

WHAT DO WE MEAN?

A Review and Linguistic Analysis of Feedback

Kirby Schmidt, PhD . Josh Stewart, PhD . Natalie Vaz

INTRODUCTION

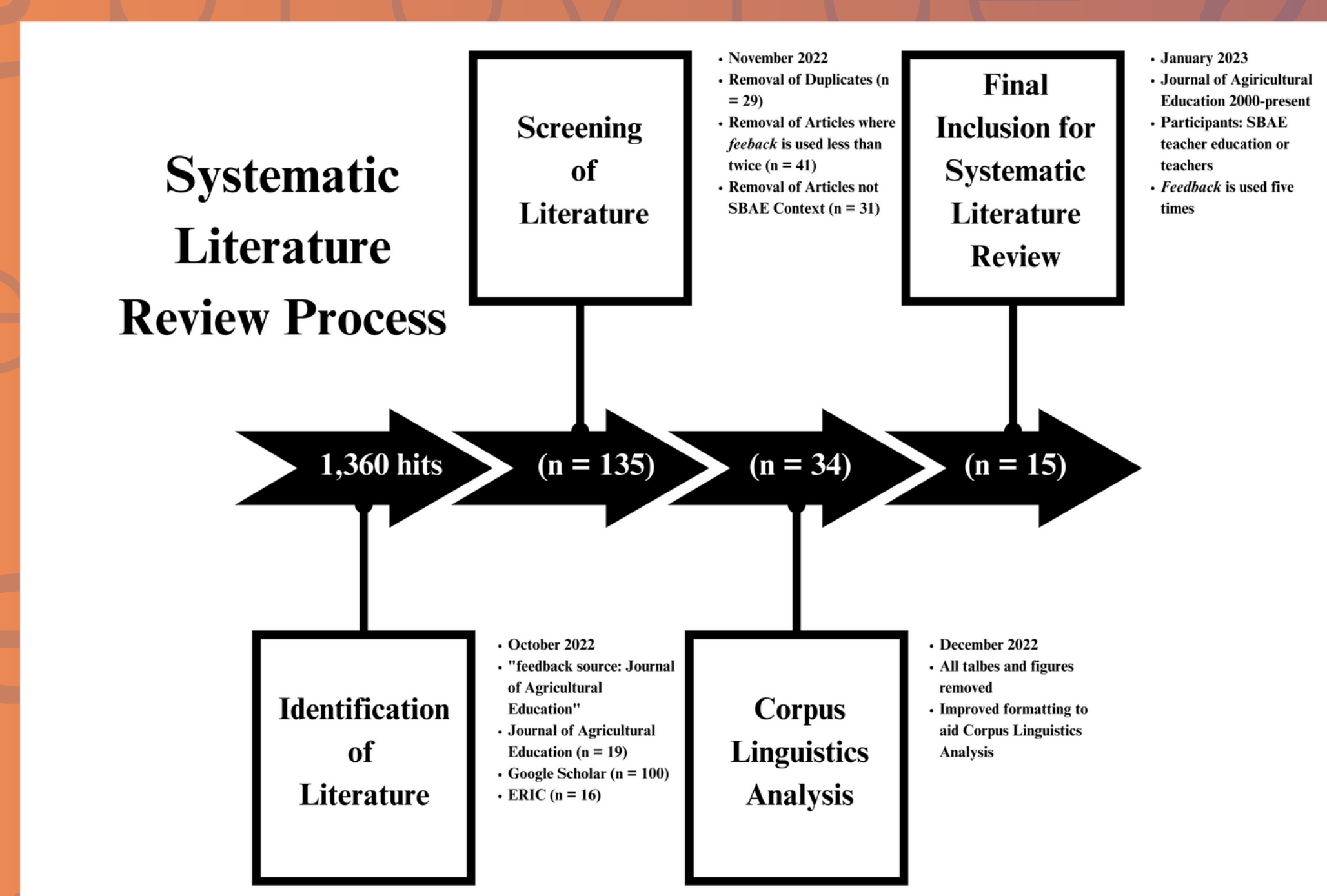
Feedback is...

