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Supporting the Uptake Process with Dialogic Peer Screencast Feedback: A Sociomaterial perspective

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Notes on contributor

James graduated from the UCL Institute of Education in 2020 and is a member of the Faculty of Liberal Education at Seoul National University in South Korea. His academic work explores how feedback uptake and learner engagement can be supported from socio-constructivist, socio-cultural, and socio-material perspectives utilising technology, while in his teaching he focuses on improving research capacity and teaching quality throughout the university.

Supporting the Uptake Process with Dialogic Peer Screencast Feedback: A Sociomaterial perspective

Abstract

Screencast feedback has advantages over written feedback for supporting engagement and enactment, yet the potential of peer screencast feedback remains underexplored. This study took a small-scale (N=8), in-depth, triangulated, qualitative approach to addressing this gap, adopting a socio-material lens to investigate the use of dialogic peer screencast feedback over an emergency remote semester. Screencast peer feedback was found to enhance depth, enabling expansion on written comments, focusing on 'global' aspects in screencasts and 'local' aspects in the text. Using the feedback providers' camera helped learners manage and process emotional impacts of feedback, encouraging uptake and supporting the development of a caring feedback community sustained through ongoing technology-mediated enactment-oriented dialogues. The results reveal various social and material factors 'entangled' with the emergence of agency and engagement in the feedback practices. The findings have significant implications for those teaching in online, hybrid, and blended conditions in the wake of the pandemic and beyond.

Introduction

Despite the long history of peer feedback as a recommended strategy to enhance learning (Guo Schuun and Yu, 2019), challenges for the successful deployment and use of the learning strategy remain (Winstone & Carless, 2019). Research suggests that learners may also be reluctant to engage with or enact peer feedback (Winstone et al. 2017a; Winstone and Carless, 2019; Carless, 2020), perhaps because they may not trust feedback derived from less authoritative sources (Strijbos et al. 2021). Peer feedback is also often perceived to be of low quality, and due to various empirical findings, the value of providing peer feedback is often assumed to be greater than receiving it (Carless, 2020). L2 higher education studies have found that peer feedback is often focused at the sentence or 'local level' on aspects of grammar or vocabulary choice and is rarely able to focus on substantive 'global' aspects such as criticality, structure, or answering the question (Liu and Sadler 2003; Min 2006; Van Steendam et al. 2010). Other studies indicate that students may have relational concerns about critiquing peers' work (Cartney 2010; Carless and Winstone 2020). For example, in one case, students provided fewer comments on 'higher-order concerns' in non-anonymous than compared to anonymous conditions (van den Bos and Tan 2019). Such issues have led to debates and concerns about the efficacy of peer feedback practices (Winstone et al. 2017a; Gao, Schunn, and Yu 2019), despite the general understanding that they also hold great learning potential (Winstone and Carless 2019).

Despite apparent broad acceptance of socio-constructivist assumptions of how meaning-making in feedback and peer feedback occurs through dialogue and co-construction (Winstone et al. 2017a; Carless and Boud 2018), successful empirical application of the principle is often illusive. This is because feedback uptake (Carless and Boud, 2018), defined in this paper as using feedback information to improve a piece of work, knowledge,

understanding, or skills, is mediated by factors related to the context (such as the technology), message, sender, and receiver (Winstone et al. 2017a). Within this, rather than being a neutral or inert backdrop, social, material, spatial, and temporal actors also 'entangle' with learners' agency to engage in feedback uptake oriented dialogues and practices (Gravett 2020) in ways that can influence, serve or constrain it (Tai et al. 2021). From this perspective, agency, defined in this study as the ability to act purposefully and autonomously (Emirbayer and Mische 1998) in using feedback, emerges through the interplay of human and non-human elements within a situated context (Gravett, 2020). Such elements can include a variety of factors such as finding a mutually acceptable place or time to meet (see Zhu and Carless 2018) or the reluctance of learners to attend dialogic feedback meetings (see Duncan 2007), which may be due to relational or power issues (social factors) (Gravett and Winstone 2019). Material factors can also involve learners' interactions with the platform chosen for technology-mediated dialogues or devices themselves (Gourley and Oliver, 2018). For example, Moodle-based forums failed to engage learners in ongoing multi-turn dialogues in a study by Filius et al. (2018) as users found them to be too inconvenient and asynchronous. Conversely, in another study (Wood 2021b), Google Docs was perceived as efficient, fit for purpose and offered notifications. It was thus able to overcome spatial and temporal barriers to multi-turn asynchronous dialogic feedback uptake-oriented dialogues in a way that reportedly encouraged further engagement with the feedback practices.

The studies discussed above indicate that social (including relational and socio-affective factors) and material factors can influence learners' engagement in feedback uptake-oriented feedback dialogues, suggesting a potentially important role for the sociomaterial in mediating agency to engage in dialogic feedback practices that has not been considered in extant empirical feedback research. As Gravett (2020, 10) states, 'research policy and practice is still grounded in a humanist approach that excludes the material from the frame

when attending to the significance of dialogue'. Thus, there is a need for peer feedback studies deployed and positioned within the 'new paradigm' in which learner agency to engage is emphasised, yet which also consider the potential impacts of sociomaterial factors within the analytical 'frame'. Accordingly, in this study, I argue that a sociomaterial lens can augment a socio-constructivist perspective on how learning through feedback occurs in blended and online settings to more fully account for how non-human, social and affective factors influence learner agency to engage in dialogic feedback practices.

Screencast, Peer Screencast Feedback and Engagement and Use

Aligning with a sociomaterial perspective that modality can influence engagement, screencast feedback, which allows an educator to record their screen, audio, and potentially webcam, as they read or mark work, is considered to hold great potential for supporting learners' understanding engagement and uptake of feedback. Screencast feedback can streamline the process of producing more understandable and explicit feedback (Killingback, Ahmed, and Williams 2019; Mahoney, Macfarlane, and Ajjawi 2019), which may, in turn, support uptake. Screencasts can mediate a significantly higher quantity of feedback information (Harper, Green, and Fernandez-Toro 2018) within a given time frame and is considered more workload sustainable and efficient (Dawson et al. 2018). They can also help avoid miscommunications regarding the meaning of feedback (Henderson and Phillips 2015; Anson et al. 2016) due to the quantity and the additional layer of meaning communicated through the voice (Harper, Green, and Fernandez-Toro 2018) or even facial expressions (Grigoryan 2017). This can help reveal screencast providers' thought processes, which can offer additional cues about the effect of the writing (Fernández-Toro and Furnborough 2014). These factors may account for findings indicating learners are more successful in

implementing changes after screencast feedback than written comments (Cavaleri et al. 2019; Yiğit and Seferoğlu 2021).

Screencast feedback may be beneficial during emergency remote teaching as it can potentially mediate aspects of the learning experience that may be missed when learning shifts online (Dawson et al. 2018), such as rapport (West and Turner 2016) and social presence (Thomas, West, and Borup 2017). Social presence refers to the ability of an individual to project their personality so that they appear 'real' and, therefore, relatable to others within an online environment. Learners find screencast feedback more personal (Henderson and Phillips 2015) and human than text (Marshall, Love, and Scott 2020), perhaps because the spoken aspect of screencasts can augment the ability of feedback providers to include contents that may bolster relationships (West and Turner 2016), such as offering praise (Borup, West and Thomas, 2015; Caveleri et al. 2019). Some of the reported benefits of teacher-generated screencast feedback may transfer to student peer screencast feedback. However, because various social, material and affective factors entangle with agency to engage with peer screencast feedback practices, successful deployment may be complex and depends on various contextual and situated factors, many of which remain unknown due to the paucity of research on the subject.

