FEEDBACK OPPORTUNITIES
IN ONLINE LEARNING

SURREY ASSESSMENT & LEARNING LAB

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CONTEXT

01 The relational dimension of feedback, and maintaining connections with students, are more important than ever. There are many opportunities for students to engage with feedback to support their learning that maintain a sense of connection with educators and peers.

02 Some feedback opportunities in online learning involve providing information to students on an individual level; others involve providing group-level information with opportunities for individual dialogue or self-reflection. Each form of feedback has its own benefits, and ways of maximising its utility.

INDIVIDUAL FEEDBACK

	BENEFITS	RECOMMENDATIONS	TO FIND OUT MORE...
Typed comments or annotations on submitted work	• Targeted feedback, with annotations showing location of errors/ where improvements could be made. • Familiar format to educators and students.	• Less can be more - Lots of annotations can be overwhelming for students. • Phrase comments as questions that develop self-regulation.	• Dirkx et al. (2019) • O'Donovan et al. (2019) • Winstone et al. (2016)
Highlighted rubric linking performance to criteria	• Relatively quick to produce. • Links directly to assessment criteria, giving transparency to the grading process and resulting grade decision.	• Students can be encouraged to look back through their work to find examples of *why* and *how* their work links to each level of the criteria.	• Bearman & Ajjawi (2019)
Audio, video, or screencast feedback	• Enhances the personal nature of feedback processes. • Facial/voice cues can enhance the meaning of feedback comments. • Available for students to view multiple times.	• Use screencast to show how your comments link to the piece of work, and to demonstrate corrections. • Recordings don't need to be polished - students often appreciate informality.	• Mahoney et al. (2019) • Mayhew (2017) • Winstone & Carless (2019) Chapter 4
Virtual drop-in sessions	• Dialogic, two-way interaction where students can seek clarification about feedback comments. • Provides a personal connection.	• Ask students to direct the agenda by bringing specific questions about their work, to encourage feedback-seeking. • A similar approach can be done at cohort level - see section on feedback webinars below.	• Blair & McGinty (2013) • Nicol (2010)
Stimulated self-reflection on individual performance information	• Students can be provided with simple information representing their performance, followed by a series of questions that help them generate feedback for themselves.	• Encourage students to use this activity to connect feedback on the current task to previous tasks, as a way of visualising progress and set targets for future improvement.	• Winstone & Carless (2019) Chapter 7

GROUP FEEDBACK

	BENEFITS	RECOMMENDATIONS	TO FIND OUT MORE...
Feedback Webinar	• Share feedback on things that were done well/could be improved at a group level to the whole cohort at once. • Students can post questions to which the educator can respond in real time.	• Record the webinar so that students in other time zones can view asynchronously, and all students can revisit and review. • Questions can also be collated in advance and grouped according to common themes.	• YouTube video on feedback webinars • A discussion forum could also be used to provide an asynchronous alternative.
Video Summary	• Create a short video or audio summary of things done well/ things that could be improved, at a group level. • Available for students to view multiple times and at a time suiting them.	• Screencast tools can be used to demonstrate solutions to common errors, to to demonstrate particular processes/skills.	• Mahoney et al. (2019) • Mayhew (2017) • Winstone & Carless (Chapter 4)
Stimulated self-reflection on group performance information	• Educators can provide a group-level summary of things done well/could be improved, followed by guidance to generate self-feedback (see the DEFT Toolkit, page 55)	• Encourage students to use this activity to connect feedback on the current task to previous tasks, as a way of visualising progress and setting targets for future improvement.	• Winstone & Nash (2016) • Weston-Green & Wallace (2016)

LINKS & REFERENCES

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https://www.surrey.ac.uk/department-higher-education/learning-lab