Feedback and self-regulated learning: insights from supervisors' and PhD examiners' reports

ABSTRACT

This paper provides insights into the doctoral journey of a supervisee by analysing written feedback provided by supervisors and thesis examiners. As one aim of doctoral education is to train scholars to become independent researchers, that is highly self-regulated learners, this study paves the way for an understanding of the link between written feedback and the self-regulated learning process. Based on an analysis of speech functions, written feedback provided by two supervisors and three examiners were classified into three main categories: referential, directive and expressive. The results indicate the value of expressive feedback for the development of self-regulated learning in doctoral supervision.