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Abstract

This qualitative multicase study examines student perceptions of a written feedback intervention that utilizes data, formative, and caring feedback to promote feedback literacy. The study is being conducted with students in an undergraduate pre-service teacher program that makes use of the Mursion™ augmented reality simulation. The instruments and interventions used in this study are crafted around two overarching constructs. First is John Hattie’s conception of effective feedback as a three-part process including (a) where the student going; (b) how the student going; and (c) where the student going next. The second construct is care ethics as explored by Nel Noddings where caring relations, including confirmation, empathy, and reciprocity, are posited as integral to effective pedagogy. These constructs are being explored in relation to students’ perceptions of feedback literacy, or a student’s ability to make sense of and use information to improve their performance.
Poster References


