

Research Article

Systematic analysis of postgraduate theses on feedback in educational processes in Türkiye

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Abstract

Feedback has always been an important element of learning-teaching processes and has always been at the centre of research on this subject. In this context, a significant number of studies in the literature have examined the feedback element with different dimensions and revealed important clues on the subject. The main purpose of this study is to conduct a content analysis of the postgraduate theses on the theme of feedback from past to present in terms of subject and methodology. For this purpose, 68 theses made between 2000 and 2023 within the scope of Institute of Educational Sciences and Institute of Social Sciences programmes in state universities in Turkey were analysed. According to the results of the content analysis technique, it was determined that the theses were mostly conducted at the Master's level (n=51), the theses mostly focused on teachers' in-class feedback practices and their views on feedback, the theses were mostly in the fields of English language teaching and Computer and Instructional Technologies; limited studies were conducted on this subject within the scope of teacher education and teaching practice. The results of the research showed that new researches are needed to examine the element of. Within the framework of the results of the research, it can be suggested that different research methods should be utilized in new studies to be conducted in this subject area, especially qualitative studies should be designed to examine the subject.

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Introduction

One of the structures that form the basis of the learning-teaching process is the quality of the teaching service (Senemoğlu, 2020). According to Bloom (2016), encouragement, reinforcement, active participation, feedback and correction are the most important factors in the quality of teaching service. All these factors are critical in the educational activity. However, this current research focused on the feedback factor and feedback themed graduate thesis. Various definitions have been made regarding the concept of feedback in the relevant literature as given in some examples below:

Bruner (1974) defines feedback as an error-correction process, Ramaprasad (1983) describes it as information about how actual and target levels differ from each other. In contrast, Winne and Butler (1994: 5740) define feedback as "information that can be validated, supplemented, rewritten, adapted, or reconstructed in memory, including domain knowledge, metacognition, assumptions about self and tasks, and cognitive skills and policies" (p. 5740). Hill (1997) states that feedback is a concept taken from cybernetics and describes a process in which the response is controlled by its

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effects. Sadler (1989), on the other hand, sees feedback as the process of providing information about the difference between a performance or learning situation and the desired performance or learning situation. According to Senemoğlu (2020), feedback and correction, teaching in group learning, it is the most powerful element that determines the performance quality and the achievement level. In the classroom environment, since the students do not interact with each other at the same level, the cues, participation and reinforcement given to the students during the teaching have different meanings and, consequently, there are discrepancies between the learning levels of the students. In this case, it is a matter of determining which of the behaviours that the students are to acquire have been fully learned, which have been inadequately learned, or which have not been learned at all.

Hattie (2007) conceptualised the concept of feedback as a piece of knowledge passed on by an intermediary, a source such as a teacher, a parent, a classmate, a book, or the individual himself/herself. According to this definition, the teacher is not the sole provider of feedback. Accordingly, the teacher may provide information, the peer may provide an alternative perspective, the parent may provide support and, as a result, feedback is the outcome of a performance. Careless (2019), on the other hand, disagreed with the definition of the concept of feedback in the literature as outcome information transmitted from the teacher or any other source to the student stating that such a definition is no different from transmitting only the outcome or making a judgement on a past performance or understanding activity. Bloom (1998), who emphasised the importance of improving the quality of education and training, pointed out the role of feedback in curriculum and teaching by stating that there are four elements, namely cue (signs), participation, reinforcement, feedback and correction.

Sönmez (2015, p. 152) defined feedback as "giving information about the student's behavior" and emphasized that feedback has basic functions such as directing, motivating, reinforcing and underlined that feedback is the most important element of open systems. According to Sönmez, feedback is vital not only for obtaining consistent information about the student, but also for obtaining information about the training situations, which is one of the important elements of the training program, in this dimension, feedback checks the soundness of the training, reveals the effectiveness of the training situation and contributes to the resilience of the training.

The teacher or peers interact with each other through feedback in the teaching process. The teacher and the student are constantly exchanging in interaction. The student reacts to the teacher's message. The teacher's reactions to the message sent by the student as a reaction are feedback. The communication process is completed after the message is transmitted to the receiver with the arrival of the enlightening echo reactions in the opposite direction to the source. It becomes an evaluation phase for the student and the teacher" (Özen, 2001: 100). Feedback, which has become an important part of the teaching process and is the subject of many researches today, is encountered in almost every stage of daily work and social life. Feedbacks are important sources of information that we sometimes use for personal and institutional research and development purposes, and most of the time by inferring from our experiences without realising it (Çelikkaya & Kuş, 2010). Feedback is one of the most emphasised topics to increase performance in corporate life. Through feedback, students can learn to distinguish their successes from their mistakes and to transform their mistakes into successes (Rijlaarsdam and Couzijn, 2005); for this, they need to continuously experiment and receive correct feedback on their mistakes. The task of teachers is to continue to look for ways to make sure that each student learns during the learning process (Bloom, 1998), and to make efforts for learning to take place by providing continuous, accurate and sufficient feedback without hurting or humiliating the student. Feedback, which is one of the elements of communication, is an important source for providing information in the teaching process. Because feedback provides both the teacher and the student with the opportunity for self-evaluation by providing information about the level of learning. It helps the student to see and complete his/her deficiencies (Ergin, 2012). Feedback is also important in that it provides sufficient information about the student's current learning, it also provides guidance about what to do in the next stage and it allows students to recognise their mistakes, seek new answers and learning (Ünsal, 2002). Brown et al (2012) emphasised the importance of not only feedback but also how feedback is provided, stating that not providing feedback leaves mistakes uncorrected and achievements unreinforced, or that incorrect, inaccurate or inappropriate use of feedback can have negative effects by reducing student engagement and motivation rather than improving

performance and learning. From this perspective, it can be argued that feedback can only be effective if it is provided to students with the objectives in mind and can guide students to improve and develop their performance (Hattie, 2012; Carless, 2006; Johnson, 2006).

In this setting, this study aims to identify the research trends related to feedback theme and analyse this research according to different variables. In this context, it can be predicted that the indicators revealed by the research will make significant contributions to researchers interested in this field. In this framework, the research questions that guide the study are as follows;

- What is the distribution of feedback-themed theses by year?
- What is the distribution feedback-themed theses according to the level of graduate degree?
- What are the dimensions of feedback-themed theses?
- In which areas (English, science, mathematics, etc.) have feedback thesis been carried out?
- What are the main aims of feedback-themed theses?
- What are the main research models/approaches used in feedback-themed theses?
- What are the general characteristics (sampling techniques, sampling group, sampling level, etc.) of the population and sample of feedback-themed theses?
- What are the data collection methods and tools used in feedback-themed theses?
- What types of analyses have been used in feedback-themed theses

Method

Research Design

In this qualitative research, 68 thesis (master and doctorate) on the topic of feedback were examined in the Graduate Schools of Social Sciences (GSSS) and Graduate Schools of Educational Sciences (GSES) of state universities in Turkey between 2000 and 2023. In qualitative research that contributes to the understanding of a situation perceived in different contexts, various analysis methods such as phenomenology, grounded theory, phenomenographic and content analysis are used (Burnard, 1995; cited in Bengtsson, 2016). Content analysis is implemented on the theses determined for this research. Content analysis is a method by which the researcher can study human behaviour without the need for direct involvement with a person or situation. This method can be utilized on printed materials (newspapers, diaries, books, etc.) or products (films, songs, poems, etc.) (Fraenkel & Wallen, 1996) and this research was conducted on theses as printed materials.

