Feedback literacy: From theory to practice

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Overview

Feedback Literacy: past and present

1. Why should we care about feedback literacy?
2. In the context of real classrooms, what does it mean to 'develop' students' feedback literacy?
3. How can we move beyond 'one-size-fits-all' approaches towards discipline-specific feedback literacies?;
4. What contextual barriers to the implementation of feedback literacy exist, and how can these be overcome?

Feedback Literacy: future

A brief history…

UNIVERSITY OF SURREY

Innovations in Education and Teaching International
Vol. 49, No. 1, February 2012, 31–40

Routledge
Taylor & Francis Group

2012

Conceptualizin

Paul Sutton*

Faculty of Educatio

EDUCATIONAL PSYCHOLOGIST, *52*(1), 17–37, 2017
Published with license by Taylor & Francis
ISSN: 0046-1520 print / 1532-6985 online
DOI: 10.1080/00461520.2016.1207538

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2017

Supporting Learners' Agentic Engagement With Feedback: A Systematic Review and a Taxonomy

Naomi E. Wi
[1]Scho
[2]School of L

ASSESSMENT & EVALUATION IN HIGHER EDUCATION, 2018
VOL. 43, NO. 8, 1315–1325
https://doi.org/10.1080/02602938.2018.1463354

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2018

The development of student feedback literacy: enabling uptake of feedback

David Carle

[a]Faculty of Ed
Melbourne, A

ASSESSMENT & EVALUATION IN HIGHER EDUCATION
2020, VOL. 45, NO. 4, 527–540
https://doi.org/10.1080/02602938.2019.1667955

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2019

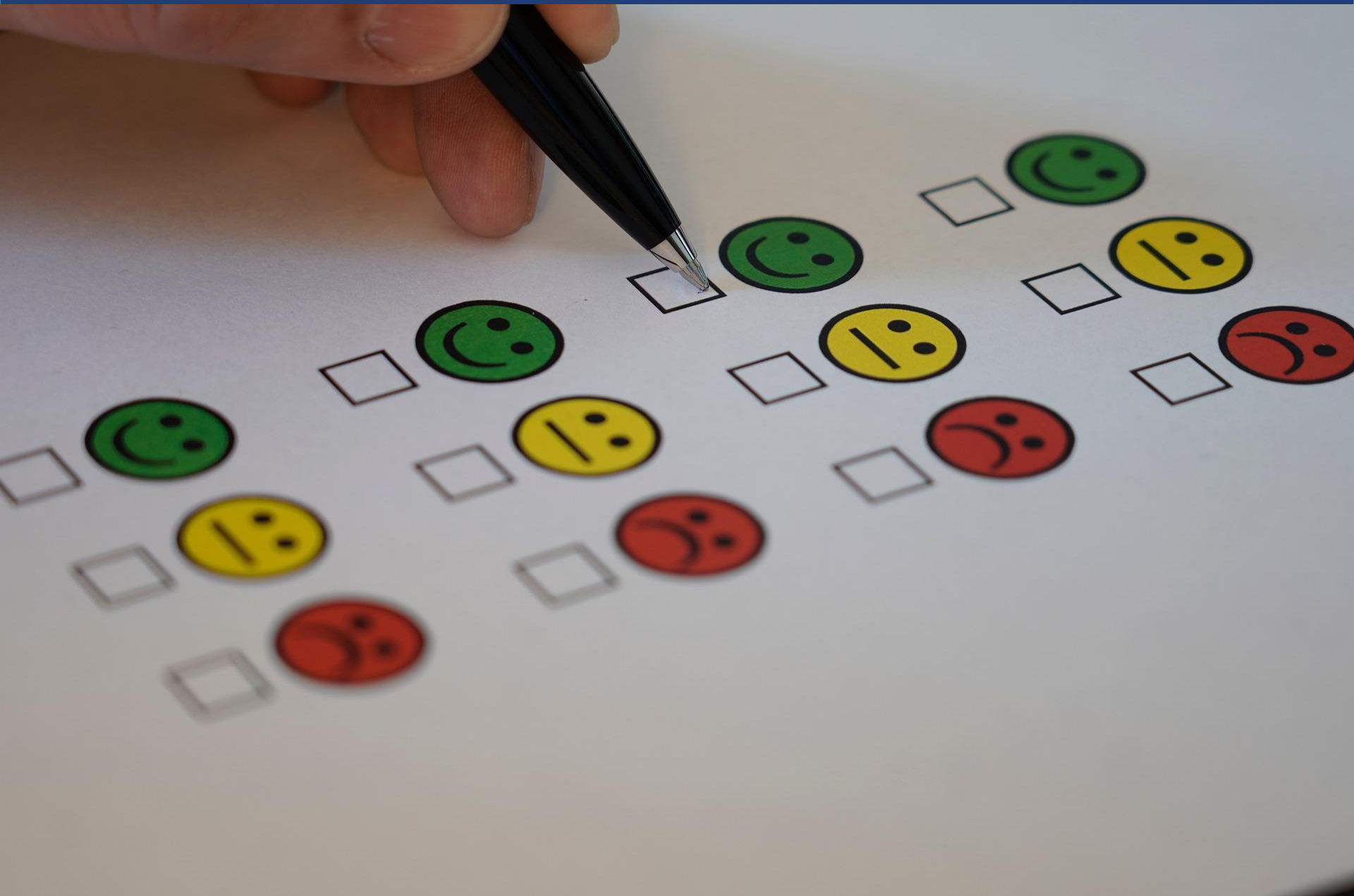
Developing a learning-centred framework for feedback literacy

