Narrative review on sustainable feedback compared to other concepts

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Abstract

The text addresses the ambiguity in the terminology of teacher feedback practices and the importance of understanding these variations. Formative feedback aims to help students understand their learning process and choose appropriate strategies. The concept of Sustainable Feedback (SFB) emphasizes dialogical and enduring interactions, with a focus on active student participation. The study aims to identify articles that mention SFB, analyze the theoretical approach of the authors, assess the importance of SFB characteristics, and compare discourses with and without mention of SFB. Despite different terminologies, there are similarities in the characteristics of effective feedback practices and the concept of sustainable feedback.

Revisão narrativa sobre feedback sustentável comparado a outros conceitos

Resumo: O texto aborda a ambiguidade na terminologia das práticas de feedback do professor e a importância de compreender essas variações. O feedback formativo tem como objetivo ajudar os alunos a entender seu processo de aprendizagem e escolher estratégias apropriadas. O conceito de Feedback Sustentável (FS) enfatiza interações dialógicas e duradouras, com foco na participação ativa do aluno. O estudo tem como objetivo identificar artigos que mencionam FS, analisar a abordagem teórica dos autores, avaliar a importância das características do FS e comparar discursos com e sem menção ao FS. Apesar de diferentes terminologias, há semelhanças nas características de práticas de feedback eficazes e no conceito de feedback sustentável.

Palavras-chave: Feedback Sustentável; Avaliação Formativa; Conceitualização; Revisão de Literatura Narrativa.

Revue narrative sur la rétroaction durable comparé à d'autres concepts

Résumé. Le texte aborde l'ambiguïté dans la terminologie des pratiques de rétroaction des enseignants et l'importance de comprendre ces variations. La rétroaction formative vise à aider les élèves à comprendre leur processus d'apprentissage et à choisir des stratégies appropriées. Le concept de rétroaction durable met l'accent sur des interactions dialogiques et durables, en mettant l'accent sur la participation active des étudiants. L'étude vise à identifier les articles mentionnant rétroaction durable, à analyser l'approche théorique des auteurs, à évaluer l'importance des caractéristiques de la rétroaction durable et à comparer les discours avec et sans mention de rétroaction durable. Malgré les différentes terminologies, il existe des similitudes dans les caractéristiques des pratiques de rétroaction efficaces et dans le concept de rétroaction durable.

Mots-clés: Rétroaction durable, Évaluation Formative, Conceptualisation, Revue de littérature narrative.

Revisión narrativa sobre la retroalimentación sostenible en comparación con otros conceptos

Resumen: El texto aborda la ambigüedad en la terminología de las prácticas de retroalimentación de los profesores y la importancia de comprender estas variaciones. La retroalimentación formativa tiene como objetivo ayudar a los estudiantes a entender su proceso de aprendizaje y elegir estrategias apropiadas. El concepto de retroalimentación sostenible (RS) enfatiza interacciones dialógicas y duraderas, con un enfoque en la participación activa del estudiante. El estudio tiene como objetivo identificar artículos que mencionan RS, analizar el enfoque teórico de los autores, evaluar la importancia de las características de RS y comparar discursos con y sin mención de RS. A pesar de las diferentes terminologías, hay similitudes en las características de las prácticas de retroalimentación efectivas y en el concepto de retroalimentación sostenible.

Palabras clave: Retroalimentación sostenible; Evaluación Formativa; Conceptualización; Revisión de literatura narrativa.

1. Introduction

Formative assessment is intensively discussed in studies in the educational field. According to Bennett (2011), formative and summative assessment practices can work together, but differ in terms of their purpose, so, formative assessment takes place when the primary objective is "assessing for learning", while summative assessment prioritizes "assessment of learning", generally focused on performance metrics, including diagnostic aspects and the application of tests.

"Assessment for learning" is also mentioned by Black and William (2010) to highlight its formative purposes, characterizing a process that includes all concurrent activities for the collection of information that can be used to improve and adapt teaching and learning to the students' needs, informing teachers about what students know and can accomplish.

Given that providing feedback on students' tasks is a fundamental pedagogical practice in the teaching and learning process (Baumeister & Leary, 1997), in higher education, assessment and feedback practices with formative purposes should be used to promote the development of self-regulated learning (Nicol & Macfarlane-Dick, 2006).

