STUDENTS' PERCEPTION ON THE PRESENCE OF EFFECTIVE FEEDBACK PRACTICES IN ONLINE DISTANCE LEARNING

1 author:

Jeffrey Beltran
The National Teachers College
1 PUBLICATION   **0** CITATIONS

ATENEO DE MANILA UNIVERSITY

STUDENTS' PERCEPTION ON THE PRESENCE OF EFFECTIVE FEEDBACK PRACTICES IN ONLINE DISTANCE LEARNING

A CAPSTONE PROJECT SUBMITTED TO

THE GRADUATE FACULTY OF

THE GOKONGWEI BROTHERS SCHOOL OF EDUCATION

AND LEARNING DESIGN

IN CANDIDACY FOR THE DEGREE OF

MASTER OF ARTS IN EDUCATION MAJOR IN

INFORMATION TECHNOLOGY INTEGRATION

DEPARTMENT OF CURRICULUM, PEDAGOGY AND ASSESSMENT

BY

JEFFREY C. BELTRAN

QUEZON CITY, PHILIPPINES

AUGUST 2021

The CAPSTONE PROJECT entitled:

STUDENTS' PERCEPTION ON THE PRESENCE OF EFFECTIVE

FEEDBACK PRACTICES IN ONLINE DISTANCE LEARNING

submitted by Jeffrey C. Beltran has been examined and is recommended for **Oral Defense**.

_____   _____
MARIA ISABEL P. MARTIN, Ph.D.   GALVIN RADLEY L. NGO, M.ED
OIC, Chair   Adviser

_____
FR. JOHNNY C. GO, S.J., Ed.D.
Dean
Gokongwei Brothers School of Education and Learning Design

Comprehensive Examination Passed: April 6, 13, and 27, 2019

The Faculty of the Department of Curriculum, Pedagogy and Assessment, Gokongwei Brothers School of Education and Learning Design, Ateneo de Manila University ACCEPTS THE CAPSTONE PROJECT entitled:

STUDENTS' PERCEPTION ON THE PRESENCE OF EFFECTIVE

FEEDBACK PRACTICES IN ONLINE DISTANCE LEARNING

submitted by Jeffrey C. Beltran, in partial fulfillment of the requirements for the degree of Master of Arts in Education, major in Information Technology Integration.

_____
JONATHAN DL. CASANO, M.S
Member

_____
JENILYN L. AGAPITO, Ph.D.
Member

_____
MARLENE M. DE LEON, Ph.D.
Member

_____
JERALDINE K. CHING M.A
Member

_____
GALVIN RADLEY L. NGO, M. ED
Adviser

_____
FR. JOHNNY C. GO, S.J., Ed.D.
Dean
Gokongwei Brothers School of Education and Learning Design

Grade : Satisfactory
Date : May 7, 2021

ABSTRACT

Feedback is one of the most essential factors on learning and achievement, whether in traditional or online classroom setup. For feedback to be said to be effective, it must answer three major questions asked by a teacher and/or by a student: Where am I going? (What are the goals?) How am I going? (What progress is being made toward the goal?) And where to go next? (What activities need to be undertaken to make better progress?) How effectively the answers to these questions serve to reduce the gap is partly dependent on the level at which the feedback operates (Hattie & Timperley, 2007).

In higher education, as increasing numbers of students are experiencing online distance learning, which comprises synchronous and asynchronous sessions, the presence of online feedback practices matters more than ever (Commission on Higher Education, 2020).

The focus of the study was to investigate which types of effective feedback practices are present during online synchronous and asynchronous sessions in higher education classes. Through the student perception survey, the presented Feed up, Feedback and Feed forward practices were highly reported to have been observed by the student participants in synchronous sessions, and through observations following the matrix of feedback for learning, this study was only able to partially confirmed the actual occurrence of the observed types and levels, based on the review of live and recorded synchronous sessions.

ACKNOWLEDGMENTS

This capstone project would not have been a reality if not for the assistance and unending guidance of my adviser and mentor, Mr. Galvin Radley L. Ngo. His expertise, time, and patience provided a significant contribution in completing this manuscript. Thanking him is not enough for every feedback and words of encouragement he made.

I am thankful to the panel members of the panel: Dr. Jenilyn Agapito; Mr. Jonathan Casano; Dr. Marlene M. De Leon, and Prof. Jeraldine Ching, who contributed to refining the manuscript's details. The feedback they made was truly an instrument in giving depth and purpose to the paper.

I am extremely grateful for the assistance given to me by the National Teachers College, and the School of Teacher Education students and faculty members. Their cooperation has substantially helped in completing the details of this study.

Lastly, I would like to mention my family's unconditional support. My mother Judy, and my father Rod, for the continuous motivation, and unending love and support. To our Creator and Savior, who gave the wisdom every day to accomplish my paper. The unconditional love and glory is all Yours forever and ever.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS

ASCD	Association for Supervision and Curriculum Development
ASDN	Alaska Staff Development Network
COVID-19	Coronavirus Disease-2019
CHED	Commission on Higher Education
LMS	Learning Management System
SFPQ	Student Feedback Perception Questionnaire
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific, Cultural Organization

CHAPTER I

INTRODUCTION

Background of the Study

It is undoubtedly clear that the 2020 pandemic has utterly impeded an education system that leads to many challenges. Online and distance classes did not only affect the students' social activities, but their way of learning as well. There had been a shift to redesign how teaching and learning could still push through. It was a sink or swim scenario to embrace the new normal of education (Kim, 2020; Joaquin, Biana, & Dacela, 2020).

Private colleges and institutions in the Philippines have already adapted to the pandemic's limits, and are ready to go entirely online, offline, blended learning, or scheduled in-person classes if the government lifts quarantine steps (Joaquin, et al. 2020).

In higher education, it has become an urgent need to explore other innovative learning modalities that will facilitate the transition from traditional to flexible teaching and learning options, giving students the option to choose the delivery mode most convenient to their situations, in order to achieve quality education (Commission on Higher Education [CHED], 2020).

In the Handbook for Facilitating Flexible Learning by United Nations Educational Scientific and Cultural Organization (UNESCO) (2020), specifically on applying online education for flexible learning, it was identified that in order for

learners to communicate in the online platforms, aside from building a trustful learning environment, and allowing learners to gain a sense of emotional identification to release their desire of competition or performance, another key consideration is providing timely and effective feedback, for the learners to feel the sense of achievement, and to feel authenticity in the virtual learning environment.

Feedback is an important part of the assessment process. Feedback is best when immediate (Lewis & Abdul-Hamid, 2006), because it is a critical aspect of quality instruction, so learners know what areas they have excelled in and what areas to focus on for improvement. It has a significant effect on student learning and has been described as the most powerful single moderator that enhances achievement (Hattie & Timperley, 2007; Importance of Feedback in Assessment, n.d).

Additionally, feedback is a critical component of learning and achievement in both traditional and online classroom settings.

Moreover, feedback is recognized as a critical component of the pedagogical process for facilitating student learning. Students typically receive feedback from their teachers, either intentionally or unintentionally, throughout the semester and at the end (Pereira, Flores, & Nikklason, 2016; Evans, 2013; Carless & Boud, 2018). As a formative process, feedback is not intended to solely evaluate the quality of students' work; rather, it is intended to guide students in the right direction through commenting, questioning, scaffolding, reminding, and providing models and examples (Carless & Boud, 2018).

Furthermore, three requirements were established for successful feedback by Sadler (1989): (1) learners must be aware of the appraisal standards; (2) learners must be given opportunities to compare their work to the standards; and (3) learners must

take steps to close the distance identified as a result of the aforementioned conditions' study. Hattie and Timperley (2007) proposed a model of feedback based on these conditions and positioning learners as active agents who build and co-construct information and understanding within the feedback process. The model is driven by three questions from the learner's perspective: Where am I going? How am I getting along? What's the next step for me?

Feedback in Higher Education

Feedback has a significant impact on learners in multiple ways in higher education, one of which is on their learning (Higher Education Academy, 2013). Teachers' communication, execution, and implementation of assessment tasks all play a significant role in their students' learning, especially when they provide feedback on their progress. It has the potential to be a highly effective mechanism for increasing student learning and motivation. Constructive and timely feedback enables students to continuously improve throughout their tertiary education and has a significant impact on their overall academic achievements (Retna & Cavana, n.d), and technology has the potential to make it more effective, timely, and efficient, but must thoughtfully applied (Fiock & Garcia, 2019).

As per the reviews conducted by Hodge & Chanelle (2018), what students preferred as effective feedback in higher education varied. However, the participants pointed out the essence of when to expect feedback to be given. It should be given in time to be properly utilized, and should address both the process and the end product. Also, the participants pinpointed that they prefer feedback that will aid them in looking forward both within the course and toward their lives and careers afterward.

In addition, the studies reviewed emphasized the importance of incorporating feedback into course design intentionally: sequencing steps in projects to allow students to receive and engage with feedback formatively, communicating when students should anticipate receiving feedback, and utilizing the variety of feedback mechanisms available in online environments.

For feedback to be considered effective, it must address three major questions posed by a teacher or student: Which way am I going? (What are the goals?) How am I progressing? (How are we doing in terms of achieving the objective?) And where should we go next? (Which activities are required to expedite progress?) The effectiveness of these responses in closing the gap is partially determined by the feedback level at which it operates (Hattie & Timperley, 2007).

Feedback in an Online Distance Learning Environment

It is widely recognized that good teaching includes instructor-student feedback, and in online courses, feedback is given through different modes of interaction, *synchronous* and *asynchronous* (Pyke & Sherlock, 2010).

When geographically dispersed students and an instructor both access the same website at the same time, this is referred to as *synchronous learning*. When the instructor drives or presents a slideshow presentation to the students via a conference website, this is referred to as *synchronous learning* (Pierce College, 2015). In *synchronous learning*, feedback occurs when students submit questions and comments via phone or through a chat window (Pierce College, 2015).

Similar to face-to-face learning, synchronous learning activities are structured, where the courses are scheduled at specific times and in live virtual classroom

settings. In this way, students benefit from real time interactions, hence get instant messaging and feedback when needed (UNESCO, 2020)

An example of a platform for conducting synchronous sessions is Google Meet. A secure, reliable video conferencing solution that lets teachers see, listen and speak to their students, which effectively minimizes the distance in distance learning. It also allows teachers to pre-record or share recorded sessions to avoid internet connectivity issues disrupting distance learning (Google for Education, 2021; Pratt, 2020).

On the other hand, *asynchronous learning* provides students with an on-demand, just-in-time learning experience (Pierce College, 2015). The students in this mode of learning cannot get instant feedback and messages. Instead, feedback occurs through email messages containing feedback commentaries (Wong, 2017). In addition, the learning content is not provided in live classes, but rather on different learning management systems or forums (UNESCO, 2020).

One example of asynchronous tools are Learning Management Systems, one of which is Google Classroom, which offers students a dynamic online learning environment. Teachers can use the platform to post assignments, share announcements, ask questions, conduct online assessments, and gather essays and grade papers (Brown, 2020).

The use of new pedagogical approaches that incorporate technology to provide feedback, whether through online peer correction or directly via e-programs, tools, and applications, has proven to be efficient and effective in terms of reducing teacher time spent providing feedback on writing outputs, providing higher-quality writing instruction, and increasing learners' active and engaged participation in the learning

process (Zaini & Mazdayasna, 2014. Thus, feedback can be provided to students synchronously in class while they are completing their task or asynchronously online via peer or teacher feedback.

As more students engage in online distance learning, which includes both synchronous and asynchronous sessions, the presence of online feedback is more critical than ever. Some of the difficulties students face are due to isolation; they are unable to locate critical information or course components, or are simply unable to use them (CHED, 2020). This can result in feelings of frustration, diminished motivation, and diminished self-efficacy (Carless & Boud, 2018). Continuous student feedback is critical for delivering the appropriate learning outcomes and experiences in a course (Wiley, 2021).

The Need for Effective Feedback Practices

With today's presence of online classes, aside from establishing the presence of the instructor (Wiley, 2020), and carefully designed teaching and learning strategies (Tanis, 2020), opportunities for providing prompt and appropriate feedback must also be carefully planned and constructed to provide students with a positive learning experience despite the geographical distance (Wiley, 2020).

There are numerous reasons why educators must be adept at providing effective online feedback. Feedback is a necessary skill for online instructors because it enables the development of the instructor-learner relationship, the improvement of academic performance, and the enhancement of learning (Leibold & Schwarz, 2015). The ideal situation is for learners to receive feedback on online discussions within 72 hours of the due date and time (Leibold & Schwarz, 2015). The most effective form

of assignment feedback is when it is returned to students within one week of the due date (Leibold & Schwarz, 2015). This enables the learner to quickly identify their strengths and areas for improvement prior to the next course assignment (Leibold & Schwarz, 2015). Receiving constructive, personalized feedback is critical to the learning process (Holl, 2019).

Furthermore, aside from informing students about their understanding of concepts, identifying where their performances is strong or weak, and show what they should do to further their knowledge, for online feedback to be said effective, it should be descriptive, constructive, actionable, timely, prioritized, and personalized (Wiley, 2020).

However, there is a need for continuous research into the presence of effective online feedback practices with the integration of synchronous and asynchronous tools in higher education. As a result, it is critical to continue research in this area, as increasing numbers of students enroll in online courses, necessitating faculty members to spend additional time on responding to distance learners and developing new skills and practices.

Feedback Model

Hattie & Timperley (2007)
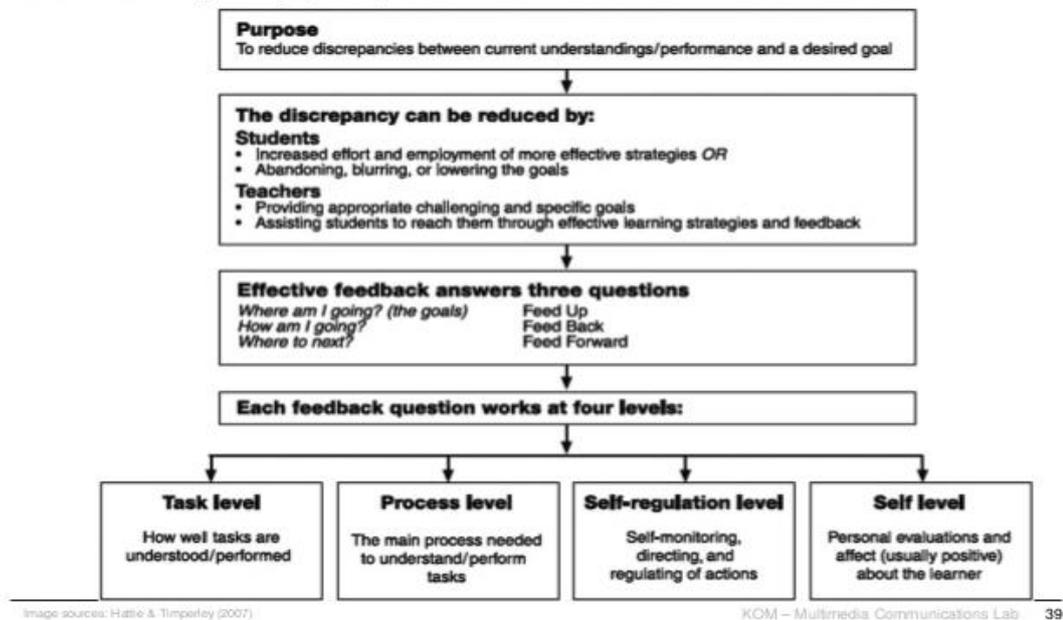
Figure 1. Hattie & Timperley (2007). A Model of Feedback to Enhance Learning

Theoretical Framework

As the model by Hattie & Timperley (2007) implies, feedback is a crucial component in teaching and learning, wherein its main purpose is to decrease the gap between present understanding and the current task. Moreover, it is said to be effective when the student completely answers these questions: Where am I going? How am I doing? Where will I go next? (Brooks, Carroll, Gillies, Hattie, & University of Melbourne, 2019).
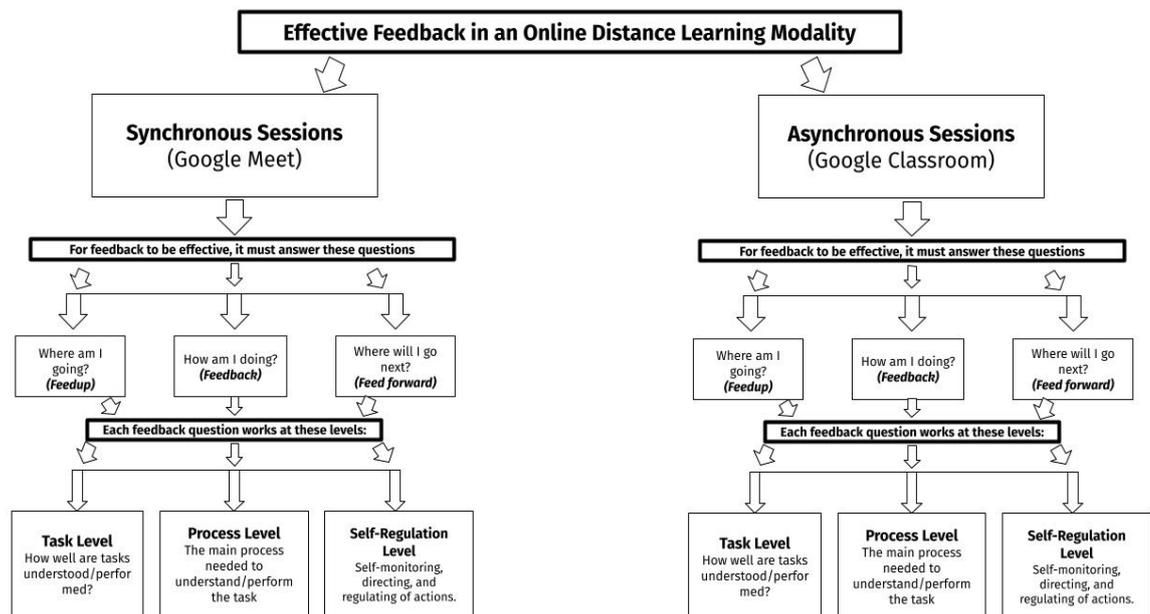
Figure 2. Quality Feedback in an Online Distance Learning Modality

Another factor that will contribute to the effectiveness of feedback, is the inclusion of the feedback levels in the Hattie and Timperley (2007) model. This suggests that before going to the next level, the teacher should ensure if the students had sufficient confidence in the knowledge of the task, manifested understanding of the concepts/knowledge related to the task, and had the opportunity to reflect, monitor, and evaluate on their own learning (Alaska Staff Development Network [ASDN], n.d). These levels should work with the abovementioned questions to successfully proceed with the tasks (Webb, 2016)

The online distance learning consists of synchronous and asynchronous sessions. In synchronous sessions, the instructors and students are in different locations. Through Google Meet, the virtual learning environment is utilized, with the help of computers, mobile devices, and other specific software tools (Kokoulina, 2020). Effective feedback is achieved through the instructor, by sharing immediate

feedback on how learners are doing in real-time, allowing them to correct mistakes right on the spot and get positive reinforcement of the desired behavior, performance, or using a new skill (Kokoulina, 2020).

In this study, Hattie and Timperley's Model of Feedback (2007) was used as a lens to thoroughly investigate which types of effective feedback practices were actually present during online synchronous sessions or in the feedback provided through the learning management system utilized.

In this study, feedback to the self-level was disqualified, as evidence would prove its negative effects on learning due to its association with praise (Hattie & Timperley, 2007; Brooks, Gillies, Hattie, & University of Melbourne, 2019).

Statement of the Problem

This study aimed to examine the presence of effective feedback practices in an online distance learning modality, in both asynchronous activities and synchronous sessions. Utilizing Google Classroom and Google Meet, this study focused on the following questions:

1. What are the effective feedback practices that are present in synchronous sessions, in terms of:

   A. Type (Feedup, Feedback, Feed forward)

   B. Levels (Task, Process, Self-Regulation)

2. In Google Meet, what are the common features being utilized by higher education faculty in giving feedback to students in synchronous sessions?