One preliminary study in a Chinese undergraduate context indicated that anonymous video peer feedback on a translation task (video type was not specified) was perceived to be convenient, clearer, to foster a sense of community and aid retention compared to written feedback. However, participants also reported not being able to understand and enact peer video feedback or fearing it may be wrong. Peer screencast feedback was also perceived more positively than written feedback from an affective perspective by participants in an earlier qualitative study (Walker 2017).

Nevertheless, despite initial findings, peer screencast feedback (or video feedback) suffers from the same serious, widely reported, and as yet unresolved issue as much of the peer feedback and teacher screencast feedback medium because it deploys feedback as the 'transmission' of one-way feedback comments (Mahoney, Macfarlane, and Ajjawi 2019). Doing so 'replicates' the provision of written feedback comments (Pitt and Winstone 2020), ignores the need for agency and responsibility-sharing (Nash and Winstone, 2017), and fails to provide a mechanism for repairing misunderstandings or co-regulating (Panadero, Andrade, and Brookhart 2018) the feedback uptake process (Carless and Boud, 2018; Winstone et al. 2017a). Such methods of feedback provision are problematic because not understanding feedback or what to do with it is a commonly reported issue with feedback (Winstone et al. 2017b). In a study of screencast feedback by West and Turner (2016), only 40% of students indicated that they completely understood the contents, implying that 60% had received feedback information they could not fully understand or enact, limiting the effectiveness of the feedback as a process (Boud and Molloy, 2013)

Research Gaps and Aims

To help remedy the one-way transmission issue, peer screencast feedback can be produced 'dialogically' using a cloud text editor (such as Google Docs). Doing so allows feedback providers to mark up the text with short comments that can be expanded on in a screencast recording and feedback receivers to express gratitude, make comments that can help build relationships among participants or ask additional questions. This can, in theory, help support feedback receivers' agency within the feedback uptake process as it allows them to elicit additional information needed to understand or enact the feedback.

The conceptual contribution of this article is thus the argument that agency to engage in producing potentially more extensive, context-rich, and socio-affectively relatable initial peer

feedback input, emerges through entanglements among human and non-human actors within a particular context (Fenwick 2010; Gourlay and Oliver 2018) and the practice of peer screencast feedback. Once screencast feedback has been provided, ongoing technology-mediated community dialogues with peers can, in theory, serve feedback receivers' agency to utilise feedback by providing a convenient and effective method of questioning and discussing feedback and co-creating and regulating goals. This conceptually positions feedback receivers as proactive agents within a 'new paradigm' (Carless, 2015) feedback uptake process. This study attempts to explore, exemplify, refine or refute this conceptual contribution by deploying dialogic screencast peer feedback within an undergraduate, online setting during COVID-19. The study is underpinned by socio-constructivist assumptions of how learning occurs through a dialogic feedback process, augmented by a wider sociomaterial analytical lens that attempts to account for the influence of material factors on engagement. This article is significant because it represents the first attempt to instantiate dialogic peer screencast feedback and is the first study to align socio-constructivist and sociomaterial perspectives within empirical feedback related research.

The following research question guided the study:

What were the perceived (and actual) effects of dialogic peer screencast feedback practices on feedback provision, feedback engagement, uptake, and learning community development during emergency remote teaching?

Methodology and research context

Based on an interpretive methodological stance, it is argued that the best way to understand the participant experience of engaging with and enacting feedback is through the researchers' interpretation of in-depth reflective accounts (Denzin and Lincoln 2017). To thoroughly explore the learner experience and generate deep and multi-faceted insight into the participant

experience and artefacts of dialogic screencasting in a 'typical' naturalistic feedback environment, a mainly qualitative instrumental case approach was adopted (Crowe et al. 2011 1). Fourteen undergraduates selected the three credit-bearing Advanced Academic Writing course at Seoul National University (SNU) in South Korea and were encouraged to engage in formative dialogic peer screencast feedback practice on a discursive 1,200-word research essay and 1,500-word literature review in the Spring 2021, emergency remote semester. Eight students of mixed years (five male, three female) chose pseudonyms and offered informed consent for their essay drafts (before peer feedback and after), reflective writing (midcourse), and screencast video data to be used for analysis and triangulation. Questions were open and designed to be non-leading (see figure 1). Permission to conduct the study was granted by the university Institutional Review Board (IRB No. 2101/002-003).

Approach and Data collection

In terms of the classroom approach, Loom.com was chosen as the screencast medium, as it provides unlimited high-quality recording and options to record a talking head alongside screen recordings. Google Docs was chosen for text mark-up, as it can effectively mediate online peer community dialogues (Wood 2021a). As an ethical precaution, learners were introduced to the privacy statements of both Loom and Google for Education. Implications of their business models were discussed, and opportunities to opt out were offered.

To set up the practices, in addition to regular 'warm-up' activities in zoom breakout rooms to build 'social presence' and relationships, students were introduced to assessment criteria and practised applying them to example essays as homework tasks and in groups. Learners were asked to consider how learning from peer feedback can be explained theoretically (see Wood, 2021a). I then encouraged students to provide dialogic screencast feedback to peers. The learners were tasked with writing a 1,200-word discursive research essay and attached

Google Doc files with editing/commenting rights granted to a Google Classroom question and had a week to produce peer screencast feedback and continue discussions using Google Docs. Since many students complained of higher workloads due to emergency remote teaching (Means and Neisler 2021), feedback groups were allocated based on free movement between Zoom breakout rooms numbered one to five (five highest). All study participants chose to be in groups four or five.

Participants elected to provide feedback to at least three peers via Google Classroom forums and made private reciprocal arrangements to provide additional feedback to others. Many of the study participants continued to support each other voluntarily through Google Docs and additional screencasts up to the point of final submission for both essays (6 weeks in total). Students were recommended to make 'feedback requests' (see Carless, 2020) as comments on drafts for screencast providers to respond to (see figure 1), initiating the first step in the dialogic screencast feedback process.

Figure 1: Example of feedback requests and dialogic peer screencast practice
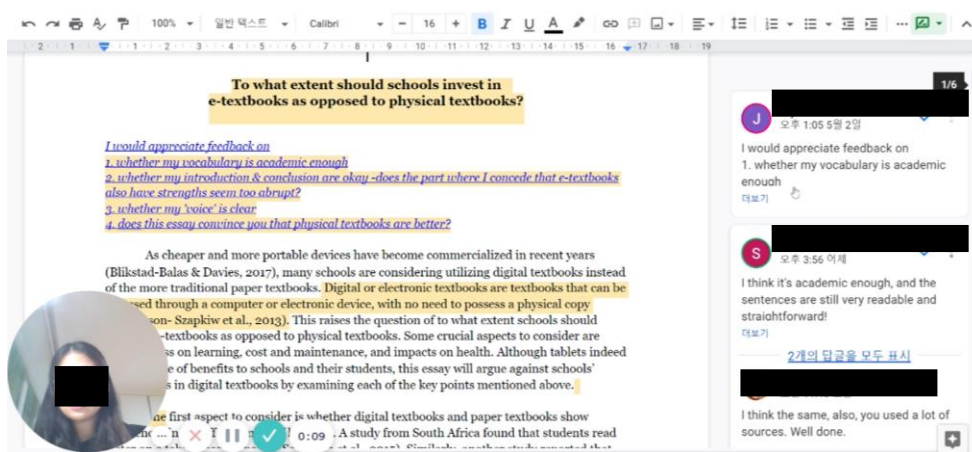
Data Collection and analysis

After summative submission, for pedagogic reasons, learners were also asked to reflect on how and what they had learned from the peer and teacher feedback process, using exemplars, criteria, making comparisons with others' work or teacher feedback (see figure 2).

