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	Nota di contenuto	Chapter 1. Why focus on feedback impact?; Michael Henderson, Rola Ajjawi, David Boud and Elizabeth Molloy -- Chapter 2. Identifying feedback that has impact; Michael Henderson, Rola Ajjawi, David Boud and Elizabeth Molloy -- Chapter 3. Beware the simple impact measure: learning from the parallels with student engagement; Joanna Tai, Phillip Dawson, Margaret Bearman and Rola Ajjawi -- Chapter 4. Learners' feedback literacy and the longer term: Developing capacity for impact; David Carless -- Chapter 5. Re-conceptualizing feedback through a sociocultural lens; Rachelle Esterhazy -- Chapter 6. Attending to emotion in feedback; Elizabeth Molloy, Christy Noble, Rola Ajjawi -- Chapter 7. Embracing errors for learning: Intrapersonal and interpersonal factors in feedback provision and processing in dyadic

interactions; Jochem E.J. Aben, Filitsa Dingyloudi, Anneke C. Timmermans, Jan-Willem Strjibos -- Chapter 8. Operationalising dialogic feedback to develop students' evaluative judgement and enactmentof feedback; Edd Pitt -- Chapter 9. Turning self-assessment into self-feedback; Ernesto Panadero, Anastasiya Lipnevich and Jaclyn Broadbent -- Chapter 10. How debriefing can inform feedback: practices that make a difference; Margaret Bearman, Walter Eppich, Debra Nestel -- Chapter 11. Impact of personalized feedback: The case of coaching and learning change plans; Jocelyn M Lockyer, Heather A Armson, Karen D Könings, Marygrace Zetkulic, Joan Sargeant -- Chapter 12. Identifying the impact of feedback over time and at scale: Opportunities for learning analytics; Tracii Ryan, Dragan Gaševi and Michael Henderson -- Chapter 13. Facilitating students' use of feedback: Capturing and tracking impact using digital tools; Naomi Winstone -- Chapter 14. Improving feedback research in naturalistic settings; Rola Ajjawi, David Boud, Michael Henderson, Elizabeth Molloy -- Chapter 15. Designing feedback for impact; Michael Henderson, Elizabeth Molloy, Rola Ajjawi, David Boud.

Sommario/riassunto	This book asks how we might conceptualise, design for and evaluate the impact of feedback in higher education. Ultimately, the purpose of feedback is to improve what students can do: therefore, effective feedback must have impact. Students need to be actively engaged in seeking, sense-making and acting upon any information provided to them in order to develop and improve. Feedback can thus be understood as not just the giving of information, but as a complex process integral to teaching and learning in which both teachers and students have an important role to play. The editors challenge us to ask two fundamental questions: when does feedback make a difference, and how can we recognise that impact? This volume draws together leading international researchers across diverse disciplines, offering promising directions for both research and practice.