".

While the statement made in the explanation is not strictly incorrect, there is no evidence of the student being aware of the fact that this particular verb is always reflexive when it means "benefit from".

In many cases students simply acknowledge their tutor's feedback without elaborating on it. Sometimes their response to the feedback indicates *informed acceptance* of the feedback as students appear to understand it:

Tutor writes: You could have developed your conclusion more.

Student says: Yeah, I appreciate that one, the conclusion is not exactly in proportion to the rest of it.

Some other times students seem to accept the feedback at face value as they do not give any sign of understanding what the tutor meant by it. This type of response is referred to as *uninformed acceptance*:

Student writes: *Me gusta mucha la comida de la India.*

Tutor circles the word *mucha* and writes the following comment: *Me gusta mucho...*

(*mucho* here is an adverb - a lot -, qualifying the verb, so it is always *mucho*; when *mucho* means “a lot of”, it qualifies a noun and changes accordingly: *muchos amigos, muchas personas...*)

Student reads the feedback and says: *Mucha* as an adverb [i.e. repeats the error]. I need to get a lot better at my grammar. Qualifies a noun, changes *con muchos amigos, muchas personas*. Ok, that’s pretty good feedback from my tutor.

Here the tutor’s comment on the difference between *mucha* (adverb) vs. *mucho* (adjective) has clearly not been taken on board despite the student describing it as “pretty good feedback”.

Uncertainty is another common response, which occurs when students acknowledge the fact that they do not understand the feedback: “I couldn’t quite understand why *aunque* has been deleted there, I need to give that a little bit more thought.”

Occasionally students may also disagree with their tutor’s feedback and simply reject it. This response type is referred to as **rejection**:

What does annoy me slightly is here, this section, where it says, “*en una ocasión has utilizado un verbo que no era el más adecuado*” [occasionally you have used a verb that was not the most appropriate]. Now this comes across quite patronizing to me, [...] I was using a certain verb in a metaphorical sense and I felt that this point had been completely missed by the tutor.

Evidence of **evaluation** in one form or another was also found in some responses. For example, students might explain what caused an error (e.g. a Russian student says “past tenses are different in Russian”) or voice an evaluative judgement about their performance (“That’s just sloppy, wish I hadn’t done that”). The following example, which involves information structuring, shows that evaluation is also one of the ways in which students actively construct knowledge using the feedback as a springboard. Used in that way, evaluation could be

considered as a form of active integration:

It seems to me that the errors that I made can be grouped into 3 different types:

There's what you might call **simple grammar things**, like using *por* when I should have used *para*, or using *a* instead of *en*. Those are pretty straightforward and the easiest to correct. Then there are **vocabulary things** like I used *dominación*, when I should have used *dominio*, and *su mismo* when I - when it was wrong to write *su*, I should have just used *mismo*. And then **stylistic things** like not including the noun *teletrabajador*, which made that sentence less easy to understand, and then down here there was the badly mangled sentence, which I thought was understandable Spanish. Yeah, that, that's the most difficult part, thing to spot in my own writing, and it really needs someone who is a competent Spanish speaker to point those kind of mistakes out. [authors' emphasis]

There was some evidence of **planning** when students proposed some kind of action to improve their performance in future, as shown in the two examples below (authors' emphasis):

Clearly here this was a silly mistake with the spelling of *lingüísticas* and I should have checked that more carefully. Especially as I was able to get it right easily in the title here. **There's a lesson to be learnt there about careful checking of the work at the end.**

There was confirmation here that I had interpreted the question incorrectly, which **is very useful advice for when I come to tackle the longer assignment needed for the end of course assessment.**

In any of the responses described so far, affective as well as cognitive elements may be present in varying degrees. The first three - active integration, unsuccessful integration and informed acceptance - are more cognitively oriented. Uninformed acceptance is also cognitively oriented, although it may reflect an underlying avoidance strategy rooted in affective factors such as fear of challenge. Conversely, rejection often has a clear affective component while its roots may be cognitive (e.g. feeling that a correction is unfair because

you do not understand it). Evaluation and planning are mostly metacognitive, but again may be related to affect, for example in face-saving judgements such as “silly mistake” or giving reasons for errors in an attempt to justify them.