Within the scope of feedback practices, there is a diversity in the adoption of nomenclatures used by researchers to describe them, leading to the existence of different terminologies, but with similar meanings in speeches and lines of thought. One of these nomenclatures refers to the concept of *Sustainable Feedback* (SFB), introduced by Carless and colleagues (2011) and widely discussed and summarized by Boud and Molloy (2012) as a set of approaches characterized by the development of self-regulated learning and which is intended to produce lifelong effects on student learning.

Throughout this review, the use of the term "feature" is recurrent, denoting a feature or even a distinctive quality and which, in this case, is associated with the design or approach in the feedback messages provided by teachers in their interactions with students. Basically, the features of SFB are based on dialogic aspects in interactions between student and teacher, on the development of skills to monitor one's own learning, on the ability to plan studies, as well as to define goals for learning and mobilize various sources of information, promoting student engagement at different stages of the learning process.

This narrative literature review is particularly interested in specifically understanding the use and relevance of the terminology SFB in the context of formative assessment and its conceptualization from the point of view of different authors who investigate feedback practices. Also, this review seeks to identify the similarities between the theoretical positioning of authors who mention the concept of SFB and those who do not mention the concept, according to the papers considered eligible and included in this study.

2. Feedback practices and self-regulation of learning

Developing Self-Regulation of Learning (SRL) strategies means exploring how the individual builds the logic of thoughts, evaluates the results of his/her actions, and plans new paths and strategies for learning goals. The SRL process presented by Bandura (1978) rested on three components, originally called: self-observation, judgment process and self-response. Several research models in the field of socio-cognitive theory were based on this process. According to Zimmerman (1989), a student can be considered self-regulated if he/she can actively participate in metacognitive, motivational, and behavioral terms within his/her own learning process. Thus, Zimmerman (2000, 2013) formulated a model from the three components presented by Bandura (1978), but adding other variables about learning, as shown in Figure 1.

Figure 1
Phases and Sub-processes of SRL
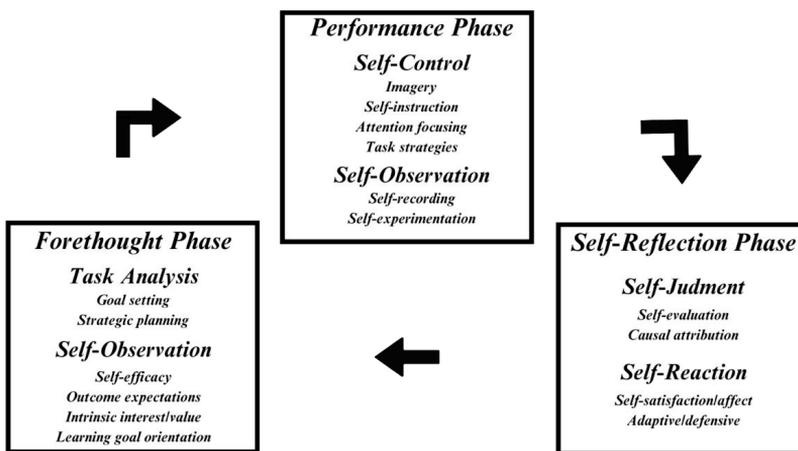
Note: *Proposed by Zimmerman (2000).*

Each phase of the above cycle includes processes and sub-processes. In the Forethought Phase, the goals, plans and strategies are defined before starting the task and are associated with self-motivational beliefs, that means, self-efficacy beliefs, outcome expectations, goal achievement and intrinsic motivation. The Performance Phase includes monitoring and controlling one's own performance while developing the task, focusing on attention and self-instruction, as well as carrying out self-registration and self-experimentation. In the Self-Reflection Phase, the student reacts to his/her own performance, which influences the student's response to that experience. Then, the

learning process is complete, involving personal judgment (self-assessment), causal attributions, reactions or self-reactions (driven by sub-processes of satisfaction/dissatisfaction) and adaptive and defensive reactions (Polydoro & Azzi, 2009).

Feedback practices are clearly important, interacting with the phases and sub-processes in the cycle of SRL, as published by Zimmerman (2000). Since feedback cycles are based on a task previously performed by the student, they indicate adjustments for the following challenges, in a continuous improvement flow. There are results stating that feedback practices, through interactive dialogues, contribute to the development of self-regulatory skills (Ajjawi & Boud, 2017).

3. The concept of Sustainable Feedback

The feedback associated with learning contexts can be defined as "all dialogue to support learning in both formal and informal situations" (Askew & Lodge, 2000, p.1).

