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Collective feedback as a formative assessment practice in an e-learning platform for teachers' professional development¹

Il feedback collettivo come pratica di valutazione formativa in una piattaforma di e-learning per lo sviluppo professionale degli insegnanti

di

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Abstract:

The paper reflects on the formative potential and the limits of a typology of feedback scarcely explored in the literature, the collective feedback in the field of online education. The study evaluates

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the quality of formative feedbacks in a Professional Development Program on school evaluation addressing 194 Italian teachers. The didactic model adopted is described whilst lingering on the formative value of the collective feedback provided by the e-tutors. In addition, a qualitative-quantitative analysis of 24 cases of collective feedback is presented. The analysis, based on Hattie e Timperley's feedback model, highlighted the presence of different feedback goals (feeding up/back/forward), with a focus on the task and learning process, and sometimes, on its self-regulation. The lower presence of suggestions for improvement and indications for self-regulation shows some limitations of collective feedback in facilitating situated processes of self-regulation. On the other hand, the articulation of the feedback and the presence of authentic examples that increase the possibility of peer learning for teachers' professional development, emerge as strengths.

Keywords: feedback; formative assessment; teacher education; school evaluation; e-learning.

Abstract:

L'articolo riflette sulle potenzialità formative e i limiti di una tipologia di feedback poco esplorata nella letteratura, il feedback collettivo nella formazione online. Lo studio valuta la qualità dei feedback formativi in un programma di Sviluppo Professionale sulla valutazione scolastica rivolto a 194 insegnanti. Si descrive il modello didattico adottato, soffermandosi sul valore formativo del feedback collettivo fornito dagli e-tutor, e si riporta un'analisi quali-quantitativa di 24 casi di feedback collettivo, basata sul modello di Hattie e Timperley. L'analisi evidenzia la presenza dei diversi scopi del feedback (feeding up/back/forward), con una focalizzazione sul compito, sul processo di apprendimento e, talvolta, sulla sua auto-regolazione. La minore presenza di suggerimenti per il miglioramento e di indicazioni per l'auto-regolazione mostra alcuni limiti del feedback collettivo nel facilitare processi situati di autoregolazione. Dall'altro lato, emergono come punti di forza l'articolazione della restituzione e la presenza di esempi autentici che accrescono la possibilità dell'apprendimento tra pari, per lo sviluppo professionale degli insegnanti.

Parole chiave: feedback, valutazione formativa, formazione insegnanti, valutazione scolastica, e-learning

1. Introduction

Personalized and computer-generated feedback is increasingly used to assess and promote students' learning in digital environments as it allows to cope with the often-high number of learners involved in online courses (Henderson et al., 2019a). Conversely, this paper concentrates on collective feedback provided by e-tutors in a e-learning platform dedicated to the professional development of hundreds of adult learners. In this regard, collective feedback represents an alternative e-assessment to face the challenging provision of meaningful feedbacks to many learners in a short time span. The choice of group feedback formulated by an e-tutor rather than an automatised one provided by a machine is highly contingent as it mainly depends on the specificity of the educational activities and the related products to assess, as well as on the recipients of the feedback, namely experienced, in-service teachers: for these reasons, collective feedback is more likely grounded on the specificities of trainees' performances.

In the first part of the article the value and features of formative feedback are explored, and the peculiarities of collective feedback are presented.

The second part introduces an e-learning professional development program for enhancing evaluation competencies. The educational model adopted is depicted, with special attention to the role of formative assessment and feedback. The last part describes the methodology and the results of a textual analysis carried out to explore the features of the collective feedback provided in the e-learning environment.

2. Collective feedback as a means for formative assessment

Feedback is a key element within a formative assessment approach. As pointed out by Sadler (1989), formative assessment is concerned with how judgments about the quality of student responses (performances or works) can be used to shape and improve the student's competence, while feedback is information about the gap between expected and current performance level, that may offer formative advice on how to reduce the gap. Furthermore, formative assessment practices such as collective feedback are claimed to be closely connected with socio-constructivist learning theories (Shepard, 2000).

