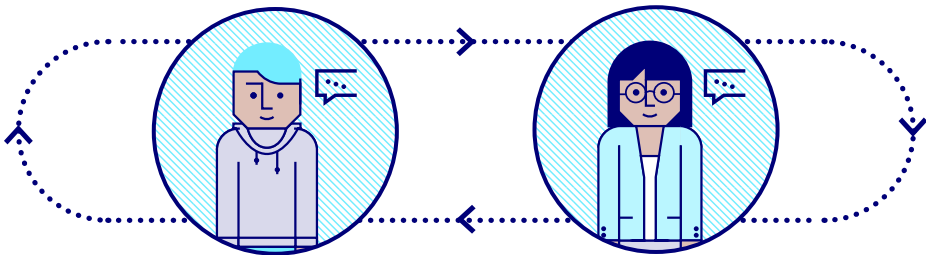


Keys to online feedback

What do we mean by feedback?



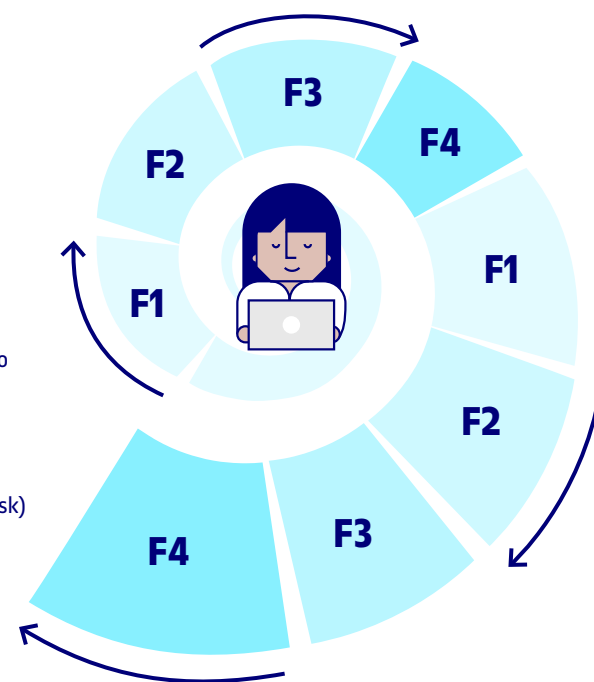
Feedback is a process/dialogue adjusted to the student's learning to help him or her to progress.

As it is based on dialogue, it must be a two-way process.

Feedback can be provided by a teacher, a peer or peers, or automatically... What really matters is that students "work with it", making sense of it and integrating it into what they do.

Online dialogic feedback process

- F1** > Phase 1 **Generate feedback** (designing feedback)
- F2** > Phase 2 **Process feedback** (understanding it, making sense of the information or support received from the different channels, asking for help where necessary, and making decisions to improve in the task)
- F3** > Phase 3 **Implement feedback** (introducing the changes in the task)
- F4** > Phase 4 **Give students the chance to demonstrate how they have improved**

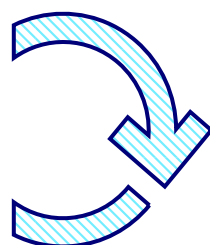


Research contributions

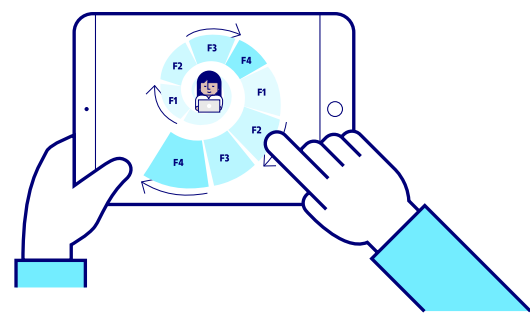
Institutional

Feedback must be an integral part of the institution's educational model and its technological development (educational technology design).

This can be achieved, for example, by designing tools for teachers and students to work together on the feedback, reviewing the feedback given and received, providing teachers with support for the aspects that must be covered by the feedback, and supporting students, so they can put the feedback received into practice, etc. The tools must provide support for peer feedback and feedback-based self-regulated learning.



Feedback literacy must be promoted throughout the institution.



Training for both teachers and students on formative, dialogic feedback, the role of feedback in assessment processes and in self-regulated learning, etc. For example, sharing the assessment criteria at the beginning of each course so that students can become familiar with them and take them on board.

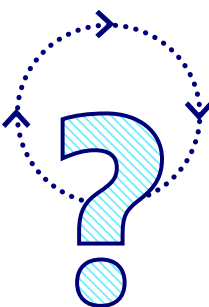
Three aspects must be taken into account when designing courses:

- 1) create opportunities for students to use the feedback received (for example, by redoing the work);
- 2) encourage peer feedback;
- 3) promote self-assessment.

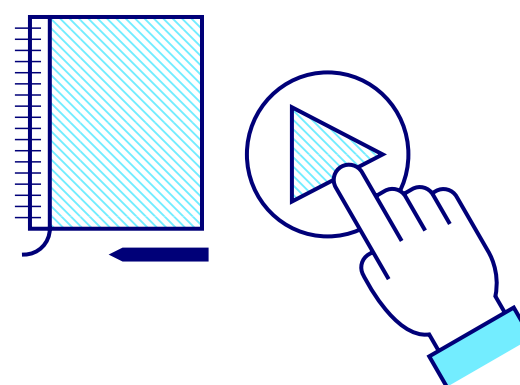


Teachers

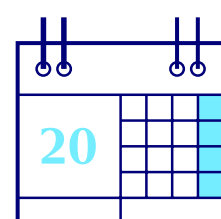
The feedback must, above all, include an epistemic or suggestive component to encourage students to reflect on their learning process (by asking themselves questions and making suggestions).



At least three of the feedback channels we have analysed – written, audio and video (which gives rise to a greater feeling of closeness) – have the same impact on learning.

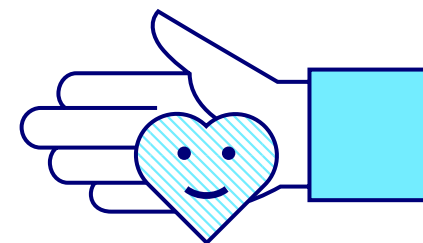


Opportunities must be created to use feedback. For example, by asking for a preliminary version to be submitted before the final version.

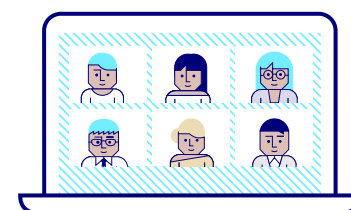


Students

It is crucial that students commit and engage with the feedback received (i.e., that they review it, process it, and use it to improve).



In online collaborative work (group activities): once they have received their feedback, the group of students must work together to decide how to improve the activity.



In individual online work: students are more likely to use the feedback received if they see it as being positive (which does not mean being praised but receiving suggestive and epistemic messages; i.e., messages based on questions and reflections that help and encourage them to improve).