Sooner, without any specific mention about feedback practices, Boud (2000) argued that an evaluative process focused on immediate needs cannot result in lifelong learning. He also stated that assessment should be highlighted as essential for learning and, most importantly, a sustainable view must replace the focus on techniques and methods. The author also defines that sustainable assessment takes place when it meets current needs and prepares students to identify their own learning needs in the future.

Hounsell (2007) recommends three aspects that should permeate feedback practices: (1) promote impacts that remain beyond the specific task to which the feedback refers; (2) involve students in the generation and interpretation of feedback, generating better engagement; (3) ensure harmony between feedback and instructional actions, thus the environment of teaching and learning process involves productive dialogue based on the proposed tasks.

One of the motivations for the development of a concept for SFB is supported by the discourse of Riordan and Loacker (2009), stating that the most effective teaching eventually makes the presence of the teacher unnecessary and that a student can be considered successful when becoming an independent learner who has been learning with teacher, but no longer depends on him/her to learn. Carless and colleagues (2011) first introduced the concept of SFB as a dialogical process and activities that can support and inform the student about the current task, while also developing the ability to self-regulate their performance in future tasks. These authors highlight that students must be responsible for self-regulating their own work, instead of just placing expectations on the teacher's work, and that effective student engagement is the key for the success of SFB practices. Finally, the literature review published by Boud and Molloy (2012) organized and synthesized four features to the concept originally presented by

Carless and colleagues (2011) of SFB. According to the Table 1 (F1, F2, F3 and F4), feedback practices are named sustainable in case they:

Table 1
Features of the SFB

Feature	Description
F1	Engage students in dialogues about learning and quality of academic performance
F2	Encourage students to develop monitoring and evaluation capabilities of their own learning
F3	Develop skills for planning studies and setting learning goals
F4	Propose challenges that allow the use of information from different sources, promoting student engagement over time, in multiple stages of their development

Note: Proposed by Boud & Molloy (2012).

4. Previous study about features of *Sustainable Feedback*

The results from a previous review (Faria et al., 2022) show converging discourses from a group of authors mentioning the concept of SFB, based on Carless and colleagues (2011) and on Boud and Molloy (2012). There seems to be stronger consensus between these authors, highlighting the importance of the following features on feedback practices, to be considered sustainable: the dialogic aspects continuously permeating feedback practices, the development of self-assessment skills and interactions allowing the use of information from different sources.

Another finding from Faria and colleagues (2022) suggests that authors mentioning the SFB concept additionally value three other features that teachers should keep in mind while formulating feedback: (F5) generating actions by students from that feedback, (F6) identifying improvements to be applied to future tasks and (F7) communicating easily and clearly for student understanding.

Table 2

Three Other Features Mentioned by the Analyzed Papers

Feature	Theme	Description of the mentioned features
F5	Generating actions by students	Feedback should be practice-oriented and engage students to generate action.
F6	Feedforward	Feedback should identify improvements to be applied to future tasks. Generally, the term feedforward is used in empirical studies focusing on immediately subsequent tasks, without necessarily specifying the longevity of its effects.
F7	Focused on student understanding	To be effective, feedback must be clear and make sense to the learner. Thus, it can be understood, internalized, and generate actions.

Note: Table 2 presents the three features mentioned previously. It is observed that these features were identified as F5, F6 and F7 in a sequential order based on the four original features of the concept of SFB. Proposed by Faria and colleagues (2022).

5. Methodology

The methodology of narrative literature review (Ajjawi & Boud, 2017) was adopted to meet the objectives of this study. The choice for such methodology can be justified by the need to "describe and discuss the development or the state of the art of a given subject, from a theoretical or contextual point of view" (Rother, 2007).

