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## Transformative Insights: Global Perspectives on Feedback Quality for Elevating undergraduate students' Engagement and Motivation

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**Abstract.** This study explores the dynamics of feedback quality from the perspectives of professors and its profound impact on the motivation and engagement of undergraduate students. Drawing upon insights from a diverse group of professors representing 12 different countries, this study employs a meticulously designed qualitative methodology, facilitating a thorough exploration of the connections between feedback processes and student outcomes through an interpretive lens. Notably, our findings emphasize the transformative potential of constructive feedback when supported by contemporary pedagogical approaches. The study reveals the challenges educators face in delivering comprehensive feedback while also highlighting themes such as a commitment to continuous professional development, a preference for face-to-face interactions over technological advancements, and the transformative impact of the feedback process on personal growth. Additionally, the participants' recommendations align with broader pedagogical principles, emphasizing relationship building, perceiving feedback as an opportunity for improvement, fostering accessibility, continuous professional development, and creating psychological safety within the classroom. These recommendations provide practical insights for educators, guiding them to enhance their practices and cultivate supportive learning environments.

**Keywords:** Feedback quality; motivation and engagement; undergraduate students; Constructive feedback; pedagogical principles

## 1. Introduction

Effective feedback plays a pivotal role in the educational journey of undergraduate students, serving as a compass that guides their progress and development. Equally significant is the manner in which professors perceive the feedback they provide to their students as it can have profound implications for the overall educational scene (Henderson et al., 2019; Dawson et al., 2019; Jug et al., 2019). In an era where pedagogical approaches are evolving, understanding how professors perceive their feedback and how this, in turn, influences student engagement and motivation is crucial for enhancing the quality of higher education (Chan & Luo, 2022; Haughney et al., 2020; Dunworth & Sanchez, 2016).

This research explores four interrelated questions central to the student-teacher dynamic: (a) How do professors perceive the quality of the feedback they provide to their undergraduate students, and what factors contribute to their perception of feedback quality? (b) To what extent do the professors' perceptions of feedback quality and effectiveness impact their students' overall engagement and motivation in academic pursuits? (c) What are the challenges faced by educators in providing comprehensive and tailored feedback, and what strategies can be recommended for overcoming these challenges to enhance the quality and effectiveness of feedback for student growth? and (d) How do personalized goal-setting strategies, continuous professional development, and constructive feedback collectively contribute to both the personal and professional growth of educators, and what recommendations can be made for optimizing this symbiotic relationship? The significance of these questions stems from the recognition that feedback, when well-crafted and thoughtfully delivered, not only serves as a tool for academic improvement but also as a catalyst for student engagement and motivation (Haughney, 2020). Understanding how professors perceive feedback and the factors that influence these perceptions can empower educators to refine their feedback practices, creating a more conducive learning environment (Gul et al., 2016).

As educators and researchers, it is imperative that we explore the intricate relationship between feedback, student engagement, and motivation from the perspective of professors (Flodén, 2017). Beyond its role in the assessment process, feedback is a cornerstone of the educational experience, capable of shaping students' attitudes, behaviors, and aspirations (McCarthy, 2017). A comprehensive understanding of how feedback quality is perceived by professors and how this perception impacts their students' engagement and motivation can inform pedagogical practices and contribute to the overall enhancement of education.

This study aims to provide a holistic view of the multifaceted aspects of feedback in higher education and its implications for the students' academic experiences, as perceived by their professors. By investigating the quality of feedback from the professors' perspective and its subsequent effects on student engagement and motivation, we hope to offer insights that will benefit educators, institutions, and students alike, fostering an environment where feedback from professors

becomes not just a means of assessment but a catalyst for student growth and inspiration.