Data Collection

This study included postgraduate theses (master and doctorate) on the topic of feedback in the GSSS and GSES of state universities in Turkey between the years 2000 and 2023. In order to determine the documents of the study, firstly, a detailed search of the postgraduate theses conducted between 2000 and 2023 was made in the National Thesis Center in Higher Education Council (HEC) with the keyword "feedback". The theses obtained as a result of the initial screening were examined and the theses conducted in the GSSS and GSES of state universities were selected. In data collection, a scheme was created within the framework of the research questions. This scheme included the author, title, year of publication, theme, purpose, research method, population and sample, study area, data collection method and tools, and data analysis information of the theses to be examined within the framework of the research questions.

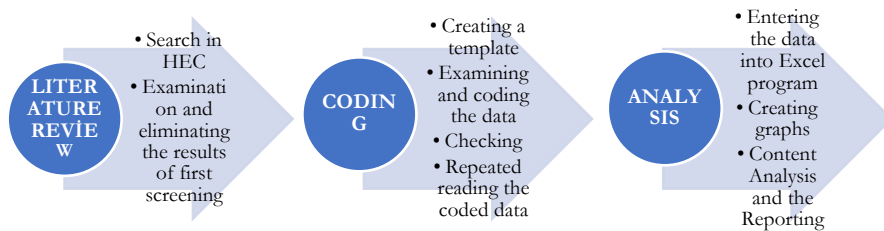
Data Analysis

Between the years 2000 and 2023, 68 theses on the topic of feedback in the GSSS and GSES of state universities in Turkey were read repeatedly, and the information obtained was processed to answer the research questions in the scheme prepared in accordance with the purpose and research questions of the study. For research questions 3 and 5, common themes were identified through repeated readings and for research questions 1, 2, 4,6, 7, 8, and 9 the information in the scheme was coded on the Excel program. As a result of this coding in the Excel programme, graphs were produced showing distribution of theses according to publication years, graduate level, study group/participants, field of study, and method. The research models, the general characteristics of the population and the sample, the data collection

methods and tools, the data analysis methods of the studies were interpreted as a result of repeated readings and examinations of both the data coded in the Excel programme and the information in the scheme created. Briefly, the content analysis process was carried out in the following stages:

- The PhD and graduate theses completed on feedback-themed were initially searched in the National Thesis Centre in Higher Education Council (HEC) with the limitation of GSSS and GSES.
- Screening of feedback-themed theses from the National Thesis Center of the Council of Higher Education (HEC) with the limitation of GSSS and GSES.
- Creating a template within the framework of the purpose of the research and the research questions.
- Examining the theses one by one and process the data into the template.
- Repeated checking of the data processed in the template.
- Repeated reading of the data on the scheme to answer research questions (RQ-3 and RQ-5) and to identify common themes.
- Centering the data into Excel program in categories to answer the other research questions.
- Creating graphs to show the distribution of the data entered into Excel.
- Revising and finalising the template, codes, categories and themes.

As a last point, analyses were limited to the size, purpose, research model, study area, population and sample, data collection methods and instruments, and data analysis of the studies; findings, conclusions and recommendations parts of the theses were not included in the analysis. Content analysis process of this research illustrated in the Figure 1.



Validity and Reliability

Verification processes regarding the analysis phase and raw data were conducted by both the researcher and an expert, ensuring the reliability of the analysis through result comparisons. In cases where inconsistencies were observed between the researcher's and the expert's opinions, a re-examination was performed to achieve consensus. To ensure the external reliability of the study, all procedural steps were extensively presented in tables in the methodology section. Additionally, data verification processes were recorded both digitally and in print.

Results

Within the framework of the aim of this study, when the theses with feedback theme (2000-2023) were examined, it was found that 68 theses on the topic of feedback were carried out. Regarding with the first question of this research, initially, distribution of the analysed theses according to the years of publication in 5-year periods is shown in Figure 2.

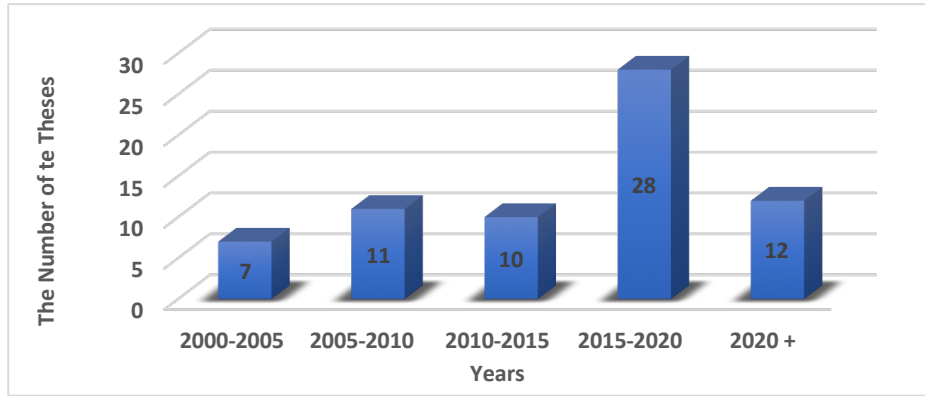


Figure 2. Distribution of the analyzed theses according to publication years

Considering the spread of the theses analysed in terms of the publication years in 5-year periods, it can be concluded that there is an increase in the quantity of studies on the subject of feedback in terms of the years. Another striking point is that feedback-themed theses were mostly made between 2015 and 2020. Another question of the research is the distribution of the theses examined in the present paper according to the level of degree. The results for this question are shown in Figure 3.

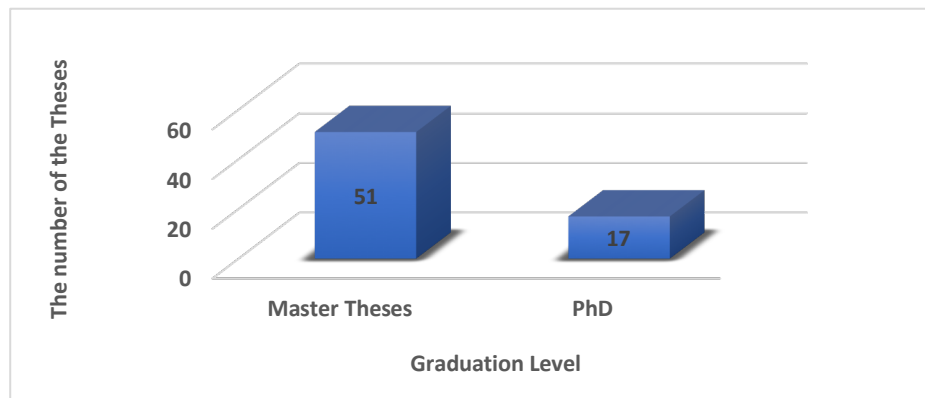


Figure 3. Distribution of the analyzed theses according to graduate level

Looking at Figure 3, it can be seen that 51 of the reviewed studies are Master's theses and 17 of them are PhD theses. Accordingly, thesis studies were mainly carried out at the master's level. Regarding with the third research question of the study, when analysing the theses with feedback theme, it is seen that the theses were grouped into four dimensions as illustrated in Figure 4.

