

Effectiveness of The Feedback-Dialogue in Hybrid University Courses

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Abstract

Feedback is one of the key factors in students' success (Hattie and Timperley, 2007). It is essential in order for them to maintain or increase their level of competence (Brookhart, 2010). But do students understand the feedback provided by their teachers? Does feedback allow students to learn and to improve their work? For the purpose of augmenting feedback effectiveness in our hybrid writing courses at the university, we created the feedback-dialogue, a method consisting in interacting with the student within its text, using the comment function of the word processor. Unlike traditional feedback, the feedback-dialogue is bi-directional, i.e. the student must not only revise its text but also respond to the teacher's comments. To measure the effectiveness of the feedback-dialogue, we designed a two-step methodology. First, students' perceptions of the effectiveness of feedback-dialogue were collected in a self-reported questionnaire. The items in the questionnaire were formulated from an analysis of different typologies in relevant studies (Anson, 2015; Grigoryan, 2017; Mauri et al., 2016). Second, the students' responses to their teacher's comments were analyzed, as well as the modifications they made during the revision of their texts.

Keywords: e-learning; feedback; higher education; innovation; pedagogy