This article fills several critical gaps in the existing literature on feedback within the context of undergraduate education. First, it delves into the often-overlooked aspect of how professors perceive the quality of the feedback they provide to their students. Although the significance of feedback is widely recognized (Winstone & Boud, 2022; Haughney et al., 2020; Pereira et al., 2016; Glazzard & Stones, 2019), the professor's viewpoint on feedback remains an under-researched subject. Secondly, it explores the relationship between the professors' feedback quality perceptions and student engagement, a dimension that has not been extensively examined in previous research. By probing into how the constructive feedback provided by professors can motivate students to actively participate in their learning, this study provides a valuable contribution to understanding the dynamics of student engagement. Additionally, the research investigates how the professors' feedback quality perceptions impact their students' motivation to excel academically, filling a gap in our comprehension of how professors influence their students' sense of achievement and academic goals. Moreover, this study aims to understand the professors' experiences and expectations regarding the feedback process, gathering narratives and perceptions that add a practical context to the existing quantitative data. It also identifies areas for improvement in the feedback processes themselves by soliciting the professors' suggestions and preferences, offering actionable guidance for educators and institutions.

## **2. Review of the Literature**

In this review, we examine research across various categories related to feedback strategies and content. Our findings highlight disparities between the perceived adherence to sound feedback practices and actual implementation, the potential offered by innovative tools, and the disagreements regarding the effectiveness of peer feedback. We emphasize that quality feedback necessitates a thoughtful consideration of strategies, processes, and content. Moreover, addressing the mismatches in perception between students and faculty regarding effective feedback is of paramount importance (Haughney et al., 2020).

### **Feedback and Accountability**

Higher education institutions are increasingly facing accountability pressures, and the assessment of student performance has become a prominent concern (Worthen, 2018). Research has consistently demonstrated the pivotal role feedback plays in enhancing student learning (Olibor, 2019). Effective feedback is described as timely, appropriate, and personalized to the individual student (Ahea et al., 2016). Feedback on specific assessments plays a crucial role in student development. According to Douglas et al. (2016), such feedback empowers students by enabling them to enhance their future assessment items and gain a deeper understanding of their progress relative to their peers within the course. Feedback is considered a fundamental factor in the learning process for students (Ghilay & Ghilay, 2015). Research evidence underlines that effective feedback on student performance in assessments can significantly enhance the learning outcomes (Çakir et al., 2016; Johnson & Cooke, 2016).

### **Diverse Feedback Modalities**

Dawson et al. (2019) argue that instructors tend to base their decisions on feedback processes based on personal opinion rather than on published evidence. Consequently, the research on effective feedback processes should encompass the perspectives of academic staff, particularly in diverse contexts. While the predominant mode of feedback is written (Bouwer & Dirkx, 2023; Thi & Nikolov, 2021), it is crucial to acknowledge that feedback can take various forms, including dialogic, audio, and video modalities. Glazzard and Stones' (2019) findings underscore the value of lecturers providing verbal feedback.

There is a growing interest in the use of audio feedback in higher education, offering innovative possibilities to deliver feedback to students (Hennessy & Forrester, 2014; Deeley, 2018; Carruthers, 2015). This aligns with the findings showing that students often find audio feedback easier to comprehend and more authentic, making it a preferred mode of feedback (Kirwan et al., 2023; Voelkel & Mello, 2014). Regardless of modality, feedback is more positively perceived when learner-centered methods are employed (Pereira et al., 2016).

### **Pedagogical Considerations and the Role of Dialogue**

Beyond the format of the feedback, it is essential to recognize that how students interpret and act on feedback, as well as its psychological impact, is critical (Bond, 2014; Leighton, 2019). Several studies reveal mismatches in the perceptions of feedback between students and teachers (Kaivanpanah et al., 2015; Chokwe, 2015; Dawson et al., 2018). There are also missed opportunities for learning through feedback, as some academics lack the skills and knowledge or perceive summative assignments as mere marking tasks rather than insightful opportunities to positively influence personalized learning (Orrell, 2006).

### **Teacher Practices and Feedback Quality**

Gul et al. (2016) concluded that many educators regard written feedback as a crucial means of assisting students in their work, considering it equally important as verbal feedback with limitations in time frequently impeding discussions on written feedback with students. A considerable number of teachers opt for directly rectifying their students' mistakes rather than offering feedback that empowers them to make corrections autonomously. The level of training that teachers receive in delivering feedback plays a significant role in determining the quantity and quality of feedback (Kraft & Christian, 2022; Yu & Liu, 2021). A minor proportion of participants have undergone formal training in providing written feedback. Additionally, environmental and personal factors, such as time constraints, the teacher-student relationship, and institutional policies, also impact feedback practices (Gul et al., 2016; Erkan, 2022).

