Title: Exploring Students and Instructors' Perspectives on Written Feedback: State of Science and a Qualitative Inquiry in Canada & Pakistan

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Abstract

Background: Written feedback is important for students' learning and building scholarly capacity. Despite the major shift from in-person to online teaching and learning recently, little is known how this has influenced the ways instructors provide feedback to their students and the impact on students' learning.

Objectives: To 1) synthesize literature on written feedback in nursing education, 2) explore students' and instructors' perspectives on written feedback at the graduate level, 3) identify factors that could influence the provision of quality written feedback in face-to-face and online learning.

Methods: In phase one, a scoping review, applying the Joanna Brigg's methodology, will be conducted to synthesize literature on written feedback. In phase two, interpretive description will be used to examine students and instructors' perspectives and factors influencing the provision of written feedback. Demographic data will be collected to describe the characteristics of study participants. Semi-structured interviews will be used to collect in-depth data from students and instructors at the graduate level in nursing academic institutions in Canada and Pakistan. Purposive sampling will be employed to recruit a sample of 15 to 20 participants from each site, with consideration for data saturation. Document review will also be used to describe the educational context in each site. Thematic analysis will be used to analyze interview data.

Projected implications: The findings will provide insight into the nature and scope of written feedback as reported in the literature and the perspectives of instructors and students on the utilization of written feedback in higher nursing education in two countries. Understanding factors that could influence the provision of written feedback in different learning environments is vitally important to inform policy and ensure high standards of nursing education. Ultimately, findings will build a foundation for developing a framework that will guide high quality written feedback practices in graduate nursing education.