Elizabeth Molloy[a], David Boud[b] and Michael Henderson[c]

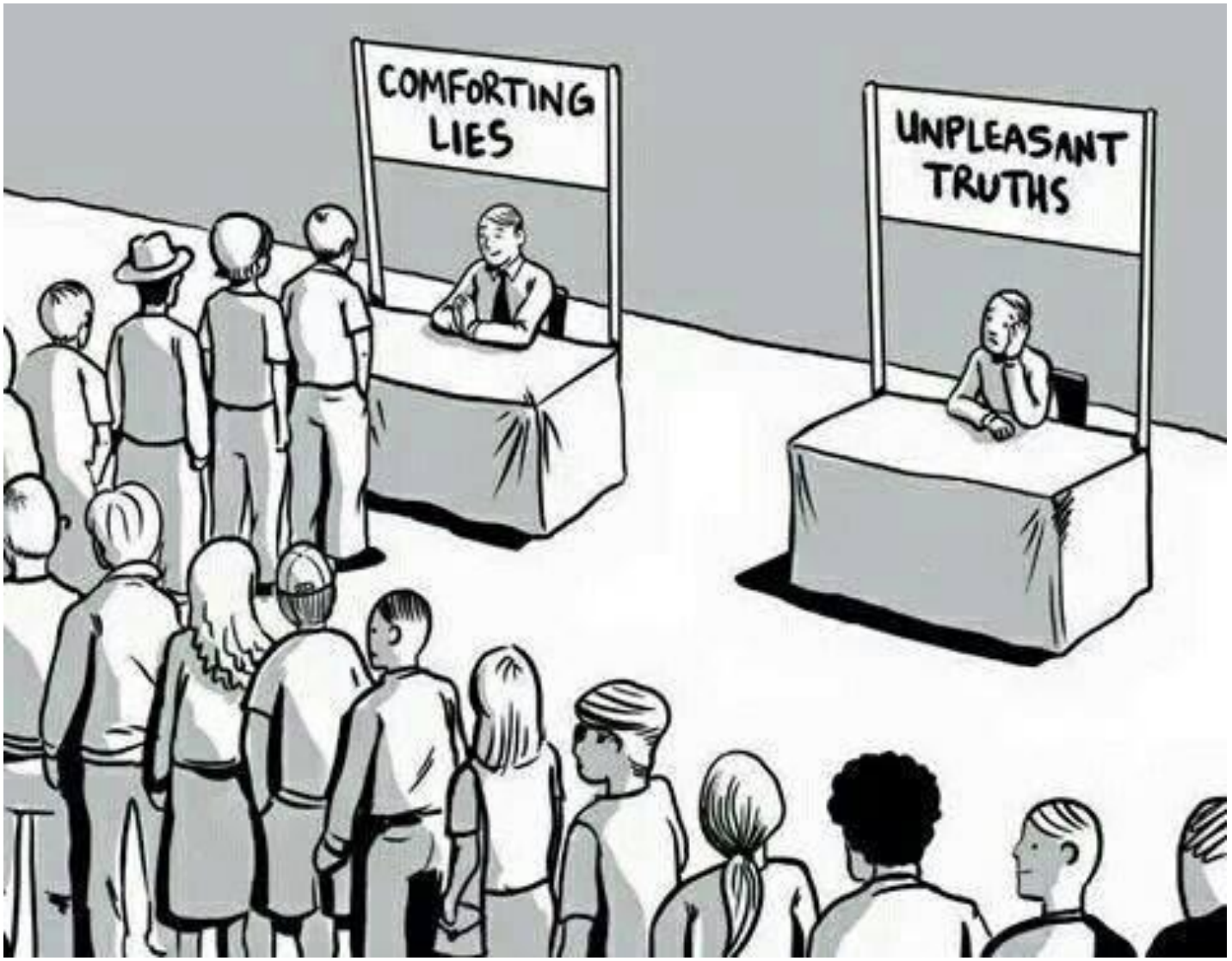
[a]The University of Melbourne, Melbourne, Australia; [b]Deakin University, Melbourne, Australia; [c]Monash University, Clayton, Australia