- essential to teacher development; powerful (Hattie & Timperley, 2017)
- desired by SBAE teachers (Disberger et al., 2022)
- a primary responsibility for supervisors of SBAE teachers (Fritz & Miller, 2004)
- often ill-defined, or challenging to understand because of conflicting representations, which complicates research and practice (Winstone et al., 2022)

Scholars in the *Journal of Agricultural Education* commonly suggest increasing the quantity of feedback with little guidance on effective implementation, and without a clear definition. There is a need to understand the existing representations of feedback in the context of teacher education, question the implications of these representations, and create a more unified understanding.

RESEARCH QUESTIONS

1. How is feedback represented in contemporary agricultural education literature?
2. How is feedback represented when analyzed through corpus linguistics?

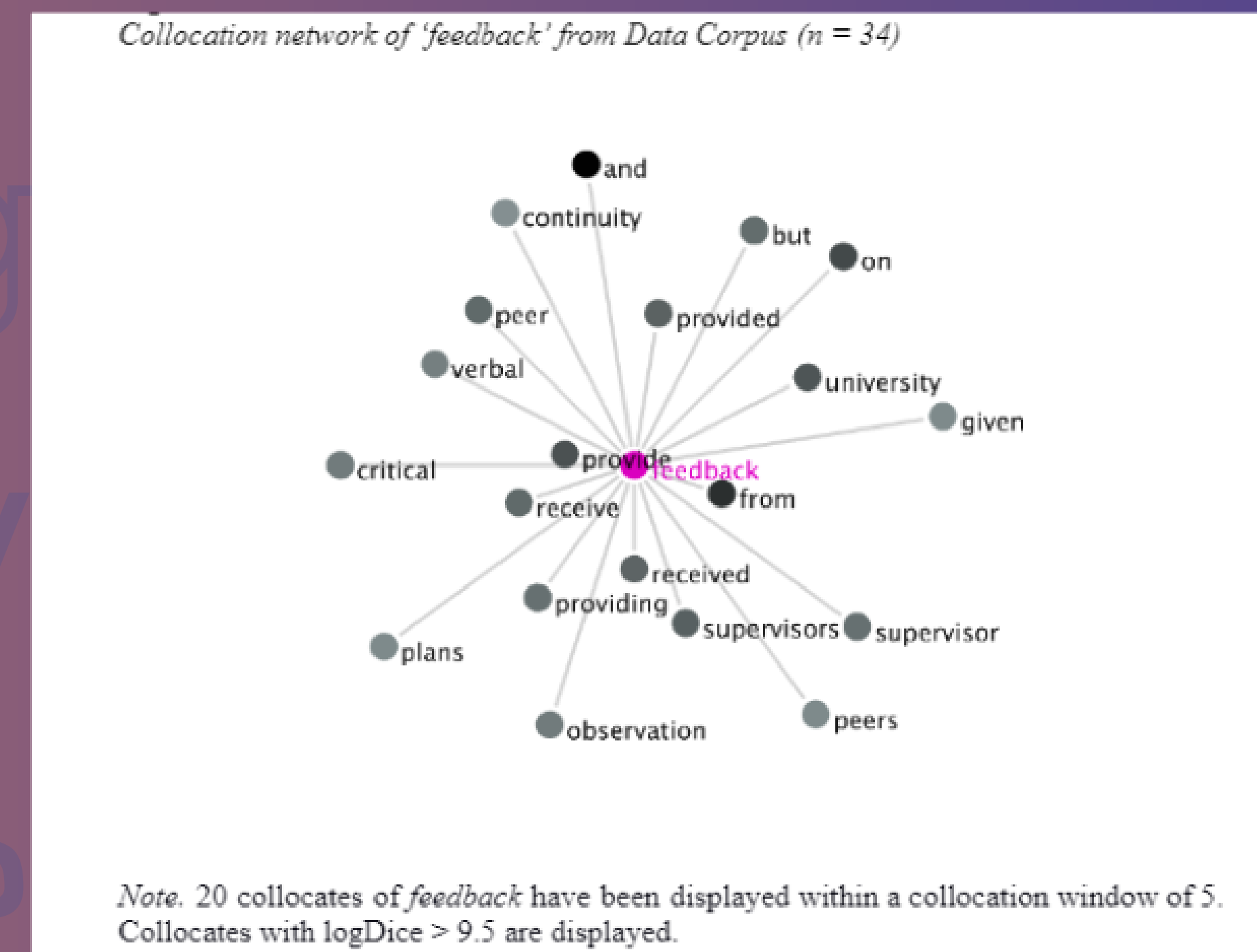


METHODS

- This study leveraged both processes of a systematic literature review (Page et al., 2020) and corpus linguistic analysis (Brezina, 2018) to reveal representations of feedback in JAE.
- Sketch Engine software provided information related to the grammatical and collocational behavior of the keyword "feedback" across the data corpus (Kilgarriff et al., 2014).
- A theoretical framework based on existing educational scholarship enhanced this study to uncover representations as either information (Hattie & Timperley, 2007), an event (Kurtoglu-Hooten, 2016), or a process (Henderson et al., 2019).

"Student teachers also desired a combination of variability in feedback and continuity in the focus of feedback over time"

(Shoulders et al., 2016. p.169)



FINDINGS

- 976 total participants, mostly qualitative (n=10), keyword feedback occurred 268 times.
- Across and within articles, feedback representations differentiated. Few operationalized a definition.

REPRESENTATIONS:

- **Feedback as Information**
 - The most common representation; unidirectionally transmitted to teacher candidate from supervisor (Hattie & Timperley, 2007).
- **Feedback as Event**
 - Emphasis on time, frequencies, or post-observation conference (Kurtoglu-Hooton, 2016).
- **Feedback as Process**
 - Some language indicated feedback was occurring as discourse (e.g. conversation), (Henderson et al., 2019).