We chose to exclusively use the SCOPUS database for the search and paper selection phases, as it is the world's largest database of abstracts and citations of peer-reviewed literature, in addition to having tools to track, visualize and analyze research results, as well as understanding search-related metrics and indexes that quantify the productivity and impact of individual or group research. The search criteria were defined in SCOPUS, using Boolean expressions with the words "feedback" and "formative" and "assessment" and "evaluation". A search was carried out, verifying whether the term "*feedback*" was present in any of the title, abstract or keywords fields and whether the abstract contained the terms "formative" and "assessment" or "formative" and "evaluation".
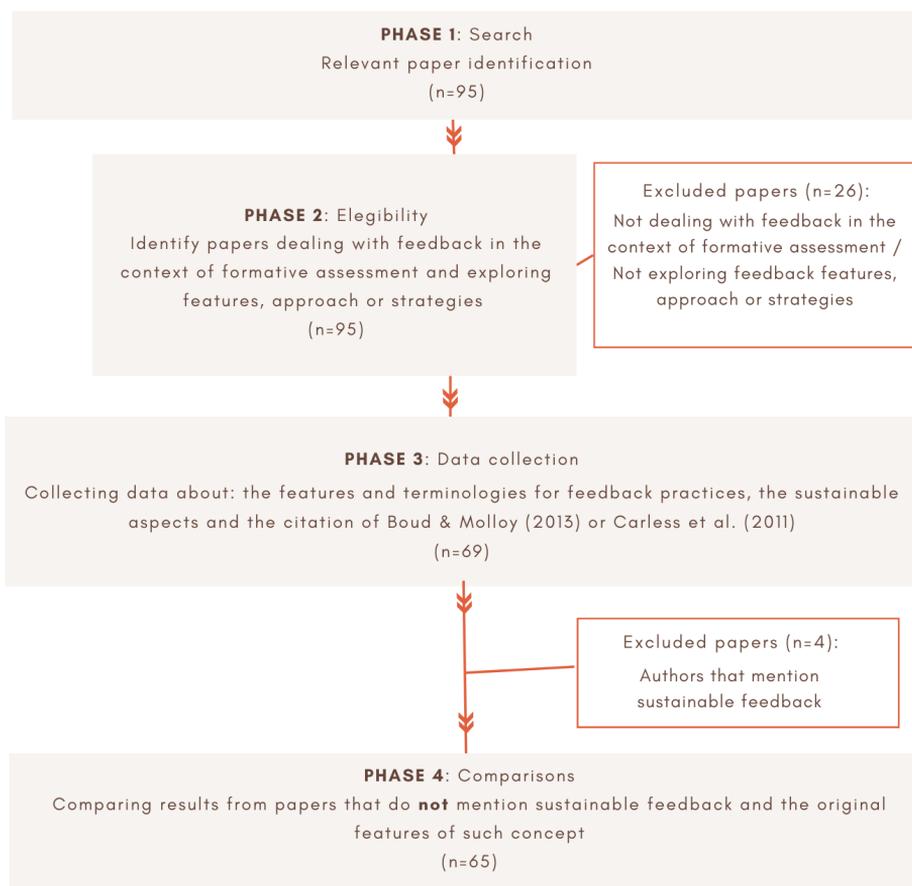
To analyze researchers' discourse on *feedback* as a formative assessment practice, we searched for the terms "feedback", "formative", "assessment" and "evaluation". The term "sustainable" was not used as a search criterion, because one of the goals in this study is to identify whether researchers mention (or not) the term in works about formative feedback, regardless of specifications of types.

Only studies published between January 2015 and March 2023 were considered, to identify features that are more appreciated by the researchers for the success of *feedback* practices. We selected only papers with final publication status from specialized

journals in the educational field, since this review is focused on the formative assessment context. Moreover, we considered only studies published in English.

The workflow for selecting papers to determine the corpus of this narrative literature review is presented in figure 2:

Figure 2
Corpus Selection Workflow

PHASE 1: Search
Relevant paper identification
(n=95)

PHASE 2: Elegibility
Identify papers dealing with feedback in the
context of formative assessment and exploring
features, approach or strategies
(n=95)

Excluded papers (n=26):
Not dealing with feedback in the
context of formative assessment /
Not exploring feedback features,
approach or strategies

PHASE 3: Data collection
Collecting data about: the features and terminologies for feedback practices, the sustainable
aspects and the citation of Boud & Molloy (2013) or Carless et al. (2011)
(n=69)

Excluded papers (n=4):
Authors that mention
sustainable feedback

PHASE 4: Comparisons
Comparing results from papers that do **not** mention sustainable feedback and the original
features of such concept
(n=65)

The first phase of the selection process resulted in 95 papers from the SCOPUS database, according to the eligibility criteria mentioned above.

In Phase 2, the 95 abstracts were analyzed to identify which papers deal with *feedback practices* within the context of formative assessment. In this phase, textual searches and floating readings were conducted to identify: (1) terminologies used by

the authors to qualify the feedback practices (including SFB), (2) the features those authors most value for the feedback practices to be successful, (3) mentions of the words "sustainable" or "sustainability", (4) the other main concepts they mention and (5) papers that include the studies by Carless and colleagues (2011) and Boud and Molloy (2012) in their bibliographic references. It resulted in excluding 26 papers not in the context of formative assessment or considered to bring little contribution to the objectives of the present review. Some of those, despite mentioning concepts and terminologies, do not explore features, approaches or strategies that should permeate feedback interactions, resulting in excluding them from our database. So, 69 studies remained to be investigated in the following phase.