Why should we
care about
feedback
literacy?

Why does feedback literacy matter?

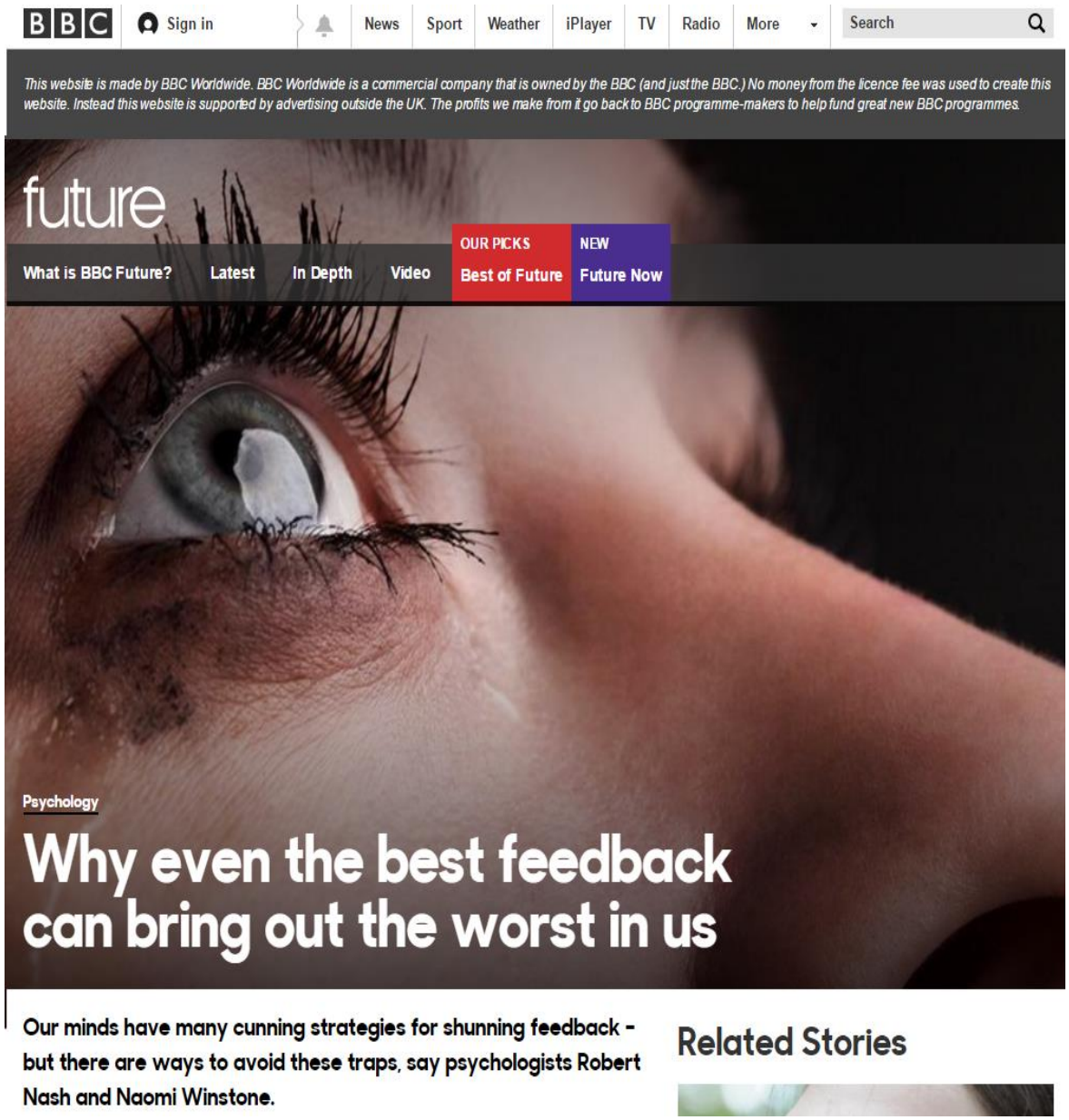


Why does feedback literacy matter?



