

**Student
Perceptions**

**Teacher
Feedback**

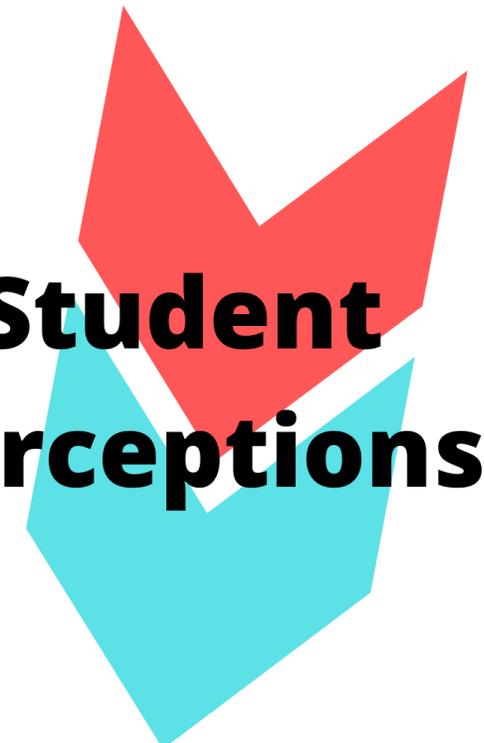
Student Perceptions of Feedback from Teachers in Online Courses: An Integrative Review

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After active engagement, the learner will

1. Identify student perceptions of teacher online feedback to students in higher education.
 2. Describe feedback modalities and teacher online social presence in higher education.
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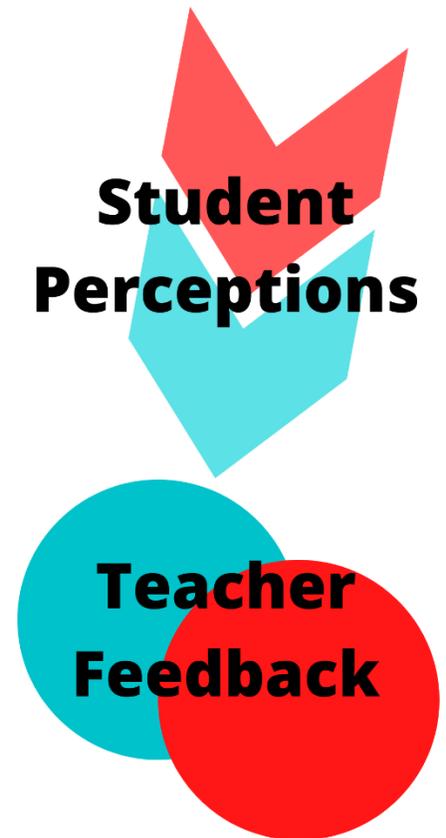
**Student
Perceptions**



**Teacher
Feedback**

Conflicts

- We have no known conflict of interest



Online Feedback By Teachers

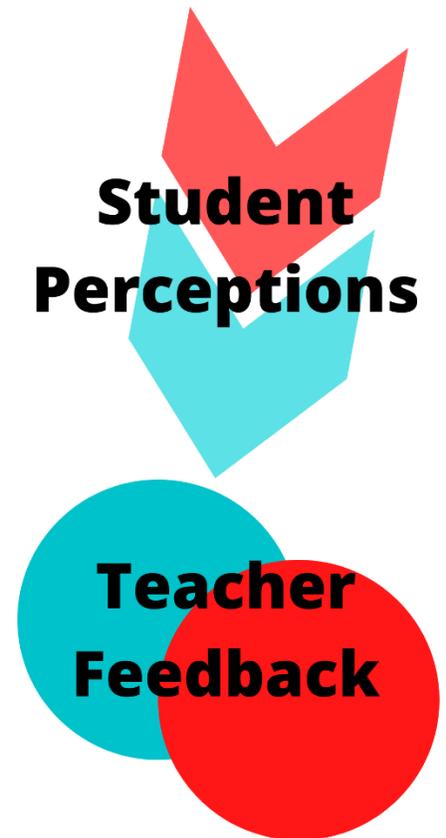
- Growth in online higher education (National Center for Education Statistics, 2020; Steele & Holbeck, 2018)
- Feedback from teachers is integral to the student experience