3. What are the effective feedback practices that are present in asynchronous sessions, in terms of:

A. Type (Feedup, Feedback, Feed forward)

B. Levels (Task, Process, Self-Regulation)

4. In Google Classroom, what are the common features being utilized by higher education faculty in giving feedback to students in asynchronous sessions?

Assumptions of the Study

This study was based on the following assumptions:

1 Given the guidelines imposed by the Inter-Agency Task Force on Emerging Infectious Diseases, face-to-face on in-person classes at all levels were suspended within the duration of the study.

2 The student participants understood the scope of this study, the instrument and the language used. They were capable of self-reporting and they responded completely, objectively, and with honesty.

3 The analysis and careful interpretation of the collected data accurately reflected the response of the participants, and the intent of this study.

4 The proposed methodology offered a systematic and suitable design for this particular study.

Scope and Limitation

This particular study focused on examining the presence of effective feedback practices in an online learning modality, in both asynchronous sessions and synchronous sessions, utilizing specific technological tools, for tertiary level students.

Due to time and schedule constraints, this study was conducted for the first cycle (approximately 6 weeks) of the 2nd Semester of the Academic Year 2020-2021. It focused on the following:

- Perceived Presence of types and levels of feedback in synchronous and asynchronous sessions.
- Utilization of the existing tools used.

Significance of the Study

The focus of the study is to investigate which types of feedback practices are perceived to be present during online synchronous sessions or in the feedback provided in the learning management system used.

For The Students

The results of the study can serve as guidance in creating effective study habits during the pandemic. It may also help students become aware of the benefits of this learning modality.

For The School

In which this study is in full support to the institution's philosophy of democratic education, its vision as the leading academic institution, anchored on the ideals of excellence, relevance, access, and effectiveness, geared towards world-class competitiveness, and their mission of providing competent, equipped, and responsible leaders and innovators, both in the academe and in the industry.

For The Teachers

The result of this study may help them in understanding the importance of providing feedback in the online distance learning modality, specifically its contribution in providing quality instruction and meaningful learning. Also, this study may serve as a guide in providing different faculty development training and other related programs for teacher support and improvement, especially in the time of pandemic.

For The Future Educators

This study may help in preparing with the appropriate knowledge of the fundamentals of feedback, its significance in delivering total, quality instruction, as well as technological tools that will aid in delivering feedback most especially in the online distance learning modality.

Definition of Terms

The researcher has defined the following terms connotatively:

Asynchronous session **-** enables learners to complete courses without the constraints of having to be in a certain place at a certain time (Lawless, 2020).

Effective feedback practices – an effective feedback practice: Provides opportunities to close the gap between current and desired performance, helps clarify what good performance is (goals, criteria, or expected standards), delivers high quality information to students about their learning, facilitates the development of self-assessment in learning, encourages teacher and peer dialogue around learning,

encourages positive motivational beliefs and self-esteem, provides information to teachers that can be used to help shape the teaching (McGill University, nd.)

Feed forward - guides student learning based on performance data (Association for Supervision and Curriculum Development, 2012).

Feedback - provides students information about their successes and needs (Association for Supervision and Curriculum Development, 2012).

Feed up - ensures that students understand the purpose of the assignment, task, or lesson, including how they will be assessed (Association for Supervision and Curriculum Development, 2012).

Google Classroom - a free and easy tool helping educators efficiently manage and assess progress, while enhancing connections with learners from school, from home, or on the go (Google for Education, 2021).

Google Meet - a secure, reliable video conferencing solution that helps connect, build, and foster school communities. Host classes, parent-teacher conferences, school wide assemblies, and more (Google for Education, 2021).

Online distance learning - an educational process where students receive instruction through online classes, video recordings, video conferencing, or any other audio/visual technology medium. It enables people to receive education without having to be physically present in a classroom (Loveless, 2021)

Synchronous Session - Synchronous learning is any type of learning that takes place in real-time, where a group of people are engaging in learning simultaneously (Lawless, 2020).

CHAPTER II

REVIEW OF RELATED LITERATURE

This study investigated which types of effective feedback practices were present during online synchronous and asynchronous sessions. This chapter addressed the key concepts of the types and levels of feedback, and some examples of its application in online distance learning. Additionally, to provide further context, this chapter also discussed students' perception on the effectiveness of feedback, some examples of technological tools utilized in an online distance learning environment, and how effective feedback practices were measured.

Students' Perception on the Effectiveness of Feedback

There are numerous reviews and studies on student perceptions of feedback. In the study of Walker, Oliver, & Mackenzie (2020) with secondary school students, it was discovered that: students view feedback as individual (personalized) and directional, or related to the task and learning (Hattie & Timperley, 2007). Students also perceived in the study that feedback that came from the teachers and also from the students were beneficial for their learning. Teachers' feedback practices also have an effect on students' enjoyment and achievement. The study discovered that emotions had an effect on students' responses to feedback and reasons for not seeking or providing feedback at times. Their emotional response may have an effect on how

students interact with the provider of feedback (i.e., the teacher), as well as on their enjoyment and achievement in the subject (Hattie & Timperley, 2007).

In higher education, many students have difficulty with feedback processes. They do not see it as beneficial, they have difficulty comprehending written and oral feedback from teachers, and they are unsure of how to respond (Carless & Boud, 2018).

Moreover, in a presentation made by the Imperial College of London (2019, p. 26), there were factors identified on how the learners considered feedback unhelpful for learning, specifically the feedback comments which were:

- too vague and lacks sufficient details (p. 26)

- lacked suggestions for improvement (p. 26)

- focused only on negative aspects and areas of weaknesses (p. 26)

- were not associated with the assessment criteria (p. 26); and

- the timing of feedback did not allow to understand the issues raised (p. 26)

Imperial College of London (2019, p. 33-34) mentioned reasons why students may not engage with formative assessments and feedback:

- Learners were not aware of what the teachers are trying to achieve (p. 33)

- Learners lack accountability and ownership, making formative assessment feel "optional". (p. 33)

- Feedback requires translation. Learners were asking about the specific interpretation of the feedback given. (p. 34)

- The learners felt that interpretation could only be gained through dialogue or by comparing examples of good work. (p. 34)

- The learners did not know what to do with the feedback or there was no opportunity to make direct use of it. (p. 34)

Due to the absence of face-to-face interactions in online courses, feedback may serve to strengthen the connection between educator and learner (Bonnel, Ludwig, & Smith, 20s08; Leibold & Schwarz, 2015). Personalized feedback messages are associated with increased student satisfaction and academic performance (Marshall, Love & Scott, 2020), and are an essential skill for educators to develop because they provide valuable information and guide the learner's development (Hinshaw, All-Bataineh & Bataineh, 2020; Leibold & Schwarz, 2015).

However, there are also researches that found out that students perceive feedback to be unhelpful when it is vague, negative, or critical and is without guidance (Brown, Harris & Harnett, 2014); feedback must link students' work to the assessment criteria for it to be perceived as helpful and feedback following summative assessment is too late, needing instead to be provided formatively during the learning process (Pokorny and Pickford, 2010).

Additionally, researchers in higher education have found that, while students recognize feedback as a tool for improving their learning (Holmes & Papageorgiou, 2009) and acknowledge reading feedback they receive (Higgins, Hartley & Skelton, 2001; Orsmond, Merry, & Reiling, 2005), they do not fully utilize the feedback they receive (Li & De Luca, 2014). One of the impediments to feedback's usefulness may be students' tendency to focus on grades rather than comments (Carless & Boud, 2018). Other feedback may be so specific to a single assignment that it is difficult to

transfer to subsequent assignments (Carless & Boud, 2018). Thus, while students appear to understand the educational value of feedback, the feedback they receive is not always perceived as beneficial to their college learning (Marshall, et.al, 2020).

Despite claims about feedback's ability to promote positive learning outcomes, there are concerns about feedback's perceived lack of impact on practice in higher education. There is a perceived lack of evidence of progress toward improving feedback practices, which is contradictory and inconsistent (Hattie & Timperley, 2007; Orrell, 2006; Perera, Lee, Win, Perera, & Wijesuriya, 2008; Shute, 2008; Evans, 2013)

In relation to this study, a contextualized student feedback perception survey was designed, to further understand the feedback practices that students perceived to be present in their professional education subjects with the aid of technological tools.

The Feedback Types: Feed up, Feedback, and Feed-forward

Effective teaching and learning not only involves providing information and understanding (learning tasks, activities) to students, but it also involves assessing and evaluating students' understanding of this information. Hattie & Timperley (2007) referred to this as *feedback*, where it relates to three questions: Where am I going? How am I doing? Where will I go next?

Although most of the studies were conducted in the basic education setting, there were limited studies on quality feedback focused in higher education that were found.

The first type is *Feed up*. It ensures that students understand the purpose of the assignment, task, or lesson, including how they will be assessed (ASCD, 2012). A

critical aspect of feedback is the information given to students and their teachers about the attainment of learning goals related to the task or performance (Hattie & Timperley, 2007). Goals are more effective when students share a commitment to attaining them, because they are more likely to seek and receive feedback (Locke & Latham, 1990). When students understand the ultimate goal, they are more likely to focus on the learning tasks at hand (Fisher & Frey, 2009). Establishing a purpose is also crucial to a feedback system because when teachers have a clear overall purpose, they can align their various assessments (Fisher & Frey, 2009).

In online learning, according to McCallum (2020), feedback provided at the beginning is teacher-driven and critical for facilitating learning in other areas such as technology, course organization, modeling and providing examples for posts, comments, and responses, as well as establishing equity and fostering a sense of community. This type of feedback lays the groundwork for future learning by enabling students to develop not only trust and a sense of security, but also mental frameworks for assessing how past performance affects future performance. Additionally, it will assist students in comprehending the value of collaboration, inquiry, and setting professional and personal goals. These characteristics are critical for effectively utilizing feedback to enhance the quality of their own personal learning journey.

The second classification is *Feedback*. It informs students about their accomplishments and needs (ASCD, 2012). Effective feedback contains information about progress and/or how to proceed. Students frequently seek information about how they are doing, even if they are not always appreciative of the responses (Hattie & Timperley 2007). The best feedback informs students about their progress — or

lack thereof — toward that goal and suggests actions they can take to improve their performance (Victoria State Government, N.D). Teachers should provide feedback as students complete discrete tasks that are part of a larger project, so that students can use the suggestions of their teachers to improve their mastery of content and performance on the larger project (Brookhart, N.D).

Feedback is critical for the online educator because it allows for the development of the instructor-learner relationship, the improvement of academic performance, and the enhancement of learning. Leibold and Schwarz, (2015 p. 37) outlined several best practices for providing online feedback: 1) Address the learner by name, 2) Provide frequent feedback, 3) Provide immediate feedback, 4) Provide balanced feedback, 5) Use a positive tone, and 6) Promote critical thinking.

Bonnel and Boehm (2011) conducted a study on the most effective methods for providing feedback to online learners. The following common themes emerged: 1) maximize technology, 2) utilize rubrics, templates, and automated responses, 3) establish a system, and 4) foster an environment rich in feedback.

Feed forward is the third type. It directs student learning in accordance with performance data (ASCD, 2012). This level of feedback can be used to address the gap between current performance and the expected learning objective (Koen, Bitzer, & Beets, 2012), by providing sufficient information to facilitate learning. These may include increased challenges, increased self-regulation of the learning process, increased fluency and automaticity, additional strategies and processes for completing tasks, increased information about what is and is not understood, and increased information about what is and is not understood (Hattie & Timperley, 2007; Wisniewski, Zierer, & Hattie, 2020).

US Department of Education (2017) identified key characteristics of feedforward. First, it expands possibilities. Effective feedback starts with what is and helps add to it, expanding what's possible, rather than simply pointing out problems. Next, feedforward is authentic and particular. Effective feedback recommends a more direct approach. Describe what's happening, explain why it's a problem, then prompt the person for a solution.

In higher education, feedforward is possible if the teacher uses several methods such as clarifying the task, the instructions, and the possible suggestions concerning the task, discussing the task to establish students' understanding; and through answering some students' queries/concerns, but giving the information to all students (Dulama & Ilovan, 2016).

In online learning, according to McCallum (2020), feedback evolves from highlighting prior learning to providing information that will assist learners in determining the extent to which their expectations have been met and why. Additionally, this feedback begins to assist learners in developing motivation for applying their knowledge and skills beyond the course's conclusion.

The Feedback Levels: Task, Process, Self-Regulatory, Self

In terms of effective feedback, it must address three critical questions posed by a teacher or a student: Where am I going?, how am I doing?, and what is the next step? (Hattie & Timperley, 2007), where the three types of feedback were represented by these questions: Feed up, Feedback, and Feed forward. The effectiveness with which these questions are answered is partially determined by the feedback's level of operation (Hattie & Timperley, 2007). There are four distinct levels, and the direction

in which feedback is directed has an effect on its effectiveness. First, *feedback* can pertain to a task or product, such as whether or not work is completed correctly. Second, *feedback* can be directed at the process by which a product is created or a task is completed. Thirdly, *feedback* to students can be targeted at the level of self-regulation, such as increased ability to self-evaluate or confidence to continue working on a task. Fourth, *feedback* can be personal in that it is directed at the self, which is far too frequently unrelated to task performance (Bokhove & Drijvers, 2011; Webb, 2016). In summary, feedback can occur in 4 levels: *task, process*, *self-regulation* and *self*. Each of these are discussed below.

Task Level

How well did the task get done? Is this correct or incorrect? This level includes feedback on the task's completion or performance, such as distinguishing correct from incorrect responses, acquiring new or different information, or increasing surface knowledge–reteaching through multiple opportunities (Strategy 3: Levels of Feedback, N.D).

Alaska Staff Development Network (n.d.) provided the following examples of task-level prompts: Is his/her response satisfactory in terms of the success criteria? Is his/her response accurate/incorrect? How is he/she to elaborate on the response? What did he/she do particularly well? Where did he/she make a mistake? Which is the correct response? What additional information is required to satisfy the criteria?

Process Level

This level encompasses feedback pertaining to the processes underlying the tasks, as well as feedback relating to and extending the tasks (Alaska Staff Development Netork, n.d). What strategies are required to complete the task? Are there any other possible strategies? This feedback includes data on the relationships between ideas, students' strategies for detecting errors, explicitly learning from errors, and cueing the learner to various strategies and errors (Day, 2012; Hattie, 2012; Marten, 2020).

Additionally, Alaska Staff Development Network (n.d.) offered the following examples of process-level prompts: What is wrong with this picture and why is it incorrect? How did he/she do this? How is the right response explained? What additional inquiries would he/she have about the assignment? What connections exist between the task's various components? What additional information (e.g., in the handout) is available? How well does he/she comprehend the task-related concepts/knowledge?

Self-Regulation Level

This type of feedback supports students to monitor, direct and regulate actions towards the learning goal. What is the conditional knowledge and understanding needed to know what you are doing? The way students monitor, direct, and regulate actions towards the learning goal. There are at least six major aspects of self-regulation, including the capability to create internal feedback and to self-assess, the willingness to invest effort to seek and deal with feedback information, the place of self-assessment, the degree of confidence in the correctness of the response, the

attributions about success or failure, and the level of proficiency at help-seeking (Hattie & Timperley, 2007).

Moreover, Alaska Staff Development Network (n,d.), provided some examples of prompts given at this level: How can he/she monitor his/her own work? How can he/she carry out self-checking? How can he/she evaluate the information provided? How can he/she reflect on his/her own learning? What did he/she do to …? What happened when he/she …? How can he/she account for …? What justification can be given for …? What further doubts does he/she have regarding this task? How does this compare with …? What does all this information have in common? What learning goals has he/she achieved? How have his/her ideas changed? What can he/she now teach? Can he/she now teach another student how to …?

Self Level

This level of feedback typically contains little task-related information and is rarely translated into increased engagement, commitment to the learning objectives, increased self-efficacy, or comprehension of the task (Hattie & Timperley, 2007). Additionally referred to as *non-contingent feedback*, this type of feedback is nearly useless and rarely effective (Olah, 2019). It is praise that draws attention away from the task and toward the self, is rarely about the task, and contains little information about the task (Hattie & Timperley, 2007).

The effects at this level are too diluted, too often uninformative about performing the task, and too influenced by students' self-concept to be effective. Personal feedback, such as "Good girl" or "Great effort," typically expresses positive (and sometimes negative) evaluations and affect about the student (Burnett & Mandel, 2010 , p. 147)

Moreover, feedback in this level has an impact on learning only if it leads to changes in students' effort, engagement, or feelings of efficacy in relation to the learning or to the strategies they use when attempting to understand tasks (Hattie & Timperley, 2007).

In this study, the types and levels of feedback by Hattie and Timperley (2007) served as indicators of effective feedback, and were used in the analysis and categorization presented in the discussion.

Technological Tools and Feedback

There are numerous options for providing feedback in an online environment. While most instructors are familiar with leaving written feedback on students' work, with an increased online presence, and with the aid of technology, it has become even more critical to develop effective feedback practices (Rottman & Rabidoux, 2017).

Some of the synchronous and asynchronous tools being utilized in today's context of online learning are Learning Management Systems (LMS) and Web Conferencing tools. One example of Learning Management Systems being utilized in today's context of online learning is Google Classroom. Google Classroom is a free and easy tool helping educators efficiently manage and assess progress, while enhancing connections with learners from school, from home, or on the go (Google for Education, 2021). Hussaini (2020, p. 51), stated the benefits of using Google Classroom to support the teaching and learning process:

1.) It allows teachers to post class materials such as assignments, notices, and due dates, and learners can see all that the instructor has posted. It also allows students to comment and ask questions on the internet, allowing others to respond with their own comments and questions.

2.) Google Classroom connects to one's Google Drive account and manages data in a folder. When students submit assignments and the teacher posts learning materials and notes, all of the materials are centralized in a Google Drive folder. This folder can be accessed at any time.

3.) Google Classroom can be accessed at any time using a computer or any other device with an internet connection and a browser.

4.) It facilitates continuing learning because the learner and the teacher can be located in different geographical locations, and when one posts updates or remarks, the other can see them instantly. At the end of the day, it facilitates ongoing communication by allowing students to quickly express their opinions and upload documents and assignments.

5.) It allows for the creation of private classes and groups, ensuring that unapproved groups and classes are not disrupted. When students present their class assignments and apply projects, this ensures their safety and classification.

6.) Google Classroom helps the teacher to welcome and connect parents so that they can monitor their children's progress and receive email notifications about their children's learning.

In the research conducted by Hussaini (2020) for sixty (60) second-year Healthcare Service Management students, the results stated that learning and acquiring skills and knowledge through Google classroom is preferable over that which is acquired through in-classroom contacts. The study also concluded that when learners are distant from everyone else, through the utilization and help of Google Classroom, they have their own opportunity to learn and comprehend ideas

effortlessly without a push, concluding that in higher education setting, Google Classroom is a powerful instructional tool for teaching and learning.

When it comes to video conferencing tools, one of the tools that is being utilized for teaching and learning is Google Meet. It is a secure, reliable video conferencing solution that helps connect, build, and foster school communities, and hosts classes, parent-teacher conferences, schoolwide assemblies, and more (Google for Education, 2021).

In the study conducted by Setyawan, et al. (2020) to 96 first-year elementary education students, the process of learning through Google Meet involved audio and visual aspects where the lecturer delivered the material directly through the media. This was also shown during the learning process where students and lecturers communicated with each other about the material and asked questions about what was not yet understood and can be heard directly by other students so that the process of building student knowledge was higher. The combination of Google Meet's media-assisted lecture methods created a unique learning experience to achieve learning goals such as building knowledge and student learning outcomes while learning from home.

