SURREY INSTITUTE OF EDUCATION

UNIVERSITY OF SURREY

FEEDBACK LITERACY

From Education to Professional practice

—

12 – 13 January 2021,
University of Surrey, Guildford UK

IAS | Institute of Advanced Studies

Welcome

FROM SYMPOSIUM ORGANISERS

We are delighted that you are able to join us for this symposium. The topic of feedback literacy has gained momentum in the higher education literature in recent years; however, in putting together this event we wanted to recognise that these ideas are by no means confined to educational practice. Indeed, many of these ideas have been prevalent in other literatures for many years, albeit referred to using different terms and concepts. We wanted to open up conversations across disciplinary boundaries and to forge new connections that situate multiple feedback literacies as practices that unfold in different ways in different areas, such as in workplace development and in healthcare settings.

We have invited three keynote speakers who each reflect these different dimensions, and within our parallel sessions we have presentations that reflect multiple lenses on the topic of feedback literacy. We hope that you will find within this diverse range of contributions a fresh perspective on feedback literacy, which will stimulate further thinking about how these ideas apply in your own context. Whilst we are unable to meet in person, we also hope that the symposium will provide a space for you to build new connections. We have delegates from over 20 different countries, and we have provided opportunities within the symposium programme for networking and further discussion.

Thank you for being part of our symposium, and we look forward to your contributions.

Dr Naomi Winstone,
University of Surrey
(@DocWinstone)

Dr Edd Pitt,
University of Kent
(@DrEddPitt)

Our sponsors

The Institute of Advanced Studies at the University of Surrey

The European Association for Research on Learning and Instruction (EARLI)

The running of the Symposium

All symposium events will be run via Zoom. Links to join each session are included in this programme. We wish to encourage interaction and dialogue so all delegates are able to contribute within sessions. However, we would ask all delegates to ensure that their microphones remain muted when they are not speaking. We will be recording all sessions so if there are two concurrent presentations that you wish to attend, you will be able to access recordings of presentations. We will share links to the recordings with all delegates after the event.
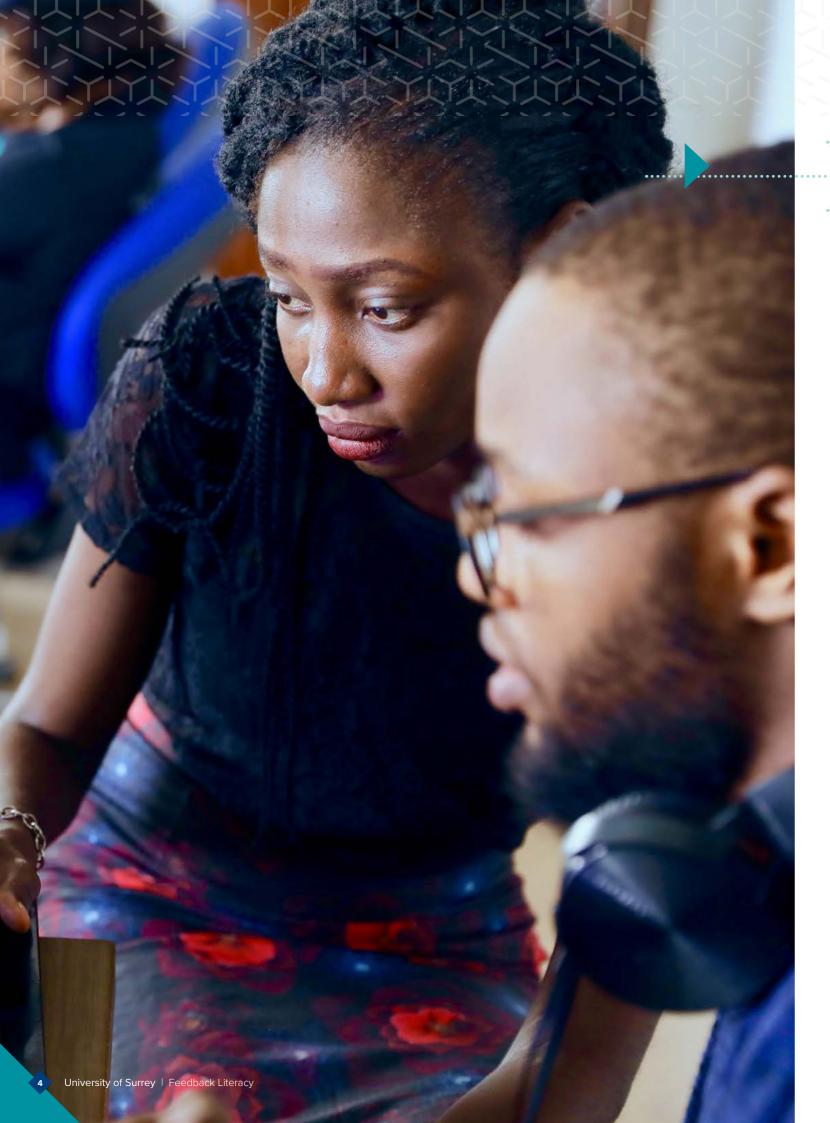
Facilitating discussion

