

PRE-SERVICE TEACHERS' PERCEPTIONS OF A WRITTEN FEEDBACK  
INTERVENTION IN RESPONSE TO MIXED-REALITY SIMULATIONS

Eric J. Mendelson

Dissertation Chairperson: Dr. Jody Piro

Dissertation Committee Members: Dr. Kevin Smith and Dr. Catherine O'Callaghan

Western Connecticut State University

2021 Instructional Leadership Conference, Danbury, CT

---

ERIC J. MENDELSON is the Humanities Instructional Coach and Technology Instructional Leader at Wilton High School in Wilton, CT. He is also a doctoral student in the Instructional Leadership Program, Western Connecticut State University, Danbury, CT.

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

- Akkuzu, N. (2014). The role of different types of feedback in the reciprocal interaction of teaching performance and self-efficacy belief. *Australian Journal of Teacher Education*, 39(3).
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). pp. 77-101.
- Burke, D. M., & Pieterick, J. A. (2010). *Giving students effective written feedback*. Maidenhead: Open University Press.
- Carless, D. (2006). Differing perceptions in the feedback process. *Studies in Higher Education*, 31:2, 219-233.
- Carless, D. & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43:8, 1315-1325.
- Dekker, H., Schönrock-Adema, J., Snoek, J.W., Van der Molen, T., Cohen-Schotanus J. (2013). Which characteristics of written feedback are perceived as stimulating students' reflective competence: an exploratory study. *BMC Med Education*.13:94.
- Hattie, J. (1999). Influences on student learning. Inaugural lecture given on August, 2(1999), 21.
- Hattie, J. (2012). Know Thy Impact. *Educational Leadership*, 70, 18-23.
- Hattie, J., and Clarke, S. (2019). Visible learning: feedback. Abingdon, Oxon: Routledge.
- Hattie, J., Fisher, D., & Frey, N. (2016). Do they hear you? *Educational Leadership*. 73(7), 16-21.
- Higgins, R., Hartley, P. & Skelton, A. (2002). The conscientious consumer: reconsidering the role of assessment feedback in student learning. *Studies in Higher Education*, 27:1, 53-64.
- Irwin, B. (2018). Written corrective feedback: student preferences and teacher feedback practices. *IAFOR Journal of Language Learning*. 3(10).
- Molloy, E., Boud, D., & Henderson, M. (2020). Developing a learning-centered framework for feedback literacy. *Assessment & Evaluation in Higher Education*, 45:4, 527-540.
- Mulliner, E. & Tucker, M. (2017). Feedback on feedback practice: perceptions of students and academics. *Assessment & Evaluation in Higher Education*, 42:2, 266-288.
- Nicol, D.J. (2010). From monologue to dialogue: improving written feedback processes in mass higher education. *Assessment & Evaluation in Higher Education*, 35:5, 501-517.
- Nicol, D.J. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31:2, 199-218.
- Noddings, N. (1995). Teaching themes of care. *The Phi Delta Kappan*, 76(9), 675-679.
- Noddings, N. (2012b). The language of care ethics. *Knowledge Quest*, 40(5), 52.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Sage Publications, Inc.
- Price, M., Handley, K., Millar, J., & O'Donovan, B. (2010). Feedback: all that effort, but what is the effect? *Assessment & Evaluation in Higher Education*, 35, 277 - 289.
- Robinson, S., Pope, D., & Holyoak, L. (2013). Can we meet their expectations? Experiences and perceptions of feedback in first year undergraduate students. *Assessment & Evaluation in Higher Education*, 38(3), 260-272.
- Rubin, H.J. and Rubin, I.S. (2012) *Qualitative interviewing: The art of hearing data*. 3rd Ed., Sage Publications, Thousand Oaks.
- Stake, R. E. (1995). *The art of case study research*. Sage Publications, Inc.
- Sutton, P. (2012). Conceptualizing feedback literacy: knowing, being, and acting. *Innovations in Education and Teaching International*, 49:1, 31-40.
- Van der Kleij, F.M., Feskens, R.C.W., & Eggen, T.J.H. (2015). Effects of feedback in a computer-based learning environment on students' learning outcomes: A meta-analysis. *Review of Educational Research*, 85(4), 475-511.
- Van Soelen, T. M. (2016). *Crafting the feedback teachers need and deserve: A guide for leaders*. New York, NY: Routledge.
- Wen, Y. (2013). Teacher Written Feedback on L2 Student Writings. *Journal of Language Teaching and Research*, 4(2), 427.
- Winstone, N., Mathlin, G., & Nash, R. (2019). *Building feedback literacy: Students' perceptions of the developing engagement with feedback toolkit*. *Frontiers in Education* 4: 39.