Studying the Presence of Effective Feedback Practices

In the study conducted by Brooks, et al. (2019) about the perception of middle school students about feedback, the data was gathered using the Student Feedback Perception Questionnaire, developed to collect data about the helpfulness to learning of different feedback types and levels (Brooks, et.al, 2019). One of the key findings in the study of Brooks, et.al (2019, p. 7) was the "uniqueness" of the self-regulation

feedback level compared to the task and process levels. Results showed that this level was less helpful, compared to the two feedback levels. One possible reason was that students were likely to be less familiar with self-regulatory feedback and as such were likely to be more reliant upon the traditional process of the teacher being the giver and the student the receiver of feedback. And because of these key findings, a feedback matrix was also developed, which serves as a guide of effective feedback for teachers, with the provision of practical examples of prompts (evidence-based and from actual observation), and strategies for teachers at the intersection of each feedback type and level (see figures 3 and 4).

Unfortunately, there was an absence of similar studies in the context of higher education.

Item	Feeding Up	Feeding Back	Feeding Forward
	Feedback that...	Feedback...	Feedback...
Task Level	Up Task 1: Tells you about the learning intent	Back Task 1: Statements if you are on/off track	Fwd Task 1: Statements that help keep you on track.
	Up Task 2: Clarifies through a model/example	Back Task 2: On a draft/rough copy	Fwd Task 2: Comments on a draft/rough copy on how to improve
	Up Task 3: Explains the marking guide	Back Task 3: That matches student work to teacher criteria	Fwd Task 3: Comments that tell you what to focus on in writing to improve
	Up Task 4: Explains teacher expectations		
Process Level	Up Process 5: Explains key ideas for writing	Back Process 4: Relating to student ideas	Fwd Process 4: That tells students how to improve their ideas
	Up Process 6: Prompts key questions	Back Process 5: Relating to student thinking	Fwd Process 5: That tells students how to improve their thinking
	Up Process 7: Highlights skills needed	Back Process 6: Relating to student skills	Fwd Process 6: That tells students how to improve their skills
	Up Process 8: Highlights strategies needed	Back Process 7: Relating to student strategies	Fwd Process 7: That tells students how to improve their learning strategies
Self-regulatory Level	Up SR 9: Allows student to discuss their understanding of learning intent	Back SR 8: Allowing student to discuss how they feel they are going	Fwd SR 8: Allowing students to discuss what they think they have to do to improve
	Up SR 10: Allows student to explain their understanding of writing focus	Back SR 9: Allowing student to discuss their work in relation to the marking guide	Fwd SR 9: Allowing students to discuss what they think they have to do to improve in relation to the marking guide
	Up SR 11: Allows student to discuss their writing goals	Back SR 10: Allowing student to discuss progress in relation to writing goal	Fwd SR 10: Allowing students to discuss what ways that they could achieve their goal

Figure 3. A Matrix of Feedback for Learning (Brooks, et.al, 2019)

Learner Stage	Feedback Level	Feeding Up: Where am I going?	Feeding Back: How am I going?	Feeding Forward: What do I have to do next?
Novice	Task	**Feeding Up Prompts:** • Today we are learning… • Success in this task will look like… • The key criteria for success are… • We are looking for… **Feedback Strategies** • Reduce complexity • Use exemplars/models • Identify misconceptions • Use diagnostic assessment for goal setting	**Feedback Prompts:** • You *have/haven't* met the learning intention by… • You *have/haven't* met the success criteria by… • Your answer/work is/isn't what we are looking for because… **Feedback Strategies** • Avoid over emphasis of error analysis • Feedback must be immediate • Match feedback to success criteria	**Feed Forward Prompts:** • To fully meet the learning intention you could… • Addressing the following success criteria would improve your work… • Adding/removing ____ would improve your work. **Feed Forward Strategies** • Use language from the success criteria • Use scaffolding • Feed Forward must be timely • Use challenge • Refer to goals
Proficient	Process	**Feeding Up Prompts:** • The key ideas/concepts in this task are… • These ideas/concepts are related by… • Key questions you could ask about this task are… • Skills you will need in this task are… • Strategies you will need in this task are… **Feeding Up Strategies** • Use graphical organisers • Reduce scaffolding • Increase complexity • Use mastery goals	**Feedback Prompts:** • Your understanding of the ideas/concepts within this task is… • Your thinking about this task is… • You demonstrated ____ skills to a ____ level. • You used ____ strategies to a ____ level. **Feedback Strategies** • Feedback amount can start to increase • Feedback complexity can increase • Use prompts or cues	**Feed Forward Prompts:** • You could improve your understanding of ____ concepts by… • Thinking further about ____ could improve your work by… • You could improve your ____ skills by… **Feed Forward Strategies** • Feed Forward amount can start to increase • Feed Forward complexity can increase • Use prompts or cues • Use challenge
Advanced	Self-Regulatory	**Feeding Up Prompts:** • How will you use the learning intention? • How could you use the success criteria? • Which other ways could you monitor your work? **Feeding Up Strategies:** • Reduce emphasis of exemplars • Mastery and performance goals	**Feedback Prompts:** • Are you on track with your work? • How do you know? • To which level are you satisfying the success criteria? • Are you on track to achieving your goal? • How do you know? **Feedback Strategies:** • Delay feedback • May only require verification feedback	**Feed Forward Prompts:** • How could you deepen your understandings? • How could you improve your work? • What is the next step for your learning? • How do you know? **Feed Forward Strategies:** • Delay feedback • Reduce teacher reliance • Develop self-regulated learners

Figure 4. A Matrix of Feedback for Learning (Brooks, et.al, 2019)

Summary

In terms of feedback being effective, it must address three significant questions by a teacher or a student: What direction am I taking? (*Feed up*), how am I doing? (*Feedback*), and what is the next step? (*Feed forward)* (Hattie & Timperley, 2007). The effectiveness with which these responses contribute is partially determined by the level (*task, process, self-regulation, self*) at which the feedback operates.

Researches had indicated that technological tools for online distance learning such as Google Meet and Google Classroom, and it features, aided in providing an opportunity to learn and receive feedback while learning from home (Setyawan, et al., 2020; Hussaini, 2020), and studying the presence of effective feedback is possible, through a matrix of feedback for learning (Brooks, et.al, 2019).

CHAPTER III

METHODOLOGY

This chapter summarized the research processes that the researcher monitored during the conduct of this study. It provides information on the respondents' demographics, the sample, and their setting. The researcher described the research design for this study. The instrument used for data gathering is also defined, and it includes the measures implemented to complete this study. The researcher also examined the methods used in evaluating the data.

Research Design

To investigate which types of effective feedback practices were present during online synchronous and asynchronous sessions, this research used a mixed method and descriptive research design.

A *mixed method research design* is a type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., the use of qualitative and quantitative perspectives, data collection, analysis, and inference techniques) for the broad purposes of understanding breadth and depth and corroboration (SAGE Publishing Inc, N.D). The overall goal of mixed methods research is to combine qualitative and quantitative components in order to

strengthen and expand a study's conclusions and thus contribute to the published literature.

A *descriptive research design* is a method of describing a population, situation, or phenomenon under investigation. Its primary objective is to provide answers to the how, what, when, and where questions. If the issue is a research one, rather than the why (Sacred Heart University Library, 2020).

Research Setting

The study was conducted online, in a higher education institution that applies the online distance learning modality during the 2nd Semester 2020-2021. The modified online modality, which consists of synchronous and asynchronous sessions in cyclical mode, where classes and discussions were conducted over known technological platforms (Google Meet), and the dates are usually identified between the faculty and the immediate superior for a period of six weeks per cycle, two times a week, with one hour allotted per session. The remaining days were for the asynchronous sessions.

Also, in this model, as encouraged by the institution during faculty orientation, regular faculty meetings and classroom observations, were conducted to make each of the synchronous sessions engaging, and give feedback to the students in both synchronous and asynchronous sessions to achieve quality instruction in this modality.

Research Participants

The researcher carried out this study to 7 teacher participants, in 14 classes of Professional Education and Specialization subjects, with 423 tertiary education students who were currently enrolled under the online distance learning modality, which consisted of synchronous and asynchronous sessions in cyclical mode, where classes, discussions, and pertinent learning activities were conducted over Google Meet, and where students submitted the necessary tasks asynchronously via Google Classroom on the specified dates within the duration of the cycle.

Inclusion Criteria

A subject was able to participate in the study, if he/she was currently enrolled under the modified online modality for the 2nd Semester 2020-2021. In this study, *convenience sampling*, a type of sampling where the first available primary data source will be used for the research without additional requirements (Saunders, 2012) was utilized.

He/she was currently enrolled in the School of Teacher Education, where the researcher was given a teaching assignment during the 2nd Semester 2020-2021.

Exclusion Criteria

A subject would not be able to participate in the study, if he/she was enrolled under the correspondence learning modality, whose mode of learning was through printed and PDF copies of learning modules, during the 2nd Semester 2020-2021.

Research Instruments

Online Survey (Google Forms)

The Student Feedback Perception Questionnaire (SFPQ) by Brooks (2019) was selected as the instrument conducted for this study. The original questionnaire contained 31 items that were designed for the basic education setting, and it was organized according to the three types and three levels of feedback of Hattie & Timperley (2007), and derived from a matrix of feedback for learning by Brooks, et al. (2019). (See Appendix 1 Student Feedback Perception Questionnaire)

> 1. When writing in English, rate how helpful it is when you receive information about what you have to do.
>
> Feedback:
>
> 1.1...that tells you about what you are learning i.e. a What We Are Learning Today (WALT) statement.
>
> Very Unhelpful   1   2   3   4   5   Very Helpful

Figure 5. Sample Questions from SFPQ (Brooks, 2019)

This questionnaire was contextualized for the higher education setting, as well as for the online distance learning modality. This meant formulating additional questions for participants to report their perceived feedback practice in synchronous and asynchronous sessions and appropriating them to the modality. The rating scale was also modified from *(very helpful-very unhelpful)* to observed/not observed, because this study seeks to first establish the perceived presence or absence of these practices.

The instructor tells you what the objectives for the synchronous sessions are.	
Observed	Not Observed

The instructor tells you what the objectives are for the asynchronous sessions.	
Observed	Not Observed

Figure 6. Sample Questions from the Revised Questionnaire

The resulting revised questionnaire had a total of 75 questions (See Appendix 2. Contextualized Student Perception Survey Questionnaire) Apart from the original questions on the types and levels, additional questions were added to further investigate the presence of feedback practices using these tools, such as:

In Google Meet, during synchronous sessions, which of the following features does your instructor utilize to ensure that you understand the purpose of the task or session, including how you will be assessed? *(select all that applies)*
- ❏ Chat function to send files or links.
- ❏ Chat function to post comments/reminders and ask for concerns.
- ❏ Using the "present now" function to share his/her screen
- ❏ Other:

In Google Classroom, which of the following features does your instructor utilize to ensure that you understand the purpose of the task or session, including how you will be assessed? *(select all that applies)*
- ❏ Uploading the required materials in the classwork for future references.
- ❏ Creating a post in the class stream to post announcements, or entertain possible concerns, questions.
- ❏ Other:

Are there any other tools that your instructor utilizes during **synchronous** sessions that ensures that you understand the purpose of the task or session, including how you will be assessed?

Are there any other tools that your instructor utilizes during **asynchronous** sessions that ensures that you understand the purpose of the task or session, including how you will be assessed?

However, there were two feedback levels that were not considered in contextualizing the questions due to its inappropriateness to the context of the learning modality where the study will be conducted.

Table 1

Feedback Types and Levels that Were Not Considered

Feedback Task Level 2	Feedback on a draft/rough copy
Feedforward Task Level 2	Comments on a draft/rough copy on how to improve

The questionnaire went through two rounds of expert validation from faculty members, whose areas of specialization are in assessment and research, to gather valuable comments and measure its validity before the pilot study and actual implementation (See Figure: A Matrix of Feedback for Learning).

After the expert validation, using Google Forms, a pilot study was conducted with online students from the previous semester (1st Semester 2020-2021). Of the one hundred ninety four education students whom the questionnaire was sent, twenty six participants answered.

Table 2

Items per Feedback Type and Cronbach Alpha Results

	Number of Items	Cronbach Alpha
Feedup (Part One)	23	0.83

| Feedback (Part Two) | 21 | 0.916 |
| Feed forward (Part Three) | 18 | 0.901 |

To measure the internal reliability of the questionnaire, using SPSS, a cronbach alpha test was used per part of the questionnaire. Cronbach's alpha is the established measure of reliability or internal consistency of a composite score. Values of alpha over 0.7 indicate a reliable scale (Statistics Solutions, 2021).

Observation Checklist

For the observation component of the study, the matrix for feedback for learning by Brooks, et al. (2019) was utilized, to observe the presence of feedback practices throughout the synchronous sessions, as well as in the Google Classrooms of the teacher participants during asynchronous sessions.

Data-Gathering Procedures

Students' Perception Survey

The survey was conducted towards the end of the 1st cycle of the 2nd semester (February 22- March 6, 2021), in order for the students to fully experience the entire 6-week synchronous sessions conducted by their respective instructors prior to taking the survey.

Included in the survey form were the purpose of the survey, and the pertinent components of the consent form, ensuring the security of their responses, as well as the confidentiality of the data that were asked from them.

To avoid potential discomfort on the part of the student participants, the investigator instructed the student participants during their synchronous session, about

the survey that they would be answering, which focused on the feedback that they experienced in their synchronous and asynchronous sessions. They received the link for the survey via Google Meet chat box (before they logged out of the synchronous session)

After the session, the results of responses were stored, collected and later on, processed in Google Drive.

Observation of Google Meet Synchronous Sessions

For the observation component of the study, the researcher reviewed actual and recorded synchronous sessions. The purpose of this was to validate the survey results with actual observed practices.

After the teacher participants were identified, an email was sent to them for specific instructions regarding the synchronous session observations. Out of the seven (7) teacher participants were invited, only 2 (two) teacher participants were observed in their specific time slots due to conflict in schedules, while the 4 (four) other participants were able to provide a copy of their previous synchronous sessions. One teacher participant was not able to record the sessions for the entire cycle.

Observation of Google Classroom Asynchronous Sessions

After the observation of actual and recorded synchronous sessions, to further observe feedback practices conducted during asynchronous sessions, the researcher coordinated with the teacher participants, and asked permission to be invited as co-teacher in their respective Google Classrooms.

After the permission was granted to be a co-teacher in their respective Google Classrooms, the researcher specifically observed the stream and the classwork area of all teacher participants, where most of the student-teacher interaction occurred.

Pertinent Ethical Considerations

Participants in this study answered the questionnaire using Google Forms. Their confidentiality was assured by including only the basic information aside from their responses to the questions pertinent to this study, retrieved from the participants.

Data-Analysis Procedures

Students' Perception Survey

Results from the questionnaire were analyzed by first categorizing each of the questions per feedback type and level. Afterwards, from the individual tallying of responses, the grand total tally of observed and not observed responses were made.

Once the grand tabulation was completed, specific computation of percentages of respondents were made to answer each of the research questions in the study.

Observation of Google Meet Synchronous Sessions

The actual observations and provided video recordings of synchronous sessions were carefully analyzed using the feedback matrix (Brooks et al, 2019). The matrix was used to categorize the observed activities according to the types and levels of feedback.

However, only a sample of the synchronous sessions and not for the entire term was observed. Because of this, the data gathered using this methodology served

as supplementary data, rather than the original intent, which was to confirm the results from the student perception survey.

Observation of Google Classroom Asynchronous Sessions

The results from the observation of Google Classrooms were also analyzed using the feedback matrix (Brooks et al, 2019). The matrix was used to categorized according to types and levels of feedback, the specific instances in which feedback was observed, specifically in the Stream and Classwork areas. To further support the observation results, screenshots of the teacher participants' Google Classrooms were also gathered and captured. The researcher was able to secure access to the Google Classroom for all teacher participants.

CHAPTER IV

ANALYSES, INTERPRETATION, AND PRESENTATION OF RESULTS

This chapter presents, analyzes, and interprets the data gathered following the specific questions posed in this study.

Types and Levels of Feedback Activities in Synchronous Sessions

Q1: What are the effective feedback practices that are present in synchronous sessions, in terms of:

A. Type (Feed up, Feedback, Feed forward)

B. Levels (Task, Process, Self Regulation)

Table 3

Perceived Feedup Types and levels in Synchronous Sessions

Types and Levels of Feedback	Observed by % of respondents
Feedup, Process Level 6 *(The instructor explaining the key questions that will be addressed in the synchronous sessions.)*	100%
Feedup, Process Level 8 *(The instructor explaining the necessary strategies needed in completing the specific tasks for the synchronous sessions.)*	100%
Feedup, Process Level 5 *(The instructor gives you an overview of the key concepts/ideas you will need to learn about during synchronous sessions.)*	99.18 %

Feedup, Self-regulatory Level 10 (*The instructor allows you to ask questions concerning the focus of the synchronous session.*)	99.18 %
Feedup, Task Level 1 (*The instructor tells you what the objectives are for the synchronous sessions.*)	98.36 %
Feedup, Task Level 2 (*The instructor provides examples or models on what you have to do in the given task/s during synchronous sessions.*)	98.36 %
Feedup, Self Regulatory Level 11 (*The instructor allows you to discuss your concerns related to the objectives of the synchronous session.*)	98.36 %
Feedup, Self Regulatory Level 9 (*The instructor allows you to explain about how you are going to accomplish the task/activity in the synchronous sessions.*)	97.54 %
Feedup, Task Level 4 (*The instructor tells you his/her expectations for the activity or task during synchronous sessions.*)	96.72 %
Feedup, Process Level 7 (*The instructor explains to you the necessary skills to be utilized during synchronous sessions.*)	95.90 %
Feedup, Task Level 3 (*The instructor discusses or explains the scoring rubric for the given tasks during synchronous sessions*)	90.98 %

Table 3 displays the results of the student perception survey, in relation to the presence of feeding up in synchronous sessions. Of the 11 Feed up levels presented in the questionnaire, 11 levels were reported to have been observed. The results showed that the most observed were process level 6 and 8, specifically when the instructor explained the key questions that will be addressed in the synchronous sessions, as well as the strategies needed in accomplishing the specific tasks to be done for the session. The least observed was Feed up, Task level 3, the discussion or explanation of the scoring rubric for the given tasks.

Table 4

Feedup Levels Observed in Synchronous Sessions

Observed Feedup Levels	Synchronous Sessions
	"Okay. Here are the course outcomes for the subject *(subject title)*"
	"This is what we discussed last week, and we will be continuing our discussion on *(lesson)*"
	"Just a reminder, here are the tasks that you need to do *(explains the different task and its details)*"
FeedUp, Task Level 1 (*The instructor tells you what are the objectives for the synchronous/asynchronous sessions.*)	"For today we will be having (*specific activity for the session*)"
	"But before that, let's have a quick review…. just to close the last week's topic"
	"This quiz is not graded. This is not for me to grade you. This is more of a reflection of how you are doing in this subject, that allows you to know what areas you have already mastered, what areas you still need to work on as this cycle ends."
	"The teacher shared the screen, showed the remaining tasks to be done, with deadlines, as well as other reminders (Google Slides)."
	"Today we will be featuring some of the outputs….."
	"Today we will tackle a short introduction about…"
Feedup, Task Level 2 (*The instructor provides examples or models on what you have to do in the given task/s during synchronous/asynchronous sessions.*)	"Again, the keyword here is…."
Feedup, Process Level 6 *(The instructor explaining the key questions that will be addressed in the synchronous/asynchronous sessions.)*	"So last meeting I asked you, What is the key to effective literature assessment? How can you assure that your assessment in literature is effective, in accordance with your philosophy, models and approaches, and learning objectives?"
	"What are the things that you need to remember in creating a lesson plan?"
	Through Google Meet, the teacher shared the screen to the class, and using Slido, the key questions were shown, and students participated to get their insights.