In Phase 3, the collection and organization of data from the remaining 69 papers (see Appendix A) was conducted focusing on (1) terminologies used by the authors to qualify the feedback practices (including SFB), (2) the features those authors most value for the feedback practices to be successful, (3) mentions of the words "sustainable" or "sustainability", (4) the other main concepts they mention and (5) papers that include the studies by Carless and colleagues (2011) and Boud and Molloy (2012) in their bibliographic references.

Finally, in Phase 4, we considered only the 65 studies that do not mention SFB (see Appendix A). The results from Phase 3 were compared to the original features of SFB, as published at Carless and colleagues (2011) and Boud and Molloy (2012). The objective was to investigate the difference between the most relevant features for the feedback practices to be successful, according to the point of view of authors who do not explicitly mention SFB and the original features of the concept of SFB.

The results of this review were organized and coded for the purposes of qualitative and quantitative analysis to investigate the prevalence of information categories. The codification of the texts was carried out using WebQDA Software (Sousa et al., 2019) and the categories of analysis were built *a posteriori*.

Data analysis was carried out based on descriptive statistics, such as frequency tables and percentages. A quantitative approach was considered to identify the most relevant feedback features, according to the papers in this review. Analysis was performed using the SPSS (v28) statistical software.

6. Results

The results are organized into four subsections. The first one investigates the importance which researchers, in general, attribute to the concept of SFB. The observed evidence of such importance are: (a) papers mentioning sustainable aspects related to the learning process, (b) authors that directly cite Carless and colleagues (2011) and/or Boud and Molloy (2012) as the source for lifelong learning effects and (c) papers that,

even drawing their conceptual view from external studies (other than the SFB source), they present high level of agreement with SFB features. The second subsection presents the terminologies most cited in the papers in this review. The third subsection shows the feedback delivery procedures most valued by the authors of those papers. The fourth and final subsection explores results about the main features considered for feedback practices to be successful, according to the authors who do not mention SFB in the papers presented in this review.

6.1 Evidence of the importance of SFB for researchers

This subsection investigates evidence of the importance of the SFB concept according to researchers in this area, regardless of whether they explicitly mention it or not.

The results from the 69 papers attending to the eligibility criteria at Phase 3 (exploring feedback features, approach or strategies) revealed that 25 studies (36%) mention the word "sustainable" or "sustainability", referring to the lifelong effects on learning that can be stimulated by feedback practices and 14 studies (20%) cite Carless and colleagues (2011) and/or Boud and Molloy (2012) as the source of the concept of SFB. However, only 4 studies (6%) explicitly mention the concept of SFB. It is also relevant to mention that, despite not citing SFB, many of the analyzed papers mention at least one of the original SFB features.

A significant number of papers mentioning two other specific studies were identified. One of these studies, "The Power of Feedback" by Hattie and Timperley (2007), is mentioned by 23 (33%), indicating that to be effective, feedback must answer three questions: Where am I going? (What are the goals?), How am I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?). The other study frequently mentioned in the papers in this review is "Formative Assessment and Self-Regulated Learning: A Model and Seven Principles of Good Feedback Practice" published by Nicol and MacFarlane (2006), who propose a conceptual model of seven principles to guide teachers to good practices when elaborating feedback. Besides mentioning both studies, those papers present evidence of strong agreement with the four features of SFB, except the feature "promoting student engagement over time and at multiple stages of their development" (F4.2), as shown in Table 3. Table 3 shows the number of papers that mention features of SFB, considering only those that mention the studies by Hattie and Timperley (2007) and by Nicol and MacFarlane (2006).

Table 3
Papers Mentioning SFB Features

	SFB FEATURES		HATTIE AND TIMPERLEY (2007)	NICOL AND MACFARLANE (2006)
F1	Engage students in dialogues about learning and quality of academic performance		9 (39%)	11 (44%)
F2	Encourage students to develop monitoring and evaluation capabilities of their own learning		8 (35%)	14 (56%)
F3	Develop skills for planning studies and setting learning goals		11 (49%)	13 (52%)
F4.1	Propose challenges that allow the use of information from different sources,		5 (22%)	9 (36%)
F4.2	Promote student engagement over time, in multiple stages of their development		-	-
Total			23	25

6.2 Terminologies most used to qualify feedback practices

Among the 69 studies, we observed that the term "formative feedback" is present in 31 studies (45%) and is the most recurrently used to qualify feedback practices. Second, the term "effective feedback" appeared in 25 papers (36%) and "constructive feedback" in 17 studies (25%). The other terminologies were mentioned by less than 5% of the papers in this review. Table 4 shows the main occurrence of terminologies identified in this review.