Evidence-based research has shown that feedback has one of the strongest impacts on students' achievement (Hattie, 2009). Feedback seems to be more effective at certain conditions, such as when it provides information on correct responses, when it is related to specific and challenging goals, tasks have low complexity, and low levels of threat to self-esteem are experienced.

Lipnevich and Panadero (2021) have provided a comprehensive definition of feedback based on several theoretical studies. According to them, feedback is information that should include students' current state, information about where they are, where they are headed and how to get there. This information is expected to have a stronger effect on performance and learning if it encourages students to engage in active processing.

In higher education feedback is seen as a crucial practice to facilitate students' development as independent learners, who can monitor, evaluate, and regulate their own learning, allowing the transition into professional practice. Feedback is a core component of the educative process in higher education that needs to be instructionally designed (Henderson et al., 2019a). *E-assessment feedback* (EAF), feedback delivered through information communication technology of any kind, is one of the core themes identified by Evans (2013) in her review on effective feedback practice in higher education. EAF applies to a wide range of cases as it can be synchronous, asynchronous, face to face, or at a distance; can involve automated or personal feedback and different mediums; and can be used to support individual and group learning.

A relevant element for ensuring effective feedback is given by the provider (teacher, lecturer, or tutor). In e-learning environments, the role of the e-tutor is essential to provide effective feedback and promote self-regulation processes. The main e-tutor functions can be grouped into technological and organizational (administering the online environment), social (animator and communication facilitator), conceptual (content facilitator) and evaluative (monitoring and providing feedback) (de Metz & Bezuidenhout, 2018; Ferrari & Triacca, 2021).

How the e-tutor provides the feedback, in terms of the content, purposes and functions is essential. Basic elements of the feedback content are verification, valence, positive or negative regarding the content and emotions triggered, and load, namely the amount of information in the message (Panadero & Lipnevich, 2022).

With regard to the feedback goals and levels, the classification model proposed by Hattie and Timperley (2007) appears to be the most valuable and widely recognized, and also suitable for online learning. According to the authors, effective feedback should inform on the learning goals (feeding up), provide information relative to the performance (feeding back), and give useful information for next steps and for self-improving (feeding forward). Furthermore, they identify four different levels of feedback: the first level is about the task, when specific comments related to the work/performance are provided; the second level is oriented to the process, looking at the learning processes activated for completing the task; the third level, self-regulation, gives direction for monitoring and self-assessing the learning; finally, feedback can be directed to the self, with personal comments, positive or negative, mostly unrelated to the performance or task, yet with a positive motivational function (Panadero & Lipnevich, 2022). The importance of this model relies in the categories of process and self-regulation. In fact, most of the feedback given in an instructional setting is at the task and self-level, despite the fact the process and self-regulation are the ones with more potential for improvement (Lipnevich & Panadero, 2021).

The growing supply of e-learning courses in adult and higher education, and the related increase in the number of people accessing educational opportunities has created new sustainability issues, one of them being the provision of personalized feedback to the learners. This issue also affected programs for in service teachers, where a recurrent challenge for trainers was the management of the online training process, especially for feedback delivery (Ranieri, Bruni, de Xivry, 2017).

Providing individual and personalized feedback has many advantages, among others it allows to comment on specific parts of the assignments. On the other hand, it requires trainers to have a high workload in a short time. For this reason, researchers are implementing other solutions that could provide support to learners in online environments. Some of them are worked examples, self-evaluation tools, prognostic or anticipatory feedback, and collective feedback (Hounsell, 2007, 2008; Ranieri & Bruni, 2017).

By collective feedback we mean providing the same feedback to a group of learners at the same time. This can be realized in different forms. Written collective feedback in online environments is provided to the whole class or group via email messages or forum posts, thus enabling quick and cost-effective communication between learners and trainers, especially when there is a lack of time or resources to provide individualized feedback.