**Our Interest in
Online Feedback**

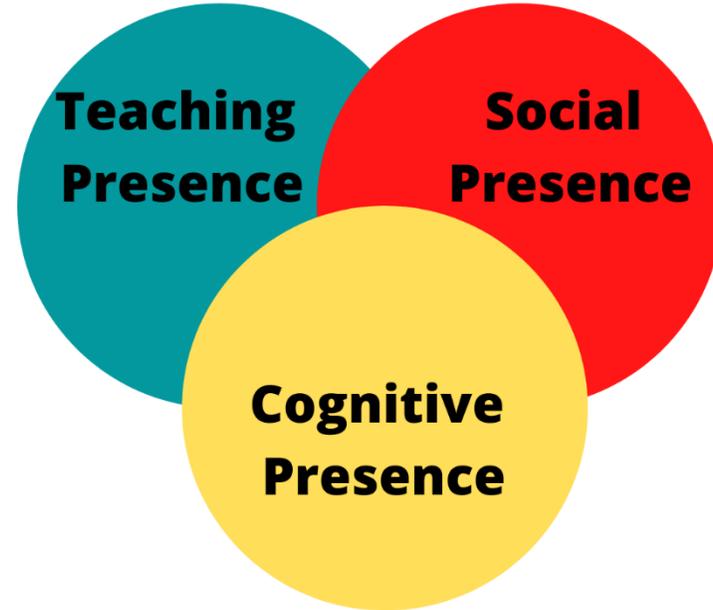
Research Study Background

- Feedback is operationalized as information or data from another specific to assignment or skill performance (Wiggins, 2012)
- Prior Feedback Literature Evidence
- Timely, clear, easy to understand, promotes improvement and development (Leibold & Schwarz, 2015)
- Formative and Summative (Jug et al., 2019; Steele & Holbeck)
- Differences in online feedback and in-person feedback



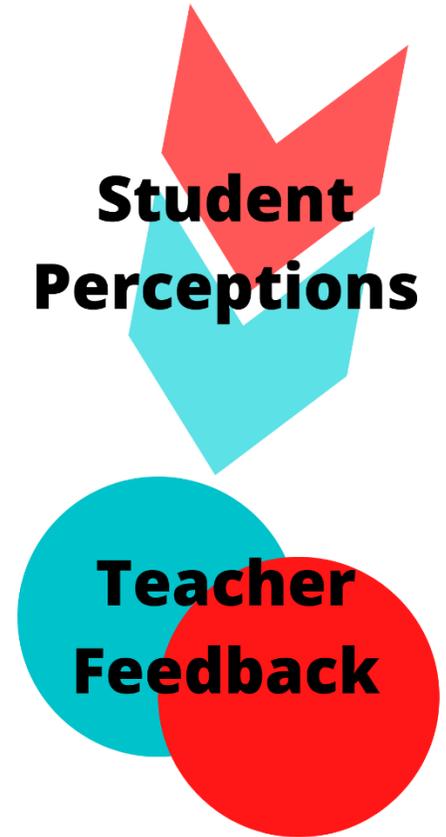
Community of Inquiry (CoI)

- Three Vital Concepts
 - Teaching Presence
 - Social Presence
 - Cognitive Presence
- integral to creating an environment with deep, meaningful experiences (Annand, 2011; Garrison et al., 1999)



Types of Online Feedback

- Various types
- May use criteria or steps
- For example,
 - 1) explain what was required/assigned,
 - 2) describe the submitted performance level, and
 - 3) give corrective feedback for improvement that often include asking an open-ended question.