Figure 2: Reflection Question

Course work and contributions • 10 points   Due 7 Jun, 23:59

1. a) Think about all the feedback you have received, from peers and the teacher - have you been able to use it effectively? Why why not?

b) Did you generate your own feedback by comparing your work with examples/other students and teacher feedback, other resources? How did this help?

2. Considering the feedback, if you had to do the essay again how would you do it better?

3. How can you continue to build on your knowledge and skills (based on the feedback) to do better on the final essay/future essays?

After the course finished, all 14 students were asked to fill out the survey (see figure 3). Six surveys were returned, and eight consent forms signed. The data were collated and analysed inductively using NVivo 12 following Braun and Clarke's (2006) six-stage thematic coding process to maximise reflexivity in the data analysis process.

Figure 3: Open reflective Survey Questions

1. a) During the course, we engaged in peer screencast feedback with additional Google Doc discussion.
i) How many videos did you make, and how many did you get?
ii) Did/will you do more peer screencast feedback/peer feedback than asked by the teacher? Why/why not?
iii) We used a combination of screencast feedback with google doc discussions for peer feedback. Could you talk about how this influenced your engagement with peer feedback? (If at all)

b) i) If you gave peer screencast feedback, what was it that encouraged you to do this? If you did not, why was this?
ii) How can students be encouraged to give peer screencast feedback in your opinion?

2. a) Was peer screencast feedback (you received or gave) different from the written feedback? In what ways (if at all)?
b) Do you think peer screencast feedback makes any difference to understanding and use compared to written feedback? Why/why not?

3. a) Do you engage with peer screencast feedback differently from written feedback? If you did, why was this? Could you explain?
b i) Was there anything about the feedback methods that made a difference to your sense of community/belonging/friendship on the course? (positive or negative)
ii) Did this impact learning or engagement with feedback or with the course? Why was this?

To anlayse the data, I first reviewed the data and analysed the reflection and survey data using Nvivo 12, deriving numerous raw codes (see figure 4). Codes were refined iteratively into the main themes presented in the following results chapter, following the recommended steps. At this point, ten screencast videos were downloaded, viewed, transcribed (10716 words), and the matching essay drafts were chosen to compare textual comments (including ongoing dialogues) (11086 words). These data were used to evidence themes and provide methodological triangulation to help mitigate potential bias (Twining et al. 2017).

Figure 4: Example of 'effect of community' codes and nodes from preliminary analysis of data from surveys in Nvivo 12:

Name	Files	References
differences btwn docs & screencasts	1	1
Docs feedback	3	7
Enjoyed recording videos	1	1
Producing screencast feedback friendly and encouraging	2	2
scast fb more detailed and higher quantity explained doc comments	6	17
screencast fb reduced miscommunication	1	1
verbal feedback improved quality of ideas	0	0
screencast fb can be redundant and less well thought out	2	2
Students can be lazy to rewatch screencast peer feedback	1	1
screencast was global = structure answering question + criticality	8	13
Macro aspects stick better and help more	3	4
Effects of dialogic peer feedback	5	10
Dialog felt like genuine care from peer	0	0
Emotional impact of screencast peer feedback	3	10
difficult to record at first	1	1
Effect of cameras on	6	11
Camera fb like face to face and emotional support - blt communit	4	6
Camera on - working together to get a good result	2	2
Camera on = fb provider effort and reciprocation and loop	1	1
effect of community	6	11
Feedback experience should be shared	1	2
Screencast feedback encouraged fb use	2	2
Screencast feedback made emotional connection with peers	2	3
Screencast feedback was positive and emotionally supportive	2	3
softens feeling of critisism from fb	1	1
Too long is emotionally draining	1	1
Encouraging students to peer screencast	6	10
How many screencast videos	6	7
Process of giving feedback	3	3

Drag selection here to code to a new node

<Files\\Feedback reflections collated> - § 4 references coded [3.94% Coverage]

Reference 1 - 1.53% Coverage

First, I think the video experience allows me to have a more personal connection with the one who is providing me feedback. The fact that I can see the face of the other (or the voice) is more natural than just reading a simple comment on Google Docs. Also, this helped me a lot during Covid: all the classes I have are online, so I don't have 'human contact' at all. I'm sure that with the videos I have been able to establish a 'deeper connection' with my classmates. However, this doesn't mean that video feedback should only be used during the pandemic situation: I think it would be better to keep using it even when the situation gets normalized.

Reference 2 - 1.01% Coverage

Compared to that, the peer feedback I did in this class was awesome. It was very helpful. Thanks to peer feedback, I could tell which parts of my arguments were good and which seemed weak. My feedback-givers also caught the occasional grammar mistake that even I couldn't catch in my own essay. Peer feedback also helped me feel a lot more connected to my classmates. I got a lot of very sweet feedback, which made me feel good.

Reference 3 - 0.39% Coverage

I think once you feel connected with a classmate, you feel the responsibility to engage more actively in feedback. So you'd give more detailed feedback more often.

Reference 4 - 1.01% Coverage

I felt relieved and connected with other students. When I wrote my essay alone and just submitted it, I felt a bit anxious as I couldn't know whether my essay was worth reading and persuasive enough. Also, through peer feedback I was motivated to improve my essay and became more cooperative. It was also an opportunity to reflect on my essay and myself, as peer feedback made me think more objectively about my work and thought.

<   pen survey on online feedback practices during COVID-19> - § 1 reference coded [2.68% Coverage]

Reference 1 - 2.68% Coverage

Knowing that friends were among the class impacted my engagement with this course in that I felt more courage to speak up in class. The experience of exchanging feedback in the past also facilitated further feedback with my peers, which also helped me academically.

Results

Four themes were developed through analysis of the reflection, survey, screencast, and essay data:

1. Screencast peer feedback was considered more understandable, in-depth and enabled the expansion of Google Doc comments, facilitating a deeper understanding of feedback.

2. Peer screencast feedback focused on global aspects, such as overall achievement in answering the question, criticality, evidence, and structure, while sentence-level comments occurred in textual feedback.

3. Peer screencast feedback, particularly the use of cameras, helped mitigate the negative socio-affective aspects of peer feedback, offered encouragement, and mediated the development of a supportive online peer feedback community, extended through group discussions in Google Drive.

4. Dialogic Screencasting via Loom and Google Docs supported extended discussions of the feedback that reportedly enhanced feedback uptake

Theme 1: Screencast Peer Feedback was considered more understandable, in-depth, and explained and expanded on written comments.

The most prevalent theme within the data (31 items coded from all eight participants) comprised perspectives on how screencast peer feedback was much more comprehensive and detailed than previously experienced feedback. Participants also described how the screencast feedback expanded on and explained text comments left in Google Drive, offering a highly effective two-step feedback method, in which the strengths of each method compensated for the others' weakness.

Participants explained that producing screencasts aided clarity and made it 'a lot easier to explain and elaborate…compared to written feedback'. Ease of explanation was further aided by material affordances of the technology, such as the ability to 'highlight and show with my cursor areas I tried to describe' (Sean reflection). Participants also indicated that oral feedback made it easier to explain their points:

> As for giving feedback, I liked that I could explain comments in more detail. There were cases where it was hard to write what was I was thinking concisely. Explaining these comments in words instead helped me express what I was thinking. (Jn reflection).