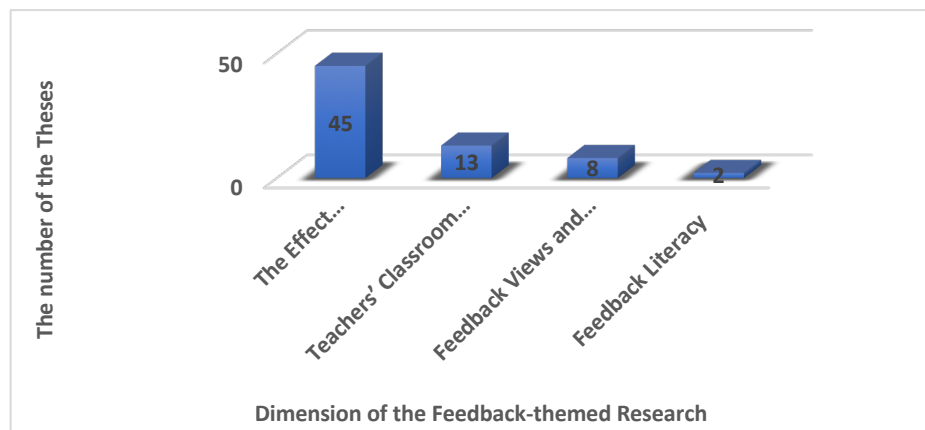


Figure 4. Distribution of the analyzed theses according dimension

The distribution of the feedback-themed theses mentioned in the Figure 4 is detailed in Table 1, and the results of the content analysis conducted for each dimension are reflected in the Table 1.

Table 1. Dimensions of feedback-themed research

Dimension	Field	Theme	Related studies
The effect /effectiveness of any type of feedback (n=45)	English Teaching (n=15)	The effect of feedback type on students' writing skills (n=13)	T4,T10,T15,T16,T29,T31,T37,T42,T44 ,T51,T53,T59, T67
		The effect of feedback on student engagement (n=1)	T68
		The corrective feedback on teaching English (n=1)	T64
	Computer and Instructional Technologies (n=13)	The effects of feedback types used in computer assisted learning environments on different aspects such as students' academic achievement (n=9)	T6, T12, T14, T21, T35, T39, T48, T56, T60
		The effects of an intelligent feedback system created with artificial intelligence techniques (n=4)	T28, T36, T45, T46
	Special Education (n=2)	The usage of video feedback (n=1)	T23
		The effectiveness of requesting feedback from the teacher (n=1)	T65
	Music Teaching (n=2)	The usage of video feedback (n=1)	T32
		The effect of feedback processes on teachers' frequency of using rewards (n=1)	T62
	Physical Education Teaching (n=2)	Learner-controlled feedback planning (n=1)	T57
		Verbal feedback and its effects (n=1)	T66
	Science Teaching (n=1)	The effect of feedback-correction on students' learning level (n=1)	T49
	Teaching Turkish to Foreigners (n=2)	The effect of feedback on the writing skills of students (n=1)	T17
The effect of visual feedback activities on learners (n=1)		T27	
Turkish Teaching (n=1)	The effects feedback techniques in written expressions (n=1)	T54	
Teacher Education and Teaching practicum (n=7)	The effects training program prepared for teachers on teachers' feedback skills (n=6)	T3, T6, T13, T47, T58, T61	
	Effective feedback programme for improving classroom teaching (n=1)	T9	
Tclassroom feedback practices and stances on the term of feedback (n=13)	English Language Teaching (n=10)	Written feedback practices (n=5)	T2, T30,T34,T38, T52
		Oral corrective feedback practices (n=5)	T8, T18,T40,T43, T63
	Primary School Teaching(n=2)	Teacher feedback practices (n=2)	T7, T50
Science Teaching (n=1)	Teacher feedback practices (n=1)	T24	
Feedback views and preferences of students (n=8)	English Teaching (n=6)	Students/teachers' preferences on the use of written feedback (n=6)	T11,T20,T22,T25,T26,T55
	Computer and Instructional Technology (n=1)	Seedback preferences of learners' in e-assessment (n=1)	T19
Feedback Literacy (n=2)	English Teaching (n=2)	Teacher feedback literacy (n=1)	T1
		Student feedback literacy (n=1)	T5

When the theses included in the content analysis within the scope of the research and conducted in the dimension of "teachers' in-class feedback practices and their views on feedback" were examined in detail, it was seen that there were theses in different fields on feedback, however, the majority of the theses examined (n=15) were in the field of English language teaching and Computer and Instructional Technologies (n=13). A significant number of feedback-orientated theses (n=7) were conducted within the scope of teacher education and teaching practice.

According to the detailed analysis of the theses in the dimension of "Teachers' classroom feedback practices and stances on the term of feedback", which was included in the content analysis within the scope of the research, it was seen that most of the theses (n=10) were in the field of English Language Teaching, similar to the first dimension. Similar to the first dimension, when the theses in the dimension of "Feedback views and preferences of students", which were included in the content analysis within the scope of the research, were analysed in detail, it was seen that the theses were in the fields of English language teaching and Computer Education and Instructional Technology.

As seen in the Table 1, according to the results of the content analysis, the last dimension was "Feedback literacy". It was determined that there were two thesis studies on this dimension. The concept of feedback literacy is a fairly new concept, and it is a concept that expresses many competences in thinking about feedback, understanding feedback, planning effective feedback practices, developing feedback strategies, and feedback (Carless & Boud, 2018). In this study, one of the theses with the theme of 'feedback literacy', which was determined based on content analysis, focused on teacher feedback literacy and the other one focused on student feedback literacy.

Another question in this research aimed at identifying the main purposes of studies on feedback. Based on the content analysis results, it is possible to list the main purposes of the studies examined in the context of this question, with a general evaluation, as follows:

- to identify the classroom feedback practices of teachers from different disciplines (e.g., Dokuzoğlu, 2010; Demir, 2013; Pastakkaya, 2020; Şahin, 2006).
- to explore teachers' views on feedback (e.g., Şener, 2019; Karaağaç, 2014; Köroğlu, 2021).
- to reveal teachers' feedback practices they implement and recommend (e.g., Abdioğlu, 2019; Yavuz, 2022; Bayram, 2002; Özkale, 2018; Karaağaç, 2014).
- to identify students' feedback preferences and their views on the feedback they receive (e.g., Yılmaz, 2021; Özen, 2019; Kaya, 2019; Gümüş, 2019; Eren, 2018).
- to compare students' and teachers' feedback preferences/perceptions (e.g., Yılmaz, 2021; Yiğit, 2019; Şahin, 2006).
- to identify the factors that increase and decrease feedback literacy (e.g., Kara, 2021; İstencioğlu, 2022).
- to examine the effects of feedback types and strategies on students and learning in terms of different variables such as achievement, motivation, autonomy, learning, and retention (e.g., Altay, 2018; Karabulut, 2020; Boz, 2018; Çetinkaya, 2018; Yıldırım, 2015).