Table 4
Terminologies Used to Qualify Feedback Practices

TERMINOLOGY	N	%
Formative	31	45%
Effective	25	36%
Constructive	17	25%

6.3 Feedback and most mentioned delivery procedures

Delivering feedback to students in an appropriate manner represents an important step for the learning process to be successful.

According to 34 of the analyzed papers (49%), feedback is effective when it is provided on time for the learner to act within that learning stage. A number of 16 papers (23%) indicate that feedback must be provided individually, considering specific needs for the student to overcome the proposed challenges. Additionally, 14 papers (20%) suggest that verbal, similar to written feedback, is welcome by students, standing out when compared to audio recorded feedback. Offering feedback on cycles is highlighted by 10 papers (15%), indicating the relevance of continuous interactions between students and teachers about the same task or argument. The cycle is complete when the learning achieved leads to improvements and enables the student to carry out a task at the next level.

6.4 SFB Features of feedback practices highlighted by authors who do not mention SFB concept

In Phase 3 we identified 69 papers that discuss feedback in the context of formative assessment and present feedback features in their discourse. However, 65 of these papers do not explicitly mention SFB. The objective of this subsection is to identify the features most valued by these 65 authors (who do not explicitly mention SFB) for the success of feedback practices, and compare the results with the SFB features, as presented by Carless and colleagues (2011) and Boud and Molloy (2012).

Generating actions by students (F5) as a result of the feedback they received is the most expected result from interactions between teachers and students and was pointed out by 20 studies (31%).

Back to the SFB original features, despite not citing SFB, the results indicate that 34 of those 65 papers (52%) mention at least one of the original SFB features. The feature F3 (Develop skills for planning studies and setting learning goals) is the most represented in this review and mentioned in 18 studies (28%). Then, 17 studies (26%) mention feature F1 (Engage students in dialogues about learning and quality of academic performance), feature F2 (Encourage students to develop monitoring and evaluation capabilities of their own learning) and feature F4.1 (Propose challenges that allow the use of information from different sources). The feature F6 was mentioned by 14 studies (22%). The least appreciated feature is F4.2 (Promoting student engagement over time, in multiple stages of their development) being mentioned by only 1 study (2%).

The list presented in Table 5 is arranged from the largest to the smallest frequency according to the number of papers (out of those 65 papers that do not mention SFB concept) mentioning any of the SFB features.

Table 5
Features of Feedback Practices

FEATURE	TITLE	FEATURE DESCRIPTION	N	%
F5b	Generating actions by students	Feedback should be practice-oriented and engage students to generate action	20	31%
F3a	Planning and goal setting	Develop skills for planning studies and setting learning goals	18	28%
F2a	Self-assessment	Encourage students to develop monitoring and evaluation capabilities of their own learning	17	26%
F1a	Dialogic aspects	Engage students in dialogues about learning and quality of academic performance	17	26%
F4.1a	Varied sources of information	Propose challenges that allow the use of information from different sources	17	26%
F6b	Feedforward	Feedback should identify improvements to be applied to future tasks. Generally, the term feedforward is used in empirical studies focusing on immediately subsequent tasks, without necessarily specifying the longevity of its effects	14	22%
F7b	Focused on student understanding	To be effective, feedback must be clear and make sense to the learner. Thus, it can be understood, internalized, and generate actions	8	12%
F4.2a	Multi-stage engagement promotion	Promote student engagement over time, in multiple stages of their development	1	2%

Notes:
a Original features of SFB concept
b The three other features (Section 4) from authors who mention SFB concept

7. Conclusions

The review found that most papers view feedback practices as one of the pillars for developing self-regulated learning. In general, the results showed a certain level of agreement among the authors presented in this review, suggesting a convergent discourse about the most valuable features for achieving better results from feedback practices, independently of mentioning or not the concept of sustainable feedback. The five features most commonly appreciated are: (F5) generate actions by students, (F3) planning studies and goal setting, (F1) the dialogical aspect as a two-way communication process between teachers and students, (F2) the development of self-assessment skills and (F4.1) proposing challenges that allow the use of information from different sources. The feature F5 is the only one in the list above that did not appear

in the original features of the concept of SFB. Also, the feature F4.2 (Promote student engagement over time, in multiple stages of their development) was only clearly mentioned by one paper in this review.

