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

Nancyruth Leibold, EdD, RN, MSN, PHN, CNE, AHN-BC
Laura Schwarz, DNP, RN, PHN, CNE, AHN-BC
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.
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
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
<table>
<thead>
<tr>
<th>Inclusion Criteria</th>
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<tbody>
<tr>
<td>Full-text articles written in English</td>
<td>Non-full-text articles</td>
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<td>Original and review research</td>
<td>Other than English language</td>
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<td>Qualitative, quantitative, mixed methods</td>
<td>Not a research article</td>
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<td>2014 to 2020</td>
<td>Small pilot or case studies</td>
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<tr>
<td>Student perceptions of online teacher feedback</td>
<td>Not student perception</td>
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<tr>
<td>Written, typed, audio or video online feedback</td>
<td>Not online teacher feedback</td>
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<td>Higher education setting</td>
<td>Other than higher education</td>
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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 (Melnyk 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

• Bridging Teacher Online Feedback and Using the Feedback to Improve Future Performance

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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 (CoI 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 CoI framework was a strength—found evidence in support of CoI 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.
References


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