Research Purpose

- to identify and evaluate evidence of student perceptions related to teacher behaviors and strategies for providing quality feedback to students in higher education courses



Research Questions

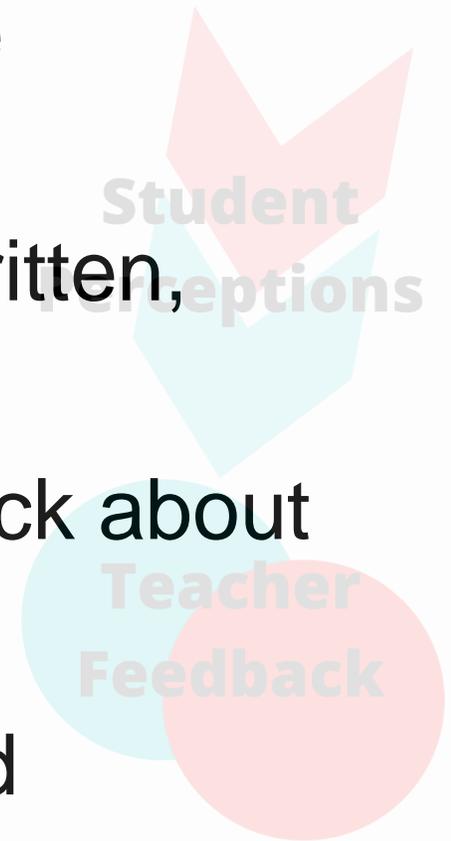
The Research Questions were:

1). What are student perceptions of teacher online feedback to students in higher education?

2). What are student perceptions of typed, handwritten, audio, and video feedback in higher education?

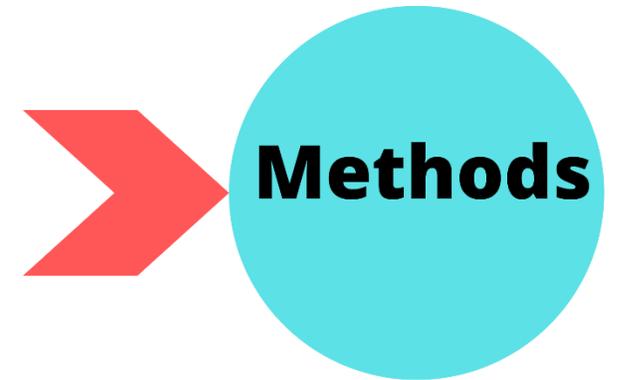
3). What are student perceptions related to feedback about teacher online social presence in higher education?

4). What are the qualities of the study methods and designs?



Methodology

- Mixed Methods
- Integrative Review
- Modified PRISMA
- Seven major databases: Academic Search Premier, CINAHL, Education, Education Research Complete, ERIC, OVID, and ProQuest
- 2014-2020; 772 research journal articles narrowed to 12 included

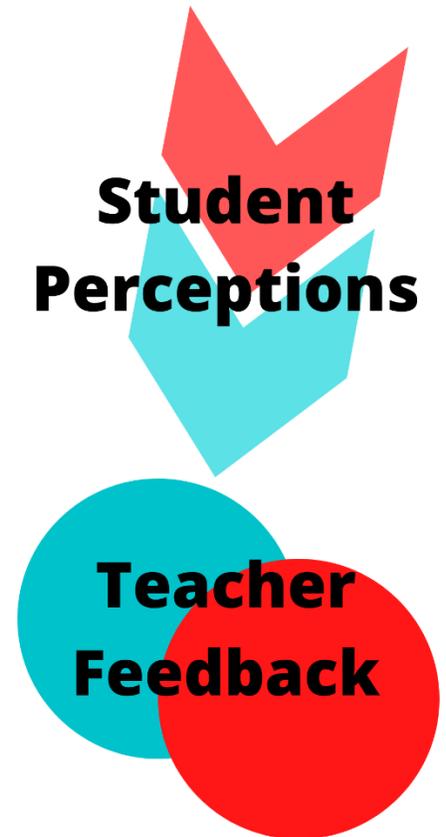


Inclusion and Exclusion Criteria

<u>Inclusion Criteria</u>	<u>Exclusion Criteria</u>
Full-text articles written in English	Non-full-text articles
Original and review research	Other than English language
Qualitative, quantitative, mixed methods	Not a research article
2014 to 2020	Small pilot or case studies
Student perceptions of online teacher feedback	Not student perception
Written, typed, audio or video online feedback	Not online teacher feedback
Higher education setting	Other than higher education