Comments about receiving feedback also mirrored these perspectives, allowing understanding on a 'deeper level' because the feedback provider 'explains themselves in more detail compared to written feedback, which tends to be short' (July survey). Participants

also used the Google Doc to paraphrase comments and take notes which appeared to assist feedback processing:

> …I liked that the video can contain a lot more things than written feedback. There were additional explanations about the written comments and some things just on the video, so I could just write them on my google doc while watching. It helped me to understand the comments better and also gave a sense of connection. (Sarah, reflection)

The extended nature of screencast feedback also helped students to understand written comments that did not provide enough context or clarity because they contained 'more explanation' (Sarah, survey). This elaboration often helped participants to fully understand peer feedback or resolve misunderstandings:

> Sometimes I wouldn't understand the viewpoint of a comment, but after watching the video, I'd finally understand. (JN reflection)

> When I first gave or received written Google Docs feedback, there were many instances of miscommunication and misunderstandings. Peer screencast feedback allowed me to better explain and convey my ideas and suggestions compared to written feedback. When I received peer screencasts, I understood more comprehensively than written feedback. (Sean reflection)

Participants also reported deeper engagement because screencasts were 'easier to understand and more comprehensive than written feedback' (Sean survey). Participants indicated this helped them to enact their feedback:

> The video containing more explanation helped me to understand the Google doc comments better, so I could use them better in my writing. (Sarah reflection)

The fact that students could expand on and explain Google Doc comments in screencasts was also confirmed through analysis of the ten screencast video transcripts. For comparison, in giving feedback on Jn's argumentative essay, Sarah left 165 words in eight comments; however, she provided 9 minutes 42 seconds of video, which included 1003 words. Thus, there was approximately six times more content in the screencast video than textual comments. A similar pattern was found throughout the documentary evidence.

Many participants also explained that the hybrid Google Doc and peer screencast method facilitated a synergy due to the different affordances of each technology that would not have been possible without the combined method:

> Using a combination of Google Docs comments and peer screencast, I found that my feedback was more comprehensive, and the process was more straightforward than using each technique separately. (Sean, survey)

> Overall, I think the two different channels of feedback helped the feedback to get really rich and helpful. Giving and receiving feedback in two ways helped me to think many times about the essay, potentially leading to a higher-quality assignment. (Sarah reflection)

In contrast to reports of synergy from the dual method, there was also evidence that interactions with 'materials' could also limit engagement. For example, in her reflection, JN reported that producing screencasts was at first 'daunting' due to 'camera shyness' and that she might feel 'lazy' to rewatch screencast feedback due to their length. Similarly, Sarah

pointed out that screencasts can be 'redundant' or off-topic in her reflection. These can be considered examples of material interactions constraining learner agency to engage in producing and engaging with feedback.

Theme 2: Screencast Peer feedback focused on global aspects: Structure, Task Achievement, and criticality

Perhaps explaining the synergy participants experienced from the two feedback modalities, in this theme, all participants in 13 data excerpts agreed that peer screencast feedback tended to focus on the 'global aspects' of peers' essays, such as structure, answering the question, and criticality. In contrast, they reported that most sentence-level feedback occurred in Google Doc comments. This appeared to be valid from the perspective of feedback producers and receivers:

> The dimension of feedback is different for video feedback and google doc feedback. In video feedback, I tried to maintain a holistic view and pinpoint where logical flow is unnatural or supporting details are insufficient. In google doc feedback, I could pinpoint the wrong citations/vocab/grammar etc. I felt the video feedback is macroscopic, and google doc microscopic. But it's true both were really helpful in improving my essay. (July reflection)

> The video feedback provided comments on the overall features of the essay, such as structure, overall flow, length of paragraphs, whether it answers the question properly (in the midterm argumentative essay), whether it suits the genre (in the final literature review), and additional questions from the writer about the whole essay (it was usually posted on the top of the essay). This was different because google Doc comments were more focused on specific sentences, parts, or paragraphs. (Sarah survey)

The ten screencast video transcripts also corroborated these claims. Of the total 10716 words spoken in the videos, 2756 (26%) focused on responding to feedback requests or offering an overview of the current state of achievement of the essay. This is illustrated in a comment by Sarah on Jay's essay:

> So, for the big picture, I think you're really answering the question well, I think the explanations are really logical, and you pick the right points to provide counterarguments, and then give a rebuttal, so I think that's good.

A total of 6765 words (63%) focused on other global aspects such as the use of evidence:

> I think it'd be really good to have some sources supporting this sentence (Jn on Jay's essay)

> Is that a suitable source? That's my question (July to Sarah)

Structure:

> If you write like that, the structure would be much clearer (Jn on Jay's essay)

> If you just refine your first sentence of each paragraph, then it will make your essay more look structured and well organised (Jay on Sarah's essay)

And Argument:

> and I think adding closing the paragraph with your own voice to sum these arguments up would be really good (Sarah on July's essay)

so, I think if you frame it this way, it would be more convincing (Jn on Jay's essay)

Demonstrating that different feedback modalities foster different kinds of interactions, very few screencast comments focused on sentence-level issues. Most feedback at the local or sentence level was found in Google Doc comments. Within the same ten essay samples, there were 11,086 words of comments and ongoing dialogue; of these, 1837 (17%) focused on feedback at the sentence level (see figure 5).

Figure 5: July's sentence-level comments on Sarah's essay
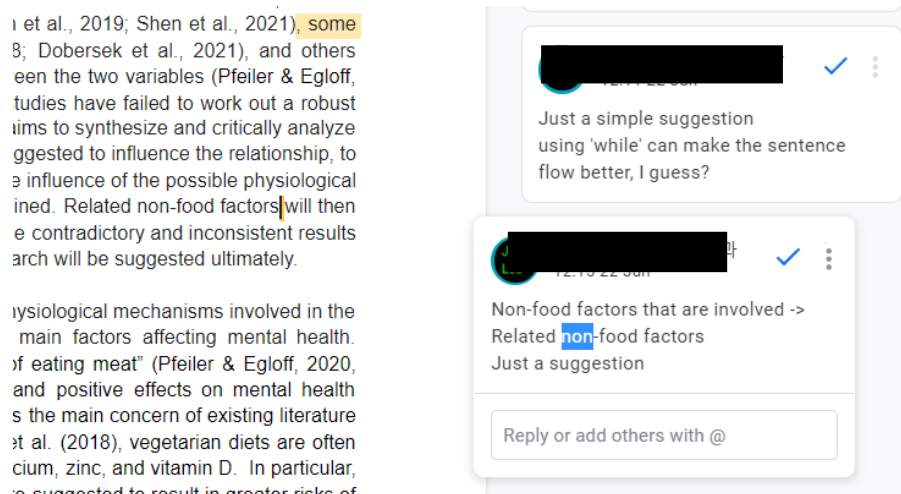
The remaining 12% of screencast feedback contents comprised introductory comments or comments to encourage and build relationships illustrated in the next theme. The following screenshot demonstrates a breakdown of the types of comments within one screencast (figure 6).