### **Feedback and Motivation**

Students with high self-efficacy, who believe that their actions can lead to desired outcomes, are motivated to persevere when facing difficulties (Pajares, 2012). Feedback significantly influences persistence and performance through its effects on self-efficacy and motivation (Agricola et al., 2020; Redifer et al., 2021; Sherf & Morrison, 2020). Students can be either extrinsically motivated, seeking rewards, or intrinsically motivated, driven by a desire to learn (Ryan & Deci, 2020;

Motevalli et al., 2020). Maintaining the students' motivation requires aligning their goals with the belief that these goals are attainable. The students' reasons for engaging in learning tasks can be assessed through the concept of goal orientation (Alhadabi & Karpinski, 2020; Reparaz, 2020; Alamer & Lee, 2019).

### **Feedback and student engagement**

Numerous studies have explored the pivotal role of student engagement with feedback in shaping academic outcomes. Zhang (2017) and Zhang and Hyland (2022) underscore the significance of individual engagement, encompassing both behavioral and emotional dimensions, in determining the effectiveness of automated writing evaluation feedback in the development of English as a Foreign Language writing skills. Mayordomo et al. (2022) highlighted the impact of feedback valence perception, particularly in resubmission scenarios, on emotional and cognitive engagement. Wang and Zhang (2020) established the mediating role of learning engagement between perceived teacher feedback and academic performance while considering the moderating effects of assessment characteristics. Additionally, Monteiro et al. (2021) and Zimbardi et al. (2016) challenged assumptions about feedback underutilization, revealing substantial engagement levels. Notably, the time spent interacting with feedback in these studies significantly correlates with subsequent academic improvement.

### **Challenges and clear communication**

Feedback given in a one-way written comment format often results in ineffective feedback (Carless et al., 2011). Many students struggle to understand written teacher feedback and express disappointment and frustration when the feedback is unclear, brief, or unhelpful for future learning (Ferguson, 2011; Hyland, 2013). Delivering effective feedback can be a challenging endeavor. Boud (2019) emphasizes the significant time investment that effective feedback demands. Furthermore, Henderson et al. (2019) identified time constraints and the challenges of providing personalized feedback in large classes as significant obstacles for academic staff.

## **3. Methodology**

### **Research Design**

To attain a systematic understanding of the complex interplay among feedback quality, the perceptions held by professors, and the resultant impacts on the motivation and engagement of undergraduate students, we have conscientiously adopted a qualitative research methodology. This approach serves as a valuable tool for probing deeply into the nuanced and sometimes elusive dimensions of the professors' subjective experiences (Williams & Moser, 2019).

### **Participants**

The essence of this study rests upon the active engagement of university professors from a diverse spectrum of academic disciplines and institutions around the world. To answer the research questions from a comprehensive perspective, a purposive sampling strategy, a common practice in qualitative research, was used to pinpoint and choose cases abundant in relevant information pertaining to the phenomenon under investigation (Palinkas, 2015). This was employed by carefully selecting professors with varying degrees of teaching

experience, representing a broad array of academic fields, and originating from diverse institutional backgrounds. This calculated diversity aimed to enrich the qualitative insights by fostering a rich tapestry of experiences and perspectives. Professors from different universities, academic disciplines, and nationalities also offer an opportunity to cross-pollinate ideas and insights, shedding light on the universal aspects of feedback quality as well as unique contextual influences. Table 1 below summarizes the affiliation of the participants, the subjects they teach as well as their years of experience.