Even papers using the terminologies "formative", "effective" and "constructive" as references to good feedback practices demonstrate to generally value most of SFB features. The same conclusion arises when analyzing results from papers that base their discourse on the models published by Hattie and Timperley (2007), "The Power of Feedback", and by Nicol and MacFarlane (2006), "Seven Principles of Good Feedback Practices".

Delivering feedback in time for the learner to act within that learning stage is significantly pointed out by the authors in this review, preferably if it can be delivered verbally or in written formats and individually, considering specific needs for the student to overcome the proposed challenges. The importance of feedback loops/cycles is highlighted, indicating the relevance of continuous interactions between teachers and students until the improvements enable the student to reach the next level.

In fact, only 4 (6%) papers explicitly cite the SFB concept, but a larger amount (20%) of the papers cited at least one of the studies by Carless and colleagues (2011) and/or Boud and Molloy (2012) as a reference for SFB. It is also relevant to mention that no other reference was identified as a source for the SFB concept in the analyzed papers.

From the total of four features of SFB, three appear frequently in the accounts of the authors who do not mention this concept in their studies. The exception is the sub feature F4.2 (Promoting student engagement over time, in multiple stages of their development). Thus, feature F4.2 appears to be the least adopted by authors in general, regarding the success of feedback practices.

8. Future Perspectives

We hope that this review will support researchers in the field of feedback practice, contributing to a better conceptual clarity and theoretical framework regarding the understanding and use of the concept of SFB, allowing to broaden the horizon for discussions and reflections on the use and features of this conceptualization given the various concepts that exist to name these practices.

This review focused solely on comparing the features of the concept of SFB with other concepts mentioned by researchers in the field. However, there are clearly opportunities to deepen the understanding of different concepts of feedback practice and to carry out direct comparisons with respect to the conceptual framework of each model, in order to clarify the intersections and exclusivity of conceptual aspects.

A new search in databases such as Scopus, for example, should be conducted to retrieve more papers contributing on issues related to feedback practices. A suggestion is to use words as *model, function, theory, process, practice, concept* and/or *type* in the title, abstract and/or key words, instead of locking the search on studies necessarily including the words "formative" and "assessment/evaluation" in these search fields. It was clear in this review that other relevant studies on feedback issues did not mention formative assessment or formative evaluation in the title, abstract or keywords.

Acknowledgments

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Appendix A

Table 9
Extracted data

Phase		Study	Mention SFB
3	4	Wanner, T., & Palmer, E. (2018). Formative self-and peer assessment for improved student learning: the crucial factors of design, teacher participation and feedback. *Assessment & Evaluation in Higher Education*, *43*(7), 1032–1047. https://doi.org/10.1080/02602938.2018.1427698	Do not mention
		Broadbent, J., Panadero, E., & Boud, D. (2017). Implementing summative assessment with a formative flavour: a case study in a large class. *Assessment & Evaluation in Higher Education*, *43*(2), 307–322. https://doi.org/10.1080/02602938.2017.1343455	
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		Wang, W. (2017). Using rubrics in student self-assessment: Student perceptions in the English as a foreign language writing context. *Assessment & Evaluation in Higher Education*, *42*(8), 1280–1292. https://doi.org/10.1080/02602938.2016.1261993	
		McCallum, S., & Milner, M. M. (2020). The effectiveness of formative assessment: student views and staff reflections. *Assessment & Evaluation in Higher Education*, *46*(1), 1–16. https://doi.org/10.1080/02602938.2020.1754761	
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		Kyaruzi, F., Strijbos, J.-W., Ufer, S., & Brown, G. T. L. (2019). Students' formative assessment perceptions, feedback use and mathematics performance in secondary schools in Tanzania. *Assessment in Education: Principles, Policy and Practice*, *26*(3), 278–302. https://doi.org/10.1080/0969594X.2019.1593103	
		Houston, D., & Thompson, J. N. (2017). Blending formative and summative assessment in a capstone subject: 'It's not your tools, it's how you use them'. *Journal of University Teaching and Learning Practice*, *14*(3). https://www.scopus.com/inward/record.uri?eid=2-s2.0-85037363163&partnerID=40&md5=9957e1b3614e54c3dc8ccedd899b13b0	