	"Is illiterateness a bad thing?" "Does it necessarily mean that you are a bad person if you are not literate?" "Ano ba ang pagkakaintindi ninyo sa 21st Century Literacy?"
Feedup, Self-regulatory Level 9 *(The instructor allows you to explain about how you are going to accomplish the task/activity in the synchronous/asynchronous sessions.)*	"What kind of a literature teacher are you? How do you define yourself as a literature teacher, and what impact do you want to leave on your learners?" "Can anyone explain to me the first sentence?" "For you, what do those words mean?" "Sa tingin niyo, ano yung mga factors bakit di tayo natututo?" "Can I ask anyone to share what they think about the points raised by (student name)?" "Kayo as students, ano sa palagay niyo at this point in your life, yung pinaka-malakas or adaptable na literacy for you?" "In the next slide, I want you to form your own analysis, or relate whatever you've learned here." "I need two people to summarize the key takeaways for this lesson."

In the review of live and recorded synchronous sessions, of the 11 Feed up levels reported to have been perceived, 4 were observed: Feed up, Task Level 1, Task Level 2, Process Level 6, Self-Regulatory Level 9. (See Table 4). This means that although students report to have perceived all 11 Feed up types and levels, this study is only able to partially confirm the actual presence of these 4.

Based on the review of the live and recorded synchronous sessions, the prompts/statements that were observed, in relation to how Feed up was conveyed by the teacher, is consistent with the main purpose of this type of feedback, which is to ensure that students understand the purpose of the assignment, task, or lesson, including how they will be assessed (ASCD, 2012).

Table 5

Perceived Feedback Levels in Synchronous Sessions

Types and Levels of Feedback	Observed by % of respondents
Feedback, Process Level 4 *(The instructor gives feedback on the* key concepts/ideas *mentioned in synchronous sessions)*	99.18%
Feedback, Self regulatory Level 8 *(The instructor allows you to discuss how you feel you are going to successfully accomplish the task or activity for the synchronous sessions.)*	97.54%
Feedback, Task Level 1 *(The instructor gives feedback that you are on/off track to succeed with the specific task or activity in synchronous sessions.)*	95.90%
Feedback, Process Level 6 *(The instructor gives feedback on the skills you've elicited for that particular task/activity in synchronous sessions.)*	95.90%
Feedback, Process Level 5 *(The instructor gives feedback in the way you think in the synchronous sessions)*	95.08%
Feedback, Self Regulatory Level 10 *(The instructor allows you to discuss your progress in relation to your goal in synchronous sessions.)*	94.26%
Feedback, Process Level 7 *(The instructor gives feedback on the strategies that you've utilized in accomplishing the task or activity in synchronous sessions.)*	92.62%
Feedback, Self Regulatory Level 9 *(The instructor allows you to discuss your output in relation to the scoring rubric in synchronous sessions.)*	92.62%
Feedback, Task Level 3 *(The instructor tells you if your response is correct or acceptable based on a criteria during synchronous sessions)*	91.80%

Table 5 above displays the results of the student perception survey, in relation

to the presence of feedback during synchronous sessions. Of the 9 feedback levels

presented in the questionnaire, 9 levels were perceived to have been observed. The results showed that the most observed was process level 4, wherein the instructors gave feedback in relation to the key concepts/ideas mentioned by the students during synchronous sessions, while the least observed was feedback task level 3, specifically when the instructor gives responses based on acceptable criteria.

Table 6

Feedback Levels Observed in Synchronous Sessions

Observed Feedback Levels	Synchronous Sessions
Feedback, Task Level 1 (*The instructor gives feedback that you are on/off track to succeed with the specific task or activity in synchronous/asynchronous sessions.)*	"I like this part…"
	"It is very good…"
	"This is also very good.."
	"That is also a good idea…."
	"I think medyo nalito lang kayo, pero but you have a good understanding already about the topic."
	"Most of you already have a good grasp, you already have a good understanding of the key principles…"
	"I appreciate those who used proper referencing in their work…"
Feedback, Process Level 4 (*The instructor gives feedback on the* key concepts/ideas *mentioned in synchronous/asynchronous sessions)*	"Let me just read a few answers from you. This is based ….."
	"These are timeless good practices of…."
	"This is very good. Ang sagot na ito ay very technical but it's definitely needed."
	"That is also a good starting point."
	"This is a good analysis…"

"This is also a good reminder.."

"This is the best time for…"

"That is a very enlightening sharing…"

Feedback, Process Level 6 (*The instructor gives feedback on the skills you've elicited for that particular task/activity in synchronous/asynchronous sessions.*)	"Where we evaluate, we do not just end with inferring, it ends in creating new meanings and relationships" "What I like about his/her work… " "One of the things I like about his/her work is that…. " "I would just like to emphasize that I like that he/she focused on…."
Feedback, Process Level 7 (*The instructor gives feedback on the strategies that you've utilized in accomplishing the task or activity in synchronous/asynchronous sessions.*)	"The strong points of his/her output is.."
Feedback, Self-regulatory Level 10 (*The instructor allows you to discuss your progress in relation to your goal in synchronous/asynchronous sessions.*)	"If you are here on the call, kindly turn on the microphone and explain to us your work…"

Based on the observation of the live and recorded synchronous sessions, of the 9 feedback levels perceived to be present, 5 levels were observed: Feedback Task Level 1, Process Level 4, Process Level 6, Process Level 7, Self-regulatory level 10. This means that although students report to have perceived all 9 Feed up back types and levels, this study is only able to partially confirm the actual presence of these 5.

The prompts/statements that were observed, in relation to how feedback was conducted by the teacher, clearly supported the best practices in providing online feedback as identified by Leibold and Schwarz (2015), particularly in providing balanced, frequent, and immediate feedback, and providing feedback in a positive tone. In terms of feedback levels under this type, most of the feedback prompts given, focused on the task, and the process underlied in the task (exhibiting confidence on the student's output, highlighting best practices of the student's output)

Table 7

Perceived Feed Forward Levels in Synchronous Sessions

Types and Levels of Feedback	Observed by % of respondents
Feed forward, Task Level 1 *(The instructor giving feedback that helps learners keep on-track of what they need to accomplish for the synchronous sessions)*	97.54%
Feed forward, Process Level 5 (*The instructor gives you feedback on your task/activity, telling you on how to improve your thinking during synchronous sessions)*	96.72%
Feed forward, Process Level 6 (*The instructor gives you feedback on your task/activity, telling you on how to improve the skills you've shown in accomplishing the task/activity during synchronous sessions)*	96.72%
Feed forward, Process Level 7 (*The instructor gives you feedback on how you can improve your strategies during synchronous sessions)*	96.72%
Feed forward, Self Regulatory Level 10 (*You are asked by the instructor on the ways you can achieve your goals during synchronous sessions)*	95.90%
Feed forward, Task Level 2 (*The instructor gives feedback on how to improve in the tasks/ activities for the session during synchronous sessions.)*	95.08%
Feed forward, Self Regulatory Level 9 (*You are asked by the instructor what you have to do to improve on your task, in relation to the scoring rubric during synchronous*	90.98%

sessions)

Feed forward, Self Regulatory Level 8	90.98%
(*You are asked by the instructor about what you have to do to improve your strategies during synchronous sessions)*	
Feed forward, Process Level 4	88.52%
(*The instructor gives you feedback on your task/activity telling you on how to improve in expressing your ideas during synchronous sessions.)*	

Table 7 displays the results of the student perception survey, in relation to the presence of Feed forward during synchronous sessions. Of the 9 Feed forward levels presented in the questionnaire, 9 levels were reported to have been perceived to be observed. The results showed that the most observed was task level 1, wherein the instructors gave feedback that helped them stay on-track of what they needed to accomplish for the synchronous sessions while the least observed was at process level 4, wherein the instructor gave feedback telling the students on how to improve expressing their ideas.

Table 8

Feedforward Levels Observed in Synchronous Sessions

Observed Feedforward Levels	**Synchronous Sessions**
Feedforward, Task Level 1 *(The instructor giving feedback that helps learners keep on-track of what they need to accomplish for the synchronous/asynchronous sessions)*	"It is important that you know your progress, you know where you are, you know yourself. How you are standing in this subject."
Feedforward, Process Level 6 (*The instructor gives you feedback on your task/activity, telling you on how to improve the skills you've shown in accomplishing the task/activity during synchronous/asynchronous sessions)*	"It is important that you know your progress, you know where you are." Maybe, what we can work on… However, it may be best if….

Table 8 displays the results of the observation of live and record synchronous sessions, in relation to the presence of Feed forward. Of the 9 levels presented in the questionnaire, in the actual observation, 2 levels were reported to be observed: Feedforward, Task Level 1 and Feed forward, Process level 6. This means that although students report to have perceived all 9 feedback types and levels, this study is only able to partially confirm the actual presence of these 2.

The prompts/statements that were observed, in relation to how Feed forward was conducted by the teacher, clearly supported the key characteristics of of this type of feedback in higher education and online learning: authentic, particular, direct, and provides possible suggestions about previous learning (Dulama & Ilovan, 2016; US Department of Education, 2017; McCallum, 2020).

The study's findings fully substantiated the presence of all of the components of a complete feedback system (Hattie & Timperley, 2007). Students are more likely to focus on the learning tasks at hand when they are fed up, more specifically when they understand the ultimate goal. Through feedback, specifically through the provision of individual responses or personalized feedback messages (Marshall et al., 2020), which is most effective when it includes information about students' progress, or lack thereof, toward that goal, as well as suggested actions students can take to bring their performance up to the expected standard. And, through feeding forward, whose primary objective is to close the gap between current performance and the expected learning objective (Koen et al., 2012), which is accomplished in higher education by discussing the task in order to facilitate students' comprehension; and dialoguing, which is accomplished by responding to some students' questions but

providing this information to all students (Dulama & Ilovan, 2016).

Summary of Effective Feedback Practices in Synchronous Sessions

Although the presented Feed up, Feedback and Feed forward practices were highly reported to have been observed by the student participants in synchronous sessions, this study is only able to partially confirm the actual occurrence of the following types and levels, based on the review of live and recorded synchronous sessions accessible to the researcher.

Table 9

Effective Feedback Practices in Synchronous Sessions

Feedback Type	Levels Perceived and Observed
Feedup	Task Level 1, Task Level 2, Process Level 6, Self Regulatory Level 9
Feedback	Feedback Task Level 1, Process Level 4, Process Level 6, Process Level 7, Self-regulatory level 10
FeedForward	Task Level 1 and Process Level 6

Google Meet Features Utilized in Giving Feedback

Q2: In Google Meet, what are the common features being utilized by higher education faculty in giving feedback to students in synchronous sessions?

Table 10

Perceived Google Meet Features On Feeding Up

Google Meet Feature	Observed by % of respondents
Chat function to send files or links, post comments/reminders and ask for concerns.	85.25%
Using the "present now" function to share his/her screen	71.31%

As per the result of the student perception survey, in ensuring the understanding of the students the purpose of the task, as well as the scoring guide through Google Meet, the most observed feature being utilized by the teacher participants was the chat box function, for posting comments/reminders and ask for concerns, send links for attendance (Google Forms or Google Sheets), and activities.

In one of the actual observations, the teacher participant started the session by reminding the students to read the uploaded reading materials of the previous sessions, view the uploaded recorded Google Meet sessions in Google Classroom, showed the remaining synchronous session schedules via Google Slides, visit their platform (Padlet) for recitation, and explained the details of their final project for the subject, which was also announced via their Messenger group chat. Questions were entertained prior to the start of the main focus of the session.

Table 11

Perceived Google Meet Features on Feedback

Google Meet Feature	Observed by % of respondents
Present now function for sharing the screen of the instructor	89.34%
Whiteboard function for emphasizing	11.48%
Turn on captions function for easier understanding of the instructor's language	28.69%

In providing information about the successes and the needs of the students through Google Meet, the perception survey revealed that the most observed feature being utilized by the teacher participants was the "present now" function to share his/her screen. The whiteboard function was the least observed feature to be utilized.

In one of the actual observations, the teacher participant provided immediate comments on the output submitted by the student via Google Classroom as the screen was being shared to the students. The teacher randomly selected an output, called the student to explain the submitted output, and after the student completely explained the output, the instructor gave positive comments in relation to the output and the criteria, as well as identified specific points of improvement.

In another actual observation, after the teacher participant posed the first question for the day, for the recitation to commence, the teacher instructed the participants to type their last name via the chat box for them to be properly addressed. After the teacher called the first student, the teacher expounded on the student's insights and connected it to the real life context (teaching profession in the Philippines) for realization purposes. The same process went on until the end of the instructional time.

Table 12

Perceived Google Meet Features On Feedforward

Google Meet Feature	Observed by % of respondents
Present now function for sharing the screen of the instructor	90.16%
Whiteboard function for emphasizing	13.93%
Turn on captions function for easier understanding of the instructor's language	26.23%

In providing guidance on performance through Google Meet, the most observed feature utilized by the teacher participants was the present now function to share the screen, while the whiteboard function was the least observed feature.

In one of the actual observations, after the teacher participant gave positive comments and specific points of improvement, the teacher participant carefully explained the purpose of pinpointing the points of improvement during the synchronous session, which was for the entire class to become aware of the possible errors they can commit in effectively creating infographics as a way of conveying information.

In another observation of a recorded synchronous session by one of the teacher participants, during the last week of the session for the cycle, which was focused on synthesizing the concepts tackled, in a form of reflection through recitation, majority of the instructional time of those 2 days were allotted for the students to answer guide questions shared on the screen via Google Slides. For Day 1: "Among the literacies discussed, which do you think: you are best at? You need to improve or develop more? What new literacy/literacies do you think will surface in the next 10 years?"

Each student was given the opportunity to speak and reflect at the same time. And the very last activity, during the second session of the synthesis week, after answering the reflective question for the day, was to share their takeaways from the past 10 sessions they had with the teacher about the subject, which was Building and Enhancing New Literacies Across Curriculum.

Types and Levels of Feedback Activities in Asynchronous Sessions

Q3: What are the effective feedback practices that are present in asynchronous

sessions, in terms of:

A. Type (Feed up, Feedback, Feed forward)

B. Levels (Task, Process, Self Regulation)

Table 13

Perceived Feedup Levels during Asynchronous Sessions

Types and Levels of Feedback	Observed by % of respondents
Feedup, Self-regulatory Level 10 (*Instructor allowing the learners to ask questions concerning the focus of the asynchronous session.*)	97.54%
Feedup, Process Level 8 (*The instructor explains to you the necessary strategies you need to do in completing the specific tasks for the asynchronous sessions.*)	96.72%
Feedup, Process Level 5 (*the instructor gives you an overview of the key concepts/ideas you will need to learn about during asynchronous sessions.*)	96.72%
Feedup, Self Regulatory Level 11(*The instructor allows you to discuss your concerns related to the objectives of the asynchronous session.*)	95.08%

Feedup, Task Level 1 (*The instructor tells you what are the objectives for the asynchronous sessions.)*	95.08%
Feedup, Task Level 2 (*The instructor provides examples or models on what you have to do in the given task/s during asynchronous sessions.)*	95.08%
Feedup, Process Level 6 *(the instructor explains to you the key questions that the sessions will address in the asynchronous sessions.)*	94.26%
Feedup, Process Level 7 *(The instructor explains to you the necessary skills to be utilized during asynchronous sessions.)*	93.44%
Feedup, Self Regulation Level 9 *(The instructor allows you to explain about how you are going to accomplish the task/activity in the asynchronous sessions.)*	92.62%
Feedup, Task Level 4 *(the instructor tells you his/her expectations for the activity or task during asynchronous sessions.)*	90.16%
Feedup, Task Level 3 *(The instructor discusses or explains the scoring rubric for the given tasks during asynchronous sessions.)*	88.52%

Table 13 displays the results of the student perception survey, in relation to the presence of feeding up in asynchronous sessions. Of the 11 Feed up levels presented in the questionnaire, 11 levels reported to be observed. The results showed that the most observed was self-regulatory level 10, wherein their instructors allowed them to ask questions pertinent to the focus of the session. In the respective Google Classrooms of the teacher participants, aside from the course overview (detailed description and objectives of the course), and descriptions and writing conditions of each of the tasks being posted in the classwork, they are also allowed to ask questions or express their understanding of the session's focus via the comment section, or in the stream (below the instructor's post of the materials used for the session).

The least observed was at task level 3, wherein the instructors discussed or explained the scoring rubric for the given tasks.

Table 14

Observed Feedup Levels in Asynchronous Sessions

Observed Feedup Levels	Asynchronous Session
FeedUp, Task Level 1 (*The instructor tells you what are the objectives for the synchronous/asynchronous sessions.*)	Provided the following, located in the classwork of the Google Classrooms: ● Course Description (10) ● Final Project/Output (10) ● Project Information (10) ● Task Details (10) ● Task Information (10) ● Output Condition (10)
Feedup, Task Level 3 (*The instructor discusses or explains the scoring rubric for the given tasks during synchronous/asynchronous sessions*)	Posted the scoring rubric in each of the tasks, located in the classwork tab in Google Classroom.

In the review of asynchronous sessions, of the 11 feedup levels reported to have been perceived, only 2 levels were observed: Feed up, Task Level 1 and Feed up Task Level 3. This means that although students report to have perceived all 11 Feedup types and levels, this study is only able to confirm the actual presence of these 2.

In the respective Google Classrooms of the teacher participants, aside from the course overview (detailed description and objectives of the course), and descriptions and writing conditions of each of the tasks being posted in the classwork, they are also allowed to ask questions or express their understanding of the session's focus via the comment section, or in the stream (below the instructor's post of the materials used for the session).

Figure 7. Screenshot of Course Overview from Google Classroom Classwork

Figure 8. Screenshot of Course Overview from Google Classroom Classwork

Table 15

Perceived Feedback Levels in Asynchronous Sessions

Types and Levels of Feedback	Observed by % of respondents
Feedback, Process level 4 *(The instructor gives feedback on the* key concepts/ideas *mentioned in asynchronous sessions)*	94.26%
Feedback, Self Regulatory Level 8 *(The instructor gives you opportunities to discuss how you feel towards accomplishing the task during asynchronous sessions)*	90.16 %
Feedback, Task Level 1 *(The instructor gives feedback that you are on/off track to succeed with the specific task or activity in asynchronous sessions.)*	88.52%
Feedback, Process Level 5 (*The instructor gives feedback in the way you think in the asynchronous session)*	87.70%
Feedback, Process Level 6 *(The instructor gives feedback on the skills you've elicited for that particular task/activity in asynchronous sessions)*	87.70%
Feedback, Task Level 3 *(The instructor tells you if your response is correct or acceptable based on a criteria during asynchronous sessions)*	86.89%
Feedback, Self Regulatory Level 10 *(The instructor allows you to discuss your progress in relation to your goal in asynchronous sessions.)*	86.07%
Feedback, Process Level 7 *(The instructor gives feedback on the strategies that you've utilized in accomplishing the task or activity in asynchronous sessions.)*	85.25%
Feedback, Self Regulatory Level 9 *(The instructor allows you to discuss your output in relation to the scoring rubric in asynchronous sessions.)*	84.42%

In providing feedback during asynchronous sessions, of the 10 Feedback levels presented in the questionnaire, 2 levels were perceived to have been observed. The result from the perception survey revealed that the most observed was process

level 4, wherein the instructors gave feedback in relation to the key concepts/ideas mentioned by the students during synchronous sessions.

Self-regulatory level 9 was the least observed, specifically when the instructor allowed or gave the students opportunities to discuss their outputs in relation to the scoring rubric.

In the respective Google Classrooms of the teacher participants, aside from the numerical scores given in each of the tasks being submitted, some of the instructors gave private comments about the ideas presented by each of the students in their tasks, or comments about their overall output submitted.