The fifth question of this research concerns the research models/approaches of the studies analysed. While the research method, data collection method and instruments were included in the majority of the theses examined in the research, the research model was not included. However, if we look at the theses whose model is specified, we see that there are both experimental and quasi-experimental studies that investigate the effect of the type of feedback, being the independent variable of the study, such as the effect of a type of feedback on the student's course success, lack of progress in a skill, and motivation towards the course (e.g., Abdioğlu, 2019; Altay, 2018; Taymaz, 2021; Demir, 2021; Karabulut, 2020; Boz, 2018). However, it has also been observed that there are studies in the research model that were conducted to examine the processes and strategies of teachers in providing feedback, to reveal the development processes of students with the feedback provided to them, or to reveal the opinions of students about the feedback (e.g., Kaya, 2019; Özkale, 2018; Eren, 2018; Dağal, 2012). As mentioned earlier, the model is not specified in most of the studies, and in this regard, it can be said that there are limitations in the studies.

The sixth question of this research concerns the general characteristics of the population and sample of the theses. It was found that the theses were implemented with teachers from different fields of study and students from different levels, but there were also theses conducted with school principals (e.g., Balcı, 2019). A general classification of the reviewed theses shows that 48 of the 68 studies were conducted with students, 13 with teachers, and seven with both teachers and students. In the studies conducted with both students and teachers, diversity is found at different levels. Figure 5 shows the analysis results.

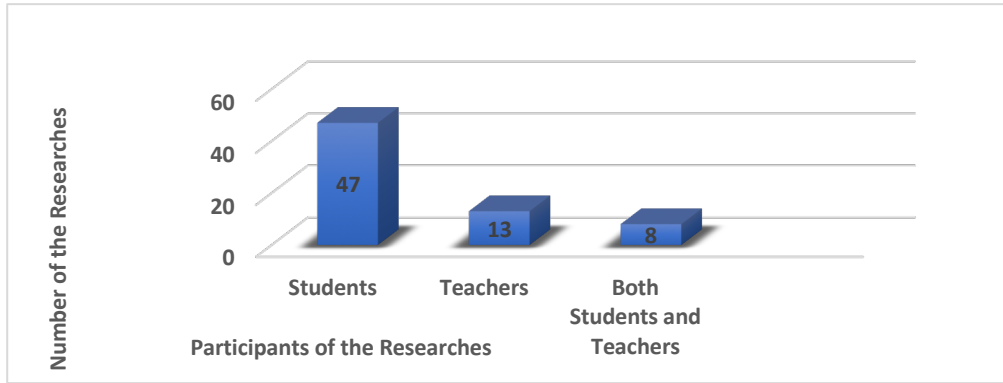


Figure 5. The distribution of the theses with feedback theme by study group/participants

When analysing the sampling techniques of the studies, it was found that in some theses there was no information on the sampling techniques. However, it was observed that different sampling techniques were used according to the structure of the studies, such as the methods, study areas and participants of the studies. The sampling techniques of these studies included convenience sampling (e.g., Abdioğlu, 2019; Boz, 2018), purposive sampling (e.g., Diri, 2022; Yavuz, 2022; Şener, 2019; Kaya, 2019; Yazıcı, 2015; Köroğlu, 2021), multistage sampling (e.g., Balcı, 2021), convenience sampling (e.g., Taymaz, 2021; Çelebi, 2017; Karağaç, 2014; Çeken, 2016), criterion sampling (e.g., Şener, 2019; Özen, 2019; Yılmaz, 2019), theoretical sampling (e.g., Özkale, 2018), case sampling (e.g.; Özkale, 2018; Eren, 2018,) cluster sampling (e.g., Özkale, 2018) and quota sampling (e.g., Galaly, 2017). Moreover, as can be seen in figure 6, among the theses conducted with students, it was found that 39 studies were conducted with university students, five of them with secondary school students, two of them with special needs students and only one of them with primary school students.

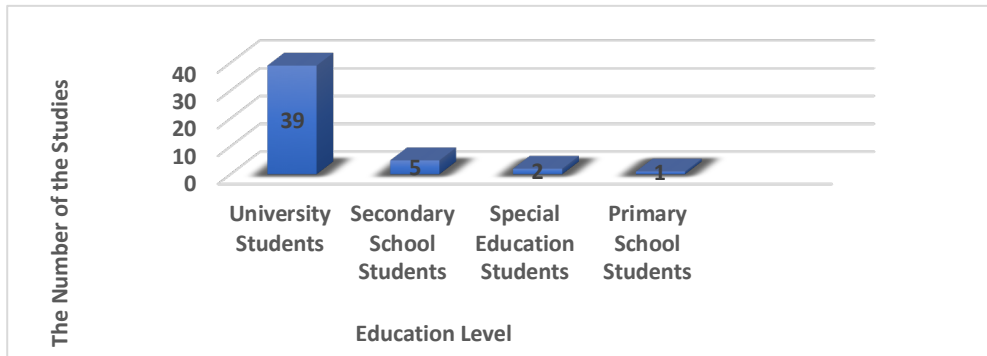


Figure 6. Distribution of theses carried out with students by level

An analysis of the Figure 6. shows that most of the studies conducted with students on the topic of feedback were completed with university students. To these findings, it can be inferred that there is a need in the literature for studies with teachers and also with both teachers and pupils from different levels. The seventh question of the research is regarding with in which fields the theses analysed in the research were carried out. The distribution of post-graduate theses on feedback by field of study is shown in Figure 7.

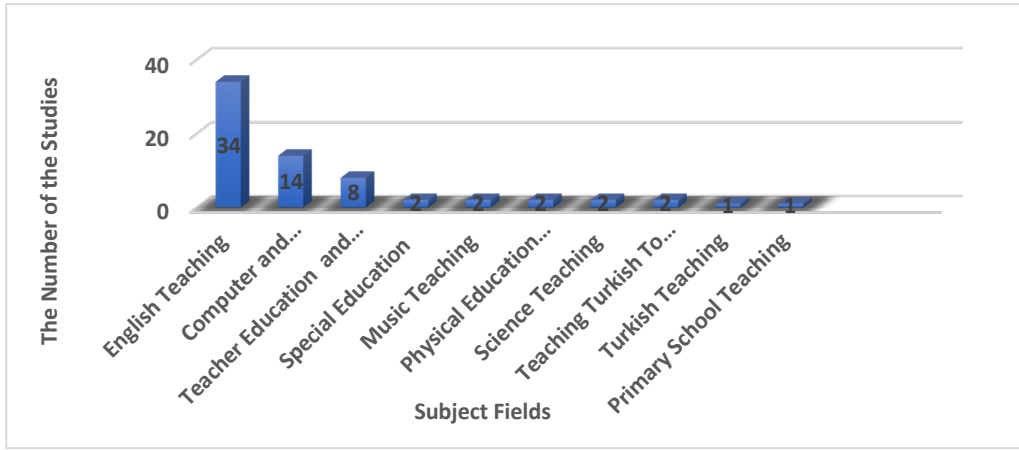


Figure 7. The distribution of the theses with feedback theme by field of study

When Figure 7 is analysed, it is seen that the majority of the feedback-themed studies were conducted in the field of English Language Teaching ($n=34$). Following the field of English Language Teaching is the field of Computer and Instructional Technologies ($n=14$) and Special Education. The eighth question of the research is what the data collection methods and tools of the postgraduate theses are analysed. Among the 68 postgraduate theses included in the research, it was found that there were theses conducted using three research methods: qualitative, quantitative and mixed. The distribution of methods used in the theses is shown in Figure 8.