Extraction of Data and Study Quality

- **Extraction of Data and Data Analysis**
 - Table with criteria
 - Multiple reviews and discussions
- **Evaluating Study Quality**
 - Hong and Pluye (2019)
 - Methods, concepts, reporting quality, purpose and synthesis of data
 - Levels of Evidence (Melnik and Fineout-Overholt (2019) and Christenbery (2018))



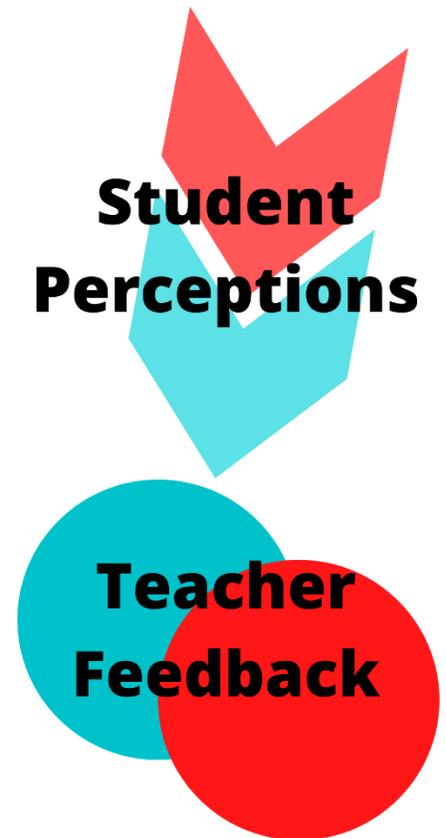
Results

- Organized by Research Questions

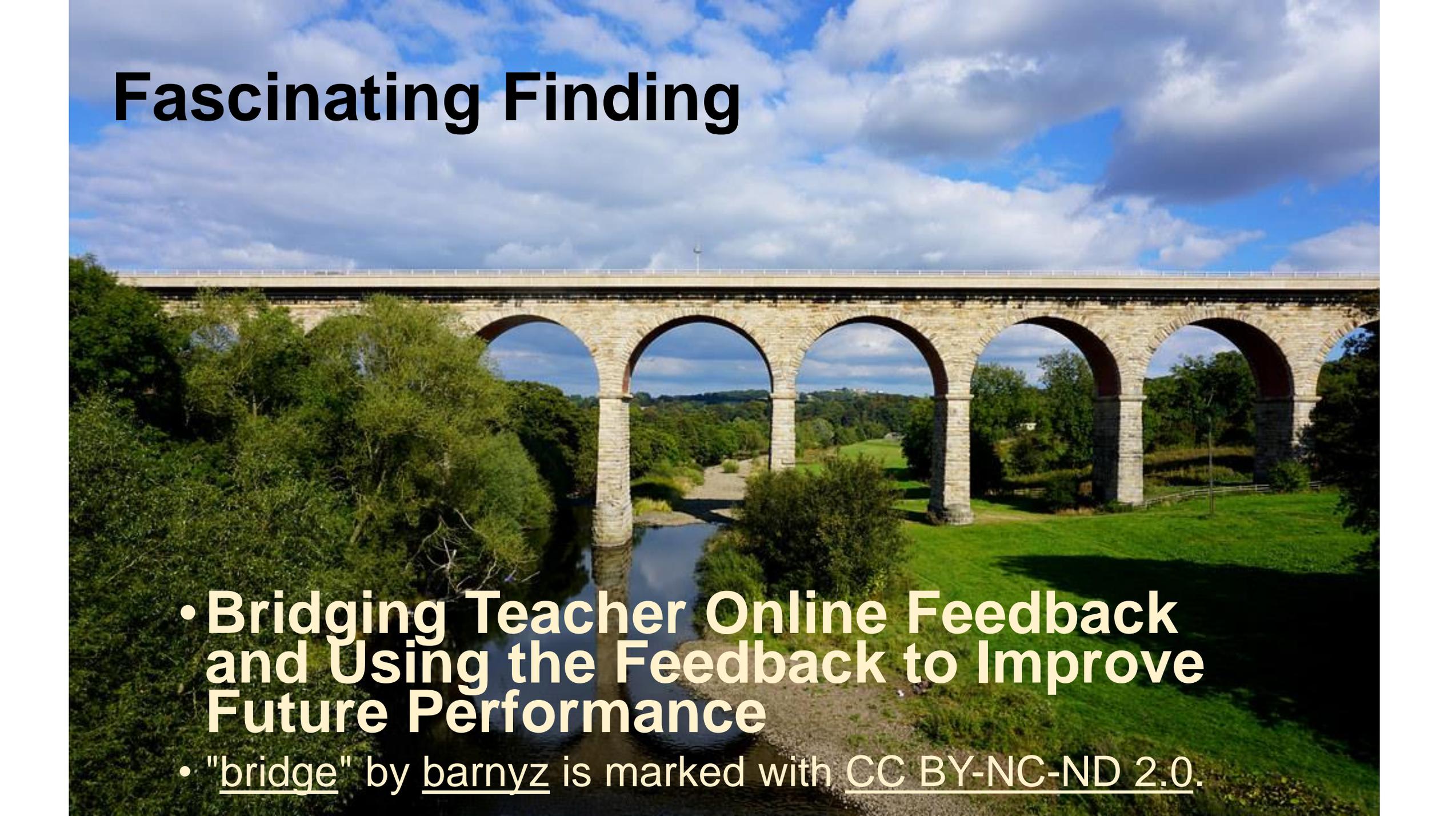


RQ 1) What are student perceptions of teacher online feedback to students in higher education?

- Timely (Marshall et al., 2020; Pan & Shao, 2020; Parkes and Fletcher, 2017)