Table 16

Observed Feedback Levels in Asynchronous Sessions

Observed Feedback Levels	Asynchronous Session
Feedback, Process Level 7 (*The instructor gives feedback on the strategies that you've utilized in accomplishing the task or activity in synchronous/asynchronous sessions.*)	The teacher attached a PDF file sent via GMail, containing the following: ● Numerical Score ● Specific comment about the student's output
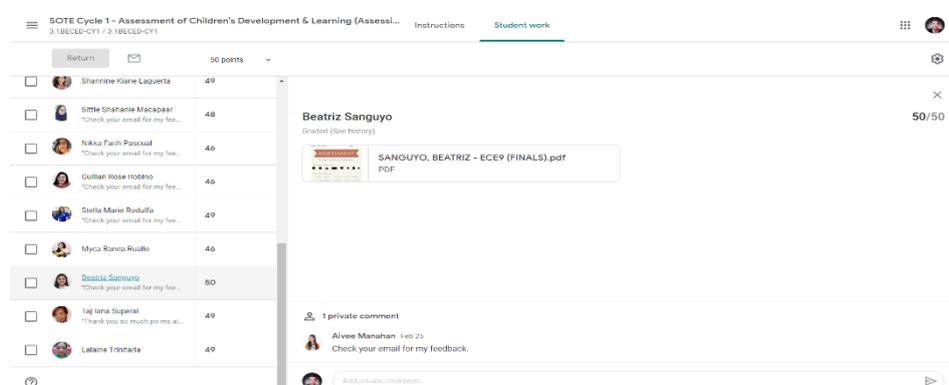
Figure 9. Screenshot of Feedback with Numerical Score and Teacher's Comment

In the observation of Google Classrooms, of the 9 feedback levels perceived to present, only 1 level was observed: Feedback, Process Level 7. This means that although students report to have perceived all 9 feedback types and levels, this study is only able to confirm the actual presence of 1.

In one of the Google Classrooms of the teacher participants, the teacher indicated in the comment section of the classwork to check the email of the student for the feedback, which contained the specific comments about the output, and the numerical score.

Figure 10. Screenshot of Self-level Feedback with Numerical Score

However, in another Google Classroom of a teacher participant, aside from the numerical scores, feedback such as "Good Job!" , and "Very Good" was observed, which is categorized under the self level, which in this instance, contained no task-related information and is rarely translated into increased engagement (Hattie & Timperley, 2007).

Table 17

Perceived Feed Forward Levels in Asynchronous Sessions

Types and Levels of Feedback	Observed by % of respondents
Feed forward, Task Level 1 *(The instructor gives feedback that helps keep track of what students need to accomplish for the asynchronous sessions.)*	93.44%
Feed forward, Process Level 5 *(The instructor gives you feedback on your task/activity, telling you on how to improve your thinking during asynchronous sessions.)*	92.62%
Feed forward, Process Level 4 *(The instructor gives you feedback on your task/activity telling you on how to improve in expressing your ideas during asynchronous sessions.)*	92.62%
Feed forward, Process Level 7 *(The instructor gives you feedback on how you can improve your strategies during asynchronous sessions.)*	91.80%
Feed forward, Self Regulatory Level 10 *(You are asked by the instructor on the ways you can achieve your goals during asynchronous sessions)*	91.80%
Feed forward, Process Level 6 *(The instructor gives you feedback on your task/activity, telling you on how to improve the skills you've shown in accomplishing the task/activity during asynchronous sessions)*	90.16%
Feed forward, Task Level 2 *(The instructor gives feedback on how to improve in the tasks/ activities for the session during asynchronous sessions.)*	90.16%
Feed forward, Self Regulatory Level 9 *(You are asked by the instructor what you have to do to improve on your task, in relation to the scoring rubric during asynchronous sessions)*	87.70%
Feed forward, Self Regulatory Level 8 *(You are asked by the instructor about what you have to do to improve your strategies during asynchronous sessions)*	86.06%

When it comes to feeding forward during asynchronous sessions, of the 10 Feed forward levels perceived to be presented in the questionnaire, 9 levels were reported to be observed. The perception survey revealed that the most observed was task level 1, wherein the instructors gave Feedback that helped them stay on-track of what they needed to accomplish during their asynchronous sessions.

Self-regulatory level 8 was the least observed level of feeding forward, specifically when being asked by the instructor on how the students will improve their tasks, in relation to the scoring rubric.

In providing Feed forward during asynchronous sessions, of the 9 Feed forward levels presented in the questionnaire, there were no levels perceived to have been observed. This means that although students reported to have perceived all 9 Feed forward types and levels, this study was not able to confirm the actual presence of any level.

Summary of Effective Feedback Practices in Asynchronous Sessions

Although the presented Feed up, Feedback and Feed forward practices were highly reported to have been observed by the student participants in asynchronous sessions, this study is only able to confirm the actual occurrence of the following types and levels, based on the review of the Google Classroom platform used by the participating teachers.

Table 18

Effective Feedback Practices in Asynchronous Sessions

Feedback Type	Levels Perceived and Observed
Feedup	Task Level 1, Task Level 3
Feedback	Process Level 7
FeedForward	

In summary, all the three types (Feed up, Feedback, and Feed Forward) and levels of feedback were perceived to be highly present in both synchronous and asynchronous sessions, highlighting on the instructor explaining the necessary strategies in completing the specific tasks, giving feedback on the key ideas mentioned, allowing the students to discuss how they will accomplish their outputs, and giving feedback that will help them stay on-track of what they need to accomplish for the sessions.

On the other hand, attempts to explain the scoring rubric for the given tasks, feedback telling if the student's response was acceptable based on a criteria, feedback on how to improve in expressing ideas and strategies, were less observed. However, these perceived effective feedback practices were not consistently observed in the synchronous and asynchronous sessions, this discrepancy between the perceived practices and observed practices may need to be further investigated.

Google Classroom Features Utilized in Giving Feedback

Q4: In Google Classroom, what are the common features being utilized by higher education faculty in giving feedback to students in asynchronous sessions?

Table 19

Google Classroom Features on Feeding Up

Google Classroom Feature	Observed by % of respondents
Uploading the materials in the classwork for future references.	81.97%
Creating a post in the class stream to post announcements, or entertain possible concerns, questions.	69.67%

As per the results of the student perception survey, in ensuring that students understand the purpose of the task, as well as the scoring guide during synchronous sessions, through Google Classroom, specifically the classwork function, the most observed feature utilized among the teacher participants was the uploading the required materials in the classwork tab for future references, and created posts in the class stream to make announcements, or entertain possible concerns and questions. Creating posts in the stream for announcements, possible concerns, was the least observed feature being utilized.

Table 20

Perceived Google Classroom Features on Feedback

Google Classroom Feature	Observed by % of respondents
Private comments about the good points and points for improvement about your submitted work	72.95%
Indicates Numerical grade to your submitted work.	51.64%
Posts overall comments on the class' stream	0 %
Returns submitted work to see comments written.	45.08%

In providing information about the successes and the needs of the students, the perception revealed that the most observed feature that the teacher participants utilized is providing private comments about the good points and points for improvement in the submitted works of the students. However, there were no student participants who observed that the teacher participants posted overall comments via the class stream.

Table 21

Perceived Google Classroom Features on Feed forward

Google Classroom Feature	Observed by % of respondents
Private comments to tell what you need to do about your submitted work.	68.85%
Posts overall comments in the class' stream	37.70%
Post materials in the classwork	66.39%

In providing guidance on students' performance, the most observed feature of Google Classroom being utilized by the teacher participants was providing private comments about what the students need to know about their submitted work. Posting overall comments in the class stream was the least observed feature being utilized.

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of the key findings of the study and conclusion about the presence of effective feedback practices in online distance learning, and recommendations generated for further research.

Summary

In relation to the presence of effective feedback practices present in synchronous sessions, in terms of Feed up, of the 11 levels presented in the questionnaire, the results showed that the most observed were process level 6 and 8, specifically when the instructor explained the key questions that will be addressed in the synchronous sessions, as well as the strategies needed in accomplishing the specific tasks to be done for the session. The least observed was Feed up, Task level 3, the discussion or explanation of the scoring rubric for the given tasks.

In the review of live and recorded synchronous sessions, of the 11 Feed up levels reported to have been perceived, 4 were observed: Feed up, Task Level 1, Task Level 2, Process Level 6, Self-Regulatory Level 9. (See Table 4). This means that although students report to have perceived all 11 Feed up types and levels, this study is only able to partially confirm the actual presence of these 4.

In terms of Feedback, of the 9 levels presented in the questionnaire, 9 levels were perceived to have been observed. The results showed that the most observed was

process level 4, wherein the instructors gave feedback in relation to the key concepts/ideas mentioned by the students during synchronous sessions, while the least observed was feedback task level 3, specifically when the instructor gives responses based on acceptable criteria.

Based on the observation of the live and recorded synchronous sessions, of the 9 Feedback levels perceived to be present, 5 levels were observed: Feedback Task Level 1, Process Level 4, Process Level 6, Process Level 7, Self-regulatory level 10. This meant that although students report to have perceived all 9 Feedback types and levels, this study is only able to partially confirm the actual presence of these 5.

In relation to the presence of Feed forward in synchronous sessions, of the 9 levels presented in the questionnaire, 9 levels were reported to have been perceived to be observed. The results showed that the most observed was task level 1, wherein the instructors gave feedback that helped them stay on-track of what they needed to accomplish for the synchronous sessions while the least observed was at process level 4, wherein the instructor gave feedback telling the students on how to improve expressing their ideas.

In the observation of live and record synchronous sessions, 2 levels were reported to be observed: Feed forward, Task Level 1 and Feed forward, Process level 6. This meant that although students report to have perceived all 9 feedback types and levels, this study is only able to partially confirm the actual presence of these 2.

Now, when it comes to the feature of Google Meet being utilized by the teacher participants during synchronous sessions, the perception survey results showed for Feed up, the most observed was the chat box function, specifically for

posting comments/reminders and ask for concerns, send links for attendance (Google Forms or Google Sheets), and activities.

In terms of Feedback, the perception survey results showed that the most observed feature being utilized by the teacher participants was the "present now" function to share his/her screen. The whiteboard function was the least observed feature to be utilized.

In providing guidance on performance through Google Meet, the most observed feature utilized by the teacher participants was the present now function to share the screen, while the whiteboard function was the least observed feature.

In relation to the presence of effective feedback practices present, this time in asynchronous sessions, of the 11 Feed up levels presented in the questionnaire, 11 levels reported to be observed. The results of the perception survey showed that the most observed was Self-regulatory level 10, wherein their instructors allowed them to ask questions pertinent to the focus of the session. The least observed was at task level 3, wherein the instructors discussed or explained the scoring rubric for the given tasks.

In the review of the Google Classrooms of the teacher participants for asynchronous sessions, of the 11 Feed up levels reported to have been perceived, only 2 levels were observed: Feed up, Task Level 1 and Feed up Task Level 3. This means that although students report to have perceived all 11 Feed up types and levels, this study is only able to confirm the actual presence of these 2.

In giving feedback during asynchronous sessions, of the 10 Feedback levels presented in the questionnaire, 2 levels were perceived to have been observed. The result from the perception survey revealed that the most observed was process level 4,

wherein the instructors gave feedback in relation to the key concepts/ideas mentioned by the students during synchronous sessions.

Self-regulatory level 9 was the least observed, specifically when the instructor allowed or gave the students opportunities to discuss their outputs in relation to the scoring rubric.

In the observation of Google Classrooms, of the 9 feedback levels perceived to present, only 1 level was observed: Feedback, Process Level 7.

In terms of the presence of feeding forward during asynchronous sessions, of the 10 Feed forward levels perceived to be presented in the questionnaire, 9 levels were reported to be observed. The perception survey revealed that the most observed was Task level 1, wherein the instructors gave feedback that helped them stay on-track of what they needed to accomplish during their asynchronous sessions.

Self-regulatory level 8 was the least observed level of feeding forward, specifically when being asked by the instructor on how the students will improve their tasks, in relation to the scoring rubric.

In providing Feed forward during asynchronous sessions, of the 9 Feed forward levels presented in the questionnaire, there were no levels perceived to have been observed. This meant that although students reported to have perceived all 9 Feed forward types and levels, this study was not able to confirm the actual presence of any level.

When it comes to the features of Google Classroom being utilized by the teacher participants during asynchronous sessions, in relation to Feed up, the perception survey revealted that the most observed feature utilized among the teacher participants was the uploading of the required materials in the classwork tab for future

references, and the created posts in the class stream to make announcements, or entertain possible concerns and questions. Creating posts in the stream for announcements, possible concerns, was the least observed feature being utilized.

In terms of feeding back, the perception survey revealed that the most observed feature that the teacher participants utilized is providing private comments about the good points and points for improvement in the submitted works of the students. However, there were no student participants who observed that the teacher participants posted overall comments via the class stream.

In relation to feeding forward, the perception survey results showed that the most observed feature of Google Classroom being utilized by the teacher participants was providing private comments about what the students need to know about their submitted work. Posting overall comments in the class stream was the least observed feature being utilized.

Conclusion

On the Presence of Effective Feedback Practices

This present research was about investigating which types and levels of effective feedback practices were observed during online synchronous sessions and in the feedback provided to the learning management system utilized.

According to the student perception survey, feeding forward (information used by students for improvement) was the least frequently observed type of feedback in synchronous sessions, whereas feeding up (clarifies for learners their intended path in terms of the learning intent and success criteria) was the most frequently observed

type of feedback. Another significant finding was that the majority of feedback was directed at the process level, with relatively little directed at the self-regulation and task level.

In asynchronous sessions, feeding up was the most observed feedback type, while feedback, which concerned students' successes and needs (ASCD, n.d) was the least observed feedback type. Another key finding was that most feedback was directed to the process level, whereas feedback in the self-regulatory and task levels were comparatively less.

In terms of the observations of actual and recorded synchronous sessions through Google Meet, in relation to the types of feedback, feeding up and feeding back were mostly observed. Specific instances where feeding up was observed was when the teacher explained the instructions of the activities to be conducted for the session, encouraged to ask questions, entertained clarifications prior to the start of the session, and gave ample time to prepare for the activity. When it comes to the specific feeding back instances, it was observed when the teacher immediately acknowledged the ideas or insights of the students about the posed question, and provided quick explanations after each student shared their ideas, to support or reinforce the responses. In terms of the output submitted by the student, the teacher, after letting the student explain the output, immediate feedback was given about the specific portions of the output, and commended the skills and strategies used in coming up with the output. Now, very few instances where feeding forward was observed in synchronous sessions. It was observed when a teacher explained what the student can work on in improving the presented output and addressed it to the entire class, and made it a general comment instead. Another situation where feeding forward was observed, was

when the teacher, through a recitation activity, let the students discuss the given question, which was focused on reflecting about the literacies the students best at, they need to improve or develop more.

In terms of comparing the results from the perception survey and the actual observations for synchronous and asynchronous sessions, although the students have reported the presence of all types and levels of feedback, the study confirms the presence of specific levels of feedback in both synchronous and asynchronous sessions.

Recommendations

The results of the study revealed that the types and levels of feedback were present in both synchronous and asynchronous sessions, in the online distance learning modality, showing very high percentages. However, in response to these findings from the actual synchronous and asynchronous observations, in which a few feedback levels were observed being practiced, some recommendations in this study involved further observations of synchronous and asynchronous sessions, specifically on how feedback is being given to students, since the synchronous and asynchronous session observations done were not for the entire term. Through this, some best practices of teachers may be discovered, and later on be shared during professional development sessions.

Since the literature about the study's focus is limited, and the study was only conducted in the School of Teacher Education, the findings of the study may illustrate the presence of effective feedback practices in this context. Another limitation is that the synchronous session observations done were not for the entire term's hybrid

flexible setup, limiting the intention of using the observed feedback on the synchronous sessions to confirm the student perception survey.

As the results showed that it is possible to provide feedback to students in an online distance learning environment, another recommendation in this study involves further observations of synchronous and asynchronous sessions could be conducted to validate the perceived practice reported by the students.

The questions used for this study were based on the feedback matrix by Brooks et al. (2019). The aim of the feedback matrix is to not only provide a conceptual model of effective feedback for teachers, but importantly to provide a conceptual model of quality and feedback that can be efficiently translated into practice (Brooks et al. (2019). With this, to further investigate the discrepancy between the perceived and observed practices, a review of the said questionnaire is also a recommendation, by providing specific examples for each type and level, for more accurate identification and effectively establishing the presence of feedback practices. Another is to have further development of the feedback matrix, specifically some revisions in order to consider the current modes of learning in this time of pandemic, to produce more accurate findings, and to be able to fulfill the main purpose of the matrix.

In the study, there is evidence of exploration of other technological tools for giving feedback. The final recommendation is for further exploration and later on, appropriate utilization of other technological tools for feedback. This will aid the teacher to widen his/her available resources that will enhance the teaching and learning process.

REFERENCES

Abazi-Bexheti, L., Kadriu, A., Jajaga, E., Apostolova-Trpkovska, M., & Abazi-Alili, H. (2018). LMS Solution: Evidence of Google Classroom Usage in Higher Education. *Business Systems Research : International Journal of the Society for Advancing Innovation and Research in Economy*, *9*(1), 31–43.

Alaska Staff Development Network (n.d). What does feedback look like at each level?. Retrieved 2 June 2021, from https://www.asdn.org/wp-content/uploads/What-does-feedback-look-like-at-each-level.pdf

Angelo State University (2021). *3.1 Online Learning Tools: Asynchronous Communication Tools*. Retrieved March 9, 2021, from: https://www.angelo.edu/faculty-and-staff/instructional-design/online-teaching/section_31.php

Ansong-Gyimah, K. (2020). *Students' Perceptions and Continuous Intention to Use E-Learning Systems: The Case of Google Classroom.. International Journal Of Emerging Technologies In Learning (IJET), 15*(11), pp. 236-244. doi:http://dx.doi.org/10.3991/ijet.v15i11.12683

Association for Supervision and Curriculum Development (2012). *ASCD Webinars— Feed-Up, Feedback, Feed Forward: Making Formative Assessment Come Alive*. (2012). Retrieved March 29, 2020, from http://www.ascd.org/professional-development/webinars/formative-assessment-feedback-webinar.aspx

Azhar, K. A., & Iqbal, N. (2018). *Effectiveness Of Google Classroom: Teachers' Perceptions*. *2*(2), 15. Retrieved from: https://core.ac.uk/download/pdf/229345703.pdf. Retrieved on February 11, 2021.

Agricola, B. , Prins, F. & Sluijsmans, D. (2020). *Impact of feedback request forms and verbal feedback on higher education students' feedback perception, self-efficacy, and motivation, Assessment in Education: Principles, Policy & Practice*, 27:1, 6-25, DOI: 10.1080/0969594X.2019.1688764. Retrieved on February 10, 2021 from: https://www.tandfonline.com/doi/epub/10.1080/0969594X.2019.1688764?needAccess=true

Bartsch, R. et.al (2011). Examining the Effects of an Electronic Classroom Response System on Student Engagement and Performance. Retrieved from: http://journals.sagepub.com/doi/abs/10.2190/EC.44.1.b. Retrieved on April 5, 2020

Basilaia, G., & Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. *Pedagogical Research*, *5*(4). https://doi.org/10.29333/pr/7937

Bonnel, W. & Ludwig, C. & Smith, J.. (2008). Providing feedback in online courses: What do students want? How do we do that?. Annual Review of Nursing Education. 6. 205-221.

Bonnel, W. & Boehm, H. (2011). Improving Feedback to Students Online: Teaching Tips From Experienced Faculty. Journal of continuing education in nursing. 42. 503-9. 10.3928/00220124-20110715-02.

Brown, 2020. (2020, October 23). Google Classroom for remote learning: A comprehensive guide. *Samsung Business Insights*. https://insights.samsung.com/2020/10/23/google-classroom-for-remote-learning-a-comprehensive-guide/

Brown, G & Harris, L. & Harnett, J. (2014). Understanding classroom feedback practices: A study of New Zealand student experiences, perceptions, and emotional responses. Educational Assessment, Evaluation and Accountability. 10.1007/s11092-013-9187-5.