An online event cannot replicate the opportunities for informal discussions and meetings that are afforded by a face-to-face event. However, we have created several opportunities for discussion throughout the event.

We will be closing the event with a panel discussion featuring our keynote speakers and two further eminent feedback researchers: Professor David Boud and Professor Phillip Dawson. David and Phill will begin the panel discussion with a short summary of their reflections from the event, and we will then put your questions to the panel. We encourage you to submit questions/thoughts/provocations throughout the event, via a dedicated **PollEverywhere** page.

We would also strongly encourage you to engage with your fellow delegates and the wider research and practice communities via social media. We have a hashtag for the event: #FLEPP21

Facilitating networking

We will facilitate further discussion and the building of connections through optional open networking spaces at the end of each morning of the symposium. You can choose to join the event organisers and other researchers and practitioners in one of two dedicated Zoom rooms. One room will focus on research, and will provide a space for discussions and the sharing of ideas around potential research projects and collaborations. The second room will focus on practice, and will facilitate conversations about how to translate research into concrete ideas for practice across a variety of domains. Conversations will be informal, and we would particularly like to welcome doctoral students and early career researchers to these sessions to welcome them into what we know are vibrant research and practice communities.

Symposium Programme

To join this session: **surrey-ac.zoom.us/j/96905162150**

9am – 9:10am	Welcome & Housekeeping Dr Naomi Winstone & Dr Edd Pitt
9:10am – 9:55 am	Keynote One
	Professor David Carless, University of Hong Kong *Teacher feedback literacy, designing learning environments and prospects for change*
9:55am – 10am	Comfort Break
10am – 10:45am	Keynote Two
	Associate Professor Rola Ajjawi, Deakin University, Melbourne Australia *Feedback as a sociocultural practice: Latest developments in feedback research* *in the health professions*
10:45am – 11am	Coffee and Comfort Break
11am – 11:45am	Keynote Three
	Professor Almuth McDowall, Birkbeck University, London *Mind the gap – gifting and receiving feedback*
11:45am – 12pm	Summary of Day One: Dr Edd Pitt & Dr Naomi Winstone
12pm – 1pm	Open Networking Space
	Research networking: **surrey-ac.zoom.us/j/96407823633**
	Practice networking: **surrey-ac.zoom.us/j/94646077289**