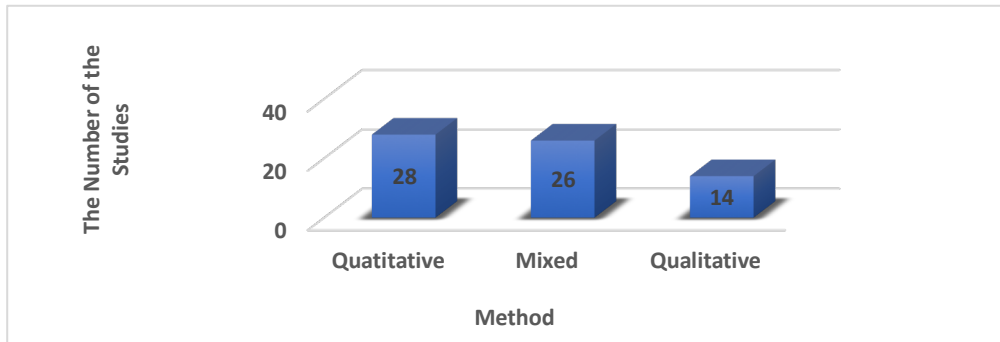


Figure 8. Distribution of the theses in terms of the method used

As can be seen in the Figure 8, 26 of the theses are mixed, 14 are qualitative and 28 are quantitative. Some of the studies, especially the mixed methods studies, used more than one data collection method and tool. The review revealed that achievement tests, pre-post tests, interviews and semi-structured interview forms, questionnaires and scales were the most commonly used data collection methods and tools. Other data collection methods and instruments used in the studies included observation and accompanying checklists, written tests, compositions, diaries and document analysis. Achievement tests, pre-post tests and writing tests were used in 12 of the studies analysed. Although only achievement tests were used in some of these studies, the majority of them were supported by one or more other data collection tools such as scales, interviews or student compositions (e.g., Abdioğlu, 2019; Demir, 2021; Erdoğan, 2020; Cengiz, 2019; Boz, 2018; Emirtekin, 2019). Out of the 68 studies reviewed, interviews were used as the data collection method in 31 studies, and only four of these 31 studies used the interview method exclusively (e.g., İstencioğlu, 2022; Kara, 2021; Güler, 2016; Yılmaz, 2019). In other studies, pre-test post-test was used along with other data collection methods and instruments such as scales, questionnaires, writing tests, and observations either as a component of data triangulation to build the studies' reliability and validity or to collect data for the qualitative dimension of the study in mixed methods studies (e.g., Özen, 2019; Gümüş, 2019; Çelebi, 2017; Dokuzoğlu, 2010; Yiğit, 2020).

It was found that 17 studies were conducted using the questionnaire technique, which is amongst the most prevalent of data collection technique, and tools employed in the studies analysed. In 10 of these 17 studies, the questionnaire technique was employed as one of several data collection methods of a mixed method study (e.g., Yılmaz, 2021; Kaya, 2019; Kağıtçı, 2013; Dokuzoğlu, 2010; Taleb, 2022; Köroğlu, 2021). In 3 of these 17 studies where the questionnaire instrument was used, the questionnaire instrument was used as the only data collection technique and data collection

tool of the study (e.g., Coşkun, 2007; Karabulut, 2020; Galaly, 2017). In other studies, different data collection techniques and tools such as observation, inventory, composition, portfolio and interview were used together (e.g., Bayram, 2022; Yılmaz, 2011; Kaya, 2019; Galaly, 2017; Kağıtçı, 2013).

Scales, another data collection tool, was used as a data collection tool in 13 out of 68 studies, being one of the most common data collection tools in the studies. It was found that 8 of these 13 studies were in the field of information technology and most of them were mixed methods studies. The others are studies carried out in the fields of educational administration, Turkish, pre-school and teacher education. The scales used can be listed as follows; "The Short Form of User Engagement Scale" and "The Metacognitive Awareness Inventory" (Diri, 2022), "Principal Feedback Scale" developed by the researcher (Balci, 2021), "Flow Experience Scale", "Cognitive Load Scale" (Erdoğan, 2020), "Motivation and Metacognition Scale" (Özen, 2019), "Cognitive Load Scale" (Emirtekin, 2019), "Attitude Scale Regarding Feedback on Writing Skills" (Eren, 2018), "Teacher Performance Evaluation Scale" (Dağal, 2012), "Motivation Scale", "Formative Feedback Perception Scale", "Motivation and Learning Strategies Scale" (Yiğit, 2020), "Situational Intrinsic Motivation Scale", "Perception of Return Benefit and Self-Efficacy Scale for Learning and Performance" (Yeşil, 2021), "Motivation and Learning Strategies Scale" (Keskin, 2019), "Instructional Material Motivation Scale" (Yabanova, 2016), "Prospective Teacher's Self-Related Efficacy Belief Scale" (Hurioglu, 2016), and a 5-point Likert-type scale in which the researcher evaluates students' performance in each skill (Müftüler, 2005).

The ninth and final research question relates to the types of data analysis used in theses. In the light of this research question, an examination of the types of data analysis in the theses reveals a diversity in the types of analysis as well as in the data collection procedures and instruments. In the theses analysed, data were collected using quantitative methods such as questionnaires, scales, achievement tests, pre-tests, post-tests and written exams, or qualitative methods such as semi-structured interview forms, open-ended questions, reflective diaries, observations and document analysis. However, mixed methods studies used both quantitative and qualitative methods to collect data. First of all, when the analyses of the data collected by quantitative methods are investigated, it is noticed that the statistical analysis of the data is fulfilled with package programs such as SPSS and LISREL (e.g., Balci, 2021; Diri, 2022).

In this context, there are theses based on experimental research that attempt to investigate the effect of a type or application of feedback on student achievement, motivation, attitudes to the course and retention. In these studies, data were collected using quantitative data collection instruments such as achievement tests, pre- and post-test questionnaires, attitude or motivation scales, or written examinations. To analyse these data, parametric or non-parametric statistical analyses were used, depending on the sample size or whether the distributions were normal or not. On the other hand, among the theses reviewed, it was found that there were theses that were designed to uncover and describe an existing situation, such as teachers' feedback preferences, examining feedback processes, uncovering teachers' or students' feedback literacy, examining feedback strategies used in the classroom in terms of teachers' and students' preferences. When analysing these studies in terms of data collection methods and tools, it was found that data were collected through qualitative methods such as focus group interviews with students and/or teachers, videotaped lessons, observations, reflective diaries, checklists. In the data analyses of these studies, it was observed that the researchers analysed the qualitative data obtained by separating the responses to each question into upper categories and then into subcategories, creating common codes and modelling them using programs such as Nvivo or MAXQDA software, transcribing the audio-recorded focus group interviews and looking for common patterns in the students' responses in the transcripts, coding or analysing the data obtained through the document analysis method using descriptive, content or inductive analysis methods (e.g., İstencioğlu, 2022; Yavuz, 2022; Kara, 2021; Taymaz, 2021; Abdioğlu, 2019).

Discussion

In the study, the main purpose of which was to perform a content analysis on feedback-themed postgraduate theses (2000-2023), the following main results were obtained. Accordingly, feedback-themed theses (2000-2023):

- has shown a different distribution according to the years, however, the most thesis studies were conducted between 2015-2020.