Figure 6: Screenshot illustrating the broad analysis of screencast comments

Jay to Sarah lit review 1403

hi Sarah i saw your feedback on my literature review and thank you for a nice feedback and your feedback is always insightful and helpful and really specific so i'll try to reflect those feedback on my final draft as much as possible okay so let's go to your literature view so let me first answer your questions over here and go into more specific things so number one dash one and one dash two so you're being worried about the redundancy in your essay so i think the over structure and flow is good i saw your plan too and yeah only by reading this literature review i got the i catch your intention that you divide the literature review into two parts so first one is the known um food factor and after that oh first one is the food factor and the second part is not to detector so the structure i think is good and flow logic is okay and yeah about redundancy let me talk get a bit later and let's go to number two and number four so yeah it doesn't look like an essay it really looks like a review you are critically assessing analyzing the papers of the previous literature and yeah i think there is really critical and there really exists the critical analysis of your own voice

and yeah it doesn't feel like a summary and it really looks like a review professional review so i think you don't have to worry about this and it also doesn't look like an essay yeah as you saw in my literature review i'm kind of advocating one side in my letter to review but compared to me you are quite objective and you have your own voice so don't worry about these things and yeah number three and number 1-2 i think this is related um so about the redundancy in some part of your literature review i felt a bit redundant or quite unnecessary so um let me talk by reading your literature view oh yeah so before i begin so just by making your first sentence of each paragraph you can make your essay more clear and not messy because the first sentence of the paragraph is really important to the readers because readers generally catch the main idea of the paragraph by reading the first sentence but in some of your paragraphs the first sentence i mean the topic sentence is a bit too long so it's hard to catch what the paragraph is i'm talking about so if you just make um if you just refine your first um

first sentence of each paragraph then it will make your essay more look structured and well organized so i recommend to do so and also are you using grammarly i'm using grammarly for my grammar check and um the tense or you know plural and singular things so um i mentioned i i put the link on my command somewhere let me see so yeah i just referred to grammarly for some of your grammar check but if you download the grammarly app then it will be easy to catch those trivial mistakes so yeah there's a link somewhere in my comments so yeah i recommend to download it and yeah check your grammar and mistakes it's really good james is also using it so i downloaded it okay so i have five minute limitation for each loom video so i'll be back with another video for the specific feedback

okay saying so let's get into the specific feedback yes so maybe after the meeting with james um you divided the first introduction into two parts the definition of the vegetarianism and also the definition for the depression you divide into two but what i recommend here in the introduction as your original introduction was really long how about just removing some redundant sentences which is unnecessary in the intro like yeah so in this first paragraph you're saying the vegetarianism vegetarianism has been gaining popularity worldwide

James Wood · · ·
thanking peer for feedback and promising to engage with it.

Reply

James Wood · · ·
overview of effectiveness of essay and response to feedback request.

Reply

James Wood · · ·
talking in detail about global aspects of the essay

Reply

Theme 3. Peer screencast feedback, particularly the use of cameras, supported positive affect and the development of a collaborative online feedback community, further encouraging the use of Google Docs for ongoing peer and group discussion.

The most prevalent theme within the data, with 43 codes to support it from all participants, illustrates the highly positive emotional impact of peer screencast feedback. First, screencast feedback supported a sense of community and bolstered emotional connections, which, in turn, encouraged engagement in the feedback practices and course. These feelings were particularly reinforced by the feedback providers' video, which provided synergy and motivation for engagement in extensive Google Drive discussion far beyond what was encouraged by the teacher.

In this theme, participants pointed out that because there are 'little or no interactions between peers and the professor' (Sean, survey) and an enforced grading curve in most classes, they often perceive peers as rivals rather collaborators. However, they believed that the screencast practices helped them to view others not as 'competitors' but 'teammates' or 'friends', and this also supported resilience:

> The peer screencast feedback clearly made a difference to my sense of community on the course. I felt that we are trying to achieve the best we can together in this class, not competing. This definitely helped me not give up and push through until the end. Peer screencast feedback…made this possible. (Sarah, survey)

> Screencast feedback helped me build a stronger relationship within my group. That stronger relationship helped me navigate through the course…I thought my peers to be 'co-worker' or teammates, which I rarely felt in other courses. (they were mostly 'stranger' or 'competitor') (Benjamin Survey).

As well as providing motivation and encouragement, the sense of community participants perceived appeared also to impact general engagement. The perception of being a member of a learning community also encouraged extensive and extended collaboration via Google Docs:

> Peer screencast feedback heightened my sense of community in this course, especially for those who were active in giving feedback. I felt like by giving and receiving feedback, we made an emotional connection even if we had never met in person. Knowing that friends were among the class impacted my engagement with this course in that I felt more courage to speak up in class. The experience of exchanging feedback also facilitated further feedback with peers, which also helped academically. (JN survey)

The use of video in the screencasts seemed to particularly strengthen the sense of 'friendliness and support' (Sarah survey). This was also perceived as a 'lot of effort' that might have fed into a virtuous circle that the participants experienced:

> I did keep my video on and so did my peers. When I received screencasts with video on, I felt like my feedback-giver was making a lot of effort for my feedback. This led to me giving feedback-givers higher quality feedback in return, and this might've started a positive loop resulting in better feedback overall. (JN survey)

One participant granted permission to offer an illustrative excerpt of a student-generated screencast. The following 4-minute video (link) is one of three the participant produced for a peer:
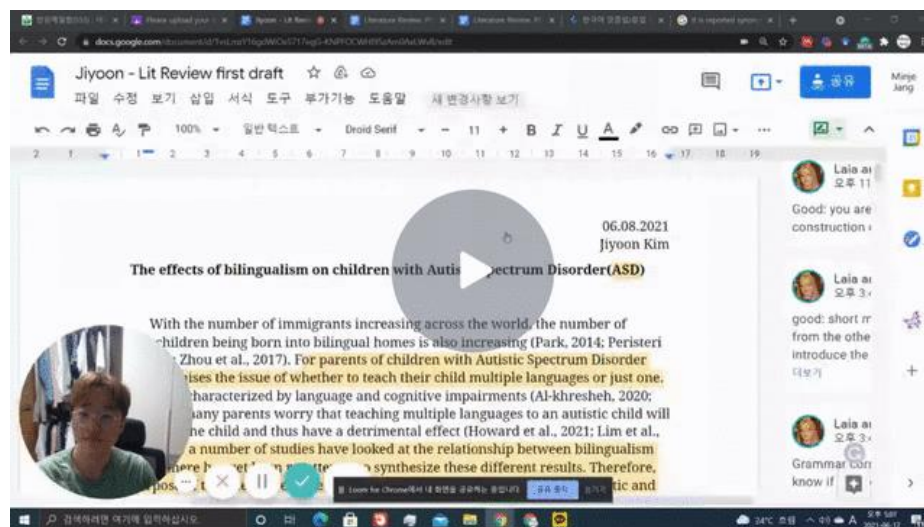
Another participant was impressed by the ability of the screencast feedback to include facial expressions, which appeared to help build rapport, and encouraged engagement in the peer feedback process:

> The biggest difference [between doc and screencsast] is the presence of facial expressions…I felt closer relationships with peers who engaged in screencast feedback with me. Considering

the current condition of untact education, the presence of facial expressions was so important in building rapport, and that encouraged us to engage freely and actively. (July, survey)

The transcripts of the peer screencast feedback videos also provided documentary evidence that the screencast feedback included specific attempts to bolster the relational aspect of the peer feedback process, this was less prevalent in the written comments. For example, the screencasts tended to start by emphasising the positive (where possible):

I just finished reading your essay, and I have to say, I really liked it, and I especially thought that you write very convincing points from the opposition so really, convincing counter-arguments, so I think that makes your essay and points a lot more convincing, so great job on that (Jn on Jay's argumentative essay)

