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Learner engagement with where-to-next feedback in early tertiary studies

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#### Abstract

Learners on the New Zealand Diploma in Business are early tertiary learners and do not perform as well as it is believed that they should. In addition, there is a disparity between ethnicities and age groups. This study researched the use of where-to-next (WTN) feedback as a possible tool to address this disparity and prepare learners better for future study and employment. WTN uses focused feedback directing students to specific areas of improvement and is therefore effective (Hattie & Timperley, 2007). It also enables rich and motivational dialogue between faculty and learner (Elbra-Ramsay, 2022), which is especially effective in respectful classroom environments (Zhou et al., 2021). The qualitative phenomenological study proved that WTN is a useful tool; however, due to environmental demands on some learners' time, some learners did not take up the opportunity to engage with the feedback.

Keywords: Where-to-next feedback, academic feedback, feedback, successful course completion, formative feedback

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