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Design and implementation of a protocol for the analysis of higher education students' feedback internalization process

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"Comprensión de los procesos de feedback internalizado del estudiantado universitario"

Funding: Proyectos de Generación del Conocimiento (PID2022-138430NB-I00)



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Introduction

↑ effective ↑ quality of feedback

- active student involvement in the learning and assessment process
- feedback literacy
- evaluator anonymity
- qualitative over quantitative formats
- provision of comparative examples
- role of technology

(Carless, 2019)



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Introduction

↑ effective ↑ quality of feedback

- active student involvement in the learning and assessment process
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- provision of comparative examples
- role of technology

How do students engage with feedback?

- Students' **internal** feedback processes? (Lui & Andrade, 2022)



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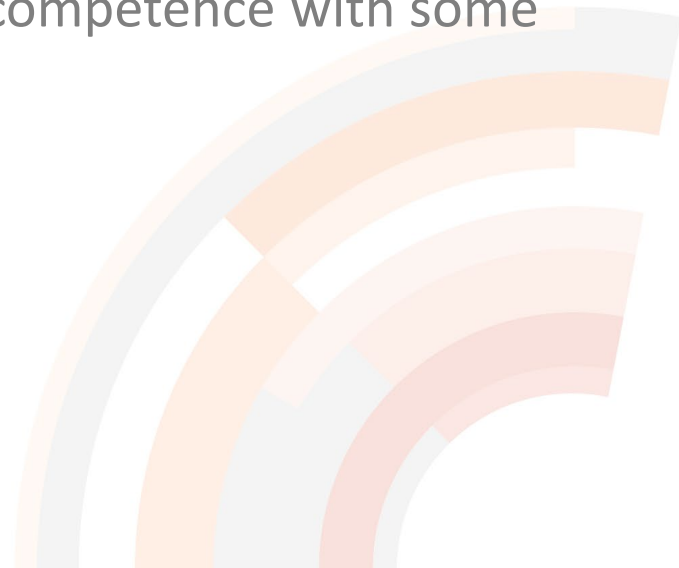
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Introduction

Internal feedback is the new knowledge that students generate when they compare their current knowledge and competence with some reference information (Nicol, 2021).

- peer work
- peer feedback
- instructor comments
- assessment criteria
- AI





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Introduction



projecto de
investigación

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Objective

To comprehend students' internalized feedback processes, i.e. what higher education students do with the information received about their work or learning process.

Based on...

- students' prior self-regulation
- students' evaluation beliefs
- task types
- characteristics and purposes of feedback provided
- academic field of expertise
- academic year



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Objective

Students' adjustment of their behavior →
better academic performance (Nicol & McCallum, 2022)





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Method

1. Sequence design
2. Sequence on VLE → Data collection: quantitative and qualitative



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Method

1. Sequence design

- a scoping literature review on the topic
- three co-design sessions with 7 tutors and 34 students
- subsequent internal validation (within the research team)
- subsequent external validation (with experts)



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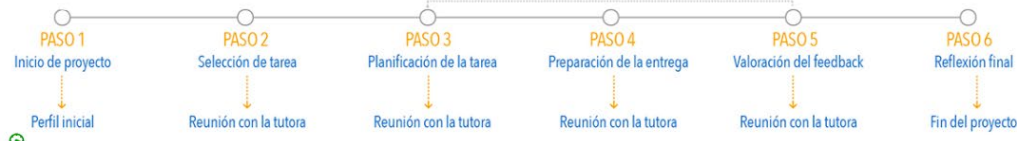
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Method

2. Sequence on VLE

COFE-I



Progrés general % 0





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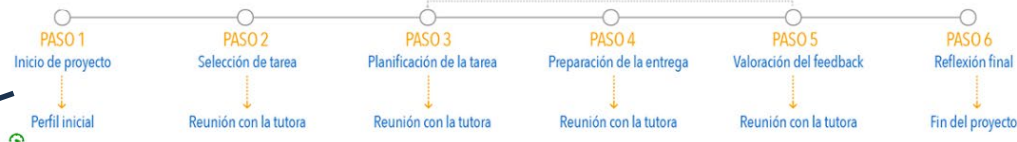
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Method