Brookhart, S. (n.d.). *Feedback: The Long View—Does Feedback Improve Learning?* Retrieved May 8, 2021, from http://www.ascd.org/publications/books/116066/chapters/Feedback@-The-Long-View%E2%80%94Does-Feedback-Improve-Learning%C2%A2.aspx

Brooks, C., Carroll, A., Gillies, R., Hattie, J., & University of Melbourne. (2019). A Matrix of Feedback. Australian Journal of Teacher Education, 44(4), 14–32. https://doi.org/10.14221/ajte.2018v44n4.2

Brooks, C., Huang, Y., Hattie, J., Carroll, A., & Burton, R. (2019). What Is My Next Step? School Students' Perceptions of Feedback. *Frontiers in Education*, *4*. https://doi.org/10.3389/feduc.2019.00096. Retrieved on January 1, 2021

Bokhove, C. & Drijvers, P. (2011). Effects of feedback conditions for an online algebra tool.

Buck, G. (2009). *Preparing Teachers to Make the Formative Assessment Process Integral to Science Teaching and Learning | SpringerLink*. (n.d.). Retrieved March 10, 2020, from https://link.springer.com/article/10.1007/s10972-009-9142-y

Burnett, P. C., & Mandel, V. (2010). Praise and Feedback in the Primary Classroom: Teachers' and Students' Perspectives. 10.

Cambridge International Education Teaching and Learning Team. (n.d.). Getting started with Assessment for Learning. Retrieved, February 13, 2021, from: https://cambridge-community.org.uk/professional-development/gswafl/index.html#:~: text=Assessment for learning (AFL) is,learn and to what standard.

Carleton University (2020). *Synchronous Learning Tools—Teaching Resources*. Retrieved March 3, 2021 from:

https://carleton.ca/edc/teachingresources/teaching-with-technology/synchronous-learning-tools/

Carless & Boud (2018) The development of student feedback literacy: enabling uptake of feedback, Assessment & Evaluation in Higher Education, 43:8, 1315-1325, DOI: 10.1080/02602938.2018.1463354

Center for Standards, Assessment, and Accountability. (n.d.). Retrieved March 28, 2020, from https://csaa.wested.org/

Commission on Higher Education (2020). Retrieved May 9 2021, from https://ched.gov.ph/wp-content/uploads/CMO-No.-4-s.-2020-Guidelines-on-the-Implementation-of-Flexible-Learning.pdf

Cummings, R. et.al (2011). The Effects of Student Response Systems on Performance And Satisfaction: An Investigation In A Tax Accounting Class. Retrieved from:
https://www.researchgate.net/profile/Richard_Cummings2/publication/253602224_The_Effects_Of_Student_Response_Systems_On_Performance_And_Satisfaction_An_Investigation_In_A_Tax_Accounting_Class/links/54c7ef190cf22d626a37a549/The-Effects-Of-Student-Response-Systems-On-Performance-And-Satisfaction-An-Investigation-In-A-Tax-Accounting-Class.pdf. Retrieved on April 11, 2020

Dulama, M. E., & Ilovan, O.-R. (2016). How Powerful is Feedforward in University Education? A Case Study in Romanian Geography Education on Increasing Learning Efficiency. Educational Sciences: Theory & Practice. https://doi.org/10.12738/estp.2016.3.0392

Durham, T. (n.d.). *Feed Up, Feed Forward, and Feedback: Effective Leadership Skills for Clinical Supervisors*. 27. Retrieved March 27, 2020, from https://www.naadac.org/assets/2416/tom_durham_-_feed_up_feed_forward_and_feedback_effective_leadership_skills_for_supervisor.pdf

Elevato, S. (2013). Feedback and Feedforward Strategies. Retrieved May 6, 2020 from http://scsccurriculum.weebly.com/uploads/1/4/9/5/14954694/feedback__feedforward_handbook.pdf

Evans, C. (2013). Making Sense of Assessment Feedback in Higher Education. *Review of Educational Research*, *83*(1), 70–120. https://doi.org/10.3102/0034654312474350

Feedup, Feedback, and Feedforward in Curve Mid-Air 3D Gestures. (n.d.). ResearchGate. Retrieved March 27, 2020, from https://www.researchgate.net/publication/327070165_Feedup_Feedback_and_Feedforward_in_Curve_Mid-Air_3D_Gestures

Firsing III, S. et.al (2017). Millennial Student Preference of Audience Response System Technology Retrieved from:

http://journals.sagepub.com/doi/abs/10.1177/2373379917698163 Retrieved on April 6, 2020

Fisher, D., & Frey, N. (2009). *Feed Up, Back, Forward—Educational Leadership*. http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/Feed-Up,-Back,-Forward.aspx

Fisher, D. (2011). *Creating a Formative Assessment System*. Retrieved March 7, 2020, from http://www.ascd.org/publications/books/111013/chapters/Creating-a-Formative-Assessment-System.aspx

Fisher, D., & Frey, N. (2009). Why Check for Understanding? Retrieved May 8, 2021, from http://www.ascd.org/publications/books/115011/chapters/Why-Check-for-Understanding%C2%A2.aspx

Fitzpatrick, K. et.al (2011). Effect of personal response systems on student perception and academic performance in courses in a health sciences curriculum. Retrieved from: https://www.ncbi.nlm.nih.gov/pubmed/21908838. Retrieved on April 10, 2020

Fiock, H. & Garcia, H. (2019). *How to Give Your Students Better Feedback With Technology*. Retrieved April 10, 2021 from: https://www.chronicle.com/article/how-to-give-your-students-better-feedback-with-technology/

FutureLearn. (2021, February 4). *Importance of feedback in assessment*. https://www.futurelearn.com/info/courses/educational-design/0/steps/26436

Game-Based Learning: Teachers' Attitude and Intention to Use Quizizz in The Learning Process. (n.d.). ResearchGate. Retrieved April 1, 2020, from https://www.researchgate.net/publication/337831852_Game-Based_Learning_Teachers%27_Attitude_and_Intention_to_Use_Quizizz_in_The_Learning_Process

Gok, T. (2011). An Evaluation Of Student Response Systems From The Viewpoint Of Instructors And Students. *The Turkish Online Journal of Educational Technology*, *10*(4), 17.

Google for Education (2021). *Google Meet One Pager*. Retrieved March 5, 2021 from: https://services.google.com/fh/files/misc/google_meet_one_pager_q121.pdf

Google for Education (2020). *Distance Learning Strategies for Education Leaders*. Retrieved March 5, 2021 from: https://services.google.com/fh/files/newsletters/distance_learning_strategies_for_education_leaders_march_2020.pdf

Hanover Research (2014). *The Impact of Formative Assessment and Learning Intentions On Student Achievement*. Retrieved March 6, 2020, From https://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf

Harjanto, A. et.al (2019). *Teachers' Experiences On The Use Of Google Classroom*. Retrieved February 11, 2021, from: https://jurnal.unimus.ac.id/index.php/ELLIC/article/download/4704/4231

Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81–112. https://doi.org/10.3102/003465430298487

Hedgcock, W. H., & Rouwenhorst, R. M. (2014). Clicking Their Way to Success: Using Student Response Systems as a Tool for Feedback. 22(2), 10. Retrieved from: https://pdfs.semanticscholar.org/42c3/91ec32ac6f190a0b8b218f422c10b39f763e.pdf . Retrieved on December 30, 2019.

Henry, E., Hinshaw, R., Al-Bataineh, A., & Bataineh, M. (2020). Exploring Teacher and Student Perceptions on the Use of Digital Conferencing Tools when Providing Feedback in Writing Workshop. *The Turkish Online Journal of Educational Technology*, *19*(3), 10. Retrieved on February 14, 2021, from: http://tojet.net/articles/v19i3/1935.pdf .

Higher Education Academy (2013). HEA Toolkit. Retrieved June 1, 2020, from https://www.heacademy.ac.uk/sites/default/files/resources/feedback_toolkit_whole1.pdf

Higgins, R. Hartley, P. & Skelton, A (2001). Getting the Message Across: The problem of communicating assessment feedback, Teaching in Higher Education, 6:2, 269-274, DOI: 10.1080/13562510120045230

Hodge, E., & Chenelle, E.S. (2018). The Challenge of Providing High-Quality Feedback Online: Building a Culture of Continuous Improvement in an Online Course for Adult Learners. Transformations: The Journal of Inclusive Scholarship and Pedagogy, 28, 195 - 201.

Holl, R. (2019, August 1). The Importance of Feedback. Retrieved May 11, 2021, from https://www.learninga-z.com/site/breakroom/importance-of-feedback

Holmes, K. & Papageorgiou, G. (2009). Good, bad and insufficient: Students' expectations, perceptions and uses of feedback. Journal of Hospitality, Leisure, Sports and Tourism Education.

Hopfenbeck, T. N. (2020). Making feedback effective? *Assessment in Education: Principles, Policy & Practice*, *27*(1), 1–5. https://doi.org/10.1080/0969594X.2020.1728908

How to use Google Meet for elearning, online learning. (2020, August 5). Ditch That Textbook. Retrieved March 2, 2021 from https://ditchthattextbook.com/google-meet-elearning/

Hussaini, I. (2020). Effectiveness of Google Classroom as a Digital Tool in Teaching and Learning: Students' Perceptions. 4.

Iftakhar, S. (2016). *GOOGLE CLASSROOM: WHAT WORKS AND HOW? 3*, 7. Retrieved on February 14, 2021 from: https://www.jesoc.com/wp-content/uploads/2016/03/KC3_35.pdf

Implementing Quizizz as Game Based Learning in the Arabic Classroom. (n.d.). ResearchGate. Retrieved April 2, 2020, from https://www.researchgate.net/publication/331299887_Implementing_Quizizz_as_Game_Based_Learning_in_the_Arabic_Classroom

Importance of feedback in assessment. (n.d.). Retrieved February 13 2021, from https://www.futurelearn.com/info/courses/educational-design/0/steps/26436Hidayat, M. L., Prasetiyo, W. H., & Wantoro, J. (2019). Pre-Service Student *Teachers' Perception Of Using Google Classroom In A Blended Course*. *Humanities & Social Sciences Reviews*, *7*(2), 363-368. https://doi.org/10.18510/hssr.2019.7242

JISC (n.d). *Effective Assessment in the Digital Age: A Guide to Technology-enhanced assessment and Feedback*. Retrieved March 5, 2020, from https://facultyinnovate.utexas.edu/sites/default/files/digiassass_eada.pdf

Joaquin, J. J. B., Biana, H. T., & Dacela, M. A. (2020). The Philippine Higher Education Sector in the Time of COVID-19. *Frontiers in Education*, *5*, 208. https://doi.org/10.3389/feduc.2020.576371

Kahoot Academy (2016). Getting Started with Kahoot. Retrieved from: https://files.getkahoot.com/academy/Kahoot_Academy_Getting_Started_Guide_2nd_Ed_-_June_2016.pdf . Retrieved on April 7, 2020

Kahoot Academy (2015). Kahoot User Guide. Retrieved from: https://www.vcsu.edu/cmsfiles/433/373bd6a842.pdf . Retrieved on April 5, 2020

Kahoot! or Quizizz: The Students' Perspectives. (n.d.). ResearchGate. Retrieved April 1, 2020, from https://www.researchgate.net/publication/334358438_Kahoot_or_Quizizz_the_Students%27_Perspectives

Ketut S. et al 2019 J. Phys.: Conf. Ser. 1175 012165. *The use of Google classroom in the learning process*. Retrieved on February 10, 2021 from: https://iopscience.iop.org/article/10.1088/1742-6596/1175/1/012165/pdf#:~:text=Google%20classroom%20is%20a%20Learning,learning%20for%20digital%20learners%20today.

Kim, J. (2020). Teaching and Learning After COVID-19 | Inside Higher Ed. Retrieved 1 June 2021, from https://www.insidehighered.com/digital-learning/blogs/learning-innovation/teaching-and-learning-after-covid-19

Koen, Mariette & Bitzer, Eli & EM, & Beets, PAD. (2012). Feedback or Feed-forward? A Case Study in One Higher Education Classroom. Journal of Social Sciences 32(2): 231-242. Journal of Social Sciences. 32. 231-242.

Kokoulina, O. (2020). *Synchronous Learning in a Nutshell: Definition, Benefits & Tools*. Retrieved March 9, 2021, from: https://www.ispringsolutions.com/blog/what-is-synchronous-learning

Kokoulina, O. (2020). *Asynchronous Learning Simply Put: Definition, Benefits & Tools*. Retrieved March 9, 2021, from: https://www.ispringsolutions.com/blog/asynchronous-learning

Lawless, C. (2020). *Synchronous vs Asynchronous Learning: Which is Right for Your Learners?* Retrieved on April 10, 2021 from: https://www.learnupon.com/blog/synchronous-learning-asynchronous-learning/#:~:text=Synchronous%20learning%20takes%20place%20in,learners%20can%20get%20immediate%20feedback.&text=Similarly%2C%20if%20your%20learners%20are,questions%20and%20get%20instantaneous%20answers.

Leibold, N., & Schwarz, L. M. (2015). *The Art of Giving Online Feedback*. *15*, 13. Retrieved on March 20, 2021, from: https://files.eric.ed.gov/fulltext/EJ1060438.pdf

Lewis, Cassandra & Abdul-Hamid, Husein. (2006). Implementing Effective Online Teaching Practices: Voices of Exemplary Faculty. Innovative Higher Education. 31. 83-98. 10.1007/s10755-006-9010-z.

Lim, F. (2017). *An Analysis of Synchronous and Asynchronous Communication Tools in e-Learning*. Retrieved from: https://www.semanticscholar.org/paper/An-Analysis-of-Synchronous-and-Asynchronous-Tools-Lim/0c98a330c2f679a1a15eea9d820bf1a4dda19eea?p2df

Li, J. & De Luca, R (2014). Review of assessment feedback, Studies in Higher Education, 39:2, 378-393, DOI: 10.1080/03075079.2012.709494

Locke, E. A., & Latham, G. P. (1990). Work Motivation and Satisfaction: Light at the End of the Tunnel. Psychological Science, 1(4), 240–246. https://doi.org/10.1111/j.1467-9280.1990.tb00207.

McCallum, W. (2020, July 7). Coming Together Around Distance Learning. IM CERTIFIED® BLOG. https://illustrativemathematics.blog/2020/07/07/coming-together-around-distance-learning/

McGill University (n.d). Seven principles of good feedback practice. Retrieved 1 June 2021, from https://www.mcgill.ca/skillsets/files/skillsets/7_principles_of_good_feedback_practice.pdf

McLoone, S., & Brennan, C. (n.d.). *A Smartphone-based Student Response System for Obtaining High Quality Real-time Feedback – Evaluated in an Engineering Mathematics Classroom*. 7.

Middleditch, P., & Moindrot, W. (2015). Using classroom response systems for creative interaction and engagement with students. *Cogent Economics & Finance*, *3*(1). https://doi.org/10.1080/23322039.2015.1119368

MobileMind. (2020). Distance Learning Essentials: Google Hangouts Meet. Retrieved March 5,2021 from: https://mobilemind.io/distance-learning-essentials-google-hangouts-meet/

Marshall, D. T., Love, S., & Scott, L. (2020). "It's Not Like He Was Being a Robot:" Student Perceptions of Video-Based Writing Feedback in Online Graduate Coursework. *International Journal for the Scholarship of Teaching and Learning*, *14*(1). https://doi.org/10.20429/ijsotl.2020.140110 . Retrieved on February 11, 2021 from: https://digitalcommons.georgiasouthern.edu/ij-sotl/vol14/iss1/10/

Morrison, J. (2015). The Effects of Electronic Response Systems on Student Learning Retrieved from: https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1585&context=masters_theses. Retrieved on April 8, 2020

Mulliner, E., & Tucker, M. (2017). Feedback on feedback practice: Perceptions of students and academics. *Assessment & Evaluation in Higher Education*, *42*(2), 266–288. https://doi.org/10.1080/02602938.2015.1103365

Mullikin, J. (2020). *How Elementary Teachers Can Make the Most of Feedback in Distance Learning*. Retrieved March 12, 2021, from: https://www.edutopia.org/article/focusing-feedback-distance-learning

Okmawati, M. (2020). *The Use of Google Classroom during Pandemic*. Journal of English Language Teaching. 9. 438. 10.24036/jelt.v9i2.109293.

Olah, Z. (2019, May 10). The Power Of Feedback In eLearning. ELearning Industry. https://elearningindustry.com/power-of-feedback-in-elearning

Orrell, J. (2006) Feedback on learning achievement: rhetoric and reality, Teaching in Higher Education, 11:4, 441-456, DOI: 10.1080/13562510600874235

Orsmond, P & Merry, S & Reiling, K. (2005). Biology students' utilization of tutors' formative feedback: A qualitative interview study. Assessment & Evaluation in Higher Education. 30. 369-386. 10.1080/02602930500099177.

Quizizz Team (2018). Getting Started. Retrieved from: https://cf.quizizz.com/static/getting-started.pdf . Retrieved on April 9, 2020

Penn, P., & Wells, I. (2017). Enhancing Feedback and Feed-Forward via Integrated Virtual Learning Environment Based Evaluation and Support. *Psychology Teaching Review*, *23*(2), 60–65.

Perera, J., Lee, N., Win, K., Perera, J., & Wijesuriya, L. (2008). Formative feedback to students: the mismatch between faculty perceptions and student expectations. Medical teacher, 30(4), 395–399. https://doi.org/10.1080/01421590801949966

Pereira, Flores, & Niklasson (2016). Assessment revisited: a review of research in Assessment and Evaluation in Higher Education, Assessment & Evaluation in Higher Education, 41:7, 1008-1032, DOI: 10.1080/02602938.2015.1055233

Pierce College (2015). Synchronous vs. Asynchronous: Transitioning to Teaching Online Spring 2015. Retrieved 1 June 2021, from https://pierce.instructure.com/courses/983325/pages/synchronous-vs-asynchronous?module_item_id=12922163

Pokorny, H., & Pickford, P. (2010). Complexity, cues and relationships: Student perceptions of feedback. Active Learning in Higher Education. 11. 21-30. 10.1177/1469787409355872.

Preszler R. et.al (2006). Assessment of the Effects of Student Response Systems on Student Learning and Attitudes over a Broad Range of Biology Courses. Retrieved from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1854854/pdf/cbe29.pdf. Retrieved on April 11, 2020

Pratt, E. (2020, November 18). *Distance Learning Essentials: Google Hangouts Meet*. MobileMind. https://mobilemind.io/distance-learning-essentials-google-hangouts-meet/

Pyke, J. G., & Sherlock, J. J. (2010). A Closer Look at Instructor-Student Feedback Online: A Case Study Analysis of the Types and Frequency. 6(1), 12.

Quizalize Team (2018). Quizalize Teacher Guide. Retrieved from: https://s3-eu-west-1.amazonaws.com/quizalize/Quizalize+Teacher+Guide.pdf . Retrieved on April 9, 2020

Radboud University (2021). *Giving feedback—Lecturers*. Retrieved March 6, 2021, from https://www.ru.nl/lecturers/education/teaching-guiding/giving-feedback/

Raju, R & Bhat J, Sathyendra & Athokpam, Bikramjit & D'Souza, Rio. (2018). *Leveraging E-Learning through Google Classroom: A Usability Study*. Journal of Engineering Education. 31. 129-135. 10.16920/jeet/2018/v31i3/120781.

