

The Importance of the Relational and Affective Domains in Feedback

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Outline

Understanding the relational and affective domains within the feedback process is an important part of both teacher and student feedback literacy development. Exploring the dynamics of feedback through the lens of teachers and students experiences of giving and receiving feedback uncovers the important role that emotions play. A greater awareness of emotional literacy development could improve staff and students' feedback literacy and working relationships. Findings from a research study with higher education practitioners will be discussed and implications for practice explored.

Bio - Dr Edd Pitt

Edd is the Programme Director for the Post Graduate Certificate in Higher Education and Reader in Higher Education and Academic Practice in the centre for the study of higher education at the University of Kent, UK.

Edd has recently been collaborating with Academics in the UK, Ireland, Hong Kong and Australia. His principal research field is Assessment and Feedback with a particular focus upon student's use of feedback. His current research agenda explores signature feedback practices and the development of both teacher and student feedback literacy. His most recent publication was a systematic literature review of Assessment and Feedback articles between 2016 - 2021 commissioned by Advance HE.