- were conducted at Master's level mostly (n=51).
- concentrated in the dimension of "teachers' in-class feedback practices and their views on feedback" mostly,
- has been studied in various fields, but it has been mostly analysed in the fields of English language teaching and Computer and Instructional Technologies.
- has also been studied within the scope of teacher education and teaching practice.
- designed for different purposes. At this point, the main objectives such as determining the in-class feedback practices of teachers in different disciplines, determining students' feedback preferences, examining the feedback literacy of teachers or students, the effect of feedback types and strategies on factors such as achievement or motivation are noteworthy.
- also showed diversity in terms of the research models/approaches used. The completed theses were predominantly quantitative, followed by mixed design. Qualitative approach was used the least.
- were conducted on different study groups. However, predominantly theses included students from various levels as study groups. The number of theses including university students in the study groups is higher than the others.
- were formed with different sampling techniques. In some theses, information about sampling techniques was not given and convenience sampling, purposive sampling, criterion sampling, cluster sampling was preferred.
- achievement tests, interviews, questionnaires and scales were the most frequently used data collection tools or techniques.

The content analysis of postgraduate theses on the topic of feedback showed that most of the studies were conducted in the field of English language teaching in terms of the field of study (e.g., Abdioğlu, 2019; Bayram, 2022; Yılmaz, 2021; Karabulut, 2020). When examining the studies on the topic of feedback in the field of English language teaching, the types of written and oral feedback and the effects of these types of feedback on different variables such as students' achievement, motivation, and progress in writing or speaking skills have been investigated (e.g., Altay, 2018; Karabulut, 2020; Taleb, 2022; Uzun, 2018; Çiftci, 2011). It has been observed that studies in the field of English language teaching focus on writing and speaking skills in English language teaching, but there are no studies on other skills and sub-skills that have an important place in language teaching, such as listening, reading, grammar teaching, vocabulary teaching. Although English language teaching starts from the second grade of primary school in our country, it has been observed that most of the studies conducted in this area have been conducted with university students and teachers (e.g. Altay, 2018; Diri, 2022; Taymaz, 2021; Yazıcı, 2015). Although the majority of studies on the topic of feedback have been conducted in the field of English language teaching, it has been observed that there are only two studies on the dimension of "feedback literacy", which is a new concept in the literature and needs to be researched (e.g., İstencioğlu, 2022; Kara, 2021). Among them, İstencioğlu (2022) aimed to identify teachers' views on feedback, the feedback practices they apply and recommend, and teachers' competencies within the framework of feedback literacy competencies. The study was a basic qualitative research and data were collected through interviews with teachers. In another study, Kara (2021) aimed to identify the types, amount and timing of feedback, feedback literacy indicators and factors that increase and decrease the use of feedback in her study with university students. Similarly, this study is basic qualitative research conducted through interviews.

It is seen that feedback literacy is a topic that has recently attracted attention in the world literature (e.g., Carless, 2020; Carless and Boud, 2018; Malecka et al., 2020; Molloy et al., 2020) and there is a need for studies on this dimension of feedback in our country. With the new studies to be conducted, it is seen that there is a need for survey and scale studies that will facilitate reaching wider audiences in studies to be conducted on teacher and student feedback literacy. It is also seen that the second most studied field in the studies on the feedback theme is the field of Information Technologies (e.g., Yeşil, 2021; Çeken, 2016; Keskin, 2019; Yabanova, 2016). In the studies conducted in this field, the effect of feedback types used in computer-aided learning environments on learner achievement and motivation (e.g. Özdemir, 2015; Emirtekin, 2019; Diri, 2022), intelligent feedback systems developed with artificial intelligence techniques (e.g., Güler, 2016; Çeken, 2016; Keskin, 2019; Özen, 2019) and studies aiming to reveal what students'

preferences are for both feedback in online learning environments and intelligent feedback systems. When the studies on feedback provided in online learning environments and feedback systems developed with artificial intelligence support are examined, the majority of the studies ($n = 8$) are published in 2019 and later (e.g. Diri, 2022; Demir, 2021; Erdoğan, 2020; Emirtekin, 2019). From this point of view, it can be said that the distance education period brought by the compulsory conditions of the pandemic period and developments in the field of artificial intelligence may have made it necessary to study the types of feedback used in online settings and artificial intelligence-supported intelligent feedback systems. However, 6 of the studies conducted in this field are studies conducted before 2019 (e.g., Özgür, 2005; Özbaş, 2009; Özdemir, 2015; Güler, 2016) and the types of feedback used in online environments have been a factor that attracted the attention of researchers before 2019. Apart from English language teaching, information technologies and teacher education, studies have been conducted in different fields such as Science, Music, Physical Education teaching, Information Technologies Special Education, Turkish Teaching to Foreigners, Turkish Teaching (e.g.). However, it is seen that there are no studies on the feedback theme in secondary education level in teaching areas such as Chemistry, Physics, Biology, Literature, Mathematics, and Geometry.

When the feedback-themed studies analysed within the scope of this research are evaluated in terms of teaching levels, it is seen that the studies are mostly conducted at higher education level. However, feedback is an important element that increases the quality of education in all areas and levels of education (Hattie & Timperley, 2007). For this reason, studies on feedback can be conducted at different levels of education such as primary, secondary and secondary education. In the feedback-themed postgraduate theses, the most studied dimension was found to be the effect/effectiveness of a feedback type ($n=45$). The majority of the studies in this dimension were conducted in the field of English language teaching on the effect of written and oral feedback types on students' writing or speaking achievement and skills. In this respect, it is seen that the studies are mostly in the field of English language teaching and in the effect/effectiveness dimension of feedback types. It can be said that there is a need for studies in which teachers' in-class feedback practices are revealed, teachers' cognitions about the feedback element are investigated, and scale development studies that will make it possible to carry out research in this field by collecting data from large masses. In a similar study, Özalp and Kaymakçı (2021) analysed the theses on feedback in the field of Educational Sciences in Turkey and found similar results. Therefore, Özalp and Kaymakçı (2021) analysed 83 postgraduate theses on the theme of feedback between 1996 and 2021, and unlike this study, they did not use the criterion that the studies were conducted in state universities. Within the scope of the examination, the distribution of theses according to years was examined and it was found that the most studies on feedback were conducted in 2019. In the distribution of theses according to postgraduate levels, it was found that most theses were conducted at the master's level, feedback-themed studies were mostly conducted at Gazi University, the effect of feedback was investigated the most, and the undergraduate level stood out in the distribution of studies according to levels.

Conclusion

To conclude, the suggestions developed in the research based on the results obtained as a result of the content analysis of the studies on feedback can be summarised as follows:

- Although a significant number of thesis studies on feedback as an indispensable element of learning-teaching processes have been conducted between 2000 and 2023, it can be suggested that these studies should be increased in number and enriched in terms of the dimension they examine. As it is observed in the results of this study, although it is the subject of theses in certain fields (for example, English language teaching), it is noteworthy that the subject is not analysed much in other fields. At this point, studies focussing on the feedback theme in other fields can be planned and its effect can be analysed in these fields as well.
- In this study, it was determined that feedback-oriented theses were mostly carried out with university students, and at this point, higher education was predominantly studied. Studies on the feedback theme, which is significant for almost every level due to its characteristics, can be conducted at almost every level.