WHAT IS FEEDBACK?

- Grammatically positioned as the object of a sentence (e.g. receiving, providing, giving).
- Modifiers: verbal, immediate, constructive

WHO IS INVOLVED?

- Supervisors are the source of feedback.
- Teachers are in high demand of feedback.
- Some suggestions of "peer" but the strength of association was insignificant.

WHAT MATTERS?

- Marked by prepositional phrases: and/or
- Feedback is accompanied by evaluation, encouragement, and observation.

IMPLICATIONS

- While existing practices might be more learner-centered (e.g. teacher-candidate), the language in our scholarship does not yet clearly, or consistently communicate this.
- If we want to change, we cannot simply make alterations to our research questions, practices or recommendations; we must begin with our language (Winstone et al., 2022).
- Suggesting we need more feedback has little utility. What does this mean? More time, occurrences, or quantity of descriptive information? Or does it mean a shift in the process?

1. **Feedback information:** a primary focus on the content, information, or ques used to inform changes, practice, or performance, in relation to a standard or goal. Feedback information can be acquired by the learner, or it can be supplied by an external source or agent such as a supervisor, cooperating teacher, peer, or data.
2. **Feedback process:** a primary focus on how a dialogue, discussion, reflection, and relationships drive forward changes in practice or performance in relation to a standard or goal. Feedback processes can be internally or externally derived and are a mechanism for actively formulating outcomes and actions based on the feedback information available.
3. **Feedback event:** an occurrence where either feedback information or feedback processes to occur; a post-observation conference.

High Frequency Collocations for each Linguistic Category (n = 34)

Source	Rank	Linguistic Category			
		Modifiers of the word 'feedback' (score)	Verbs with 'feedback' as the object (score)	Possessors of 'feedback' (score)	'Feedback' and/or (score)
Journal of Agricultural Education	1	Verbal (10.6)	Receive (12.1)	Supervisor (11.6)	Evaluation (10.8)
	2	Immediate (10.6)	Provide (11.6)	N/A	Encouragement (10.6)
	3	Constructive (10.5)	Give (10.5)	N/A	Observation (10.5)