The screencasts also tended to end with a positive message encouraging the feedback receiver and attending to the relationship between the feedback provider and receiver:

So overall, it's really nice work, and I could feel that you really did much research on this topic, you refer to really many papers, and I could see that you really studied a lot for this literature review, so thank you for a nice literature review (Jay to Sarah on her literature review).

and I think you did great on your first draft, so good job! (Sarah to Jn)

The documentary and perceptual data suggest that the affordance of screencasts to mediate a higher quantity of feedback serves the emergence of agency to provide feedback that considers relational and affective considerations. The additional 'social presence' mediated by seeing feedback providers' facial expressions and body language helped increase participants' sense of reciprocal care and trust. Feedback providers also indicated that the

ability to be seen on recordings also helped them communicate empathy and benevolence in the feedback process:

> When leaving negative feedback on the essay through google-doc, I'm a bit worried if the feedback receiver feels depressed or unpleasant. But through the video, I can deliver that my intention is not criticising, but suggesting possible solutions, though I don't say it directly. Maybe through the voice, facial expressions, etc. And this is what I exactly felt when I watch the video feedback of others. (Jay, Survey)

Seeing peers in the videos also helped feedback providers and receivers process and mitigated some of the relational and socio-affective aspects of peer feedback practice:

> In terms of providing feedback, I really liked using the videos because I could explain better my point without being mean or rude (because the other person can see my facial expressions). (Layla reflection)

> When just looking at the comments, they tend to seem a bit harsh at first, but after I watch the feedback videos the same comments seem softer. I think this is because you hear more explanation about why the commenter wrote those comments. In video feedback commenters says a lot of positive things about your essay too. (Jn survey)

Theme 4: Dialogic Screencasting via Loom and Google Docs supported extended discussions of the feedback that reportedly enhanced feedback uptake

While the evidence thus far suggests that peer screencast feedback enables a higher quantity and more successful transfer of feedback information, there were instances of communication failure (Borup, West and Thomas, 2015). In these cases, Google Docs was able to mediate

sustained feedback uptake-oriented discussions. There were 12 comments in this theme overall from six participants:

> Because often the comments were straightforward to understand, I agreed that the feedback was very valid, so it didn't need discussion. But for feedback that needed discussion or Q&A…being able to easily continue discussions and ask for clarification through Google Docs allowed me to better utilise peer feedback as I could ask for clarification or other questions in depth. (Sarah, reflection)

> If there was anything I couldn't understand, I could just leave a question as a reply on the original comment, and I could count on the original commenter to get back to me (I actually did this with several of my peers during the feedback process). Being able to count on my feedback-givers to get back to my questions and give me additional advice - was the best part…I think the feedback experience evolved into a friendship… (Jn reflection)

In the comment above, Jn points out that trusting peers to answer questions and offer additional help made her feel she was learning with friends and was the best part of her experience. The phenomenon was well illustrated in her final literature review presented in figure 7. The figure shows how Jn asked a question on June 16th and received answers from two peers on June 17th.

Figure 7: Jn asks peers a question about enacting teacher feedback and receives two replies

causes differences in linguistic skills or language delays in developing ASD children. For instance, Al-khresheh (2020) collected data about the language development of 201 bilingual and monolingual ASD children in 49 countries and found no difference in language milestones between the two groups. Hambly & Fombonne (2012) and Ohashi et al. (2012) also found the same in studies about the early stages of development. Dosi & Sotiriadis (2020) obtained similar results in a case study comparing two 4-year-old ASD children, one monolingual and one bilingual, except for the fact that the bilingual child developed phonology and vocabulary skills quicker than his monolingual counterpart. However, Dosi & Sotiriadis's study (2020) has limitations in that the number of participants was too small. Also, Dosi & Sotiriadis (2020) did not control for the severity

of ASD, which makes it difficult to effectively generalize the differences in the language development of bilinguals compared with monolinguals.

Other studies have conducted qualitative research in more specific areas with a higher number of participants. In the area of vocabulary and morphological skills, Gonzalez-Barrero & Nadig (2018) found via regression analyses with data from 47 neurotypical and 30 ASD children that the amount of language exposure was the best predictor for both vocabulary and morphological ability, regardless of whether the child with ASD was bilingual or not. This implies that as long as a bilingual autistic child receives sufficient language exposure in both languages, he is less likely to have vocabulary-related language impairments. In a subsequent study on 40 school-aged children, however, Gonzalez-Barrero & Nadig (2019b) reported that bilingual ASD children "tended to perform lower than monolingual children with ASD on receptive vocabulary, and to a lesser degree on morphology skills" (Gonzalez-Barrero & Nadig, 2019, p. 3895), suggesting that in real life, bilingualism may have a negative effect on certain areas of linguistic ability.

Gonzalez-Barrero & Nadig's results (2019b) contradict Lund et al.'s meta-analysis (2017), which concluded that there were only "small, varied differences in both receptive and expressive language outcomes for bilingual and monolingual children with ASD" (Lund et al., 2017, p. 106). This discrepancy may be explained by the fact that the studies

QUESTION: I added this part after a meeting with James because he said the sentence right before this, the one
Show more

Yes, I think it's really good to describe the rationale of this lit review by mentioning the absence of previous reviews. I got the same feedback from James about giving the rationale of the review:) It seems academic, so don't worry about essay-likeness!

Hi Jiyoon! sorry for the late reply! I'm finally back home, in Barcelona! I think this part added is ok! don't have to worry about it! Now that I know what James said, I will look again in the whole essay to try to find some of these "essay" sentences!

I really like how you structured your essay. You gave me some ideas for mine. I think I will separate the definition too and create a whole paragraph. If not, the introduction is too long.

nice and clear outline!

Within the documentary essay data, there are also many examples of students receiving peer feedback to make a change and either asking further questions, politely rejecting or enacting feedback, and then checking the effectiveness of changes back with the peer group (see figure 7). Furthermore, in the sample of 10 essays, there were 452 comments or 45 on average per essay. As can be seen from the screenshots (figures 8, 9 and 10), many of these evolved into dialogues and included peer-to-peer and peer group discussions and co-regulative evaluations.

Figure 8: Jn gets feedback to add specifics to her point, makes the change, and requests feedback on the change

detrimental effect on cognitive functioning. A major fault of these studies, however, is that they did not analyze the smaller and more specific areas of cognitive functioning, despite cognitive functioning consisting of various subcategories.

In fact, few recent works have been done on specific components of cognitive functioning, such as working memory and executive function. For instance, Peristeri et al. (2020) found through an experiment with 40 7- to 12-year-old bilinguals and monolinguals with ASD that bilinguals performed better at a 2-back working memory task, which is a task that measures non-verbal executive functioning through the ability to ignore non-target responses, in both speed and accuracy. Bilinguals with ASD were also more distracted by global information compared to monolinguals with ASD, who were more distracted by local information when completing the global-local task (Peristeri et al., 2020). Peristeri et al. (2020, p. 18) explain that these results imply that "bilingualism may compensate for typical processing styles in autism by decreasing children's detail-oriented focus and/or enhancing their sensitivity to global configurations of stimuli." Additionally, bilingual 6- to 9-year-old children performed better than their monolingual peers on computerized set-shifting task, which measured "the ability to accurately switch back and forth between tasks given specific demands" (Miyake et al., 2000; cited in Gonzalez-Barrero & Nadig, 2019a, p. 1044), a task typically difficult for autistic children (Gonzalez-Barrero & Nadig, 2019a). Interestingly, according to parent reports, bilingual children with ASD showed no advantage for set-shifting in their daily life (Gonzalez-Barrero & Nadig, 2019a). The different test results for autistic children in computerized versus live tasks warrant further research.

