Advancing Feedback Research in Educational Psychology: Insights into Feedback Processes and Determinants of Effectiveness

This special issue delves into the frontiers of feedback research, presenting cutting-edge empirical research from a diverse set of methodological approaches that help us explore questions not yet addressed in the body of research on feedback effectiveness. As observed by Winstone and Nash (2023), research is still needed to understand why, under which circumstances, and for whom feedback is effective, as well as taking a closer look at the feedback processes. Accordingly, within the special issue, we will address the following two main questions that are of paramount relevance for the current discourse on feedback and its effectiveness:

1) *Why is feedback effective?* Leveraging the capabilities of digital tools that provide students with feedback automatically, researchers can now delve into the intricacies of feedback delivery and reception, shedding light on the underlying cognitive and emotional processes. At the same time, the feedback literature often consists of cross-sectional research, but longitudinal and experimental research that incorporates different perspectives (such as feedback givers and feedback receivers) is needed to gain comprehensive and robust insights into feedback effectiveness.

2) *For whom is feedback effective and under which circumstances?* What has been neglected in previous research is the fact that not all learners work with feedback in similar ways. However, there are substantial differences between individual students as well as different cultural contexts. Beyond the role of students' individual learning motivation and personality traits, there is a need for studies that examine the demographic variability within the local cultural context. This would enable analyses allowing to get a more nuanced understanding of the psychological processes linked to feedback within and across diverse groups. By exploring how learners with varying characteristics respond to feedback, we can tailor feedback strategies to optimize learning outcomes.

Through these focal points, this special issue strives to push the boundaries of feedback research in educational psychology, fostering a deeper understanding of the dynamics between feedback and learning, and paving the way for more effective educational practices, leveraging the potential that feedback holds.

The objective of this proposed special issue is to bring together multiple international studies utilizing a range of established theories to understand how students work with feedback, explaining differential findings regarding feedback effectiveness for different students in specific contexts. This way, the special issue aims to include articles that (1) triangulate data from teachers and students and (2) take a more culturally and contextually situated perspective on feedback and students' response to the feedback they receive. In particular, this serves to provide an understanding of the interplay between teacher beliefs and attitudes toward students, the kind of feedback they provide, students' emotional and motivational process and responses for students from diverse backgrounds.

Keywords: feedback processes, feedback effectiveness, individual differences, digital tools, multi-perspective, context

Guest editors:

Dr. Martin Daumiller is an assistant professor at the University of Augsburg, Germany, and a fellow at the College for Interdisciplinary Educational Research (CIDER). His research interests include motivation and fostering of motivation, self-regulated learning, instructional research, learning with digital media, and profession research in educational context. For his research, Dr. Daumiller received multiple awards, including the Robert J. Menges New Researcher Award 2020 (AERA FTED) as well as the Eric de Corte Award (EARLI).

Dr. Jennifer Meyer is the head of a junior research group at the Leibniz Institute for Science and Mathematics Education (IPN) in Kiel, Germany. Her research interests include the role of individual differences in achievement and achievement-related behaviors (e.g., reactions to feedback), automated scoring of complex performances (i.e., writing), and the psychological determinants and consequences of learning with artificial intelligence. For her present work, she received a Jacobs Foundation Research Fellowship (2024-2026). She is also a fellow at the College for Interdisciplinary Educational Research (CIDER).

Special issue information:

Structure

The special issue will encompass a total of eight papers and conclude with a discussion of the papers from two leading scholars. The empirical papers are expected to be based on studies examining the pressing questions in feedback research from multiple countries using various conceptual frameworks, and focusing on multiple perspectives on the feedback process. This allows for a broader perspective on cutting edge research in the field that is currently emerging as a hot topic (see Winstone & Nash, 2023). Especially with the increasing implementation of feedback within intelligent tutoring systems and the use of artificial intelligence to provide feedback for complex tasks, insights on the effectiveness of feedback for different students will have great practical impact in the years to come.

We welcome papers utilizing a diverse range of research designs and methods, including quantitative, qualitative, and mixed-methods approaches, as well as cross-sectional, experimental, and longitudinal designs. Each paper will discuss its contribution for theory-development, the strengths and weaknesses of the used methodology for research, and implications for educational practice. In so doing, the special issue will provide a comprehensive contemporary overview on theoretical and methodological approaches including the strengths, challenges, and future directions of research on this topic.

Masked Review

All submissions will undergo peer review by at least two external reviewers, in addition to guest editors. Some of the reviewers will be individuals who are not members of the CEP board. All manuscripts will be expected to meet *CEP*'s standards for publication. No manuscript will be guaranteed publication prior to external review.

Manuscript submission information:

All interested researchers are invited to submit a one page abstract by February 1, 2024 electronically to the guest editors to see if it falls within the scope of the special issue.

Full timeline:
April 30, 2024: Deadline for manuscript submissions
July 15, 2024: Results of first review round
October 15, 2024: Revision deadline
December 31, 2024: Acceptance of last manuscript
January 31, 2025: Publication of special issue

Authors are requested to submit their full manuscripts at:
https://www.editorialmanager.com/cedpsych/default2.aspx

The Journal's submission system is open for receiving submissions to our Special Issue. To ensure that all manuscripts are correctly identified for inclusion into the special issue, it is important to select "VSI: Advancing Feedback Research" when you reach the "Article Type" step in the submission process.

Full manuscripts will undergo double-blind review as per the usual procedures for this journal.

Inquiries related to the special issue, including questions about appropriate topics, may be sent electronically to the guest editors at Martin.Daumiller@uni-a.de and jmeyer@leibniz-ipn.de