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the complexity of individual students' experiences and the tensions between researching for insights into trends, groups, codes or categories and the undeniable individuality of every student experience. In this project we made sense of this by looking at assessment in terms of the whole student experience. We conclude with a message about what it means to research assessment in isolation.

Key References
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Grier, S. A. (2020) Marketing Inclusion: A Social Justice Project for Diversity Education. Journal of Marketing Education 42 (1):59-75
Mitchell, M. C., & Vandegrift, D. (2014). Student perceptions of internationalization, multiculturalism, and diversity in the business school. Journal of Teaching in International Business, 25, 25-43.
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Parallel Session 7 (Piccadilly Suite) 12:10 - 12:40 Thursday, 23rd June, 2022
Presentation type Research or Evaluation Presentation Chair(s): Janis MacCallum
101 Keep calm and carry on! Harnessing the power of inner feedback to help first years develop new knowledge in pandemic times
Kay Sambell[1,2], Linda Graham[1] [1]University of Sunderland, Sunderland, United Kingdom. [2]University of Cumbria, Carlisle, United Kingdom

Abstract
This presentation focuses on the concept of internal feedback (Nicol, 2020) and will explore its application to our own pedagogic practices in Childhood Studies as we (reluctantly) shifted to online pedagogies and assessment practices during the pandemic.

First, we will introduce our theoretical approach, and our hypothesis that fostering students' inner feedback via comparison-making processes might productively support first-year student engagement and transitions in online environments. We will then set out how we deployed this new approach to create ongoing informal feedback opportunities (Sambell et al, 2013) to offer important, manageable and educationally driven strategies in the context of our recent switch to emergency remote undergraduate teaching and assessment.

We will present findings from the initial stages of our ongoing pedagogic action research project, which focuses on the 'wicked issue' (Ramaley, 2014) of how best to support students to discover a foundational and transformative threshold concept (Land et al, 2006) as they make the transition to the study of childhood at undergraduate level.

Explicitly building Nicol's approach into our redesigned curriculum involved the specific and deliberate design of opportunities for learners which repeatedly followed a weekly cycle of inter-related pedagogic steps. This recurrently involved students in a sequence which involved them producing, comparing, reviewing and reflecting iteratively on increasingly sophisticated scaffolded tasks which aimed to help them compare their assumptions about the reality of childhood with myriad other perspectives. The sequence was accompanied, importantly, by student journaling and the iterative process was threaded throughout the design of asynchronous materials (lectures, tasks, activities, resources on the VLE) and wrapped around with dialogic interactions in the weekly live seminar on Microsoft Teams. The comparative elements included exemplars (Sambell & Graham, 2020), but also extended well beyond them.

The approach we developed, and the comparators we used to help student generate new knowledge via comparison-making, will be outlined in the presentation. This will be accompanied by initial findings from the evaluative data gathered, which included stakeholder perspectives (staff and students). Data to illuminate the

research questions were systematically gathered via surveys, semi-structured interviews and ongoing documentary evidence and participant-observation, and key themes and issues will be reported.

Key References

Nicol, D., 2020. The power of internal feedback: exploiting natural comparison processes. *Assessment & Evaluation in Higher Education*, pp.1-23.

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Ramaley, J. A. 2014. 'The changing role of higher education: learning to deal with wicked problems', *Journal of Higher Education Outreach and Engagement*, 18(3), pp. 7–21.

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Sambell, K., McDowell, L. and Montgomery, C., 2013. *Assessment for learning in higher education*. Routledge.

Parallel Session 7 (Room 3) 12:10 - 12:40 Thursday, 23rd June, 2022
Presentation type Research or Evaluation Presentation Chair(s): Iain MacDonald
61 Supporting learner agency and uptake with dialogic peer screencast feedback as a relational and workload sustainable practice
Dr James Michael Wood Seoul National University, Seoul, Korea

Abstract
Screencast feedback may better facilitate feedback engagement and use because it is clearer and more explicit (Mahoney, et al. 2019), more workload sustainable and efficient (Dawson et al. 2018), and better enables uptake. Similar benefits may confer to peer screencast feedback, but the practice remains underexplored. Nevertheless, because many studies deploy screencast feedback as the one-way 'transmission' of feedback comments (Mahoney et al. 2018), this does little more than 'replicate' the provision of written feedback comments (Pitt & Winstone, 2019) within an obsolete feedback paradigm.

This study took an in-depth qualitative case study approach to help address and explore this gap, investigating the use of dialogic peer screencast feedback over a 16-week emergency online semester. Fourteen undergraduates at Seoul National University were encouraged to produce peer screencast feedback on a research essay and literature review. Eight students offered consent for their drafts (before peer feedback and after), reflective writing (mid-course), screencast data to be used as data for analysis and triangulation, and an in-depth qualitative survey was administered.

Three themes were developed through inductive thematic analysis. Screencast peer feedback was generally considered higher quality, more in-depth, and enabled students to expand on Google Doc comments in greater detail. Participants also confirmed that in comparison to written feedback, peer screencast feedback supported feedback givers in focusing on 'global' aspects of the essay, such as argument and criticality. Conversely, written feedback (Google Drive comments) better facilitated feedback at the sentence level. This was also confirmed through analysis of the peer feedback videos and student drafts. Google Doc comments also enabled further recursive collaborative development of the feedback comments, including in many cases, up to the point at which successful changes were made. The provision of peer screencast feedback, particularly the use of the camera for the feedback giver encouragement and sensitivity to the feelings of feedback receivers, helped learners process and mitigate the emotional impact of peer screencast feedback and develop a sense of community.

The findings have important implications for instructors working in forced online, online and blended conditions and for instructors who want to provide a social, caring, and connected learning experience. They also demonstrate how learners can be supported in understanding and using feedback while developing agency within the learning and feedback process in a way that does not place an additional burden on overworked feedback providers.