**Table 1. Participant profiles**

Participant	Gender	Country	Teaching experience (years)	Subjects taught
1	Male	Mauritania	10+	EFL; Research methods
2	Male	The USA	8	American civ; Composition; social studies
3	Female	Morocco	20	Management; general English
4	Female	The UAE	7	EFL; Academic Writing
5	Female	Morocco	8	Communication; Public speaking, Wellness
6	Male	The UK	11	ESL; ESP
7	Female	KSA	18	Nursing; Communication; research Methodology
8	Female	France	17	Research Methodology; Pedagogy
9	Male	Qatar	10	Linguistics; Academic Writing
10	Female	Canada	12	ESL
11	Female	Cambodia	8	EFL
12	Male	Vietnam	8	EFL
13	Male	Vietnam	16	Academic Writing
14	Male	Canada	25+	Management
15	Male	Japan	5	French

### Data Collection

To obtain the professors' perceptions regarding feedback quality, the research employed semi-structured interviews as the primary data collection method. The interviews were conducted on Zoom for ease of recording and transcription and were meticulously designed to be conducted individually, fostering an environment that encourages candid, open, and detailed discussions. The semi-structured format was chosen for its adaptability, enabling a flexible conversation that allowed each participant to delve into their specific experiences, practices, and personal viewpoints (Ruslin et al., 2022). In line with the data collection process, an interview guide was thoughtfully developed to ensure the meticulous exploration of the key topics and themes including feedback quality, perceptions, and their profound impact on student engagement and motivation. The guide comprised of a carefully designed set of open-ended questions and prompts intended to elicit a plethora of thoughts from the professors, encapsulating their experiences, perspectives, and perceptions. In the conducted semi-structured interviews, educators delved into their perspectives on feedback quality through questions such as, "How do you personally define and perceive the quality of

feedback that you provide to your undergraduate students?" Emphasizing key elements in their fields, they explored strategies for ensuring effective feedback such as, "Can you discuss any personal strategies or approaches you employ to ensure the quality and effectiveness of the feedback you provide to your students?" Real-life examples were shared during the discussions on the impact of feedback on student engagement and motivation, with questions like, "Can you share specific examples of how feedback has positively influenced a student's engagement in your course, and the role your feedback played in this regard?" Addressing the challenges encountered, educators were prompted with, "What challenges or difficulties, if any, do you encounter when striving to provide high-quality feedback to your undergraduate students, and how do you address these challenges?" In offering recommendations, educators reflected on questions like, "Based on your experiences and insights, what recommendations would you offer to your fellow educators on how to enhance feedback quality and its effect on student engagement and motivation?"

### **Data Analysis**

Qualitative data derived from the interviews was subjected to thematic analysis. This analytical approach involved the systematic identification, scrutiny, and elucidation of recurring patterns and themes embedded within the data. The analytical process adhered to the six-step framework established by Adu (2019), comprised of data familiarization, the generation of the initial codes, the identification of the principal themes, a comprehensive review of the themes, the precise definition and naming of the themes, and the ultimate production of the final report. To reinforce the rigor and reliability of the analysis, an inter-coder reliability procedure was meticulously followed.

### **4. Findings**

The in-depth analysis of the participants' responses has yielded a comprehensive understanding of feedback quality and its profound impact on student engagement and motivation. Through a meticulous examination of the interviews, 12 major themes have emerged, providing valuable insights into the multi-layered nature of effective feedback practices. These themes include the transformative power of constructive feedback, the positive influence of feedback on student improvement and engagement, the establishment of clear goals and motivational strategies, challenges in delivering comprehensive feedback, a commitment to continuous professional development, a preference for personal relationships and face-to-face interaction despite technological advancements, the lasting impact of feedback on student attitudes and behaviors, and recommendations for addressing challenges and enhancing feedback quality.

**Table 2. Themes derived from the thematic analysis of the respondents' answers.**

Themes
Constructive Feedback as a Catalyst for Improvement
Feedback's Impact on Student Improvement and Engagement
Setting Goals and Strategies for Motivation
Challenges in Providing Comprehensive Feedback
Continuous Professional Development and Learning
Preference for Personal Relationships and Face-to-Face Interaction
Impact of Feedback on Student Engagement, Participation, and Motivation
Addressing Challenges and Recommendations for Improvement
Constructive and Tailored Feedback
Impact of Feedback on Personal and Professional Growth
Recommendations for Enhancing Feedback Quality
Role of Technology in Feedback

The participants consistently emphasized the pivotal role of constructive feedback as a catalyst for improvement in the academic journey of students. Constructive feedback, as highlighted by all participants, is viewed as a transformative tool that guides students toward enhancement rather than solely pointing out errors. This collective perspective underscores the significance of feedback not only in addressing shortcomings but also in fostering positive growth and development:

*"They must first understand it. It should not be just a remark given to them to under-evaluate them. They must understand it. They must understand its importance. importance and it must be related to the learning outcomes they are supposed to achieve."*

*"Quality feedback, first of all, would be something that helps students learn from their mistakes and improve their skills. Quality feedback also includes a sense of openness, meaning that we need to make sure that the student is ready to hear it out, is ready to welcome it and acknowledge it, so that it actually lands. And a third component would be quality feedback is about acknowledging what went well first and then it would be better if, that's how I phrase it with my students, what went well and then it would be better if, areas of improvement."*

Furthermore, the impact of feedback on student improvement and engagement emerged as a central theme across all interviews. The participants stressed the transformative power of feedback, indicating a belief that students can achieve results beyond their initial capabilities through effective feedback. The profound connection between feedback and student engagement was consistently emphasized, highlighting that quality feedback goes beyond mere information delivery, actively fostering deeper involvement in the subject matter.

*"I see that it increases their engagement and involvement because they develop some type of cognitive reframing strategies. They're not just like, okay, this didn't go well. I failed at my task or I didn't do well in my presentation. They reframe it. They're like, okay, this went well, this didn't go, or this is how I could improve."*

*"I think you can see it clearly in your students' faces whenever you give them some, especially when you give them good feedback. For example, when you say excellent and words like, I mean these positive adjectives that you use in class, they make them competitive between each other, they would love to hear these words more and more and at the same time it makes them self-confident because they feel like they are doing a great job."*

Setting goals and employing motivational strategies through feedback were also themes underscored by the participants. These strategies, including setting clear goals for students, establishing narrow objectives, and providing individualized feedback, are recognized as effective tools for motivating students to actively work towards improvement. This theme suggests that feedback, when aligned with clear objectives, can serve as a motivational force propelling students towards their academic goals:

*"If you're just negative and very critical, students are going to want to not keep performing. They're going to go to you less often for feedback, and when you just give them negative feedback, they're just going to care less about it. And it just builds this very negative emotion. I mean it can be critical as well, but as long as it's you know still encouraging And you know trying to get them to go forward with whatever they're doing I think then they're more supported, and they feel that support and they're more willing to exceed Absolutely, I agree And Okay, let's move on to challenges. "*

*"I focus on providing detailed feedback tailored to a student's clinical practice and patient care. It involves addressing their critical thinking, decision-making, and communication skills. Constructive criticism forms the cornerstone, guiding them on how to advance their practice, all while being supportive and encouraging their professional development."*

*"Yeah, I make, so I make sure my, like my objectives are very narrow. So I'm looking at specific things. For example, in the last assignment I gave, it was writing introductions. I went to each student, read their introduction, and I was looking specifically for a sense of setting or character in that paragraph. But along with that, I also think you need some kind of rapport. Like, you need to have dialogue with the students and have some kind of relationship. And so, the feedback when there's a relationship, the feedback is more helpful. It's not just third party giving information."*

Challenges in the provision of comprehensive feedback were acknowledged by all participants, revealing a shared recognition of the complexities involved in the feedback process. Time constraints and the difficulty of addressing every aspect of a student's work were identified as common challenges. Strategies involving

prioritization and a strategic approach were recommended as essential in overcoming these challenges, showcasing a pragmatic approach to feedback delivery.

*"The challenge is sometimes you look at the student work and you find a lot of things to give feedback to, but you cannot give feedback to every single item. That may demotivate the student. So you have to prioritize which aspects to discuss with the student step by step. To address that, I look at what is the most important for the student in terms of the learning outcomes of the course. If anything is not addressed in the learning outcomes, I might give feedback to that, but it's not the priority. Maybe that's a challenge for another course or for another time, but that's not the focus in the course outcome or in the learning outcomes."*

*"Time. So, the bigger the class, the less time you have, and you can't give as critical feedback, especially if you're trying to have a work-life balance. You can't spend hours every day reading essays and writing feedback and talking to students if you have a lot of students in your class if you have classes you know 15 students it's pretty easy you can do it in the classroom but you start pushing that 20 25 threshold and you can't get to your students like in a two-hour class you just can't devote time to students that way and that definitely hurts feedback. To address that, I try to encourage students to see me before classes and after class. If they have any questions, definitely I'll have them email me or hand in assignments and I'll read them and then give them feedback like I'll just I'll go ahead and talk to them about their feedback."*