As for social and communication skills, multiple studies have found a minimal difference between bilingual and monolingual children with ASD (Hastedt, 2020; Sendhilnathan & Chengappa, 2020; Valicenti-McDermott et al., 2019; Zhou et al., 2017). Valicenti-McDermott et al. (2012) and Zhou et al. (2017), however, both found that

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I think this is nice, and it will be better if you add what kind of advancement can be achieved by conducting research on the older subjects. Maybe bigger effects of autism on language? or sth.

J 11:06 18 Jun

Laia - I found the 'further research should' in the bilingualism essay that James put on Google Classroom (https://drive.google.com/drive/folders/1eCUNCFKRPNbG9xrYH8yC6Yl_y-OHIyKf). I referred to the structure of this essay a lot in my own essay.

J 11:07 18 Jun

Minje - Good idea! I added some more information about the achievable advancements at the end of the sentence. What do you think?

영학과

It seems a good rationale for requiring further research!

These Google Doc mediated discussions often evolved into peer-to-peer or community discussions.

> The last mile feedback was mostly done with google docs. In the final stage where we give the finishing touches to our work, quick and instant feedback is needed like "Is this expression natural?" "I corrected my intro. Is it improved now?". For these kinds of feedback, quick communication through google docs is really helpful. (Jay, survey)

Participants also reported that the ability to ask additional questions conveniently improved their engagement and use of the feedback they received, as the examples show:

> Being able to easily continue discussions and ask for clarification through google docs allowed me to better utilise my peer feedback as I could ask for clarification or ask other questions in more depth. (Sean survey).

There are many examples of enactment of peer feedback in the documentary evidence. It appears that Google Doc discussions played a significant role in the examples of feedback enactment and goal checking with peers (see figure 9). Interestingly, there are more examples of extended discussion and enactment and checking in the data for the literature review, including instances of students checking more than one draft (see figures 9 and 10). The fact that student interaction intensified for the second essay suggests that the feedback community evolved and strengthened over the six-weeks students engaged in dialogic screencast feedback practices.

Figure 9: More examples of feedback enactment and checking back with peers from JN's essay
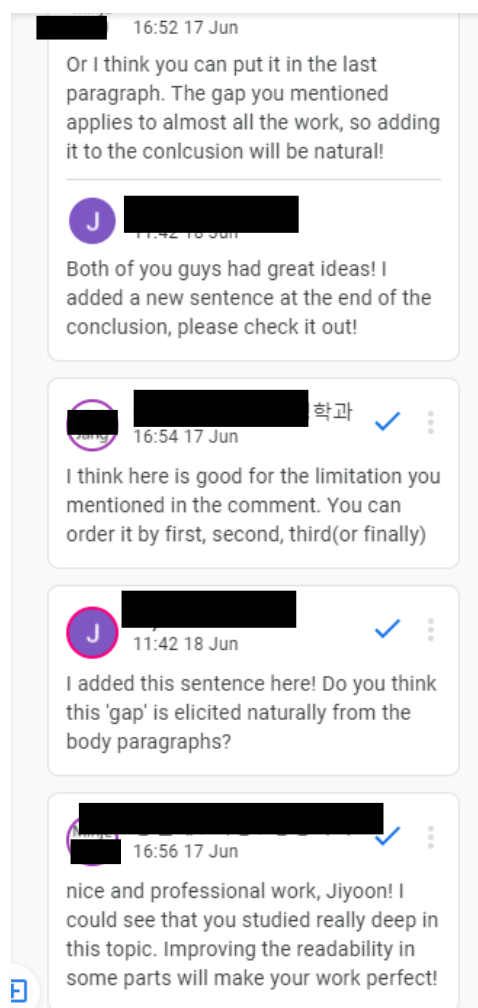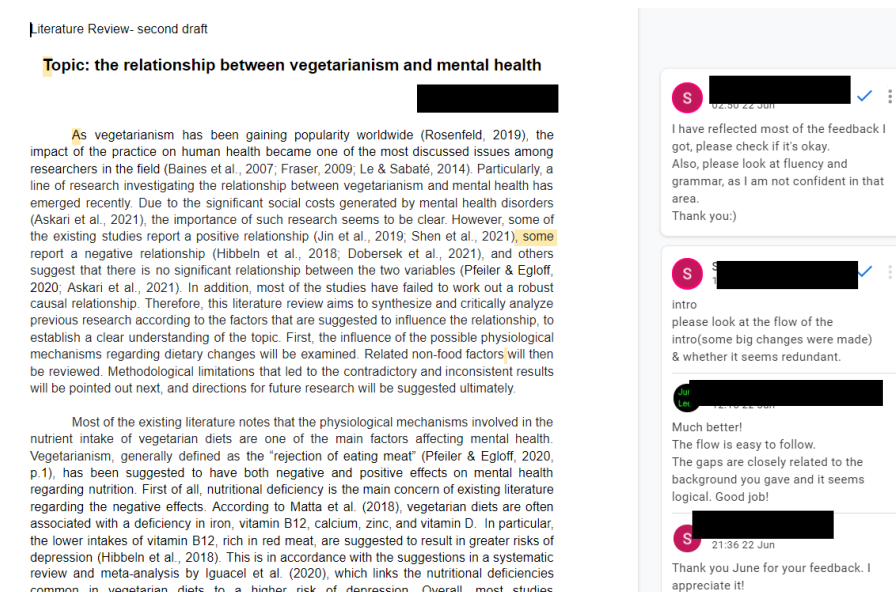
Figure 10: Sara reports enacting peer feedback and elicits and receives peer feedback on her second draft

Literature Review- second draft

Topic: the relationship between vegetarianism and mental health

As vegetarianism has been gaining popularity worldwide (Rosenfeld, 2019), the impact of the practice on human health became one of the most discussed issues among researchers in the field (Baines et al., 2007; Fraser, 2009; Le & Sabaté, 2014). Particularly, a line of research investigating the relationship between vegetarianism and mental health has emerged recently. Due to the significant social costs generated by mental health disorders (Askari et al., 2021), the importance of such research seems to be clear. However, some of the existing studies report a positive relationship (Jin et al., 2019; Shen et al., 2021), some report a negative relationship (Hibbeln et al., 2018; Dobersek et al., 2021), and others suggest that there is no significant relationship between the two variables (Pfeiler & Egloff, 2020; Askari et al., 2021). In addition, most of the studies have failed to work out a robust causal relationship. Therefore, this literature review aims to synthesize and critically analyze previous research according to the factors that are suggested to influence the relationship, to establish a clear understanding of the topic. First, the influence of the possible physiological mechanisms regarding dietary changes will be examined. Related non-food factors will then be reviewed. Methodological limitations that led to the contradictory and inconsistent results will be pointed out next, and directions for future research will be suggested ultimately.