Research on this type of feedback has yielded mixed results. Gallien and Oomen-Early (2008) found that – although the time spent by teachers to provide collective feedback was significantly lower – students who received personalized feedback were more satisfied and performed academically better than students who received collective feedback. On the other side, Locke (2020) found that whole-class feedback to high-school students reduced teacher workload without seeming to have a negative effect on homework completion rates and attainment. Likewise, collective feedback should allow to

cope with the often-critical trainees/e-tutors ratio characterising e-learning programmes. In the same direction, Singleton (2016) detected that collective feedback is a viable alternative to provide feedback without impacting student performance, as well as to better prepare students for workplace practice.

Collective feedback is considered useful not only for saving time, but also because trainers may give more elaborated comments, by comparing or discussing alternatives or by reviewing excellent or less excellent examples. As pointed out by Sadler (2002), exemplars - real examples given by peers - are more convincing than the “perfect” examples provided by the trainer. Because of their authenticity they will be viewed as more feasible by learners. Through collective feedback it is possible to present many examples, so that learners can learn about a wide range of possibilities for completing a task. This can also prevent imitative behavior towards a single model answer and can stimulate a more personal and thoughtful process (Hounsell, 2008). When students compare their work with others, they also can learn to give themselves adequate feedback. Finally, some students may feel pressure in personal comparisons and group feedback will be less threatening than individual feedback.

In the present work we have explored the collective feedback provided in an e-learning environment by e-tutors. We have chosen to adopt the aforementioned feedback model (Hattie & Timperley, 2007) with the aim of verifying whether the categories of the model can also be applied to collective feedback.

3. Teachers’ e-learning for school evaluation

Collective feedback provided by the e-tutors was the main formative assessment tool foreseen in the prototypical e-learning programme *Valu.Elearn*. The Professional Development programme at stake was aimed at providing in service teachers and school principals with knowledge and methodological tools to carry on school self-evaluation.

In Italy, the National Evaluation System contemplates the engagement of professional evaluators for the external evaluation of schools and teams of teachers for the school self-evaluation. In this scenario, *Valu.Elearn* was designed to support schools in the self-evaluation processes (OECD, 2013; Poliandri, Freddano, Molinari, 2019), to develop appropriate evaluation competences for school staff (Hubers & Portman, 2018; Giampietro & Romiti, 2019) and to spread evaluation culture where learning takes place (Schildkamp, Poortman, Handelzants, 2016).

The production and selection of e-learning content was guided by an earlier understanding of expertise for school evaluation. Indeed, evaluation competence includes knowledge of the school system, mastery of social and evaluation research tools, capacity to formulate evidenced-based judgement, to communicate and cooperate with others, as well as to manage the evaluation processes (Poliandri & Romiti, 2019).

INVALSI², in collaboration with academic experts in assessment and school evaluation and two companies delivering ICT services and e-learning, co-designed five online courses for the promotion

² National Institute for the Evaluation of the Education and Training System. INVALSI is a key player in the Italian National Evaluation System, as it is required to coordinate the school inspectors and the partner institute for school improvement, INDIRE, according to the Presidential Decree 80/2013.

evaluation competences. *Moodle* was chosen as learning management system to deliver the courses. All courses are asynchronous and articulated in 10 learning units.

The educational model underlying *Valu.Elearn* encompasses different theories of learning particularly relevant in online education for teachers and educators (Nirchi, 2021), specifically experiential learning, self-directed learning, self-reflexive learning, social learning and situated learning (Dron & Anderson, 2014; Kolb, 1984; Lave & Wenger, 1992).

Figure 1 illustrates how each unit is structured according to a 3-step Model of Teaching and Learning Online, which includes different educational activities (see big arrows) and e-assessment strategies (see small arrows). It is worth noting that the e-learning programme did not foresee a summative assessment. Conversely, trainees' participation to online educational activities was used as a general criterion to acknowledge and certificate trainees' completion of the course.