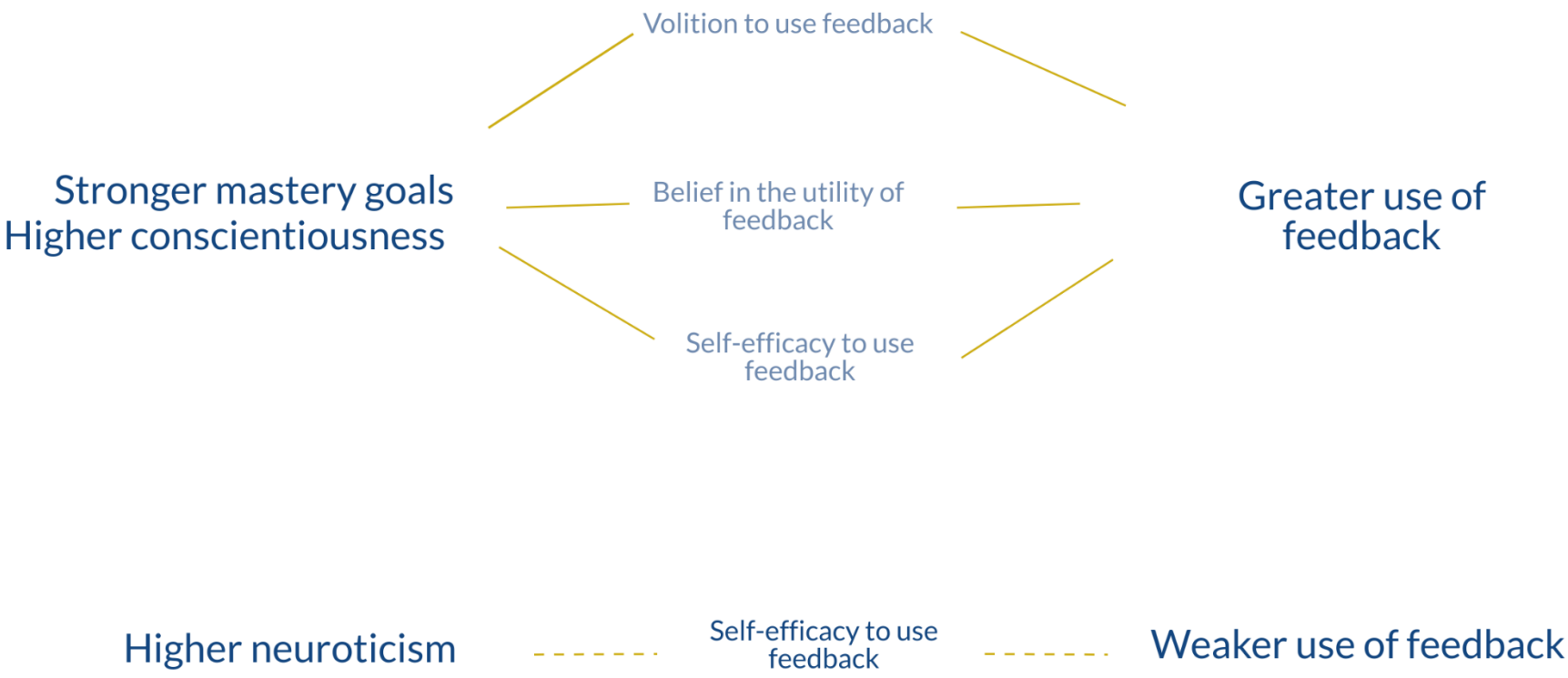
Credit: Scott Chambers

Why does feedback literacy matter?