Most of the existing literature notes that the physiological mechanisms involved in the nutrient intake of vegetarian diets are one of the main factors affecting mental health. Vegetarianism, generally defined as the "rejection of eating meat" (Pfeiler & Egloff, 2020, p.1), has been suggested to have both negative and positive effects on mental health regarding nutrition. First of all, nutritional deficiency is the main concern of existing literature regarding the negative effects. According to Matta et al. (2018), vegetarian diets are often associated with a deficiency in iron, vitamin B12, calcium, zinc, and vitamin D. In particular, the lower intakes of vitamin B12, rich in red meat, are suggested to result in greater risks of depression (Hibbeln et al., 2018). This is in accordance with the suggestions in a systematic review and meta-analysis by Iguacel et al. (2020), which links the nutritional deficiencies common in vegetarian diets to a higher risk of depression. Overall, most studies

Discussion

In theme one, screencast feedback was considered more understandable, in-depth, explicit, and several times higher in quantity, confirming the findings of Ge (2019) and the proposition that screencast feedback supports a richer understanding of feedback in the broader screencast literature (Mahoney, Macfarlane, and Ajjawi 2019). These features reportedly enriched the peer feedback experience and helped reduce miscommunication in the feedback information delivery process while facilitating deeper engagement (Henderson and Phillips 2015; Anson et al. 2016; Cavaleri et al. 2019).

The findings in theme two also provide perceptual and documentary evidence that the modality of the feedback method used also influenced how participants provided and engaged with feedback in a way that cannot be accounted for without considering the influence of material factors on participants' agency to engage. For example, peer feedback mediated by screencasts supported focus more on substantive, 'global' aspects such as structure,

answering the question, criticality and evidence use. In contrast, most sentence-level feedback occurred in much more concise Google Doc comments, which also allow highlighting and 'anchoring' of comments to text excerpts (Wood, 2021b). The affordances of screencasts also appeared to influence the quantity of feedback (up to six times more), which participants believed improved their ability to explain and understand how essays could improve. The evidence from the transcripts and essays triangulate these findings and confirm that participants used these technological affordances to do something quantifiably different depending on modality. Participants reported similar experiences producing and consuming feedback in each modality. These data clearly illustrate the value of a sociomaterial lens in making sense of the phenomena as modality appeared to influence how participants produced and engaged with feedback.

As reported in theme 3, the most significant finding of this study for the participants appears to be how dialogic peer screencast feedback supports the development of relationships and online peer feedback community during emergency remote teaching. The ability of screencast feedback to provide an extended and affectively supportive message and particularly the use of camera and continuing Google Doc discussions helped learners view peers as 'collaborators', 'teamates' and 'friends' rather than competitors on a grading curve. Such perceptions are significant, as this class was also graded on a curve (no more than 50% A grades), which limits willingness to collaborate within the host institution and department, according to a recent study (Ling et al. 2020).

The affective support and social presence afforded by screencasts also strengthened feelings of connectedness and community. These factors also appeared to enhance willingness to engage in peer feedback practices and enthusiasm to enact feedback. There were also reports

that the relatability, facial expressions, and empathy conveyed by feedback providers video feed during screencasts helped mitigate relational concerns in giving feedback and emotional impacts of receiving feedback. This mitigation was reinforced by continuing dialogues through Google Docs, which according to reports, provided emotional and co-regulative support during the feedback uptake process (Wood, 2021b). Generally, the findings on peer screencasts' emotional and relational impact appear to confirm and extend the findings of the only two existing peer video/screencast feedback studies (Walker, 2017; Ge, 2019). They also complement findings that screencast providers offer more praise (Boup, West and Thomas, 2015; Caveleri et al. 2019).

However, in theme four, despite the perception that screencast peer feedback improved clarity, reduced misunderstandings, and enhanced engagement with feedback (themes one and two), participants also described instances of not understanding screencasts (West and Turner, 2016; Ge, 2019). In these cases, Google Docs mediated the ability to question feedback and elicit additional information about enacting it. Peer and group discussions appeared to assist comprehension, goal setting and offer peer assistance in regulating the success of goals (i.e. feedback uptake) through continued discussions (Wood, 2021b). Engagement in these group activities deepened the feeling that peer feedback was an act of care within a supportive online community. Experiencing such feelings reportedly encouraged further engagement in the feedback provision and uptake process, which seemed to, as one participant suggested, lead to a virtuous cycle of high-quality and highly motivated reciprocal feedback exchange.

The agentic behaviour of feedback receivers, from feedback requests to asking questions or checking goal achievement, also appears to address the problematic positioning of screencast peer feedback as the one-way replication of written feedback comments (Mahoney,

Macfarlane, and Ajjawi 2019; Pitt and Winstone 2020) positioning dialogic peer screencast feedback within the 'new paradigm' (Carless, 2015), and receivers from being passive to active agents (Pitt and Winstone, 2020) within the screencast feedback uptake process. Taking the findings together, it appears that material aspects of the feedback practices (i.e. extended globally-focused screencasts, with video, sentence-level Google Doc comments with dialogues) appear to 'entangle' with socio-affective and relational elements of the feedback engagement (recipience) and uptake processes (Winstone et al. 2017a) in powerful ways. The evidence from the participants across the four themes in this study suggests that learning from peer screencast feedback and peer feedback dialogues within these processes can be theoretically underpinned by socio-constructivist assumptions. However, the findings also underscore the value of sociomaterial perspectives in understanding the influence of technological mediation in online and blended environments, in a way that is not reflected in the extant peer feedback literature.

Limitations and future work

As the study has demonstrated, various sociomaterial, affective, and relational factors appear to influence and entangle with agency in producing and engaging with feedback, extended dialogues, and uptake processes. Accordingly, some pertinent factors undoubtedly elude capture and description in this study; one example is why some learners in the class decided not to engage with the practices or data collection. While these results should be considered preliminary, they surface some important considerations for implementing peer feedback processes as a relational pedagogy (Gravett and Winstone 2020). They also demonstrate progress in enhancing the promise of peer feedback practices, particularly the value of receiving feedback, which is often downplayed in the literature. Future research should

continue to study the effects and impacts of peer screencast feedback practices on larger cohorts in various contexts to determine which factors entangle with learners' willingness to engage in dialogic peer screencast feedback practices and how this occurs so that learning from peer feedback can be better supported.

Conclusion and Implications

This study provides the first evidence that peer screencast feedback can address gaps and needs in the peer feedback literature by mediating high-quality initial feedback focused on global aspects of peers' work, while supporting the relational, socio-affective and community aspects of peer feedback practices. The results are also the first to illustrate how technology-mediated dialogic peer feedback practices can support understanding of screencast feedback and aid the development of online peer feedback communities. This is significant as doing so repositions the practice of screencast feedback as a new paradigm dialogic process and helps to overcome the reported limitations of much of the existing screencast feedback literature (Mahoney, Macfarlane, and Ajjawi 2019; Pitt and Winstone, 2020).

Through the sociomaterial lens employed in this study, the findings are also significant in supporting the view of feedback uptake as a socially constructed, relational, and emotional process that requires consideration of how material factors such as video, cameras, and platforms can influence what happens, what is experienced and how learners engage with feedback practices, especially in blended and online settings. Dialogic screencast peer feedback can thus be considered an example of 'pedagogies of mattering,' in which 'new ways to understand the breadth of actors which impact our learning and teaching relationships and which shape the conditions and experiences of care' can be considered (Gravett, Taylor and Fairchild, 2021, 13).

The findings further demonstrate that a high-quality and highly involved, emotionally and cognitively supportive, potentially scalable peer feedback process can occur, using widely available, accessible, and convenient technologies. They reveal that technology-mediated peer feedback practices can effectively distribute the demands of providing and discussing feedback with students and mediate co-regulative, relational and emotional support during emergency remote, online or blended teaching, enriching the learning experience beyond what would otherwise be possible. Consequently, the findings are expected to be of interest to practitioners and policymakers wishing to provide students with a social, caring, and connected learning experience during and post COVID-19 in higher education learning contexts.

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