

ENHANCING STUDENT LEARNING THROUGH VIDEO FEEDBACK AND STRUCTURED REFLECTION

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Formative assessment plays a critical role in promoting learning by providing students with timely, actionable insights into their performance (Hattie & Timperley, 2007). Developing feedback literacy, i.e. the ability to understand, interpret, and use feedback, is essential to fostering self-regulated learning (Carless & Boud, 2018; Nicol & Macfarlane-Dick, 2006). Yet, many students struggle to act on feedback meaningfully, often engaging with it superficially, particularly in the context of automatically marked online MCQ quizzes (Henderson et al., 2019).

To address this challenge, this study evaluates a formative feedback and reflection cycle for asynchronous online MCQ quizzes in a first-year chemistry course, designed to enhance students' feedback literacy and learning outcomes. Following an incorrect response, students watch a concise, instructor recorded lightboard video explaining the underlying misconception, complete a structured reflection, and then attempt a similar question. The study assesses the impact of this cycle on student performance and, through a thematic analysis of their reflections, investigates how students engage with the feedback. We will also examine student perceptions of the intervention's usefulness to provide practical guidance for educators.

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