Day Two 13 January 2021

9am – 10am	**Session 1a: Designing for the development of feedback literacies (1)** Chair: Dr Naomi Winstone
	To join this session: **surrey-ac.zoom.us/j/99675109008**
9am – 9:15am	*The role of assessment criteria on evaluative judgement development: A peer-feedback experience in teacher education.*
	Laia Lluch, Elena Cano, Laura Pons
9:15am – 9:30am	*A Dialogic Technology-Mediated Model of Feedback Uptake and Literacy*
	James Wood
9:30am – 9:45am	*Feedback Processes in the Zone of Proximal Development: An Instructional Model for Feedback Engagement*
	Renske A.M. de Kleijn
9:45am – 10am	*A success story of using peer assessment for formative assessment of reflective writing: a cross school project to develop student feedback literacy.*
	Simonne Weeks, Rebecca Craig, Juliet Eve, Rebecca Diedo
9am – 10am	**Session 1b: Feedback literacies and preparation for the workplace** Chair: Danielle Kurtin
	To join this session: **surrey-ac.zoom.us/j/93442251473**
9am – 9:15am	*The role of assessment and feedback practices across undergraduate and post-graduate courses and their pertinence to 21st century/graduate skills*
	Dale Munday
9:15am – 9:30am	*Feedback literacy for pre-service teachers: working with students to promote life skills for workplace*
	Alessia Bevilacqua, Claudio Girelli
9:30am – 9:45am	*Developing Students' Feedback Literacy in Higher Education: Effect of a Training Program and Goal Orientation on Students' Feedback Seeking Behaviour in Workplace Learning*
	Sonja Broerse, Martijn Leenknecht
9am – 10am	**Session 1c: Feedback literacies and professional practice** Chair: Dr Edd Pitt
	To join this session: **surrey-ac.zoom.us/j/92086909162**
9am – 9:15am	*Near-peer mentoring can develop feedback literacy: Supporting health professional students to become educators of the future*
	Merrolee Penman, Joanna Tai, Tanya Thompson, Kate Thomson
9:15am – 9:30am	*Principles for interprofessional feedback dialogues in health professions education*
	Claudia Tielemans, Renske de Kleijn, Marieke van der Schaaf, Sjoukje van
9:30am – 9:45am	*Feedback literacy of "scholarly peers": A collaborative autoethnography of two award-winning peer reviewers*
	Sin Wang Chong
9:45am – 10am	*The Effects of Using Video Feedback on Pre-Service Teachers' Understanding of Feedback*
	Brandon M. Sabourin
10am – 10:05am	**Comfort Break**
10:05am – 11:05am	**Session 2a: Designing for the development of feedback literacies (2)** Chair: Danielle Kurtin
	To join this session: **surrey-ac.zoom.us/j/92264948294**
10:05am – 10:20am	*The design and effect of two types of process-oriented feedback on synthesis writing*
	Nina Vandermeulen, Elke Van Steendam, Gert Rijlaarsdam, Luuk Van Waes, Mariëlle Leijten
10:20am – 10:35am	*Leveraging Feedback Experiences in Online Learning*
	Dr. Erin A Crisp
10:35am – 10:50am	*Flipped Feedback – Engaging Students with the Feedback Process*
	Nigel Francis
10:50am – 11:05am	*First steps in the development of a feedback ecosystem to encourage student feedback literacy*
	Kurt Coppens, Greet Langie