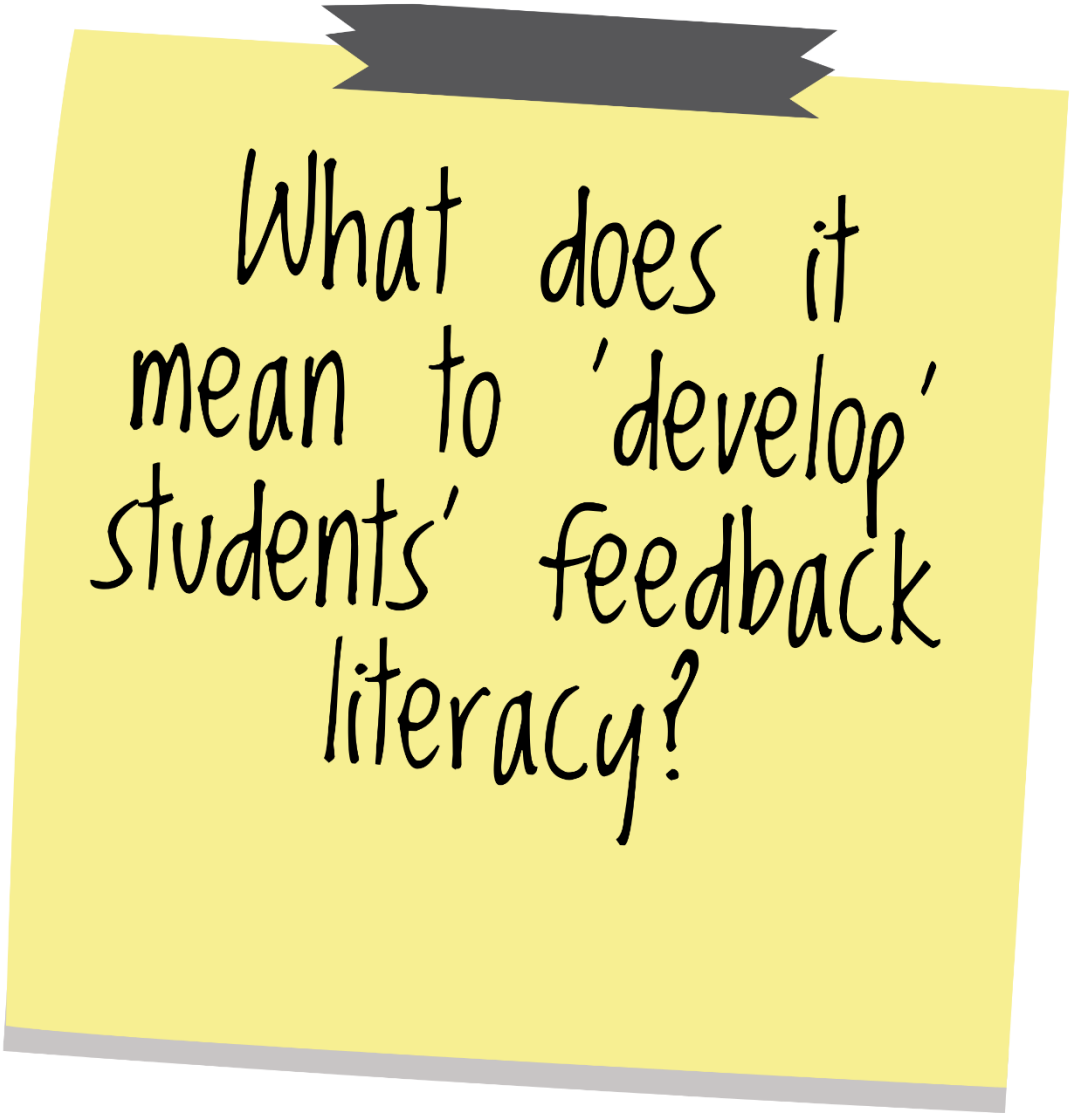


"rather than us welcoming feedback with open arms, our first response is often a defensive knee-jerk".

Why does feedback literacy matter?



Winstone, N. E., Hepper, E. G., & Nash, R. A. (2021). Individual differences in self-reported use of feedback information: The mediating role of feedback beliefs. *Educational Psychology, 41*(7), 844-862.


What does it mean to 'develop' students' feedback literacy?