All respondents recognized the importance of professional development, with all except Participant 1 pointing to the fact that they receive very little of it formally. The commitment to continuous professional development was a recurring theme. The participants expressed a dedication to staying updated on educational research, motivational techniques, and learning theories. This commitment reflects a growth-oriented approach to teaching, emphasizing the evolving nature of educational practices and the importance of ongoing learning for educators. In their pursuit of professional growth, these individuals actively seek opportunities to enhance their knowledge and skills, recognizing that the field of education is dynamic and ever-changing. Despite facing challenges in accessing sufficient resources for professional development, their enthusiasm for staying up to date with the latest trends and incorporating innovative methodologies into their teaching remains unwavering.

*"Especially at the university level for the colleagues who are involved in this process. Because today, students are not the same students as 20 years ago, or even 10 years ago. They have other informational practices, they have other documentary practices too. So you really have to revise their teaching style."*

*"It is definitely needed to try to stay up to date on motivational techniques or even just like learning theories that people think they're a certain type of learner. And so really hitting a learner's strategies and, you know, helping students learn better. And when students think they're better*

*learners, they're more motivated to do the work well, which helps with dialogue and feedback."*

*"The ever-evolving nature of student needs and practices necessitates continual professional development for educators. Recognizing that today's students have different informational and educational practices compared to previous years, educators need to adapt their teaching styles and methodologies to meet these changing requirements. While some educators might face challenges in transitioning from previously successful teaching models to approaches that cater better to current student needs, ongoing professional development is crucial. It allows for the exchange of ideas, strategies, and innovative practices that can effectively bridge the gap between traditional teaching styles and the dynamic needs of modern students."*

Despite recognizing the potential of technology in facilitating feedback, there was a consistent preference for face-to-face interactions and the importance of building personal relationships with students. This preference highlights the enduring significance of the human connection in effective feedback practices, suggesting that technology, while beneficial, does not replace the interpersonal dynamics of direct communication.

*"Technology has significantly impacted nursing education, particularly in how we provide feedback. Simulation programs and digital platforms have transformed the way we evaluate students. These tools offer a comprehensive platform for scenario-based learning and evaluations. While these technological advancements have their merits, I still value the direct, face-to-face feedback approach, especially in nursing. The personal touch and immediate nature of direct interaction hold immense value in nursing education."*

The participants also commented on the impact of the feedback process on their personal growth over the years. They emphasized the transformative role that constructive feedback has played in shaping their teaching methodologies and refining their instructional techniques. Acknowledging the significance of feedback as a catalyst for improvement, these educators described how insights from colleagues, mentors, and even students have contributed to their professional development journey. The exchange of feedback has not only provided them with valuable perspectives on their strengths but has also determined areas for growth. The iterative nature of this feedback loop has created a continuous cycle of self-reflection and refinement, allowing these professionals to adapt their teaching strategies based on real-world insights.

*"The feedback at the beginning, it wasn't like the first thing, it wasn't what needs to go. So we never talked about positive things. And then I realized that they didn't take it very well at the beginning. So this is why I changed. So we started with good things and then we talk about things to improve. So this was one of the things that changed throughout time."*

*"I have my students give me feedback at the end of every semester. You know, I'll give a quick survey, like what went well, what went poorly, and*

*what would you want to change? And in my first year, first two semesters, students were like, we need more feedback, we want more feedback. And so I made it a priority to really start engaging with students and providing that feedback, because I mean, I teach mostly writing classes. spend hours every day reading assignments and giving out all the assignments. I teach too many courses to read 100 essays a week, right? So I definitely tried stripping away the feedback at the end of assignments to feedback while engaging in the assignment."*

In an attempt to build on the participating professors' experiences, they were asked if they had any recommendations that they would offer to fellow educators on how to enhance the quality of their feedback, especially with regards to engagement and motivation. The participants' insights coalesced into several prominent themes. Fostering a Personal Connection and Relationship Building appeared as a critical recommendation. Educators are encouraged to actively engage with students on a personal level, seeking one-on-one interactions throughout the learning process.