Al-Maroof, R., Salloum, S., Hassanien, A. & Shaalan, K. (2020): *Fear from COVID-19 and technology adoption: the impact of Google Meet during Coronavirus pandemic, Interactive Learning Environments*, DOI: 10.1080/10494820.2020.1830121. Retrieved on February 10, 2021 from: https://www.tandfonline.com/doi/pdf/10.1080/10494820.2020.1830121?needAccess=true

Redding Schools (2020). *Effective Feedback | Online and Distance Learning*. Retrieved March 12, 2021, from: http://learnonline.reddingschools.net/feedback/

Retna, K. S., & Cavana, R. Y. (n.d.). *Preliminary analysis of students' perceptions of feedback in a New Zealand University*. 10. Retrieved from: https://www.oecd.org/education/imhe/43977633.pdf. Retrieved on February 1, 2021

Rottman, A., & Rabidoux, S. (2017). How to provide meaningful feedback in an online course | Inside Higher Ed. https://www.insidehighered.com/digital-learning/views/2017/09/06/how-provide-meaningful-feedback-online-course

Sacred Heart University Library (2010). Research Guides: Organizing Academic Research Papers: Types of Research Designs. (n.d.). Retrieved June 2, 2021, from https://library.sacredheart.edu/c.php?g=29803&p=185902#s-lg-box-wrapper-626728

SAGE Publications Inc. (n.d). Mixed Methodology. Retrieved 2 June 2021, from https://us.sagepub.com/en-us/nam/mixed-methodology/book6245

Sadler, D.R. Formative assessment and the design of instructional systems. Instr Sci 18, 119–144 (1989). https://doi.org/10.1007/BF00117714

Setyawan, Agung & Aznam, Nurfina & Hw, Paidi & Citrawati, Tyasmiarni & Kusdianto, Kusdianto. (2020). Effects of the Google Meet Assisted Method of Learning on Building Student Knowledge and Learning Outcomes. Universal Journal of Educational Research. 8. 3924-3936. 10.13189/ujer.2020.080917.

Shute, V. J. (2008). Focus on Formative Feedback. Review of Educational Research, 78(1), 153–189. https://doi.org/10.3102/0034654307313795

Sihui, M. et.al (2018). Improved Academic Performance and Student Perceptions of Learning through Use of a Cell Phone-Based Personal Response System. Retrieved from: https://onlinelibrary.wiley.com/doi/epdf/10.1111/1541-4329.12131. Retrieved on April 9, 2020

Singh, M. R. (2020.). *Updated Comparative Analysis on Video Conferencing Platforms- Zoom, Google Meet, Microsoft Teams, WebEx Teams and GoToMeetings*. 10.

Strategy 3: Levels of Feedback. Retrieved 2 June 2021, from https://www.moedu-sail.org/topic/strategy-3-levels-feedback/

Statistics Solutions (2021). Cronbach's Alpha - Statistics Solutions. Retrieved 2 June 2021, from https://www.statisticssolutions.com/cronbachs-alpha/

Stowell, J. et.al (2010). Using Student Response Systems ("Clickers") to Combat Conformity and Shyness. Retrieved from: http://journals.sagepub.com/doi/10.1080/00986281003626631. Retrieved on April 4, 2018

Stowell, J. et.al (2007). Benefits of Electronic Audience Response Systems on Student Participation, Learning, and Emotion. Retrieved from: http://journals.sagepub.com/doi/abs/10.1080/00986280701700391 Retrieved on April 4, 2020

Students' Perception: Student Feedback Online (SuFO) in Higher Education— ScienceDirect. (2015). Retrieved February 11, 2021, from https://www.sciencedirect.com/science/article/pii/S1877042814067986

Synchronous and Asynchronous Tools: Andy Cui Design & Product. (n.d.). Retrieved March 1, 2021, from https://canvas.vt.edu/courses/12378/pages/synchronous-and-asynchronous-tools

Synchronous vs. Asynchronous: Transitioning to Teaching Online Spring 2015. (n.d.). Retrieved March 1 2021, from

https://pierce.instructure.com/courses/983325/pages/synchronous-vs-asynchronous?module_item_id=12922163

Tanis, C. J. (2020). The seven principles of online learning: Feedback from faculty and alumni on its importance for teaching and learning. *Research in Learning Technology*, *28*(0). https://doi.org/10.25304/rlt.v28.2319

The Best Schools (2021). *Synchronous Learning vs. Asynchronous Learning | The Quad Magazine*. Retrieved March 17, 2021, from: https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/

The Effects of Formative Assessment on Academic Achievement, Attitudes toward the Lesson, and Self-Regulation Skills. (2018). *Educational Sciences: Theory & Practice*. https://doi.org/10.12738/estp.2018.1.0216

Tucker, C (2020). *3 Strategies for Personalizing Feedback Online*. Retrieved April 16, 2021, from: https://catlintucker.com/2020/04/personalizing-feedback-online/

UNESCO (2020). Handbook on Facilitating Flexible Learning in COVID 19 Outbreak. Retrieved 1 June 2021, from https://iite.unesco.org/wp-content/uploads/2020/03/Handbook-on-Facilitating-Flexible-Learning-in-COVID-19-Outbreak-SLIBNU_V2.0_20200324.pdf

University of Reading. (2020). Why is assessment important? - Engage in Assessment. Retrieved February 15, 2021, from https://www.reading.ac.uk/engageinassessment/why-is-assessment-important/eia-why-is-assessment-important.aspx

US Department of Education. (2017). Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update. https://tech.ed.gov/files/2017/01/NETP17.pdf.

Ventayen, R. J. M., Estira, K. L. A., Guzman, M. J. D., Cabaluna, C. M., & Espinosa, N. N. (2018). *Usability Evaluation of Google Classroom: Basis for the Adaptation of GSuite E-Learning Platform*. *Asia Pacific Journal of Education*, *5*(1), 5. Retrieved on February 13, 2021 from: http://apjeas.apjmr.com/wp-content/uploads/2017/12/APJEAS-2018.5.1.05.pdf

Victoria State Government (n.d). Feedback and reporting. Retrieved February 14, 2021, from https://www.education.vic.gov.au:443/school/teachers/teachingresources/practice/Pages/insight-feedback.aspx

Walker, R., Oliver, R., & Mackenzie, R. (2020). Interviews with secondary school students: Perceptions of feedback. 20.

Webb, A., & Moallem, M. (2016). Feedback and Feed-Forward for Promoting Problem-Based Learning in Online Learning Environments. *Malaysian Journal of Learning and Instruction*, *13*(2), 1–41.

Webb, H. (2016). Effective student feedback: Top tips for teachers. https://www.sec-ed.co.uk/best-practice/effective-feedback-top-tips-for-teachers/

What Is Google Meet? A Guide to Google's Video-Chatting Service. (n.d.). Retrieved March 2, 2021 from https://www.businessinsider.com/what-is-google-meet

Wijaya, A (2016). *Analysis of Factors Affecting the Use of Google Classroom to Support Lectures*. Retrieved on February 13, 2021 from: http://eprints.binadarma.ac.id/2777/1/ICIBA2016-09-Wijaya-GoogleClassroom.pdf

Wiley (2021). Using Student Feedback to Create Effective Online Learning Experiences. (2021). Retrieved 2 June 2020, from https://edservices.wiley.com/how-student-feedback-creates-better-online-learning/

Wiley (2020). Providing Quality Feedback in Virtual Learning Environments. Retrieved 1 June 2021, from https://edservices.wiley.com/quality-feedback-in-virtual-learning/

Wisniewski, B., Zierer, K., & Hattie, J. (2020). The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research. Frontiers in Psychology, 10. https://doi.org/10.3389/fpsyg.2019.03087

World Economic Forum. (2020).*The rise of online learning during the COVID-19 pandemic.* Retrieved February 1, 2021, from: https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/

Wong, K. W. G. (2017). *Using ICT to facilitate instant and asynchronous feedback for students' learning engagement and improvements*. EdUHK Research Repository. https://repository.eduhk.hk/en/publications/using-ict-to-facilitate-instant-and-asynchronous-feedback-for-stu-4

Zaini, A., & Mazdayasna, G. (2014). The Effect of Computer Assisted Language Learning on the Development of EFL Learners' Writing Skills. Procedia - Social and Behavioral Sciences, 98, 1975–1982. https://doi.org/10.1016/j.sbspro.2014.03.631

Zhao, F. (2019). Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom. *International Journal of Higher Education*, *8*(1), 37. https://doi.org/10.5430/ijhe.v8n1p37

APPENDICES

APPENDIX A

ATENEO ETHICS CLEARANCE

ATENEO DE MANILA UNIVERSITY

UNIVERSITY RESEARCH ETHICS OFFICE

10 December 2020

Jeffrey C. Beltran
Department of Education
School of Social Sciences
Ateneo de Manila University

Protocol ID: AdMUREC_20_074

Project Title: Student Perceptions on the Presence and Quality of Feedback in a Modified Online Learning Modality

Re: Exemption from Ethics Review

Dear Mr. Beltran,

Peace!

We have reviewed your project and validate that it is exempt from review by the University Research Ethics Committee. This exemption is based on the protocol and materials you submitted dated 26 November 2020.

We have determined that your protocol corresponds to research considered exempt from institutional ethics review, in particular: research conducted in educational settings involving normal educational practices, such as research on instructional strategies or the effectiveness or comparison among instructional techniques, curricula, or classroom management methods.

However, we have the following recommendations that would enhance the ethical standards of your study. Kindly email your response and submit the revised/requested materials within one week for our documentation and before you collect data.

1. Because the instructor is part of the class that is being observed, she is to be considered a research participant who also needs to provide voluntary informed consent to be part of the study. Kindly provide the informed consent form for the instructors to be observed.
2. For both the instructors and the students, care must be taken to remove any suggestion of coercion to participate in the study (i.e. such as from the school administrators or from the instructors of the students). It must be explicitly

Rm 204, 2/F Xavier Hall, Katipunan Avenue, Loyola Heights, 1108 Quezon City, Philippines
Tel +63 2 426 6001 ext 4030, Email univresearchethics@ateneo.edu

1

stated in the informed consent form that their employment status or records (for the teachers) and their grades or class standing as students (for the students) will not be affected by their decision to join or not join the study, nor by their responses to the survey.

3. It is unclear how the students will be informed that their synchronous class will be observed (especially if they receive the link to the survey with the informed consent information only after the class). We recommend that the research spend time before the start of the class (with the instructor's permission) to present the study and the informed consent information (via the script/form) prior to the start of the class. This is so the students are all aware that the researcher is also in the class and is a silent observer. In the Google Form survey, we also recommend that the informed consent form be reiterated (in the first page/section), and the students will actively tick a "Yes, I agree to participate in the study" or "No, I do not agree to participate in the study". In the case of the former, they can proceed to answer; in the case of the latter, they can close their tab or browser.

4. It is unclear why you need to collect the email addresses and student ID numbers of students when they answer the Google Form. Ideally the survey is anonymous and you can set the settings of the Google Form to not collect the email addresses of the respondents. If you do need to collect their emails kindly respond to us with a clarification and justification.

You are expected to comply with the policies of the Ateneo de Manila University's Code of Research Ethics and the National Ethical Guidelines for Health Research. Moreover:

- Substantial changes in your research design and methodology must be reported to the UREO, as such changes may entail a change in your study's exempt status.

- Any unanticipated problems and/or adverse events that involve risks to participants must be reported and submitted to the UREO within one week of the investigator becoming aware of this unanticipated problem or adverse event. Kindly contact the UREO for questions or more information.

We wish you success in your research undertaking.

Respectfully yours,

Liane Peña Alampay, PhD
Director
University Research Ethics Office

APPENDIX B

SCREENSHOTS OF APPROVAL TO ADMINISTER THE SURVEY

Rona Lynne Federizo <ra.federizo@ntc.edu.ph>
to Jeffrey, Chu, Ferdinand, Galvin, Edizon, ntc.vpaa, me ▾

Wed, Jan 13, 7:14 PM ⭐ ↩ ⋮

Hello Dean Ferdz. This is to endorse **JEFFREY C. BELTRAN** to gather data on his study entitled, "Student Perceptions on the Presence and Quality of Feedback in a Modified Online Learning Modality". He was able to complete all pertinent documents required by the OVPAA - Research and Publications in conducting the study. I am looping in Prof. Chu Soriano to approve the details of the period of data gathering.

Action Taken: **APPROVE** (January 12, 2021)

NTC FIAT LUX

RONA LYNNE A. FEDERIZO
Office of the Vice President for Academic Affairs
Research and Publication

National Teachers College
629 J. Nepomuceno Street, Quiapo, Manila
T: 0063-2-7345601 loc. 171
www.ntc.edu.ph

Chu Soriano <cd.soriano@ntc.edu.ph>
to me, Ferdinand ▾

Thu, Jan 21, 5:41 PM ☆ ↩ ⋮

Pertinent details were already reviewed. This is approved on my end. Thank you

Dean Ferdie,

Endorsing the conduct of research of Mr. Jeffrey Betlran for your approval.

Thank you!!

Chu
Best regards,

NTC FIAT LUX

Charisse Mae D. Soriano
BSED Program Head, SOTE
National Teachers College

Ferdinand B. Pitagan <fb.pitagan@ntc.edu.ph>
to Chu, me ▾

Jan 21, 2021, 5:51 PM ☆ ↩ ⋮

Dear Mr Beltran,

Greetings, I hope all is well.

Upon the recommendation of Prof Rona Federizo and Prof Chu Soriano, this is APPROVED.

We are looking forward to the results of your study as it could offer valuable insights on how we can improve our beloved NTC.

Good luck, thanks, as always.

Respectfully,

Dean Pitagan

•••

--

NTC FIAT LUX

Ferdinand Blancaflor Pitagan, PhD
Dean, School of Teacher Education

National Teachers College
629 J. Nepomuceno Street, Quiapo, Manila
T: 0063-2-7345601 loc. 222

APPENDIX C

STUDENTS' QUESTIONNAIRE

Students Feedback Perception Questionnaire (Brooks, 2019)

THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

School of Education
CRICOS PROVIDER NUMBER 00025B

Student number: _____

Year Level: Year 5

Class Code: _____

School Code: _____

Date: _____

Instrument 1: Student Feedback Perception Questionnaire – Study 1

Each of the following statements and questions are asking you about how helpful different types of feedback are to your learning. Below each statement or question there is a number. Circle the number that best fits how you feel.

Circle number 1 if the feedback would be very unhelpful
Circle number 2 if the feedback would be unhelpful
Circle number 3 if the feedback would be neither unhelpful nor helpful
Circle number 4 if the feedback would be helpful
Circle number 5 if the feedback would be very helpful

1. When writing in English, rate how helpful it is when you receive information about *what you have to do*. Feedback:

   1.1 ...that tells you about what you are learning i.e. a *What We Are Learning Today* (WALT) statement.

   | Very Unhelpful | 1 | 2 | 3 | 4 | 5 | Very Helpful |

   1.2 ...that shows you what you have to write e.g. a model or example.

   | Very Unhelpful | 1 | 2 | 3 | 4 | 5 | Very Helpful |

   1.3 ...that helps you to understand the marking guide.

   | Very Unhelpful | 1 | 2 | 3 | 4 | 5 | Very Helpful |

   1.4 ...about what your teacher is looking for in your writing.

   | Very Unhelpful | 1 | 2 | 3 | 4 | 5 | Very Helpful |

1.5 ...that explains the key ideas you have to write about.

Very Unhelpful	1	2	3	4	5	Very Helpful

1.6 ...about the questions you could ask to find out more about your topic.

Very Unhelpful	1	2	3	4	5	Very Helpful

1.7 ...that highlights the skills you will need to complete the task e.g. notetaking.

Very Unhelpful	1	2	3	4	5	Very Helpful

1.8 ...that highlights the strategies you will need to complete the task e.g. using a planning guide.

Very Unhelpful	1	2	3	4	5	Very Helpful

1.9 How helpful is it when you are asked about what you think you are learning?

Very Unhelpful	1	2	3	4	5	Very Helpful

1.10 How helpful is it when you are asked about the focus of your writing?

Very Unhelpful	1	2	3	4	5	Very Helpful

1.11 How helpful is it when you are asked about your goals for your writing?

Very Unhelpful	1	2	3	4	5	Very Helpful

2. **When writing in English, rate how helpful it is when you receive feedback about *how you are going*. Feedback:**

2.1 ...that tells you if you are on track to succeed.

Very Unhelpful	1	2	3	4	5	Very Helpful

2.2 ...on a draft / rough copy of your writing that tells you how you are going.

Very Unhelpful	1	2	3	4	5	Very Helpful

2.3 ...that tells you if your writing matches what your teacher is looking for.

Very Unhelpful	1	2	3	4	5	Very Helpful

2.4 ...about your ideas.

Very Unhelpful	1	2	3	4	5	Very Helpful

2.5 ...about your thinking.

Very Unhelpful	1	2	3	4	5	Very Helpful

2.6 ...about your skills.

Very Unhelpful	1	2	3	4	5	Very Helpful

2.7 ...about your strategies.

Very Unhelpful	1	2	3	4	5	Very Helpful

2.8 How helpful is it when you are asked if you think you are on track to succeed?

Very Unhelpful	1	2	3	4	5	Very Helpful

2.9 How helpful is it when you are asked how your writing matches to the marking guide?

Very Unhelpful	1	2	3	4	5	Very Helpful

2.10 How helpful is it when you are asked if you are on track to achieving your goal?

Very Unhelpful	1	2	3	4	5	Very Helpful

3. When writing in English, rate how helpful it is when you receive feedback that tells you about *how to improve.*

Feedback:

3.1 ...that helps to keep you on track to succeed.

Very Unhelpful	1	2	3	4	5	Very Helpful

3.2 ...on a draft / rough copy that tells you what you could do to improve.

Very Unhelpful	1	2	3	4	5	Very Helpful

3.3 ...that tells you what you need to focus on in your writing to improve.

Very Unhelpful	1	2	3	4	5	Very Helpful

3.4 ...that tells you how to improve your ideas.

Very Unhelpful	1	2	3	4	5	Very Helpful

3.5 ....that tells you how to improve your thinking.

Very Unhelpful	1	2	3	4	5	Very Helpful

3.6 ...that tells you how to improve your skills.

Very Unhelpful	1	2	3	4	5	Very Helpful

3.7 ...that tells you how you could improve your learning strategies.

Very Unhelpful	1	2	3	4	5	Very Helpful

3.8 How helpful is it when you are asked what you have to do to improve?

Very Unhelpful	1	2	3	4	5	Very Helpful

3.9 How helpful is it when you are asked about what your next step for improvement would be on the marking guide?

Very Unhelpful	1	2	3	4	5	Very Helpful

3.10 How helpful is it when you are asked about how you could achieve your goal?

Very Unhelpful	1	2	3	4	5	Very Helpful

4. Rate how successful you think you are at writing in English by circling a number or space below:

0	10	20	30	40	50	60	70	80	90	100

Unsuccessful   Average   Highly Successful

APPENDIX D

CONTEXTUALIZED STUDENTS' QUESTIONNAIRE

Contextualized Student Perception Survey Questionnaire

Each of the following statements and questions are asking you about the presence of non-presence of the different types of feedback to your learning experience. Select the option that best fits your response.

Observed- the item was observed by the research participant at least once throughout the subject.
Not observed- the item was not observed by the research participant.

PART ONE

I.   On Feed Up

1. The instructor tells you what are the objectives for the synchronous sessions.

Observed	Not Observed

2. The instructor tells you what are the objectives for the asynchronous sessions.

Observed	Not Observed

3. The instructor provides examples or models on what you have to do in the given task/s for the synchronous sessions.

Observed	Not Observed

4. The instructor provides examples or models on what you have to do in the given task/s for the asynchronous sessions.

Observed	Not Observed

5. The instructor presents or explains the scoring rubric for the given tasks for the synchronous sessions:

Observed	Not Observed

6. The instructor presents or explains the scoring rubric for the given tasks for the asynchronous sessions:

Observed	Not Observed

7. the instructor tells you his/her expectations for the activity or task in the synchronous sessions:

Observed	Not Observed

8. the instructor tells you his/her expectations for the activity or task in the asynchronous sessions:

Observed	Not Observed

9. the instructor gives you an overview of the key concepts/ideas you will need to learn about in the synchronous sessions.

Observed	Not Observed

10. the instructor gives you an overview of the key concepts/ideas you will need to learn about in the asynchronous sessions.

Observed	Not Observed

11. the instructor explains to you the key questions that the sessions will address in the synchronous sessions.

Observed	Not Observed

12. the instructor explains to you the key questions that the sessions will address in the asynchronous sessions.

Observed	Not Observed

13. the instructor explains to you the necessary skills to be utilized for the session in the synchronous sessions.

Observed	Not Observed

14. the instructor explains to you the necessary skills to be utilized for the session in the asynchronous sessions.