Developing recipience skills

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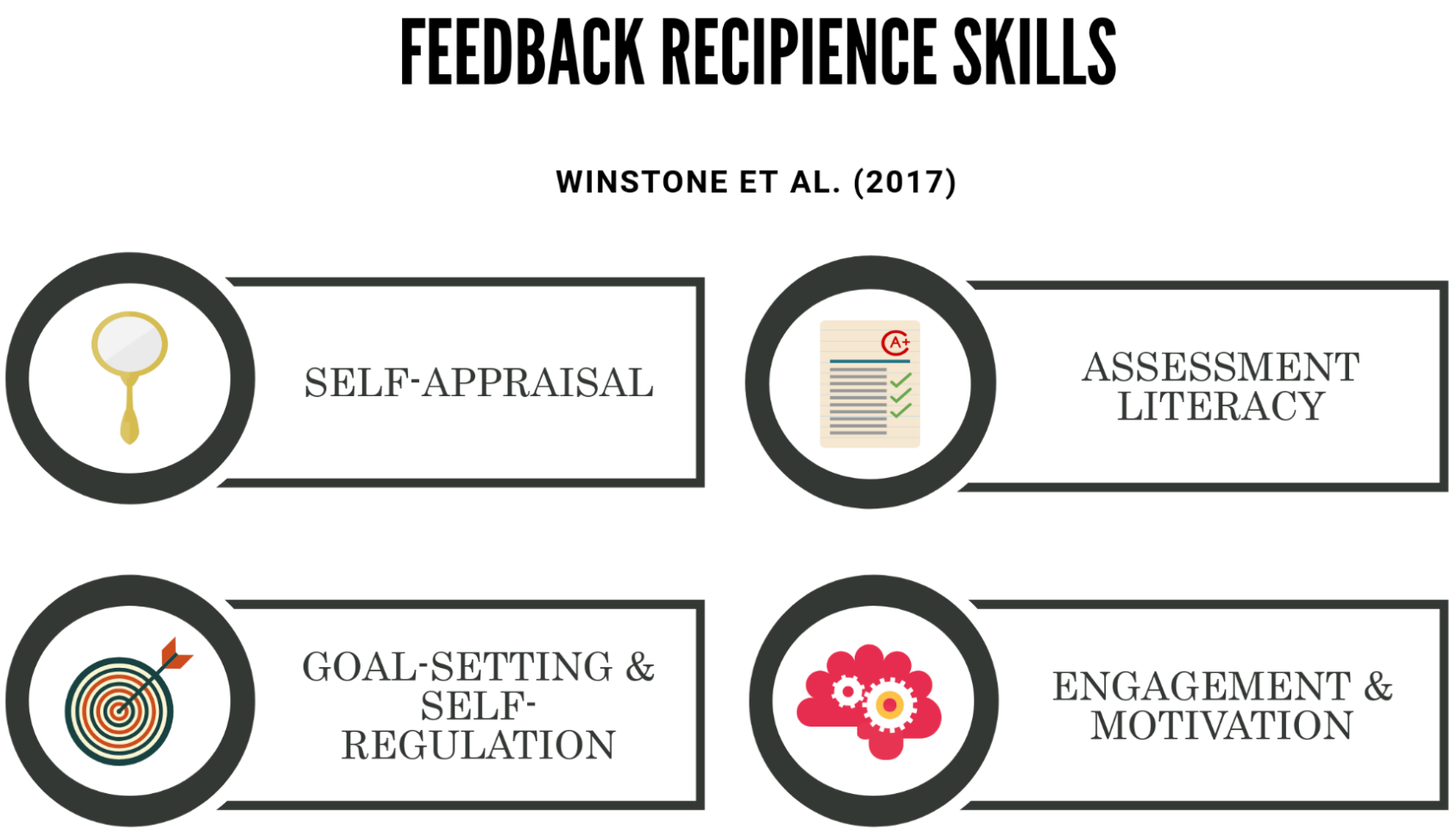
DOI: 10.1080/00461520.2016.1207538

Supporting Learners' Agentic Engagement With Feedback: A Systematic Review and a Taxonomy of Recipience Processes

Naomi E. Winstone,[1] Robert A. Nash,[2] Michael Parker,[1] and James Rowntree[1]

[1]*School of Psychology, University of Surrey, Guildford, United Kingdom*
[2]*School of Life and Health Sciences, Aston University, Birmingham, United Kingdom*

Developing recipience skills



Winstone, N., Nash., R., Parker, M., & Rowntree, J. (2017). Supporting learners' engagement with feedback: A systematic review and a taxonomy of recipience processes. *Educational Psychologist, 52,* 17-37.

