Foreword

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About this Book

In today's rapidly evolving educational landscape, this book aims to support teachers and researchers in exploring the ever-expanding domain of digital feedback. It approaches innovative educational practices from multiple perspectives while foregrounding learners' active engagement and discussing consequent changes in teachers' responsibilities and curriculum design. By including contributions from graduate students, teachers and researchers, it underscores the importance of continuous dialogues between learners, scholars and practitioners to reimagine feedback processes in the digital age.

This edited volume demonstrates the thematic breadth and practical use of digital feedback with a special emphasis on emerging trends and technologies, including the use of social media and artificial intelligence. It seeks to give readers inspirations for innovating feedback processes in their own classrooms, in alignment with the specific learning objectives they aspire to reach. Recognizing the dynamic nature of technology, the book advocates ongoing exploration, critical reflection, and empirical investigation to improve feedback processes and learning outcomes. Accordingly, a distinctive feature of this edited volume is that it combines three types of contributions: (1) papers on empirical studies or research projects; (2) reports on teaching practices or reflections of pedagogical designs; (3) descriptions of teaching ideas for feedback activities.

Altogether, the edited volume comprises 17 chapters in five thematic sections. The introductory section sets the stage by offering an overview of a comprehensive research project on digital feedback in teaching and by outlining the scope of the subsequent contributions. Section II is devoted to pedagogical (re-)design as a continuous endeavor to improve teaching and learning and serves as an inspiration for rethinking feedback processes in higher education. Section III unites students' perspectives, teachers' experiences as well as research findings on learners' and lecturers' roles and responsibilities in the digital feedback process, with a particular focus on learner engagement. Section IV serves to illuminate the potentials of social media for student-centered feedback exchanges while also discussing associated challenges and possible solutions. The closing section V focuses on the utilization of generative AI for a variety of feedback purposes,

considering its roles in feedback training and as feedback assistants for learners and teachers.

Overall, this comprehensive, critical, creative, and collaborative exploration of digital feedback in education fills a significant gap in the literature, emphasizing the necessity for a continuous development of digital feedback literacy among both teachers and learners to navigate and innovate dynamic educational environments.

Information about Funding