2. Sequence on VLE

COFE-I



Students' profile (pre-test)

- a. prior self-regulation
- b. self-efficacy
- c. beliefs about evaluation

Progrés general % 0





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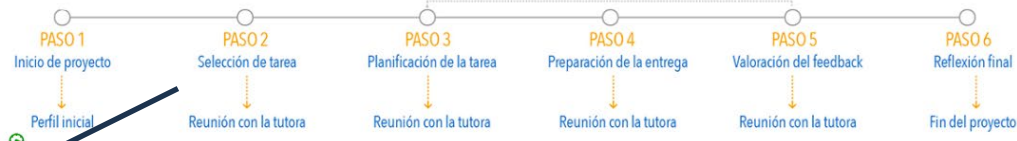
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Method

2. Sequence on VLE + data collection

COFE-I



Progrés general % 0

- a. Longish
- b. With feedback(s)
- c. Substantial weight within subject (30%)





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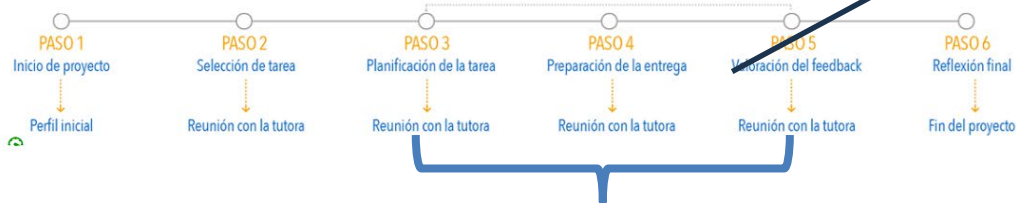
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Method

2. Sequence on VLE + data collection

COFE-I



- Questionnaire to interpret info received and report on feelings.
- Interview on Zoom to delve into the info received, the factors involved and how students will apply it
- At times, several loops.

Progrés general % 0





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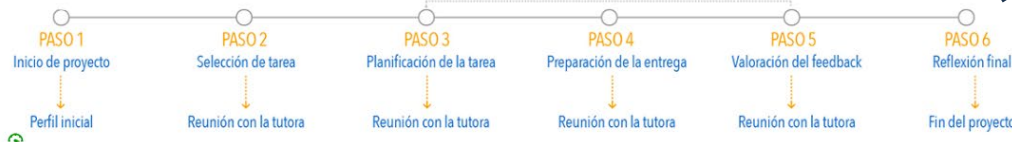
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Method

2. Sequence on VLE

COFE-I



Students' profile (post-test)

- a. prior self-regulation
- b. self-efficacy
- c. beliefs about evaluation
- d. satisfaction with one's work
- e. perception of learning

Progrés general % 0





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Data analysis

By monitoring the evolution of students' ability to generate internalized feedback over an academic year, we expect to:

- Identify the types (formal/informal) and most relevant sources of information for each type of task
- Understand the value students place on deliberate practices and what other natural sources they use
- Comprehend the actions students implement as a result of the information received
- Comprehend the extent to which they share and rework that information
- Determine the intentions for change that this process generates



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Preliminary findings

- Students tend to consider that the instructions of an assignment are the evaluation criteria.
- Sometimes students are not provided with evaluation criteria when given an assignment.
- Sometimes students receive hardly any feedback.
- Students have difficulty in identifying what is feedback.
- Students tend to undermine informal sources of feedback such as peer feedback.
- Students use peers' work to compare marks.



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Preliminary findings

- Use of AI for comparison → safer environment, no judgment as to the appropriateness of questions
- When feedback is timely provided (before the next step in an assignment), students tend to apply it.
- Feedback is applied to get a higher score, not “to learn”.
- The appropriateness/ quality of the assignment is crucial so the feedback is substantial.



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Preliminary findings

- After going through the sequence,
 - better self-regulation
 - higher importance to planning
 - relevance of feedback provision





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Conclusions

- This research covers a critical gap in understanding how students integrate and utilize feedback to enhance their learning and academic performance.
- Comprehensive framework to understand the nuances of feedback interpretation.
- Hopefully, this understanding can lead to more effective feedback practices, tailored to individual student needs
→ deeper learning and better academic outcomes



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Thank you!