FEEDBACK RECIPIENCE INTERVENTIONS
WINSTONE ET AL. (2017)
ASSESSMENT LITERACY
Peer Assessment
Dialogue & Discussion
Engaging with Grading Criteria
Self-assessment
COLLECTIVE PROVISION OF TRAINING
Exemplar Assignments
Feedback Resources
Feedback Workshop
MANNER OF FEEDBACK DELIVERY
Presentation of Feedback
Tailored Feedback
Technology
Feedback Without a Grade
Formative Assessment/ Resubmission
SUSTAINABLE MONITORING
Action Planning
Portfolio

Higher Education Academy | TRANSFORMING TEACHING INSPIRING LEARNING

(1) Feedback guide
(2) Feedback workshop
(3) Feedback portfolio

frontiers in Education

ORIGINAL RESEARCH
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Building Feedback Literacy: Students' Perceptions of the Developing Engagement With Feedback Toolkit

Naomi E. Winstone[1], Georgina Mathlin[2] and Robert A. Nash[3]*

[1] Department of Higher Education, University of Surrey, Guildford, United Kingdom, [2] School of Psychology, University of Surrey, Guildford, United Kingdom, [3] School of Life and Health Sciences, Aston University, Birmingham, United Kingdom

http://tinyurl.com/DEFTtoolkit

Winstone & Nash (2016). *The Developing Engagement with Feedback Toolkit (DEFT).* York, UK: Higher Education Academy.

Feedback literacy in the curriculum

TEACHING IN HIGHER EDUCATION
https://doi.org/10.1080/13562517.2020.1754784

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Eliciting, processing and enacting feedback: mechanisms for embedding student feedback literacy within the curriculum

Bianka Malecka [a], David Boud [a,b,c] and David Carless [d]

[a]Centre for Research in Assessment and Digital Learning, Deakin University, Geelong, Australia; [b]Faculty of Arts and Social Sciences, University of Technology Sydney, Australia; [c]Centre for Research on Work and Learning, Middlesex University, London, UK; [d]Faculty of Education, University of Hong Kong, Hong Kong

Interactive coversheets

Self-assessment

Peer review and rebuttal

Feedback portfolios

How can we develop disciplinary-specific approaches to feedback literacy?

Developing recipience skills

Discipline-specific feedback literacies

Winstone, Balloo, & Carless (2021)

Responding to task briefs and client requirements

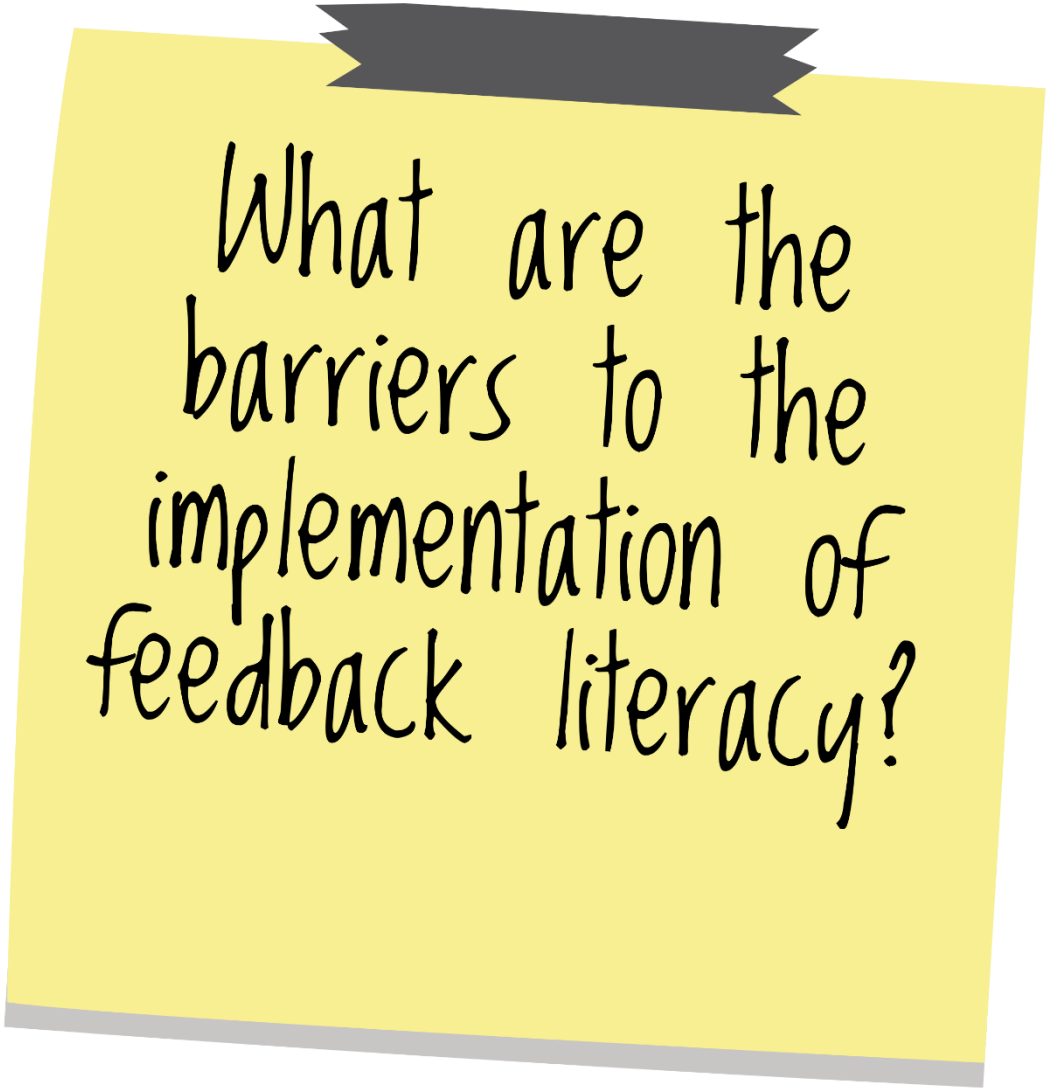
Reflection on and evaluation of professional practice