*"I would definitely encourage other teachers to take a more personal approach. Even if the classes are large, right? You can do that week to week... do something that gets you to have one-on-one time with individual students. Like, and do it in the process of the assignment, not just at the end."*

The theme of Feedback as an Opportunity for Improvement resonates strongly. The participants highlight the importance of shifting the students' perspectives to view feedback as a chance for growth rather than mere criticism:

*"Students should consider feedback an opportunity to do better or to learn something new, not a criticism... It's not only for marks or grades. It's for them to improve, to keep improving."*

The third theme centers on Accessibility and Open Dialogue between educators and students. It is emphasized that educators should be approachable, providing contact information and fostering an environment where students feel comfortable seeking help. Open lines of communication contribute to a supportive learning environment:

*"They have to feel like there is this relationship between me and them that they can ask me for help... It's more than just going to class, giving them a class and leaving. They have to feel like there is this relationship between me and them that they can ask me for help."*

The significance of Continuous Professional Development stands out as a key recommendation. Educators are urged to stay up to date with the latest research, engage in workshops, and seek student input on their preferred feedback methods, highlighting the dynamic nature of teaching practices and the need for continuous learning:

*"The only way for teachers to enhance their performance concerning feedback is by doing some professional development themselves... because it is directly related to them so there is no harm in asking students such questions."*

Creating Psychological Safety within the classroom is another major theme derived from the recommendations. The participants invite educators to learn and practice how to create environments that encourage students to feel safe making mistakes in:

*"So, I would say that the first thing, like for me that's foundation, it's 101, is that we have to learn and practice how to create psychological safety within our classroom... create psychologically safe spaces."*

## 5. Discussion

The thematic analysis of the responses sheds light on crucial aspects of feedback quality and its implications for student engagement and motivation. Several key themes have emerged, offering insights into the dynamics of effective feedback practices within the educational context. The recurrent emphasis on constructive feedback as a transformative tool highlights a collective understanding among the participants that feedback should not solely pinpoint errors but should guide students toward positive growth and development. This aligns with contemporary pedagogical approaches that prioritize a developmental perspective in feedback delivery (Frkal, 2017; Haughney et al., 2020; O'Brien et al., 2022; Pentucci, 2023; Rila & Estrapala, 2023).

A central theme revolves around the profound impact of feedback on student improvement and engagement. The participants consistently assert that effective feedback extends beyond mere information delivery, actively fostering deeper involvement in the subject matter and propelling students toward enhanced outcomes. This resonates with the research that has investigated the role of feedback in shaping student behavior and performance (Wisniewski et al., 2020; Bajaj et al., 2018; Chan & Luo, 2022). Clearly defining goals and using motivational strategies through feedback have emerged as key themes. Recognizing that aligning feedback with specific objectives serves as a strong motivational factor is supported by established approaches in feedback construction (Tawalbeh & Al-Husban, 2023). This stresses the interconnected nature of feedback, goal-setting, and student motivation.

Challenges in providing comprehensive feedback reveal the practical complexities faced by educators. One notable obstacle is the limitation imposed by time constraints, where educators find themselves balancing the need for thorough feedback against the limited time available for each student. Additionally, the inherent difficulty in addressing every facet of a student's work adds another layer of complexity. Educators grapple with the task of providing constructive input on various aspects of a student's performance, striving to offer meaningful guidance within the confines of time constraints. These universal concerns point out the demanding nature of the educator's role in fostering student growth and success through effective feedback mechanisms (Molloy et al., 2020).

