

Topic stream: A. Pedagogic research

Submission type: Presentation

Submission title:

Limitations of corrective feedforward: a study in academic writing

Abstract:

This presentation reports on an action research study of feedback for students who failed an assignment and had two academic skills feedback sessions before resubmitting. Students were first given direct and specific feedforward on corrections, then were offered more general learning-oriented feedback as a separate dialogic session. This session looks at the experience of these students and how their engagement with feedback related to their reassessment performance. The presentation also looks critically at the concept of feedforward and how it relates both to our practical assessment decisions and to the broader theoretical framework of learning-oriented assessment. It suggests that feedforward can too often emphasise student action rather than student learning, and that learning-oriented assessment is therefore a more inclusive concept.