10:05am – 11:05am	**Session 2b: New perspectives on feedback literacies** Chair: Dr Naomi Winstone
	To join this session: **surrey-ac.zoom.us/j/95039947873**
10:05am – 10:20am	*Making relationships matter: Feedback literacies as relational pedagogies*
	Karen Gravett
10:20am – 10:35am	*From teacher to feedback intervention designer: how self-reflective enquiry into feedback practices stimulates innovation*
	Bianka Malecka
10:35am – 10:50am	*What could feedback design learn from the concept of student agency?*
	Juuso Henrik Nieminen, Joanna Tai, David Boud, Michael Henderson
10:50am – 11:05am	*Is there symmetry in feedback literacies? Taking a sociomaterial perspective on teachers' and learners' situated feedback practices*
	Joanna Tai, Margaret Bearman, Karen Gravett, Elizabeth Molloy
10:05am – 11:05am	**Session 2c: Feedback literacies in teaching practices** Chair: Dr Edd Pitt
	To join this session: **surrey-ac.zoom.us/j/96509801525**
10:05am – 10:20am	*The role of teacher assessment and feedback intercultural competence and feedback literacy: international students' perceptions*
	Veronica Rovagnati
10:20am – 10:35am	*Developing a heuristic to examine feedback talk in higher education seminars*
	Marion Heron, Emma Medland, Naomi Winstone, Edd Pitt
10:35am – 10:50am	*Teachers' enactment of feedback literacy during peer mentoring meetings*
	Rachelle Esterhazy, Crina Damşa, Thomas de Lange
10:50am – 11:05am	*Feedback from the point of view of students with special educational needs*
	Anna Öhman, Anette Bagger
11:05am – 11:15am	**Coffee and Comfort Break**
11:15am – 11:55am	**Panel Discussion** Chairs Dr Edd Pitt & Dr Naomi Winstone
	To join this session: **surrey-ac.zoom.us/j/95502111098**
	Professor David Carless, Associate Professor Rola Ajjawi, Professor Almuth McDowall, Professor David Boud, Professor Phill Dawson
11:55 – 12pm	Closing Remarks: Dr Edd Pitt & Dr Naomi Winstone
12pm – 1pm	Open Networking Space
	Research networking: **surrey-ac.zoom.us/j/95025357987**
	Practice networking: **surrey-ac.zoom.us/j/98219351608**

Panel Discussion Participants

Professor
David Carless

Associate Professor
Rola Ajjawi

Professor
Almuth McDowall

Professor
David Boud

Professor
Phill Dawson

Keynotes

Teacher feedback literacy, designing learning environments and prospects for change

Professor David Carless, University of Hong Kong

Abstract: With the potential demise of the liberal order, states may increasingly downplay and ignore normative concerns, pushing instead their national interests and promoting nationalist and xenophobic foreign policy more than ever. This paper considers the implications of a potential post-liberal order for the responsibility to protect (R2P) doctrine. It focuses on two challenges. The first is the Influence Challenge: the normative concerns underlying the R2P will be less influential. The second is the Meta-ethical Challenge: the cosmopolitan foundations of the R2P will be even less secure, as foundationalism looks increasingly parochial and the notion of an international overlapping consensus on R2P evaporates. The paper goes on to consider how lingering liberal actors should respond to these challenges. It emphasises the need, on the one hand,
to be even more wary of the potential abuse of the R2P or similar norms and, on the other, to be willing to make universalising claims and to do even more to ensure atrocity prevention to cover for others' disinterest. In doing so, the paper considers whether that it might become necessary to move beyond the R2P narrative, designed for a particular era, to a framework more applicable to a post-liberal order.

Biography: David Carless works as a Professor in the Faculty of Education, University of Hong Kong and is also Honorary Professor at CRADLE, Deakin University. He was the winner of a University Outstanding Teaching Award in 2016. His current research focuses on teacher and student feedback literacy to enhance the impact of feedback processes, and how and why teachers change their feedback practices. Designing effective feedback processes in higher education: A learning-focused approach, by Winstone and Carless, was published by Routledge in 2019. He also tweets about feedback research and practice @CarlessDavid. Further details of his work are on his website: **https://davidcarless.edu.hku.hk/**

Feedback as a sociocultural practice: Latest developments in feedback research in the health professions

Associate Professor Rola Ajjawi,
Deakin University, Melbourne Australia

Abstract: Research into feedback in the health professions has flourished, much like in higher education more broadly. This is likely due to the power of feedback to influence student learning. The rich landscape of health professions education and its heavy work-integrated learning requirement has led to an attunement to feedback as a sociocultural practice. The challenges posed to feedback practices include: workplace cultures that are typically not oriented towards formal education processes; busy supervisors balancing patient care and teaching activities; limited staff feedback literacy; and the predominance of a transmission approach. This talk will highlight the burgeoning shift in the health professions to feedback research which seeks to better understand and influence the social, relational, political and cultural aspects of feedback to improve learning, with a particular focus on two emerging themes: the role of the 'educational alliance' for learning from feedback; and feedback for developing evaluative judgement.