- Clear, detailed and supportive feedback (Gredler, 2018; Pan & Shao, 2020; Parkes & Fletcher, 2017)
- Proximal inline annotations (Gredler, 2018)
- 95% of students said their work improved because of teacher online feedback (Jones & Blankenship, 2014)



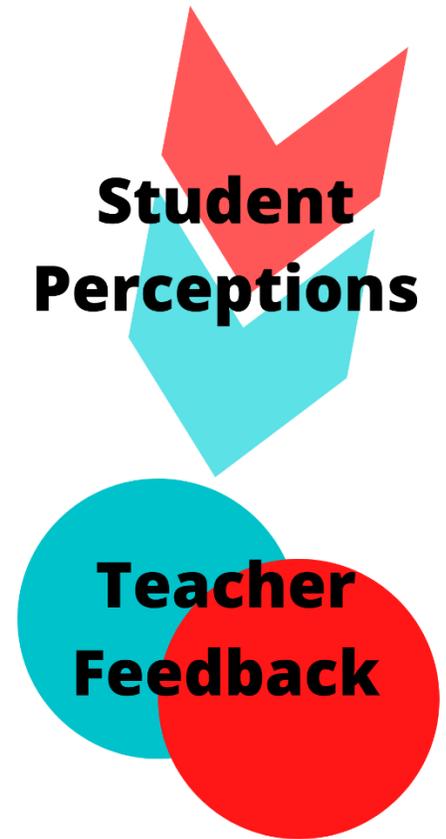
Fascinating Finding

A large stone viaduct with multiple arches spanning a river valley, surrounded by green trees and a blue sky with clouds.

- **Bridging Teacher Online Feedback and Using the Feedback to Improve Future Performance**
- "bridge" by barnyz is marked with CC BY-NC-ND 2.0.

