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## **Video feedback as multimodal tool for transformative action in learning and teaching**

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Affect (Ahmed, 2004) has gained more attention in applied linguistics as a predictor of transformative learning action. Specific attention has gone to the multimodal nature of how affect is experienced and its ability to enable transformative action (Kiesling, 2019; Westberg, 2022). This study reports how multimodal video feedback on academic assignments brings about 'affect' in students' interaction with feedback and how this affects their future learning practices. Digital multimodal video feedback is the practice of providing textual track changes while simultaneously recording screen activity and voice-over commentary. Thus far, research on academic feedback has primarily focused on the effectiveness of types of feedback and discursive strategies of delivery. Less attention is paid to how feedback can be designed to become part of students' future learning practices. This study combined a multimodal discourse analysis (Norris, 2019) of a corpus of feedback videos with follow-up focus group interviews. The interviews aimed to understand how multimodal video feedback was experienced, both emotionally and affectively, and identify the self-reported literacy practices that emanated from the interaction with multimodal feedback in comparison with traditional text-based feedback. This study found that the multimodal nature of video feedback provided participants with multiple semiotic cues to understand feedback, specifically, the metaphysical sense of the mood and spirit in which feedback was provided. Second, this multimodal engagement subsequently brought about a range of affective responses signaling a more active stance toward future learning practices in comparison with traditional text-based feedback. Finally, sharing video feedback online created important affordances to facilitate transformative learning action. Participants could access video feedback free of time and space constraints and reported that this allowed them to access feedback multiple times and integrate it as a learning resource for future learning practices and even professional practices.

### **Is this a sponsored session?**

### **Keywords**

Multimodality, digital literacy, technology, affect

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