Observed responses to feedback on strengths

Cognitive and metacognitive elements were also present in the students’ responses to feedback related to the strengths of their work, though the most evident aspect was the affective response:

- **Appreciation of effort recognition:** Student is pleased to see his/her efforts acknowledged in the feedback (“It was quite difficult but you see my tutor says *well done*”; “Two ticks for my quotation at the end! I like that quotation and I am very pleased that my tutor liked it.”). This was the most common response to feedback on strengths.
- **Appreciation of personal rapport:** Student feels that the feedback treats him/her as an individual (e.g. personal greetings).

Cognitive and metacognitive responses generally mirrored those elicited by feedback on weaknesses, although some response types were less apparent for feedback on strengths:

- **Active integration:** e.g. tutor says “good introduction” [Depth level 2: strength categorised] and student adds that she made sure to include “the mandatory quote” in her introduction [Depth level 4: strength explained]
- **Unsuccessful integration:** A correction may be interpreted as praise (e.g. tutor says “you exceeded the word limit” and student then explains that she always worries that she will not be able to write so much and proudly adds “but you see I exceeded that!”).
- **Informed acceptance:** e.g. “Good. I got that one”.

- **Planning:** e.g. “She tells me my referencing system is correct so if I use that in my final assessment I’ll be ok.”

Not too surprisingly, no examples of rejection were found in response to feedback on strengths, though previous research has shown that these can occur in certain cases (Fernández-Toro, Truman & Walker, 2013; Furnborough & Truman, 2009). Explicit evaluations were also difficult to pinpoint as they were generally blended with planning, integration and affective responses.

Depth of feedback

For reasons of space, only the most indicative responses to different depths of feedback will be summarised in this paper. In the case of feedback on weaknesses, the determining factor for students’ responses was whether tutors had provided enough information to elicit active integration or informed acceptance. Feedback on “basic” mistakes such as spelling and gender agreement did not generally require a correction or an explanation in order to do so; whereas feedback on syntax and lexical errors could more easily result in failed attempts of integration, uninformed acceptance or rejection unless a suitable explanation was provided. The two advanced students who attempted to use vocabulary in a metaphorical way failed to understand why the tutor had corrected the words that they had so carefully chosen, and this made them reject the corrections as “patronising” or repressive: “metaphors have been obliterated by the tutor [...] another image that was not appreciated or completely wrong, but it’s not clear. It’s a shame that at level 3 [i.e. advanced] we are not allowed to explore”. In other cases, students just accepted syntax corrections that they did not understand: “I can accept that but I would probably make that mistake again in the future”.

In the case of feedback on strengths, it is worth noting that tutors’ comments including explanations (depth 4) or specific examples drawn from the student’s work (depth 3) are

extremely rare in the sample. Comments that simply say that the work is good (depth 1) normally elicit positive affective responses related to effort recognition and personal rapport with the tutor. Ticks elicit similar responses. However, high achievers may find that acknowledging the good quality of their work (for example by giving a high mark) is not sufficient: “I gained pleasing scores of 90%, and again what would I have had to do to achieve 100%?” Where present in the feedback, examples (depth 3) are welcome: “I like the fact that she gives me specific examples of connectors that I’ve used”. However only one such comment at depth 3 was found in the sample, and this was the deepest level of feedback ever used by tutors when commenting on strengths.

Discussion

The responses described above could be grouped into two categories: The first group are responses that indicate that an effective learning dialogue is taking place through the process of giving and receiving feedback, both between tutor and student and within the student him/herself. The second group are responses that indicate either that such a dialogue is not taking place at all, or that somewhere in the process communication is breaking down. Effective feedback dialogue elicits knowledge construction (Nicol, 2012), promotes a positive perception of oneself (Nicol & Macfarlane-Dick, 2006), sustains motivation (Dörnyei, 2001; Walker & Symons, 1997), and promotes autonomous learning (Andrade & Bunker, 2009; Truman, 2008). Conversely, ineffective feedback dialogue does not result in knowledge construction, challenges the self, is demotivating and fails to promote learner autonomy. Table 1 summarises the responses that are deemed to indicate effective and ineffective feedback dialogue.

<Insert Table 1 about here>

As explained above, the participants in this study were highly motivated students, and

therefore it would be reasonable to expect a considerable number of responses indicating that effective feedback dialogue was taking place. Indeed, cognitive responses to feedback on weaknesses, especially those related to what students regarded as “silly mistakes” (spelling, agreement, missing references, etc.), tended to result in the construction of knowledge through active integration or informed acceptance. Positive affective responses to feedback on strengths, especially to perceived personal rapport (“she spotted I am French, well done tutor”, pleased to be singled out to receive feedback in Spanish, etc.) and effort recognition were also very common, as were metacognitive responses in the form of planning strategies to improve future performance.