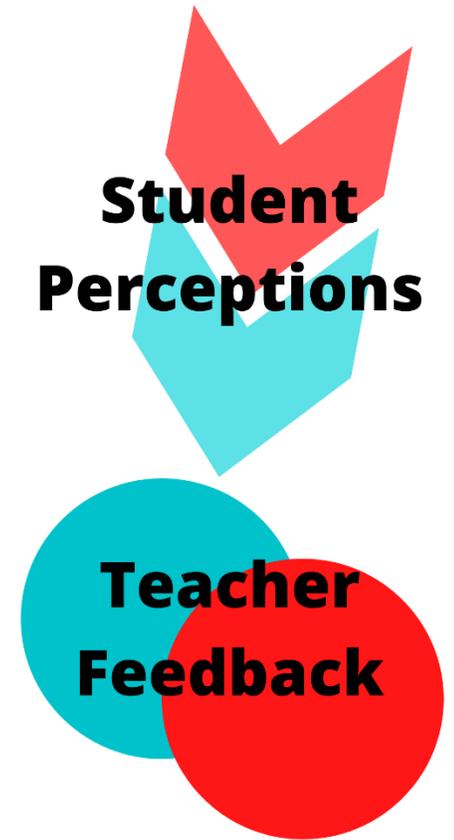
RQ 2). What are student perceptions of typed, handwritten, audio, and video feedback in higher education?

- Student population varied
- Some students preferred text-only
- Some students preferred video (Col presence)
- Some students responded they preferred timely over type of feedback
- Teaching Tip: Seek student input for their preferences



RQ 3). what are student perceptions related to feedback about teacher online social presence in higher education?

- Cognitive presence and video feedback; more so than text in 3 out of 4 studies; not in London's study (2019)
- Teaching presence -> Cognitive presence
- Group audio feedback and individual text feedback enhanced teacher social presence
- Variances reported among researchers



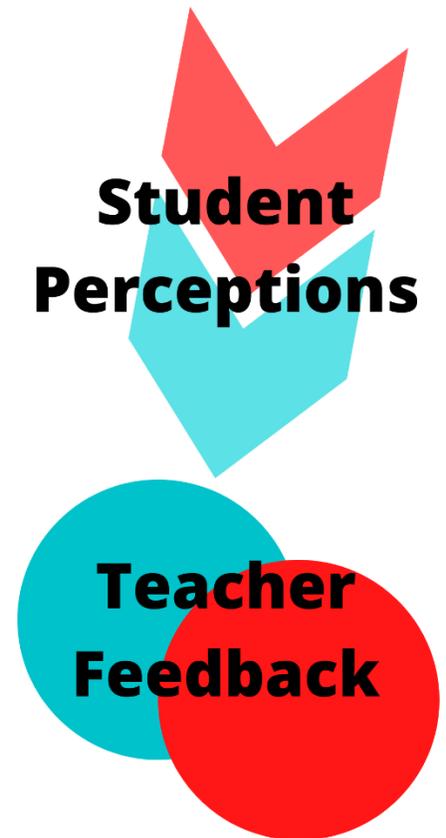
Implications for Teaching Practice

- Related to Social Presence:
- Email or phone with student to clarify any feedback
- Teachers should be available to communications related to feedback (Jones & Blankenship, 2014)
- Timeframe to respond to messages 24-48 hours
- Be present in online discussions, announcements, chats
- Address students by their preferred name