- Finally, feedback-themed studies were also seen in the dimension of teacher education and teaching practice, but it was noteworthy that there were very few of them. Especially in recent years, new studies can be designed on the use of feedback in teacher education with the element of technology. Different research designs and data collection methods can be utilised in new studies

Recommendations

Based on the results of the study, feedback-oriented studies can be examined with unexplored dimensions, and qualitative research can be conducted on participants' views, applications, and experiences related to the concept of feedback.

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- Yavuz, B. (2022). *Sınıf öğretmenlerinin geri bildirim kullanım durumlarının incelenmesi. (Investigation of classroom teachers' use of feedback)*. Master thesis, Çanakkale Onsekiz Mart University, Çanakkale.
- Yazıcı, S. (2015). *Written or oral teacher feedback: which one facilitates idea development in writing classes?* Master thesis, Gazi University, Ankara.
- Yeşil, D. (2021). *Dönüt türünün içsel motivasyon, performansla yönelik öz-yeterlik ve dönüte yönelik yarar algısı üzerine etkisi. (The effect of feedback type on intrinsic motivation, self-efficacy for performance and perception of benefit of feedback)*. Master thesis, Hacettepe University, Ankara.
- Yılmaz, G. (2019). *Öğretmenlik uygulamasında dönüt konusunda öğretmen adaylarının görüşleri. (Pre-service teachers' views on feedback in teaching practice)*. Master thesis, Gazi University, Ankara.
- Yılmaz, İ. (2021). *Student and teacher preferences in using written corrective feedback in English preparatory classes*. Master thesis, Hacettepe University, Ankara.
- Yiğit, M. F. (2020). *Video dönüt uygulamasının algılanan dönüt kalitesi, dönüt kullanım düzeyi ve motivasyona etkisi. (The effect of video feedback application on perceived feedback quality, feedback utilisation level and motivation)*. Doctoral thesis, Hacettepe University, Ankara.
- Yiğit, T. (2019). *Beliefs and practices of efl instructors on oral corrective feedback and students' perceptions*. Master thesis, Bursa Uludağ University, Bursa.

Appendix 1. Studies evaluated in the research

No.	Imprint
T1	İstencioglu, T. (2022). Investigating teachers' views and practices of feedback in english language education in middle schools from a teacher feedback literacy framework perspective. Master's Thesis. Middle East Technical University, Ankara.
T2	Abdioglu, M. (2019, Spring). An investigation of two teacher written feedback procedures in EFL classes: form-focused and content-focused feedback . Master's thesis. Karadeniz Technical University.
T3	Gezer Demirdagli, S. (2014). Comparison of the effectiveness of a teaching plan prepared for teachers working in the field of special education with and without immediate feedback. Master's thesis. Marmara University, İstanbul
T4	Altay, A (2018). Exploring the effects of feedback types and wiki on efl learners' writing performance. Master of Arts Thesis. Middle East Technical University, Ankara.
T5	Kara, C. (2021). A qualitative study of feedback literacy in higher education: uncovering enhancing and impeding factors. Master's Thesis. Middle East Technical University, Ankara.
T6	Diri, E.R. (2022). An investigation of using different types of feedback strategies in interactive video lectures. Master of Arts Thesis. Boğaziçi University, İstanbul.
T7	Yavuz, B. (2022). Investigation of classroom teachers' use of feedback. Master's thesis. Çanakkale On Sekiz Mart University, Çanakkale.
T8	Bayram, S.(2022). Types and applications of verbal corrective feedback applied by English teachers in secondary and high schools. Master's thesis. Van Yüzüncü Yıl University, VanT8
T9	Balcı, S. (2021). Developing the capacity of school principals to give effective feedback for the improvement of classroom teaching. Doctoral dissertation. Gaziantep University, Gaziantep.
T10	Taymaz,N. (2021). Promoting peer scaffolding through analytic feedback criteria: from a perspective of error analysis in writing based on learner corpus. Master of Arts Thesis. Gazi University, Ankara.
T11	Yılmaz, İ. (2021). Student and teacher preferences in using written corrective feedback in english preparatory classes. Master's Thesis. Hacettepe University, Ankara.
T12	Demir, Y. (2020). The effect of emotional motivational feedback messages given to online assignments of information technologies and software course on academic success. Master's thesis. Ege University, Izmir.
T13	Yoğun, M. S. (2020). Analysis of lesson observation through peer coaching in a continuing professional development program: Teachers' perceptions of professional development, effectiveness and feedback. Master's Thesis Gaziantep University, Gaziantep.
T14	Kahyaoglu Erdoğmuş, Y. (2020). Examination of educational agent and feedback types in game-based learning environment in terms of academic achievement, flow experience and cognitive load. Doctoral dissertation. Anadolu University, Eskişehir.
T15	Karabulut, İ. (2020). The effect of different written corrective feedback types on learner autonomy in writing skill. Master's Thesis. Gazi University, Ankara.
T16	Cengiz, Ö. (2019). The effects of a reflective training program on the awareness of türkış pre-service efl teachers' oral corrective feedback strategies. . Master's Thesis. Bursa Uludag University, Bursa
T17	Boz, S. (2019). The effect of multiple assessment approach as feedback on the writing skills of foreign students learning Turkish. Master's thesis. Gaziantep University, Gaziantep
T18	Şener, B. M. (2019). Efl instructors' beliefs and practices about oral corrective feedback. Master's Thesis. Çukurova University, Adana.
T19	Orhan Özen, S. (2019). Examining the personalized feedback paths of learners based on e-assessment. Doctoral dissertation. Eskişehir Osmangazi University, Eskişehir.
T20	Kaya, S. (2019). Examining the writing skill feedback process of university English preparatory school students. Master's thesis. Düzce University, Düzce
T21	Emirtekin, E. (2019). The effect of feedback type for questions in educational videos on pre-service teachers' achievement and cognitive load. Master's thesis. Ege University, Izmir.
T22	Gümüş, H. (2019). An investigation into pre-service efl teachers' l2 writing difficulties and their views and preferences on tutors' written feedback. Master's Thesis. Pamukkale University, Denizli.
T23	Çetinkaya, N. (2018). The effectiveness of the presentation of the story map method with video feedback on the reading comprehension skills of children with mental disabilities. Master's thesis. Bolu Abant İzzet Baysal University, Bolu.
T24	Özkale, U. (2018). Investigation of the feedback strategies that science teachers use in the classroom. Master's thesis. Mersin University, Mersin.
T25	Eren, M. (2018). Secondary school students' opinions about the feedback they receive in the writing process. Master's thesis. Çanakkale On sekiz Mart University, Çanakkale.