Observed	Not Observed

15. The instructor explains to you the necessary strategies you need to do in completing the specific tasks for the synchronous sessions.

Observed	Not Observed

16. The instructor explains to you the necessary strategies you need to do in completing the specific tasks for the asynchronous sessions.

Observed	Not Observed

17. The instructor allows you to explain about how you are going to accomplish the task/activity in the synchronous sessions.

Observed	Not Observed

18. The instructor allows you to explain about how you are going to accomplish the task/activity in the asynchronous sessions.

Observed	Not Observed

19. The instructor allows you to ask questions concerning the focus of the synchronous session.

Observed	Not Observed

20. The instructor allows you to ask questions concerning the focus of the asynchronous session.

Observed	Not Observed

21. The instructor allows you to discuss your concerns related to the objectives of the synchronous session.

Observed	Not Observed

22. The instructor allows you to discuss your concerns related to the objectives of the asynchronous session.

Observed	Not Observed

23. How helpful is it when the instructor ensures that you understand the purpose of the task or session, including how you will be assessed?

Very unhelpful	1	2	3	4	5	Very helpful

24. In Google Meet, during synchronous sessions, which of the following features does your instructor utilize to ensure that you understand the purpose of the task or session, including how you will be assessed? *(select all that applies)*
    - ❏ Chat function to send files or links.
    - ❏ Chat function to post comments/reminders and ask for concerns.
    - ❏ Using the "present now" function to share his/her screen
    - ❏ Other:

25. In Google Classroom, which of the following features does your instructor utilize to ensure that you understand the purpose of the task or session, including how you will be assessed? *(select all that applies)*
    - ❏ Uploading the required materials in the classwork for future references.
    - ❏ Creating a post in the class stream to post announcements, or entertain possible concerns, questions.
    - ❏ Other:

26. Are there any other tools that your instructor utilizes during **synchronous** sessions that ensures that you understand the purpose of the task or session, including how you will be assessed?

27. Are there any other tools that your instructor utilizes during **asynchronous** sessions that ensures that you understand the purpose of the task or session, including how you will be assessed?

II. On Feedback

1. The instructor gives feedback that you are on/off track to succeed with the specific task or activity in synchronous sessions.

Observed	Not Observed

In asynchronous sessions:

Observed	Not Observed

2. The instructor gives feedback that you are on/off track to succeed with the specific task or activity in asynchronous sessions.

Observed	Not Observed

3. The instructor tells you if your response is correct or acceptable based on a criteria during synchronous sessions

Observed	Not Observed

4. The instructor tells you if your response is correct or acceptable based on a criteria during asynchronous sessions

Observed	Not Observed

5. The instructor gives feedback on the strategies that you've utilized in accomplishing the task or activity in synchronous sessions.

Observed	Not Observed

6. The instructor gives feedback on the strategies that you've utilized in accomplishing the task or activity in asynchronous sessions.

Observed	Not Observed

7. The instructor gives you opportunities to discuss how you feel towards accomplishing the task during synchronous sessions

Observed	Not Observed

8. The instructor gives you opportunities to discuss how you feel towards accomplishing the task during asynchronous sessions

Observed	Not Observed

9. The instructor gives feedback in the way you think in the synchronous session.

Observed	Not Observed

10. The instructor gives feedback in the way you think in the asynchronous session.

Observed	Not Observed

11. The instructor gives feedback on the **skills** you've elicited for that particular task/activity in synchronous sessions:

Observed	Not Observed

12. The instructor gives feedback on the **skills** you've elicited for that particular task/activity in asynchronous sessions:

Observed	Not Observed

13. the instructor gives feedback on the **key concepts/ideas** you've mentioned in synchronous sessions:

Observed	Not Observed

14. the instructor gives feedback on the **key concepts/ideas** you've mentioned in asynchronous sessions:

Observed	Not Observed

15. The instructor allows you to discuss how you feel you are going to successfully accomplish the task or activity for the synchronous sessions:

Observed	Not Observed

16. The instructor allows you to discuss how you feel you are going to successfully accomplish the task or activity for the asynchronous sessions:

Observed	Not Observed

17. The instructor allows you to discuss your output in relation to the scoring rubric in synchronous sessions:

Observed	Not Observed

18. The instructor allows you to discuss your output in relation to the scoring rubric in asynchronous sessions:

Observed	Not Observed

19. The instructor allows you to discuss your progress in relation to your goal in synchronous sessions:

Observed	Not Observed

20. The instructor allows you to discuss your progress in relation to your goal in asynchronous sessions:

Observed	Not Observed

21. How helpful is it when the instructor provides you with information about your successes and needs?

Very unhelpful	1	2	3	4	5	Very helpful

22. In Google Classroom, which of the following features does your instructor utilize to provide you with information about your successes and needs? *(select all that applies)*
   - ❏ Private comments about the good points and points for improvement about your submitted work.
   - ❏ Indicates Numerical grade to your submitted work.
   - ❏ Return submitted work to see comments written.
   - ❏ Posts overall comments on the class' stream
   - ❏ Others:

23. In Google Meet, during synchronous sessions, which of the following features does your instructor utilize to provide you with information about your successes and needs?

   - ❏ "Present now" function for sharing the screen of the instructor
   - ❏ "Whiteboard" function for emphasizing key concepts
   - ❏ "Turn on captions" function for easier understanding of the instructor's language
   - ❏ Others:

24. What other tools (if any) that your instructor utilizes during **synchronous** sessions that provide you with information about your successes and needs?

25. What other tools (if any) that your instructor utilizes during **asynchronous** sessions that provide you with information about your successes and needs?

III. On Feedforward

1. The instructor gives feedback that helps you keep track of what you need to accomplish for the synchronous sessions:

Observed	Not Observed

2. The instructor gives feedback that helps you keep track of what you need to accomplish for the asynchronous sessions:

Observed	Not Observed

3. The instructor gives feedback on how to improve in the tasks/ activities for the session during synchronous sessions:

Observed	Not Observed

4. The instructor gives feedback on how to improve in the tasks/ activities for the session during asynchronous sessions:

Observed	Not Observed

5. The instructor gives you feedback on your task/activity telling you on how to improve in expressing your ideas during synchronous sessions:

Observed	Not Observed

6. The instructor gives you feedback on your task/activity telling you on how to improve in expressing your ideas during asynchronous sessions:

Observed	Not Observed

7. The instructor gives you feedback on your task/activity, telling you on how to improve your thinking during synchronous sessions:

Observed	Not Observed

8. The instructor gives you feedback on your task/activity, telling you on how to improve your thinking during asynchronous sessions:

Observed	Not Observed

9. The instructor gives you feedback on your task/activity, telling you on how to improve the skills you've shown in accomplishing the task/activity during synchronous sessions:

Observed	Not Observed

10. The instructor gives you feedback on your task/activity, telling you on how to improve the skills you've shown in accomplishing the task/activity during asynchronous sessions:

Observed	Not Observed

11. The instructor gives you feedback on how you can improve your strategies during synchronous sessions:

Observed	Not Observed

12. The instructor gives you feedback on how you can improve your strategies during asynchronous sessions:

Observed	Not Observed

13. You are asked by the instructor about what you have to do to improve your strategies during synchronous sessions:

Observed	Not Observed

14. You are asked by the instructor about what you have to do to improve your strategies during asynchronous sessions:

Observed	Not Observed

15. You are asked by the instructor what you have to do to improve on your task, in relation to the scoring rubric during synchronous sessions:

Observed	Not Observed

16. You are asked by the instructor what you have to do to improve on your task, in relation to the scoring rubric during asynchronous sessions:

Observed	Not Observed

17. You are asked by the instructor on the ways you can achieve your goals during synchronous sessions:

Observed	Not Observed

18. You are asked by the instructor on the ways you can achieve your goals during asynchronous sessions:

Observed	Not Observed

19. How helpful is it when the instructor guides you about your performance data?

Very unhelpful	1	2	3	4	5	Very helpful

20. In Google Classroom, which of the following features does your instructor utilize to guide you about your performance data? *(select all that applies)*

   ❏ Private comments to tell what you need to do about your submitted work.
   ❏ Posts overall comments in the class' stream.
   ❏ Post materials in the classwork.
   ❏ Others:

21. In Google Meet, during synchronous sessions, which of the following features does your instructor utilize to guide you about your

performance data? *(select all that applies)*

- ❏ "Present now" function for sharing the screen of the instructor
- ❏ "Whiteboard" function for emphasizing key points
- ❏ "Turn on captions" function for easier understanding of the instructor's language
- ❏ Others:

22. What other tools (if any) tools that your instructor utilizes during **<u>synchronous</u>** sessions that guides you about your performance data?

23. What other tools (if any) that your instructor utilizes during a**<u>synchronous</u>** sessions that guides you about your performance data?

Summary of Dr. Rita Atienza's Comments		
Part in the questionnaire	**Specific Comment**	**Action/s Taken**
Part 1 Question 1	How does one define asynchronous sessions?	The target participants *(college students; education major)* understand asynchronous and synchronous sessions. **<u>Revised question:</u>** The instructor tells you what are the objectives for the sessions.
Part 1 Question 6	This is difficult to understand.	**<u>Revised question:</u>** The instructor explains to you the key questions that the sessions will address.
Part 1 Question 7	Are these not tantamount to	**<u>Revised question:</u>**

	"giving the answer" if this is a performance task?	the instructor explains to you the necessary skills to be utilized for the session.
Part 2 Question 2	From your reference below, #2 seems to be "talks about your task or activity".	**Revised question:** The instructor provides examples or models on what you have to do in the given task/s.
Part 2 Question 3	- From the reference, I think this is about teacher criteria from the rubric. - Only for convergent answers?	**Revised question:** The instructor discusses or explains the scoring rubric for the given tasks.
Part 2 Question 4	- I don't fully understand this. - From the reference, it seems that #4 onwards is that the instructor talks to you about your ideas or your thinking or your strategies, etc.	**Revised question:** the instructor tells you his/her expectations for the activity or task
Part 2 Question 7	What about these strategies? effectiveness?	**Revised question:** the instructor gives you an overview of the key concepts/ideas you will need to learn about.
Part 3 Question 2	Strategies? But would young children know what these are?	- After thorough revision and consideration of the comments, the questionnaire is now focused on students' perception on feed-up, feedback, and feedforward throughout their learning experiences during the previous semester, under
	Question about feedback- does good feedback consist of all items #1 to #6? Can good feedback just be 1 or a few of these?	

		the modified online learning modality.

Summary of Ms. Karen Natera's Comments		
Part in the questionnaire	**Specific Comment**	**Action/s Taken**
FeedUp Question #7	*"that you need to understand the discussion in the session?"* *"The instructor explains or demonstrates to you the necessary skills that you need to complete the task."*	**Revised question:** The instructor explains or demonstrates to you the necessary skills that you need to complete the task for the session.
FeedUp Question #15 and #16	This is a yes/no question so if the intention is to generate more tools here if the answer is yes, then I recommend to What other tools (if any) does your instructor use	**Revised question:** What other tools (if any)that your instructor utilizes during **synchronous sessions** that ensure that you understand the purpose of the task or session, including how you will be assessed? What other tools (if any)that your instructor utilizes during **asynchronous sessions** that ensure that you understand the purpose of the task or session, including how you will be assessed?
Feedback Question #1	The instructor gives you the feedback you need to improve to succeed in the specific task / activity.	**Revised question:** The instructor gives you the feedback you need to improve to succeed in the specific task / activity.

Feedback Question #3	the instructor tells you if your response is correct or acceptable based on a criteria?	**Revised question:** The instructor tells you if your response is correct or acceptable based on a criteria.
Feedback Question #8	This might need some improvement in clarity. The instructor gives you opportunities to discuss how you feel towards accomplishing the task?	**Revised question:** The instructor gives you opportunities to discuss how you feel towards accomplishing the task
Feedback Question #14	What are other tools (if any) does your instructor...	**Revised question:** What are other tools (if any) that your instructor utilizes during synchronous sessions that provide you with information about your successes and needs?
Feedforward Question #13	What other tools, if any, does your instructor use..(if the intention is to ask for other tools but if this is a yes/no question, easier to convert from free response to binary response (yes, no)	**Revised question:** What are other tools (if any) that your instructor utilizes during asynchronous sessions that provide you with information about your performance data?

Observed Feedup Levels

Observed Feedup Levels	Synchronous Sessions	Asynchronous Session
FeedUp, Task Level 1 (*The instructor tells you what are the objectives for the synchronous/asynchronous sessions.*)	"Okay. Here are the course outcomes for the subject (*subject title)*" "This is what we discussed last week, and we will be continuing our discussion on *(lesson)*"	Provided the following, located in the classwork of the Google Classrooms: ● Course Description

		(10)
	"Just a reminder, here are the tasks that you need to do *(explains the different task and its details)*" "For today we will be having *(specific activity for the session*)" "But before that, let's have a quick review…. just to close the last week's topic" "This quiz is not graded. This is not for me to grade you. This is more of a reflection of how you are doing in this subject, that allows you to know what areas you have already mastered, what areas you still need to work on as this cycle ends." "The teacher shared the screen, showed the remaining tasks to be done, with deadlines, as well as other reminders (Google Slides)." "Today we will be featuring some of the outputs….." "Today we will tackle a short introduction about…"	● Final Project/Output (10) ● Project Information (10) ● Task Details (10) ● Task Information (10) ● Output Condition (10)
Feedup, Task Level 2 *(The instructor provides examples or models on what you have to do in the given task/s during synchronous/asynchronous sessions.)*	"Again, the keyword here is…."	Posted the scoring rubric in each of the tasks, located in the classwork tab in Google Classroom.
Feedup, Task Level 3 *(The instructor discusses or explains the scoring rubric for the given tasks during*		

synchronous/asynchrono us sessions)		
Feedup, Task Level 4 *(The instructor tells you his/her expectations for the activity or task during synchronous/asynchrono us sessions.)*		
Feedup, Process Level 5 *(The instructor gives you an overview of the key concepts/ideas you will need to learn about during synchronous/asynchrono us sessions.)*		
Feedup, Process Level 6 *(The instructor explaining the key questions that will be addressed in the synchronous/asynchrono us sessions.)*	"So last meeting I asked you, What is the key to effective literature assessment? How can you assure that your assessment in literature is effective, in accordance with your philosophy, models and approaches, and learning objectives?" "What are the things that you need to remember in creating a lesson plan?" Through Google Meet, the teacher shared the screen to the class, and using Slido, the key questions were shown, and students participated to get their insights. "Is illiterateness a bad thing?" "Does it necessarily mean that you are a bad person if you are not literate?" "Ano ba ang pagkakaintindi	

	ninyo sa 21st Century Literacy?"	
Feedup, Process Level 7 (*The instructor explains to you the necessary skills to be utilized during synchronous/asynchrono us sessions.*)		
Feedup, Process Level 8 (*The instructor explaining the necessary strategies needed in completing the specific tasks for the synchronous/asynchrono us sessions.*)		
Feedup, Self-regulatory Level 9 (*The instructor allows you to explain about how you are going to accomplish the task/activity in the synchronous/asynchrono us sessions.*)	"What kind of a literature teacher are you? How do you define yourself as a literature teacher, and what impact do you want to leave on your learners?" "Can anyone explain to me the first sentence?" "For you what do those words mean?" "Sa tingin niyo, ano yung mga factors bakit di tayo natututo?" "Can I ask anyone to share what they think about the points raised by (student name)?" "Kayo as students, ano sa palagay niyo at this point in your life, yung pinaka-malakas or adaptable na literacy for you?" "In the next slide, I want you to form your own analysis, or relate whatever you've learned here." "I need two people to summarize	

	the key takeaways for this lesson."	
Feedup, Self-regulatory Level 10 (*The instructor allows you to ask questions concerning the focus of the synchronous/asynchronous sessions.*)		
Feedup, Self-regulatory Level 11 (*The instructor allows you to discuss your concerns related to the objectives of the synchronous/asynchronous sessions.*)		

Observed Feedback Levels

Observed Feedback Levels	Synchronous Sessions	Asynchronous Session
Feedback, Task Level 1 (*The instructor gives feedback that you are on/off track to succeed with the specific task or activity in synchronous/asynchronous sessions.*)	"I like this part…" "It is very good…" "This is also very good.." "That is also a good idea…." "I think medyo nalito lang kayo, pero but you have a good understanding already about the topic." "Most of you already have a good grasp, you already have a good understanding of the key principles…"	

	"I appreciate those who used proper referencing in their work…"	
Feedback, Task Level 2		
Feedback, Task Level 3 *(The instructor tells you if your response is correct or acceptable based on a criteria during synchronous/asynchronous sessions)*		
Feedback, Process Level 4 *(The instructor gives feedback on the* key concepts/ideas *mentioned in synchronous/asynchronous sessions)*	"Let me just read a few answers from you. This is based ….." "These are timeless good practices of…." "This is very good. Ang sagot na ito ay very technical but it's definitely needed." "That is also a good starting point." "This is a good analysis…" "This is also a good reminder.." "This is the best time for…" "That is a very enlightening sharing…"	
Feedback, Process Level 5 *(The instructor gives feedback in the way you think in the synchronous/asynchronous sessions)*		

Feedback, Process Level 6 (*The instructor gives feedback on the skills you've elicited for that particular task/activity in synchronous/asynchronous sessions.)*	"Where we evaluate, we do not just end with inferring, it ends in creating new meanings and relationships" "What I like about his/her work… " "One of the things I like about his/her work is that…. " "I would just like to emphasize that I like that he/she focused on…."	
Feedback, Process Level 7 *(The instructor gives feedback on the strategies that you've utilized in accomplishing the task or activity in synchronous/asynchronous sessions.)*	"The strong points of his/her output is.."	The teacher attached a PDF file sent via GMail, containing the following: ● Numerical Score ● Specific comment about the student's output
Feedback, Self-regulatory Level 8 (*The instructor allows you to discuss how you feel you are going to successfully accomplish the task or activity for the synchronous/asynchronous sessions.)*		
Feedback, Self-regulatory Level 9 *(The instructor allows you to discuss your output in relation to the scoring rubric in synchronous/asynchronous sessions.)*		
Feedback, Self-regulatory Level 10 *(The instructor allows you to discuss your*	"You are here on the call. Kindly turn on the microphone and explain	

progress in relation to your goal in synchronous/asynchronous sessions.)	to us your work…"	

Observed Feedforward Levels

Observed Feedforward Levels	Synchronous Sessions	Asynchronous Session
Feedforward, Task Level 1 *(The instructor giving feedback that helps learners keep on-track of what they need to accomplish for the synchronous/asynchronous sessions)*	"It is important that you know your progress, you know where you are, you know yourself. How you are standing in this subject."	
Feedforward, Task Level 2 (*The instructor gives feedback on how to improve in the tasks/ activities for the session during synchronous/asynchronous sessions.*)		
Feedforward, Task Level 3		
Feedforward, Process Level 4 (*The instructor gives you feedback on your task/activity telling you on how to improve in expressing your ideas during synchronous/asynchronous sessions.*)		
Feedforward, Process Level 5 (*The instructor gives you feedback on your task/activity, telling you on how to improve your thinking during synchronous/asynchronous sessions)*		
Feedforward, Process Level 6 (*The instructor gives you feedback on*	"It is important that you know your	

your task/activity, telling you on how to improve the skills you've shown in accomplishing the task/activity during synchronous/asynchronous sessions)	progress, you know where you are." Maybe, what we can work on… However, it may be best if….	
Feedforward, Process Level 7 (*The instructor gives you feedback on how you can improve your strategies during synchronous/asynchronous sessions)*		
Feedforward, Self-regulatory Level 8 (*You are asked by the instructor about what you have to do to improve your strategies during synchronous/asynchronous sessions)*		
Feedforward, Self-regulatory Level 9 (*You are asked by the instructor what you have to do to improve on your task, in relation to the scoring rubric during synchronous/asynchronous sessions)*		
Feedforward, Self-regulatory Level 10 (*You are asked by the instructor on the ways you can achieve your goals during synchronous/asynchronous sessions)*		