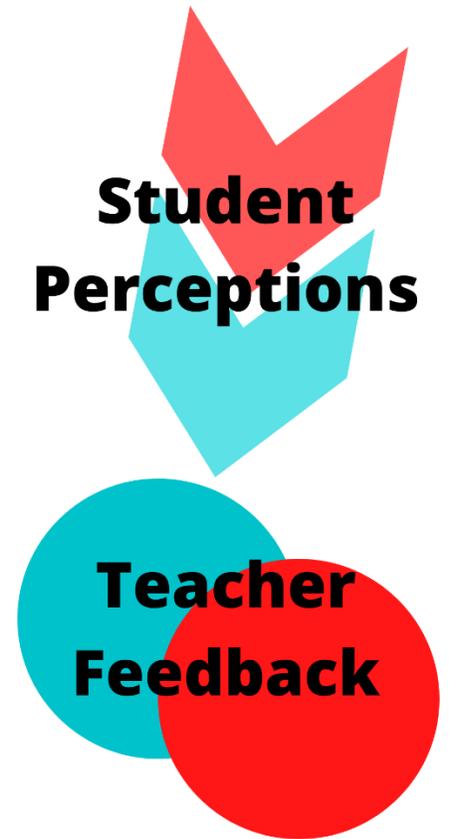
RQ 4). What are the qualities of the study methods and designs?

- Studies were qualitative, quantitative, and mixed methods
- Levels of Evidence
- II = 1 study
- III = 1 study
- IV = 7 studies
- VI – 3 studies
- Some teachers had in person contact



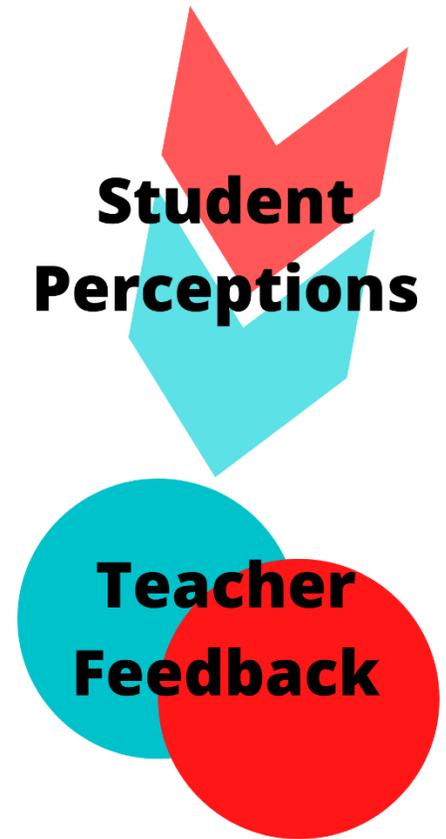
Strengths and Limitations

- Research Rigor was a limitation
- The Col framework was a strength—found evidence in support of Col framework
- Search procedure, possible limitation and strength



Conclusions

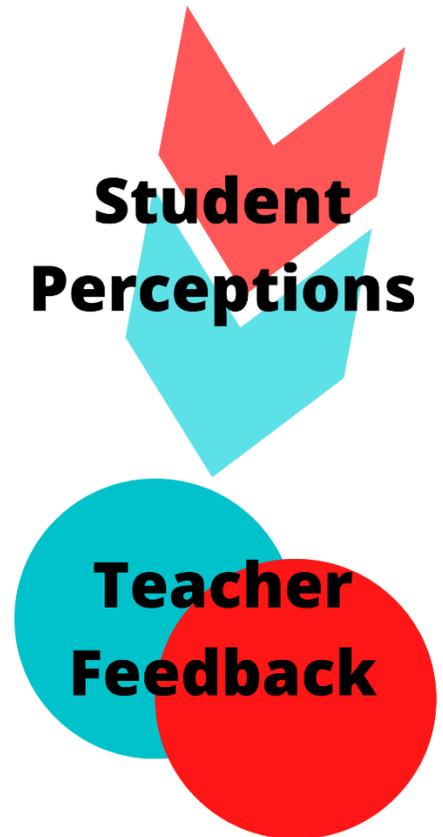
- Identified some consistent and inconsistent student perceptions
- Some students prefer text, while others prefer audio, and others prefer video feedback
- Timely, clear, detailed feedback was a strong finding
- Encourage students to use the feedback to improve their performance
- Further research necessary



Questions?



["Question mark made of puzzle pieces"](#) by [Horia Varlan](#) is marked with [CC BY 2.0](#).



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