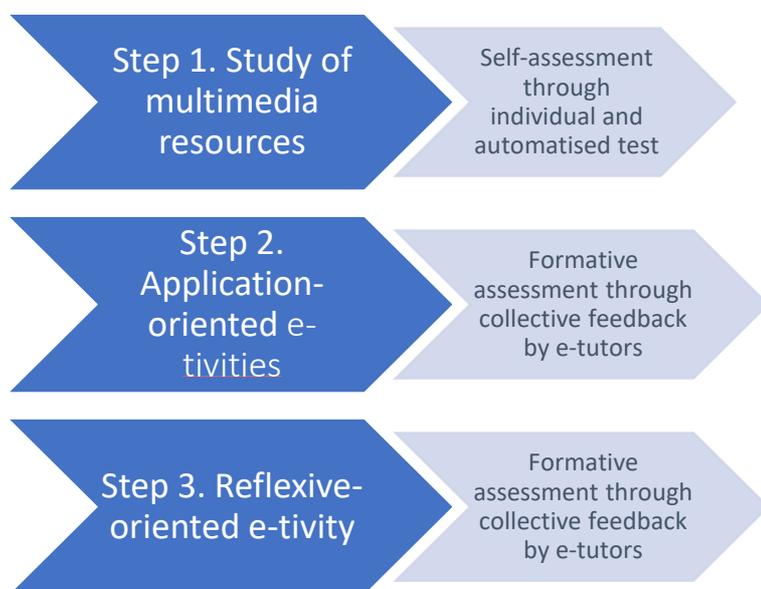


Figure 1. Valu.Elearn 3-step Model of Teaching and Learning Online

As a first step, trainees watch four video-lessons and complete a test to self-assess their knowledge of the lessons' contents. Afterwards, learners carry out, most often individually and sometimes cooperatively, one or two e-tivities (step 2) through which they can apply their theoretical and experiential knowledge, as well as exercise their competences. Finally, participants are asked to reflect individually on their teaching and evaluation practices in the light of the unit's contents (step 3). The e-tivities foreseen in steps 2 and 3 were designed to increase learners' engagement (Salmon, 2002) through authentic learning tasks and scenarios. From this socio-constructivist perspective (Vygotsky, 1978), (online) learning is jointly created by learners and their social/professional environment. In the context of Value.Elearn, e-tivities represent purposeful tools to operationalise concepts and implement methods for school evaluation. As illustrated in figure 1, e-tutors provide collective feedback with respect to e-tivities as a means of formative assessment.

4. Context and research methodology

The present paper concentrates on the feedback provided in two courses. The course *Methodology and techniques from social and evaluation research useful for schools* addressed teachers already selected by INVALSI to carry on school evaluation. They attended the course as a further PD opportunity. The course explored the methodologies of evaluative research to be used in schools, focusing on observation techniques in the classroom, interviews and data triangulation. The course *Communicating and managing relationships in the evaluation process* was designed for teachers who were members of the school self-evaluation teams. It deepened the communication, collaborative and relational skills required in the evaluation processes and within the evaluation teams, particularly active listening and conflict management.

Both courses were delivered in the School Year 2021/2022, from January to July 2022. Overall, 194 teachers serving at different stages of the Italian Education System attended the courses: 9% at kindergarten, 39% at primary school, 23% at lower secondary school and 29% at upper secondary school. 88% of participants are female and 12% are male whilst their average age is 55 years old. All geographical areas were represented as 26% of participants is teaching in the Centre of the Country, 29% in the North and 45% in the South.

The study focuses on the collective feedback provided by four e-tutors (3 female and 1 male, all in their Forties) in relation to the activities foreseen in the first four units of the courses, specifically 24 e-tivities. The e-tutors were academic scholars with a good knowledge of school (self)evaluation processes and some previous experience in tutoring university students. They were engaged by the University teachers who recorded the video lessons and co-designed the e-tivities.

