

The 7 components of technology enhanced feedback artefacts

Each of these parts vary in length from a single sentence through to several minutes of discussion.

Structural element	Description
1 Salutation	Conversational/ informal salutation: "Hi Lee."
2 Relational work	Recognition and valuing of the student including personal circumstance and history. This both draws on and reinforces the pedagogical relationship between teacher and student. This might include a sympathetic comment (e.g., "I know you have been quite ill lately and I am truly impressed that..."), appreciation of effort of previous drafts (e.g., "I can see you have made a lot of changes to your introduction"), reaction to quality or other aspect of submission (e.g., "Thank you for submitting... I can see how much effort...").
3 The goal of this feedback	<p>It is important to explain to the student that this feedback recording will focus on a few key issues to help them to continue to strengthen their work. This is important because it (a) establishes a freedom for the marker to focus on those issues that appear to be most in need rather than feel as if they need to comment on every paragraph and every aspect, (b) it makes it clear to the student that the feedback is not about justifying a grade but is instead an educative moment.</p> <p>You could say something like: "This video is your feedback. Even though I can say more in this short recording than I can normally include in written comments on your essay, I still cannot cover everything. So I will use this time to focus on some key issues that I think could strengthen your work..."</p>
4 Evaluative summary	General statement of evaluation not necessarily the grade or mark. Very few of the videos specifically stated the grade which was indicated to the student before they opened the video. A general evaluative statement here provided a chance to highlight the overall strength and weakness of the assignment before dealing with the more specific issues. For instance, "The essay is very strong in its theoretical approach... need work in..." and "I thoroughly enjoyed... but there are some issues we need to talk about, namely..."
5 Textual issues	Briefly describing the nature, patterns and extent of textual issues in this assignment, occasionally with one or two specific examples. This segment of the feedback is short but generally included the same volume of comments about textual issues as the final evaluative notes in the text-based feedback (but not the specificity of the in-text edits).
6 Commenting on the substance of the assignment with an emphasis on feed forward.	Engaging with the conclusions, arguments, logic, justification, and literature included in the assignment. Commenting on strengths, weaknesses, flaws, gaps, creativity and insights. <i>Importantly, comments were phrased to emphasise how students can improve their grades in future work and how they can extend their thinking about the substance of the assignment.</i> This might include examples of alternative arguments, additional literature and different ways to think or approach the topic. Usually 2 to 3 issues were discussed in detail, regardless of result.
7 Valediction and invitation	This is largely relational work. Usually involving use of student name, coupled with congratulations or commiseration over result or other interpersonal validation, such as, best wishes for future studies / holiday. Importantly, this structural component included an invitation to contact the lecturer to "continue the discussion" of this feedback and future work.

Extract from:

Henderson, M. & Phillips, M. (2014). *Technology enhanced feedback on assessment*. Paper presented at the Australian Computers in Education Conference 2014, Adelaide, SA. <http://acec2014.acce.edu.au/session/technology-enhanced-feedback-assessment>