

# Feedback Literacy in Focus: Exploring the Emotional and Behavioural Engagement of Pre-Service Teachers in Human and AI Interactions

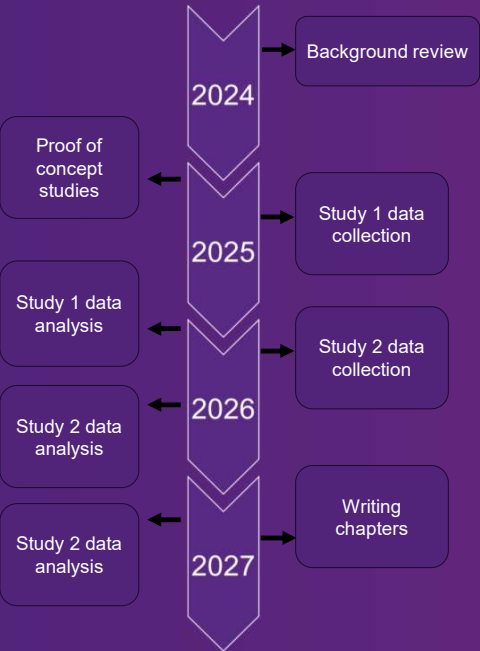
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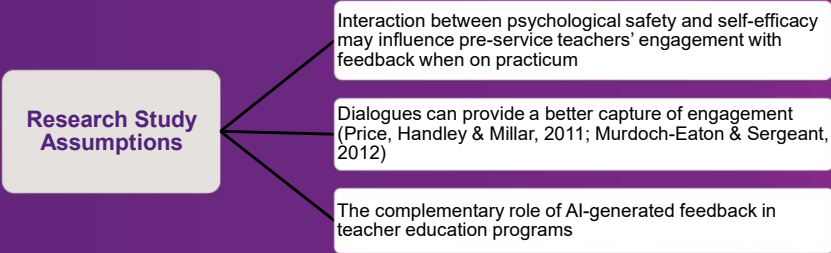
## Rationale

- Feedback needs to influence subsequent work to complete the feedback cycle and to ensure that self-regulation takes place (Molloy & Boud, 2013)
- Intervention studies to develop students' feedback literacy:
  - unclear as to which specific elements of feedback literacy have been addressed, and to what extent they have been developed (Little, Dawson, Boud & Tai, 2023; Molloy, Boud & Henderson, 2020)
  - self-report (Hoo, Daneen & Boud, 2022; Winstone, Mathlin & Nash, 2019)
  - behavioural changes were tracked only through peer marking and for a short period of time (Tripodi, Vaughan & Wospil, 2021; Fernández-Toro & Duensing, 2021)
  - hardly any study explicitly examined the effects of an intervention on improving/changing emotional responses and the mechanisms needed to deal with these (Little, Dawson, Boud & Tai, 2023)
  - observational studies enable us to capture contextual and relational considerations that may influence learners' engagement (Noble et al., 2019)
  - feedback literacy might usefully be of a longitudinal design and be combined with interventions to promote feedback literacy (Carless & Boud, 2018)

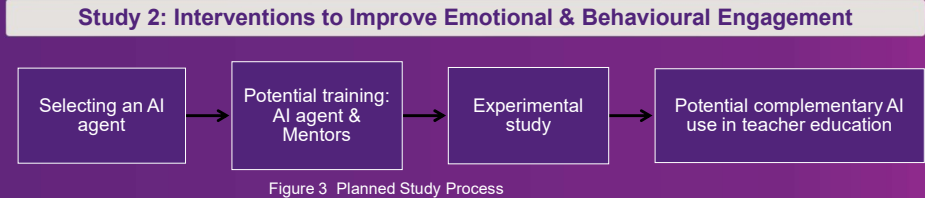
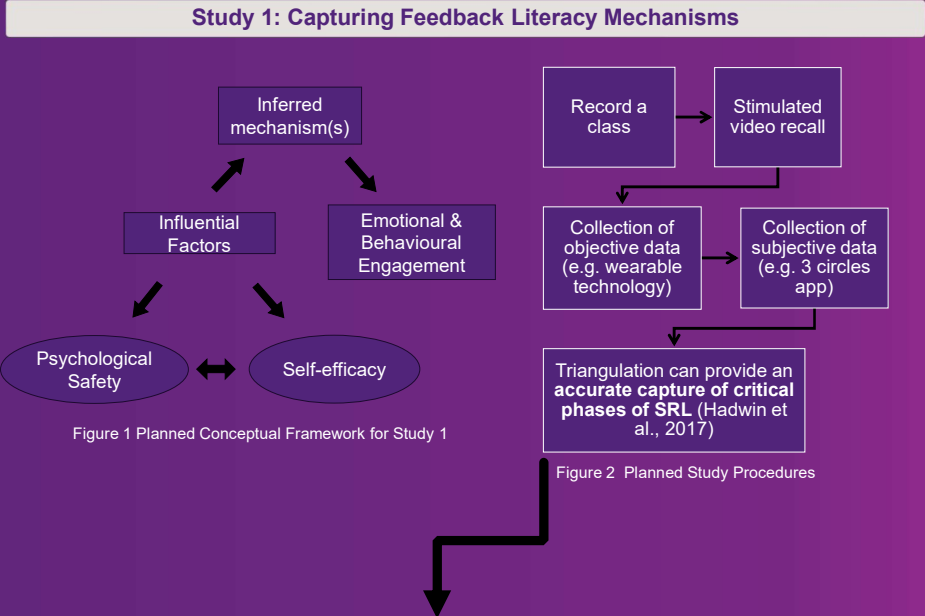
## Timeline



## Research Input



## Planned Study Design & Method



## Potential Contributions