According to previous studies, delayed feedback may be preferable for more complex tasks (Fyfe et al., 2019; Hattie, 2009) such as the e-tivities proposed throughout the online courses. Hence, the design of the online courses foreseen collective feedback consisting of written comments regularly posted in dedicated threads of the units' forum the week after the conclusion of each e-tivity.

The research questions guiding the analysis of the collective feedbacks are: 1) What goals and levels of feedback provided to the participants to support their learning? 2) What are the strengths and the weaknesses of the collective feedback to support participants' learning?

To answer these questions, 24 texts of collective feedback were extracted from the Moodle platform and then analysed with the support of the software QDAMiner. The overall corpus with the 24 texts for the computer-assisted analysis includes 18525 words. The length of a single text ranges from a minimum of 337 words to a maximum of 1848 words.

Two authors of this paper carried out a thematic analysis of texts by adopting a theory-driven (or deductive) approach to text analysis (Braun & Clarke, 2006). Hattie and Timperley's (2007) model was used as the analytical framework to identify the themes.

Following a pilot coding of 8 cases, all the analytical categories of the model were identified and thus included in the final codebook, with the exception of the feedback to the self, which was replaced by the category "collective engagement". This latter was inductively generated as a new code to describe e-tutors' recognition and encouragement of groups' engagement with the online course.

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A data analysis protocol was designed to aid the consistency of the thematic analysis and to allow for inter-rater reliability. The protocol of analysis was divided in four stages. Firstly, the texts were coded by analysing the feedback goals (feeding up, feeding back, feeding forward). Secondly, the texts were coded by level (task, process, self-regulation, collective engagement). Thirdly, inter-reliability analysis was conducted using Krippendorff's Alpha to measure the extent of agreement between coders. The levels of agreement resulted all above the .800 threshold and therefore fully satisfactory (Krippendorff, 2004). Finally, the Coding Frequencies were calculated with QDA Miner: the number of codes for category, relative frequency of codes in relation to the total coded segments in each group (goals and levels), the number of cases in which they are found and the total number of words in the associated text segments. Following Brooks et al. (2019), the total number of words is presented in order to estimate the load of information (Kulhavy & Stock, 1989) for each category.

5. Results of collective feedback analysis

As figure 2 shows, relative frequency results for feedback goals demonstrate that feeding back was the most common feedback goal, followed by feeding up and then feeding forward. These findings strongly align with previous empirical studies adopting the same analytical framework (e.g., Brooks et al. 2019).

	Feedback goal			Total
	Feeding up	Feeding back	Feeding forward	
Presence in cases	24 (100%)	24 (100%)	11 (46%)	-
Number of codes	37	43	19	99
Relative frequency of codes	.374	.434	.192	1.000
Number of words	2382	13488	1676	17546

Figure 2. Coding frequencies by feedback goal

Overall, the articulation of feedback across the three formative goals of Hattie & Timperley's model points to a comprehensiveness of the assessment practice by the e-tutors.

All cases of collective feedback answer to the feeding up question "Where are we going?" by clarifying the learning intentions and objectives of the e-tivities. The following extract exemplifies the feeding up goal.

"This second e-tivity was intended to arouse a discussion about the negotiation skills acquired and to reflect on the difficulty of establishing democratic communication processes. To do this, you were asked to identify in your own experience a situation of communicative-relational difficulty which was resolved thanks to some negotiation skill." (Tutor A)

This case is emblematic of how feeding up served as a fundamental prerequisite of formative assessment as it regularly informed learners about “the type of performance is to be attained so they can direct and evaluate their actions and efforts accordingly” (Locke & Latham, 1990, p. 23). In this regard, the feeding up goal can support learners’ understanding of the feedback and scaffold their self-evaluation process.

As the feedback is posted in a dedicated forum thread of each unit, the incorporation of feeding up information also serves the purpose of orientation for trainees, given the several and very different learning objects foreseen in each unit and throughout the course. In this regard, the iterative presence of feeding up information throughout the units’ forums provided a systematic guidance for assessment (Evans, 2013).

