Entering the black box of feedback neglect in a digital educational game for elementary school students

# Details

## Year

Not reported

## Scope

Local

## Countries

Sweden

## Type

Empirical research – Mixed methods

## Methodologies

* Survey
* Ethnography / participant observation
* Tracking data

## Researched Groups

Children

## Children Ages

Pre-adolescents (11-13 Years old)

## Funder

Marcus and Amalia Wallenberg Foundation; Marianne and Marcus Wallenberg Foundation

## Funder Types

Foundation

## Informed Consent

Consent not mentioned

## Ethics

Ethical considerations not mentioned

## Data Set Availability

Not mentioned

# Goals

"RQ1: At what stages during feedback processing do students neglect CCF? Specifically, we ask the following: (i) Do they neglect CCF in the sense of not noticing it?; (ii) Do they notice CCF but fail to decode it (in our case, not read the CCF-text they have noticed)?; (iii) Do they notice CCF, but fail to decode it (in our case, not read the CCF-text they have noticed)?; (iv) Do they decode CCF, but fail to act on it?; and (v) Do they act on CCF, but fail to make progress at their attempt to revise the task? Our secondary research question, RQ2 became: What difference can be found at each of these stages depending on how the CCF is signaled—via a pedagogical agent, an arrow, or not at all?" (Authors, in "Formulating the research questions")