3	4	Wood, J. (2021). A dialogic technology-mediated model of feedback uptake and literacy. *Assessment and Evaluation in Higher Education*, *46*(8), 1173–1190. https://doi.org/10.1080/02602938.2020.1852174	Do not mention
		Hondrich, A. L., Hertel, S., Adl-Amini, K., & Klieme, E. (2016). Implementing curriculum-embedded formative assessment in primary school science classrooms. *Assessment in Education: Principles, Policy and Practice*, *23*(3), 353–376. https://doi.org/10.1080/0969594X.2015.1049113	
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		Hartmeyer, R., Stevenson, M. P., & Bentsen, P. (2018). A systematic review of concept mapping-based formative assessment processes in primary and secondary science education. *Assessment in Education: Principles, Policy and Practice*, *25*(6), 598–619. https://doi.org/10.1080/0969594X.2017.1377685	

3	4	Pinger, P., Rakoczy, K., Besser, M., & Klieme, E. (2018). Interplay of formative assessment and instructional quality—Interactive effects on students' mathematics achievement. *Learning Environments Research*, *21*(1), 61–79. https://doi.org/10.1007/s10984-017-9240-2	Do not mention
		Pinger, P., Rakoczy, K., Besser, M., & Klieme, E. (2018). Implementation of formative assessment–effects of quality of programme delivery on students' mathematics achievement and interest. *Assessment in Education: Principles, Policy and Practice*, *25*(2), 160–182. https://doi.org/10.1080/0969594X.2016.1170665	
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		Lovat, T., Dally, K., Holbrook, A., & Fairbairn, H. (2022). Oral defence as a feedback mechanism in doctoral development and examination. *Australian Educational Researcher*, *49*(4), 845–860. https://doi.org/10.1007/s13384-021-00456-6	
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		Kaya-Capocci, S., O'Leary, M., & Costello, E. (2022). Towards a Framework to Support the Implementation of Digital Formative Assessment in Higher Education. *Education Sciences*, *12*(11). https://doi.org/10.3390/educsci12110823	

3	4	Kennedy, E., & Shiel, G. (2022). Writing assessment for communities of writers: Rubric validation to support formative assessment of writing in Pre-K to grade 2. *Assessment in Education: Principles, Policy and Practice*, *29*(2), 127–149. https://doi.org/10.1080/096959 4X.2022.2047608	Do not mention
		Nikolaeva, S., & Korol, T. (2021). Formative assessment in the translation classroom: Closing a feedback loop. *International Journal of Evaluation and Research in Education*, *10*(2), 738–746. https://doi.org/10.11591/ijere.v10i2.21274	
		Borić, E., & Zečević, M. (2021). Evaluation of homework in science and social studies [Evaluacija domaće zadaće u prirodi i društvu]. *Croatian Journal of Education*, *23*(Special Edition 1), 85–103. https://doi.org/10.15516/cje.v23i0.4055	
		Swanson, H., & Clarke-Midura, J. (2021). Integrating formative assessment and feedback into scientific theory-building practices and instruction. *Assessment in Education: Principles, Policy and Practice*, *28*(2), 118–134. https://doi.org/10.1080/0969594X.2021.1929830	
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		Clutterbuck, P., & Lewis, D. (2019). Personalized Blended Learning via New Media and Formative Assessment. *International Journal of Learning*, *5*(1), 12–18. https://doi.org/10.18178/IJLT.5.1.12-18	
	Excluded	López-Pastor, V., & Sicilia-Camacho, A. (2017). Formative and shared assessment in higher education. Lessons learned and challenges for the future. *Assessment & Evaluation in Higher Education*, *42*(1), 77–97. https://doi.org/10.1080/02602938.2015.1083535	Mentioning
		Deeley, S. J. (2018). Using technology to facilitate effective assessment for learning and feedback in higher education. *Assessment & Evaluation in Higher Education*, *43*(3), 439–448. https://doi.org/10.1080/02602938.2017.1356906	
		Reimann, N., Sadler, I., & Sambell, K. (2019). What's in a word? Practices associated with 'feedforward' in higher education. *Assessment & Evaluation in Higher Education*, *44*(8), 1279–1290. https://doi.org/10.1080/02602938.2019.1600655	
		Morrell, L. J. (2021). Iterated assessment and feedback improves student outcomes. *Studies in Higher Education*, *46*(3), 485–496. https://doi.org/10.1080/03075079.2019.1643301	