Feeding back is equally present as a goal across all the 24 cases analysed. In addition, feeding back is the most frequently coded goal in the whole textual corpus. All collective feedbacks widely answer to the question “How are we going?” as they usually include rather detailed observations on how – well or bad – the e-tivities were carried out. The e-tutors often reflect in-depth on the positive and negative valence of learners’ works, as in the extract below:

“Your interventions were very precise and your descriptions effective. In most of your comments I really appreciated a change of perspective and an effort to put yourself in the shoes of others. Here are some examples: “Understanding his point of view allowed me to revise some points of my educational agreement with the classes and to share it more.”; [...] “I realized that the delay (of the student) is not due to the lack of respect of school rules, but rather to the need to feel welcomed and accepted” (Tutor B)

This extract also exemplifies the use of exemplars as means to enhance formative assessment. Indeed, concrete illustrations of what is expected and not expected in a good assignment are found to be a constructive guidance for learning (Hendry, Bromberger, Armstrong, 2011). The incorporation of exemplars on the whole class feedback can facilitate self-evaluation and peer-learning processes, as well as value trainees’ learning by making it more visible to the community of learners. In the formative assessment process trainees somehow became the agents of feedback along with the e-tutors. Furthermore, since all exemplars are anonymous, the use of imperfect works can be seen as an opportunity for learning, where trainees can feel safe to make a mistake (Hattie, 2009).

“The task was not always understood. The idea was to speak directly to a student. Therefore, utterances like the following are sometimes ineffective. Examples of messages addressed to pupils: The pupil collaborates and relates positively with classmates and teachers [...]”. (Tutor A)

In contrast with feeding up and back goals, feeding forward was not detected in all cases. Specifically, 11 feedbacks out of 24 answer the question “Where to next?” by inviting trainees to direct their learning beyond the e-tivity itself. In this respect, in some cases e-tutors suggest further learning resources and tools to deepen their knowledge and/or assist their teaching and evaluation practices.

“I would like to point out a parallel version of the same tool you used as a guide, which students can use to learn to reflect on the results they obtain and on the ways in which they learn. I'm posting the link for the table (student version) and further insights on the topic.” (Tutor C)

E-tutors also provide feed forward clues to transfer learners’ knowledge in their own professional contexts: their schools and classrooms.

“However, when talking to parents, who can sometimes be reluctant, reference to one’s own experience or difficulty can also be effective; and this really can be the key to opening the door of trust.” (Tutor C)

These “actionable feedback information” (Henderson et al., 2019b) seems to provide significant feed forward opportunities in the context of a Professional Development programme ultimately aimed at improving situated teaching and evaluation practices.

Nevertheless, feeding forward goal is valuable as much as it is modestly achieved. As figure 1 shows, it was detected in less than half of cases analysed, and its load (see words’ count) appears low.

Although the feeding back remains the prevalent expected goal in the instructional context at stake, the disparity between feeding forward and feeding back suggests that the feedback loop (Boud & Molloy, 2013) is not being always completed. However, considering that feeding forward is often completely missing in assessment feedback (Gamlem & Smith, 2013), its presence in half of the cases can be seen as evidence of the quality of some collective feedback to support participants’ learning and professional development.

Moving on to examine how collective feedback works at the four levels, figure 3 shows that feedback concentrated mainly on the task, thus confirming the results of previous studies (e.g., Van den Bergh, Ros, Beijjaard, 2013). Feedback at process level is also detected to a significant extent. Conversely, feedback focusing on self-regulation and collective engagement are far less frequent and extensive.

	Feedback level				Total
	Task	Process	Self-regulation	Collective engagement	
Presence in cases	24 (100%)	18 (75%)	13 (54%)	21 (87%)	-
N. of codes	42	35	16	22	115
Relative frequency of codes	.365	.304	.139	.191	1

N. of words	14340	3048	762	375	18525
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Figure 3. Coding frequencies by feedback level

As anticipated above, collective feedback on the task often goes far beyond verification of the product's correctness to linger more in depth on the valence of learners' works. In our study, this level of feedback typically includes motivated insights on the strengths and weaknesses of learners' works, for example: "you have all tried to stick to a hypothetical detected behaviour without making a diagnosis" or "some messages are too long and articulated to really assume that the interview will end in 10 minutes".