Promoting behaviour change

The mechanisms of learning and helping others learn and develop

Learning about cognate concepts

Winstone, N. E., Balloo, K., & Carless, D. (2021). Discipline-specific feedback literacies: A framework for curriculum design. *Higher Education.*


What are the barriers to the implementation of feedback literacy?

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Developing a learning-centred framework for feedback literacy

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[a]The University of Melbourne, Melbourne, Australia; [b]Deakin University, Melbourne, Australia; [c]Monash University, Clayton, Australia

Shifting teachers from 'information providers' to facilitators of learner feedback literacy

Appropriately embedding feedback literacy

Systemic Feedback Literacies (Pitt & Winstone, 2022)

the positioning of feedback processes within policy and practice as central to student learning, personal development and confidence
the creation of opportunities for teachers and students to construct shared understandings of the value and purpose of feedback in the context of their own disciplines
creating an environment where the effectiveness of feedback processes is positioned as a shared responsibility between students and teachers, rather than being the sole responsibility of teachers
recognition of the time and emotional work that goes into feedback processes, resisting the commodification of feedback through assigning fixed amounts of time to the activity
recognition of the value of a wide range of evidence sources that signify the effectiveness of feedback processes, alongside resistance to focusing on simplistic measures such as student evaluation instruments
giving teachers time and space to engage with scholarship and participate in dialogue to open up new ideas about how feedback processes can and should be developed

Pitt, E., & Winstone, N. E. (2022). Enabling and valuing feedback literacies. *Assessment and Evaluation in Higher Education,* Advance Online Publication.

The future of feedback literacy

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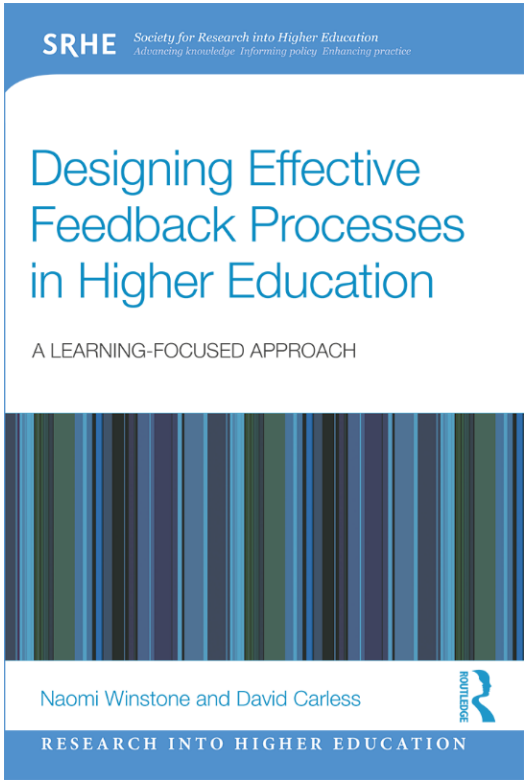

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