- T26** Galaly, F. J. (2017). İraqı high-school efl students' and teachers' attitudes towards written feedback in writing classes: A case of Suleymaniyah and Rbil. Master's Thesis . Gaziantep University, Gaziantep.
- T27** Çelebi, S. (2017). The effect of the teaching of the bürün realized with visual feedback activities in Turkish language teaching as a foreign language on reading aloud skills. Doctoral Dissertation. Atatürk University, Erzurum.
- T28** Güler, M. (2016). Examination of practice application software in mobile environments in terms of content submission periods, question type and feedback: Kpsscell example. Master's thesis. Ataturk University, Erzurum.
- T29** Yazıcı, S. (2015). Written or oral teacher feedback: which one facilitates idea development in writing classes? Master's thesis. Gazi University, Ankara.
- T30** Karaağaç, G. (2014). Teacher cognition on written feedback: novice and experienced teachers' beliefs, attitudes and practices. Master's Thesis. Middle East Technical University, Ankara.
- T31** Kağıtçı, B. (2013). The relationship between students' preference for written feedback and improvement in writing: Is the preferred one the best one? . Master's Thesis. Middle East Technical University, Ankara.
- T32** Sarıcan Gündüz, S. (2013). The effect of video feedback method on music education department students' performance anxiety levels. Doctoral Thesis. Gazi University, Ankara.
- T33** Çimen, O. (2017). The effect of feedback model applied to teacher candidates on their motivation and reflective thinking tendencies. Doctoral Dissertation. Gazi University, Ankara
- T34** Dokuzoğlu, S. (2010). L2 writing teachers' perceptions of mistakes in student writing and their preferences regarding feedback: the case of a Turkish private university. Master's Thesis. Middle East Technical University, Ankara.
- T35** Yiğit, T. (2019). Beliefs and practices of efl instructors on oral corrective feedback and students' perceptions. Master's. Thesis. Bursa Uludağ University, Bursa.
- T36** Çeken, B. (2016). The effects of tutorial feedback type on pre-service teachers' choice of feedback type in their development of learning objects. Master's thesis. Boğaziçi University, İstanbul.
- T37** Taleb, İ. (2022). The use of collaborative learning tools for giving feedback to foster the writing skills of efl learners. Master's Thesis. Bolu Abant İzzet Baysal University, Bolu.
- T38** Köroğlu, H. (2021). Elt and non-elt pre-service language teachers' stance on oral corrective feedback provision: A Turkish context. Doctoral Dissertation. Karadeniz Technical University, Trabzon
- T39** Yeşil, D. (2021). The effect of feedback type on intrinsic motivation, self-efficacy towards performance and perception of benefit towards feedback. Master's thesis. Hacettepe University, Ankara.
- T40** Pastakkaya, S. (2020). A comparative study of experienced and less experienced efl teachers' stated beliefs about oral corrective feedback and their classroom practices. Master's Thesis. Anadolu University, Eskişehir.
- T41** Yılmaz, G. (2019). Opinions of prospective teachers on feedback in teaching practice. Master's thesis. Gazi University, Ankara.
- T42** Can, E. (2019). The effect of written peer feedback training on Turkish efl students' feedback types and writing performance. Master's Thesis. Anadolu University, Eskişehir.
- T43** Yiğit, T. (2019). Beliefs and practices of efl instructors on oral corrective feedback and students' perceptions. Master's. Thesis. Bursa Uludağ University, Bursa.
- T44** Uzun, K. (2019). Genre-Based Teaching and Genre-Based Feedback: A Multifaceted Study on Writing Performance and Writing Psychology. Doctoral Thesis. On Sekiz Mart University, Çanakkale.
- T45** Keskin, S. (2019). Determination of user profiles for adaptive feedback system design. Doctoral dissertation. Hacettepe University, Ankara.
- T46** Yabanova, U. (2016). The effects of learning objects with intelligent feedback system on achievement, motivation and retention. Master's thesis. Çanakkale Onsekiz Mart University, Çanakkale.
- T47** Hurioglu, L. (2016). The effect of feedback-correction on teacher candidates' teaching planning and implementation skills and self-efficacy levels in teaching practice course. Doctoral dissertation. Çukurova University, Adana.
- T48** Özdemir, D. (2015). Development of humanoid robot and computer-aided learning environments for special education and examination of interactions in these environments in terms of feedback types. Doctoral dissertation. Atatürk University, Erzurum.
- T49** Yıldırım, B. (2015). The effects of educational games, feedback and correction on the learning level and the retention. Master's Thesis. Necmettin Erbakan University, Konya.
- T50** Demir, F. (2013). Types of feedback used by classroom teachers. Master's thesis. Gazi University, Ankara.
- T51** Çiftçi, A. (2011). The effect of a training program on writing achievement and peer-feedback. Master's thesis. Dokuz Eylül University, İzmir.
- T52** Dokuzoğlu, S. (2010). L2 writing teachers' perceptions of mistakes in student writing and their preferences regarding feedback: the case of a Turkish private university. Master's Thesis. Middle East Technical University, Ankara.
- T53** Bozkır, C. (2009). The Effects of Feedback Essay Type and Essay Type on English Language Writing Development. Doctoral dissertation. Marmara Üniversitesi, İstanbul.

- T54** Pekaz, K. (2007). Prompt and feedback techniques in the correction of sound events, punctuation, spelling errors and expression disorders in primary school eighth grade written expressions. Master's thesis. Abant İzzet Baysal University, Bolu.
- T55** Coşkun, A. (2007) Candidate English teachers' preferences about error feedback in L2 writing classes. Master's thesis. Abant İzzet Baysal University, Bolu.
- T56** Özgür, H. (2005). The Effect of Feedback Types on Academic Achievement in Computer Assisted Educational Software Prepared for Primary Education. Doctoral dissertation. Marmara University, İstanbul.
- T57** Arsal, G. (2004). The effect of external and learner-controlled feedback planning on the permanence of intuition and ball throwing skills. Master's Thesis. Middle East Technical University, Ankara
- T58** Dayı, D. (2009). The effects of the effectiveness, efficiency, continuity and generalization of the teaching done by giving hint and feedback and the teaching done only by giving feedback on the teacher candidates' acquisition of teaching skills. Doctoral dissertation. Gazi University, Ankara.
- T59** Tokdemir Demirel, E. (2009) A research on complementary peer and teacher feedback model in teaching writing skills in second language: peer and teacher feedback or teacher feedback. Doctoral Thesis. Middle East Technical University, Ankara.
- T60** Özbaş, F. (2009). Examining the effectiveness of feedback types on student learning in computer-supported English vocabulary exercises. Master's Thesis. Zonguldak Karaelmas University, Zonguldak.
- T61** Altunay, B. (2008). The effect of direct instruction-based pre-service teacher evaluation program on special education teachers' evaluation and feedback skills. Doctoral Dissertation. Gazi University, Ankara
- T62** Erdem, A. (2006). An Investigation on the efficiency on informing and giving feedback processes in trumpet instructors acquisition of rewarding skills at the armed forces Military Band Schools Command. Master's Thesis. Gazi University, Ankara.
- T63** Şahin, C. (2006). Teachers' oral corrective behaviours and learners' reactions to feedbacks received in grammar lessons. Master's thesis. Anadolu University, Eskişehir.
- T64** Eş, Ş. (2003). Application of the focus on structure method in English classrooms: focus on structure through input flow production and corrective feedback. Master Thesis. Anadolu University, Eskişehir.
- T65** Uysal, A. (2001). The effects of teaching mentally handicapped special class students to request feedback and/or reinforcement from their teachers. Doctoral dissertation. Anadolu University, Eskişehir.
- MT66** Müftüler, M. (2005). Effect of verbal feedback and self-evaluation on learning fundamental basketball skills. Master's thesis. Middle East Technical University, Ankara.
- T67** Tümkaya, U. (2003). Comparison of two different written feedback methods given by the teacher to prep students studying in the Department of Basic English and students' attitudes towards these methods. Master's Thesis, Middle East Technical University, Ankara.
- T68** Moran, B. (2003). The Effect of error correction and feedback provision on student participation. Master's thesis. Gazi University, Ankara