However, despite the fact that participants were high-achieving and highly motivated volunteers, a number of responses indicating ineffective feedback dialogue were also found alongside these constructive responses. Unhelpful cognitive responses such as uninformed acceptance or unsuccessful integration tended to occur with feedback on errors related to more complex structures, such as syntax corrections that were left unexplained [i.e. depth 3 with no coverage of depth 4]. At more advanced levels, unexplained lexical corrections were perceived by students as the tutor’s failure to appreciate their creative attempts at experimenting with the language through the use of metaphors. This caused them to reject the feedback both on cognitive and affective grounds, as they felt that their personal efforts had not been appreciated. Well-intended tutor support was also rejected when students suspected a one-size-fits-all approach that failed to take their individuality into account (e.g. lengthy technical tips given to a student who had actually worked for years in IT, invitation to contact the tutor at the end of a feedback form that was felt to be a cut-and-paste job, etc.).

The presence in the sample of responses indicating both effective and ineffective feedback dialogue is consistent with claims commonly voiced by tutors that their feedback, or at least

some of it, often does not achieve its intended purpose. The roots of the communication breakdown may be cognitive, as in cases where the depth of feedback was not sufficient, or affective as when students felt that their efforts or individuality were not being duly acknowledged. The fact that even a highly motivated group of students such as the participants in this study occasionally failed to integrate tutor feedback suggests that this type of occurrence might be considerably more common in a sample including a wider range of abilities and motivational levels.

Although Poehner's (2005) response categories cannot be directly mapped into the ones proposed in this study, both studies identified a range of broadly comparable behaviours such as incorporating/integrating the feedback provided, responding incorrectly to the feedback (unsuccessful integration), supplying corrections or explanations, and rejecting assistance/feedback. For Shrestha and Coffin (2012), whose work in a distance learning context draws on Poehner's framework and looks at what they term "learner reciprocal moves", the key indicator of a learner's growth towards autonomy is "incorporating feedback". The notion of successful integration proposed in this study is therefore consistent with findings in other learning contexts, which suggests that the key indicator of a successful learning dialogue is a learner's ability to integrate the feedback provided.

The use of screencast technology in the present study offers a further advantage, as it gives students time and space to reflect instead of just responding to the feedback. While Poehner (2005) examined the students' behavioural responses to feedback in real time interaction during a speaking task, the F on F approach elicits more reflective information related to strategic levels of learning (i.e. cognitive, metacognitive and affective responses). Such an insight has the potential to inform and enhance subsequent dialogue between students and tutors.

Conclusion

This study provides a qualitative insight into the students' cognitive, metacognitive and affective responses to written feedback. It also demonstrates the potential value of screencast technology coupled with a F on F approach as a means of promoting effective learning dialogue.

The findings show that highly motivated students do engage with tutor feedback and make active efforts to integrate it. In some cases however, their cognitive, affective, or metacognitive responses to the feedback are ineffective. As seen in the previous discussion, a contributing factor to these occasional breakdowns in communication may be the tutor's incorrect assumptions about the student's abilities, expectations or attitudes in relation to feedback. The F on F method used in this study encourages students to articulate their responses to the feedback, thus making it possible for researchers and tutors to identify what types of comment result in successful or unsuccessful feedback dialogue.

The present study, however, has two limitations: Firstly the self-selected nature of the sample means that it does not represent the student population as a whole, and the study would need to be repeated with a randomly selected sample including less motivated and able students. Secondly, as the F on F exercise conducted here was intended for research purposes, the students were addressing the researchers rather than their tutors, thus missing out on a valuable opportunity for genuine feedback dialogue.

Despite these limitations, the fact that recordings were submitted at all is proof of concept and shows that the method is viable for both research and teaching purposes. Learner engagement

with feedback, when it happens, is usually “invisible” to external observers (Price et al., 2011). Researchers and teachers have few opportunities for obtaining the kind of insight that F on F allows. The study demonstrates that screencast-assisted F on F can effectively be implemented as a means of getting learners to articulate their responses to feedback in an explicit manner. For the researcher, this makes it possible to observe and categorise effective and ineffective strategies adopted by tutors and students. From a teaching and learning perspective, this approach promotes feedback dialogue between students and tutors, not only in distance learning but also potentially in face-to-face teaching environments. Screencast technology allows time and space for reflection within a one-to-one dialogue: Students and tutors share a common “space” insofar as they both look at the same document on the screen, while the asynchronous nature of the medium enables both parties to engage with the process in their own time and without the cognitive, emotional and logistical pressures of face-to-face interaction. Thus, tutors might use the method in a targeted way whenever they suspect that a student is not learning from their feedback, or students might, for example, be invited to comment on their feedback after the first marked assessment on a course. The findings of this study also indicate that high achievers can benefit from the exercise just as much as their low achieving peers, and should be given an opportunity to tell their tutors what they really expect from written feedback and what works best for them.