The participants' commitment to continuous professional development emphasizes the educators' clear awareness of the dynamic and ever-evolving nature of educational practices. This commitment reflects a proactive and growth-

oriented approach to teaching, emphasizing the significance of remaining up to date with emerging research, motivational techniques, and evolving learning theories, which research has identified as the most crucial advantage of professional development (Baird & Clark, 2018; Guskey, 2021; Svendsen, 2020; Nguyen, 2019). It signifies the educators' dedication to enhancing their pedagogical skills and staying well-informed about the latest advancements in the field. Embracing continuous professional development serves as a testament to their unwavering commitment to providing students with the most effective and up-to-date educational experiences, fostering an environment of perpetual improvement and adaptability within the educational landscape. Yet, the fact that a number of educators alluded to the lack of professional development opportunities specifically focused on feedback highlights a crucial gap, pointing to an unmet need for targeted training and resources addressing the nuances of providing effective feedback. Recognizing and addressing this gap could further enhance the educators' ability to navigate the intricate dynamics of feedback processes, eventually contributing to a more comprehensive and refined educational experience for students.

The participants' consistent preference for face-to-face interactions over technological advancements in feedback delivery highlights a subtle perspective on the role of human connection in education. Despite recognizing technology's potential, the participants underscore the enduring significance of direct communication in effective feedback practices. This firm preference for face-to-face interactions over technological advancements in feedback delivery not only emphasizes a detailed perspective on the role of human connection in education but also reflects the belief in its heightened effectiveness. While acknowledging the potential benefits of technology, the participants accentuate the significance of direct communication in fostering impactful feedback practices. This preference reveals an understated inclination toward the interpersonal aspects of education and also suggests a conviction that oral feedback, with its immediate and personal nature, holds a distinct advantage in promoting meaningful learning experiences for students (Solhi & Eğinli, 2020; Yuksel et al., 2023; Jin & Ruan, 2023).

The impact of the feedback process on personal growth developed as a critical aspect. The participants described how insights from colleagues, mentors, and students have contributed to their professional development journey. This iterative feedback circle, characterized by a reciprocal exchange of perspectives and insights, creates a continuous cycle of self-reflection and refinement. By actively engaging with feedback from various sources, educators not only gain valuable perspectives on their teaching practices but also use this information as a catalyst for meaningful adjustments and improvements.

Moving beyond the findings, the recommendations offered by the participants align with broader pedagogical principles. The emphasis on "Fostering a Personal Connection and Relationship Building" signifies the significance of cultivating positive teacher-student relationships to establish an enriching learning atmosphere, which aligns with the existing research highlighting the pivotal role of interpersonal dynamics in shaping educational outcomes. The

recommendation to view "Feedback as an Opportunity for Improvement" signifies a shift in perspective, urging students to perceive feedback as a valuable chance for growth rather than mere criticism. This aligns with the evolving pedagogical approach that encourages a more constructive and developmental view of feedback. Such recommendations, rooted in pedagogical best practices, not only enhance the teaching and learning experience but also contribute to the broader advancement of effective educational methodologies. "Accessibility and Open Dialogue" accentuates the significance of effective communication in education. These recommendations highlight the need for educators to be approachable, providing a supportive environment where students feel comfortable seeking help. Continuous Professional Development stands out as a key recommendation, emphasizing the dynamic nature of teaching practices. This aligns with the recognition that staying updated with the latest research and engaging in continuous learning is essential for effective teaching. "Creating Psychological Safety" within the classroom echoes contemporary discussions on the importance of inclusive learning environments (Dewsbury & Brame, 2019; Ferguson et al., 2019). This recommendation underscores the need for educators to create spaces where students feel safe making mistakes, fostering a culture of openness and growth.

## 6. Conclusion

The intricate dynamics of feedback quality in education have revealed a collective emphasis on constructive feedback as a transformative tool aligned with contemporary pedagogical approaches. The central themes have emphasized the profound impact of feedback on student improvement and engagement, resonating with motivational theories and emphasizing the interconnectedness of feedback, goal-setting, and student motivation. The challenges in feedback delivery shed light on the practical complexities faced by educators, met with pragmatic strategies. The importance of the human connection in effective feedback practices was clearly defined in the participants' preference for face-to-face interactions over technology. Beyond their classes, the participants provided recommendations according to the broader pedagogical principles, advocating for a personal connection, perceiving feedback as an opportunity for improvement, fostering accessibility, prioritizing continuous development, and creating psychologically safe learning environments. These insights contribute to the ongoing discourse on effective pedagogy, offering practical guidance for educators to refine their feedback practices and cultivate supportive learning environments conducive to student growth and engagement.

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