In general, feedback at process level aims at facilitating a deeper understanding of the cognitive and social processes underlying learning (Hattie, 2009). In our study, 75% of feedback at process level include information about the knowledge building processes enhanced by trainees. Of course, the specific contents and orientations of feedback at this level strongly depends on the specific e-tivity at stake. For example, where the trainees were asked to adapt the content of the assessment to different audiences, the e-tutor highlighted common evidence of learning identified across teachers' works ("the differentiation of the lexicon is suitably calibrated with respect to the interlocutor you are dealing with").

Feedback focused at self-regulation level is the least frequent across the cases of collective feedback. About half of the messages analysed include feedback at this level. When present, self-regulation feedback suggests how participants can further improve their professional practices through processes of self-monitoring and self-regulation. For example, a message invited learners to rethink their communication at school in the light of the strategies shared by colleagues, while another message suggests to reflect more in depth on the necessary empathy to communicate an evaluation in the school context ("I invite you to reflect more in depth on your positioning in the communication with others by seeking one occasion to understand and feel why some attitudes and behaviours are defined unacceptable"). This extract well exemplify how suggestions are formulated in a rather general fashion. This can be interpreted as an intrinsic drawback of the collective feedback in describing and facilitating socially situated processes of self-regulation, which are more likely to be supported by feedback tailored on individual performances.

Unsurprisingly, none feedback was directed to the self (Hattie, 2009). This result is consistent with collective feedback designed to address the whole group rather than the individuals. Feedback at collective engagement level was detected in almost all cases of collective feedback. This inductively generated category translates into e-tutors' praise of learners' engagement ("Congratulations for the commitment and effort dedicated to this final reflection"). In this instructional context the praise of collective engagement may serve mainly motivational and affective functions (Panadero & Lipnevich, 2022) and ultimately contribute to trainees' positive professional identity.

6. Conclusions

This paper investigated the formative value of collective feedback in the field of online adult education. Specifically, the research study focused on concrete examples of group feedback regarding the e-tivities carried out by trainees in a e-learning platform dedicated to teachers' professional development. Thematic analysis relied upon Hattie and Timperley's feedback model to detect which

goals and levels of feedback are used to assess and support learning, as well as to verify how the individual model of feedback may apply to collective feedback.

The analysis found evidence that collective feedback can be categorised into all feedback goals and levels identified in the model, excepting the self-level. Collective engagement was identified as a new feedback level serving motivational and affective functional in the instructional context at stake.

Key findings on less and more prevalent goals/levels corroborate previous studies adopting the same conceptual model as analytical framework (see Brooks et al. 2019). Specifically, feeding forward goal was the least represented whilst feeding back was the most prevalent goal followed by feeding up. In addition, most of the feedback was directed to the task level whilst comparatively less feedback was bound to the process and self-regulatory levels.

On the one hand this study highlights the intrinsic limit of collective feedback to inform in details the individual self-regulation of learning and future professional practices. On the other hand, collective feedback has shown some formative potentials such as the opportunity for participants to engage with peer learning and self-evaluation processes, particularly through the reading of authentic exemplars. In this regard, the use of trainees' works can be a valuable practice of authentic assessment to be strengthened and extended in the scaling-up of the online courses. For example, some authentic exemplars could be included in the instructions of the e-tivities or in a self-assessment rubric, to exemplify the expected learning levels. This type of development could integrate the collective feedback and further enhance the authenticity of the overall formative assessment provided throughout the course.

To conclude, collective feedback appears as a flexible means that can be used to support the professional development of adults. For future use in online environments, specific training for e-tutors is recommended, aimed at illustrating the different goals and levels related to collective feedback.

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