

Sustainable Feedback Practices for Transformative Learning in an Online Environment

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Introduction

Transformative learning theory has been highly discussed in several studies and is defined as a process which allows individuals to reflect critically on their own feelings, beliefs, assumptions and perspectives. In a classroom student interact with subject content, transforming and discussing it with peers, in order to internalize meaning and make connections with their existing knowledge. However, an online environment, presents limited opportunities for students to interact with peers, which require much more input from the lecturers and a shift from summative to formative feedback.

The Focus

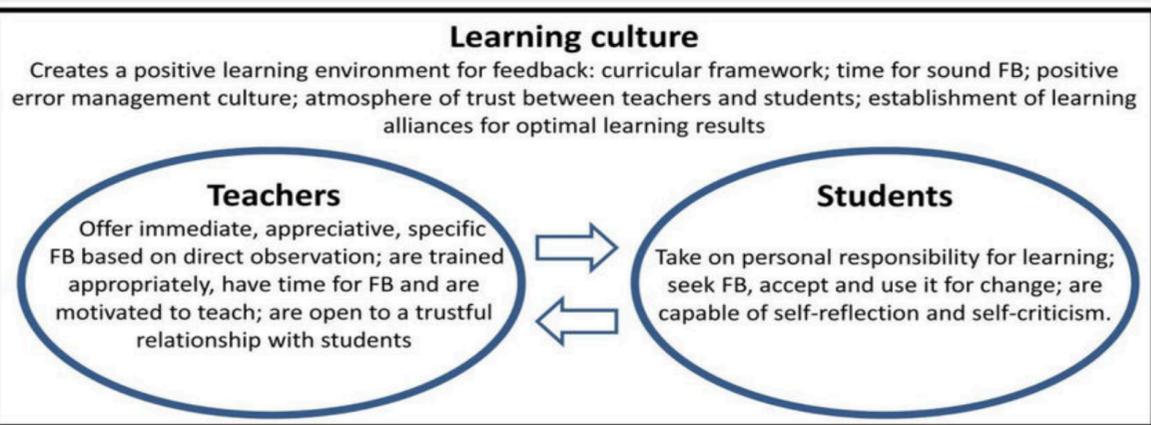
This research focuses on 'Sustainable Feedback in an Online Environment' that aims at providing a solution for sustainable education. Sustainable feedback is to give specific comments to the work of students that enable them to develop self-regulated learning ability for their future development. This may represent an ideal moment to clear misconception, transform the initial meaning perspectives of students in order to construct new knowledge and provide opportunities to develop the capacity to regulate their own learning as they progress through higher education.

Methodology

Mezirow identified disorienting dilemma as the catalyst for perspective transformation and this research will focus on resolving dilemmas through sustainable feedback. For the purpose of this study, qualitative and quantitative approach including observation, interviews and surveys will be used to detect and understand the challenges faced by students and lecturers in an online setting.

Analysis

The data obtained will be used to reconceptualize the feedback processes which will provide strategies that are axed towards encouraging sustainable feedback for lifelong learning.



Source: (Burger & Ehlers, 2018)

References:

- Burger, C., & Ehlers, J. (2018). Does it matter who writes down the feedback? A comparison of Teacher v/s Students Completed Clinical Encounter Cards during clinical rotations in Veterinary Studies. *Journal for Medical Education*, 35(2), 1-18.
- Carless, D., Salter, D., Yang, M., & Lam, J. (2010). Developing Sustainable Feedback Practices. *Studies in Higher Education*, 1-13.
- Geitz, G., Brinke, D.-t., & Kirschner, P. (2016). Sustainable Feedback: Students' and Tutors' Perceptions. *The Qualitative Report*, 21(11), 2103-2123.

Transformative Learning:

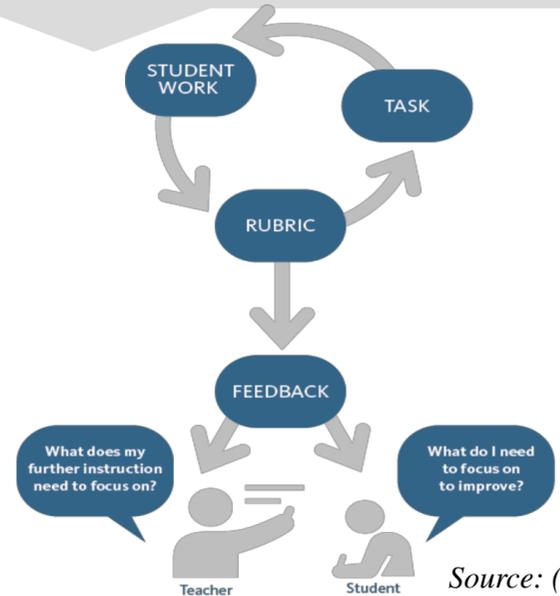
Jack Mezirow is known as the founder of transformative learning which is a theory of learning and particularly focuses on adult education and young adult learning. Transformative learning is sometimes called transformation learning, and focuses on the idea that learners can adjust their thinking based on new information.

Feedback in Online Environment:

An online presence that includes feedback is easily established within an online learning environment. Feedback can be given and received through instructor-to-learner, learner-to-instructor, and learner-to-learner. Online Feedback provides constructive academic feedback which learners use for further reflection.

Sustainable Feedback:

Feedback has been shown to substantially influence students' learning. However, not everything characterized as feedback is effective. Sustainable feedback places students in an active role in which they generate and use feedback from peers, self or others and aims at developing lifelong learning skills.



Source: (Evans 2018)

Feedback in Higher Education	Sustainable Feedback in Higher Education
Feedback is a critical component of an ideal instructional cycle. Feedback is a consequence of teaching and a response to learner performance.	Sustainable feedback places students in an active role in which they generate and use feedback from peers, self or others and aims at developing lifelong learning skills.



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