Most projects in which technology is used in order to increase learner engagement tend to do so by focusing on different ways of delivering feedback through technological means. What screencast-assisted F on F sets out to do is to use technology not as a mode of delivering feedback to the learners, but as a means of reversing the process and giving them a voice.

Acknowledgements: This project was funded by the JISC (Joint Information Systems Committee), a UK public body aiming to provide leadership in the use of ICT in learning, teaching, research and

administration. We also wish to thank the tutors who agreed to their feedback being used, the students who took part in the study, and Peter Furnborough who tested the briefing notes. Finally we would like to thank the anonymous reviewers and our colleagues Felicity Harper and Hannelore Green for their valuable feedback.

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Table 1: Students' responses indicating effective and ineffective feedback dialogue

	Effective feedback dialogue	Ineffective feedback dialogue
Cognitive responses	<ul style="list-style-type: none"> • Active integration • Informed acceptance • Uncertainty that elicits focused planning 	<ul style="list-style-type: none"> • Unsuccessful integration • Uninformed acceptance • Rejection • Uncertainty that does not elicit focused planning
Affective responses	<ul style="list-style-type: none"> • Effort recognition • Personal rapport 	<ul style="list-style-type: none"> • Effort not recognised • Lack of acknowledgement of the student as individual
Metacognitive responses	<ul style="list-style-type: none"> • Evaluation coupled with positive emotion and active integration • Planning that focuses on relevant areas 	<ul style="list-style-type: none"> • Evaluation coupled with negative emotion • Lack of planning, or planning that does not focus on relevant areas

Figure captions:

Figure 1: Depths of feedback on weaknesses

Figure 2: Depths of feedback on strengths

Figure 3: Active integration

Figure 4: Unsuccessful integration

??

Manos blancos

Manos blancos
→ Agreement

Manos blancos
→ blancas

Although it
ends in O,
'mano' is a
feminine noun.

Revise section 6.1 of
your grammar book

Identifies
an error

Categorises
the error

Corrects
the error

Explains the
correction

Suggests
future
strategy

Identifies
a strength

Describes the
strength

Exemplifies
the strength

Explains why
it is a
strength

Suggests
future
strategy

Good work



You use a wide
range of
language
structures

No digo que
quieran...
→ Good use of
the subjunctive

This connector
makes it very clear
that a new section
is starting here.

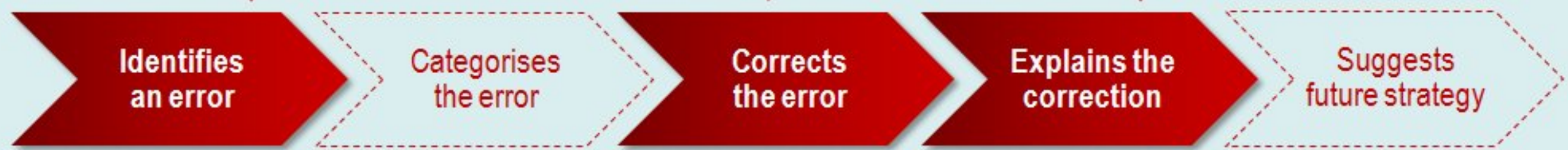
Good, you could
also look up...

← Student's response

... So basically I didn't need to say "the geographical separation, is not necessarily a good thing" which is what we would say in English, I just needed to say "the geographical separation is not necessarily good". ✓

And here it's written, or she's put in red *una* and *cosa*...

... So, it's quite a common thing of translating an English idiom directly into Spanish, rather than trying to say it more in a 'Spanishy' way.. ✓



la separación geográfica no es necesariamente una buena cosa

← Tutor's annotation on script

Student's response →

I should have put 'se *benefician*' in

...to make it clear I think that it's the companies themselves that would be benefiting from the increased productivity of teleworkers



Tutor inserted word 'se' →

las empresas **se** *benefician*