Biography: Rola Ajjawi is Associate Professor in Educational Research at the Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin University where she leads a program of research centred on professional practice and work-integrated learning with a focus on feedback. She is internationally recognised for her influential research in Health Professions Education. Her latest edited book is: The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners. She is deputy editor of the journal Medical Education and a member of the editorial board of Teaching in Higher Education.

Mind the gap – gifting and receiving feedback

Professor Almuth McDowall,
Birkbeck University, London

Abstract: "Feedback is a gift" is a catchphrase in organisational practice. But do we really know how to gift and receive feedback? This talk will tackle two gaps in our understanding. First, we will consider the transition from education to work and how research from educational settings can inform feedback literacy which has increasingly shifted the onus on the learner to stimulate goal setting, action orientation and continued reflection. Secondly, we will consider the research practice gap where what is commonly used in organisational settings, such as the 'feedback sandwich' or monolithic appraisal systems which relay on elaborate yearly processes, are not underpinned by best available evidence. We will discuss the importance of a future orientated behavioural orientation, which does not shy away from addressing uncomfortable or personal topics. This is contingent on good coaching skills to gift, and receive, feedback and feedforward in a meaningful actionable way.
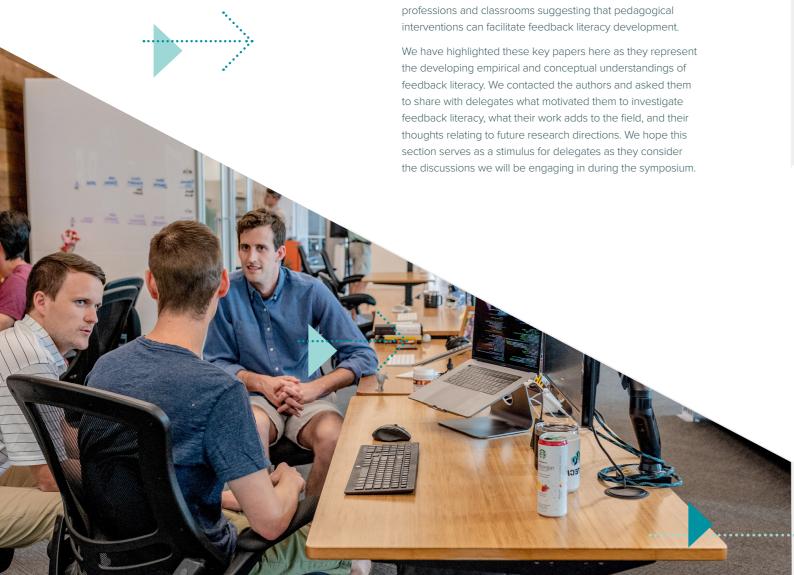
Biography: Almuth is Professor of Organisational Psychology at Birkbeck University of London where she heads up her department and is part of the school's senior leadership team. Her research focuses on worklife balance and wellbeing at work, coaching and facilitating neurodiversity and inclusion at work. She is committed to making a tangible difference to organisational practice through the application of psychological theory and sought after as an external consultant and media contributor.

Feedback literacy:
The state of the art in the literature

Over the last two years feedback literacy has certainly captured the imagination of researchers within the field. Sutton's (2012) original discussion of the topic was substantially developed through the seminal paper by Carless and Boud (2018). This paper offered an early definition of what feedback literacy is, why it is needed, what it entails, and how it might be developed further. Carless and Boud's (2018) work presented a conceptualisation of feedback literacy which has set the agenda for the last few years of feedback research. Its clear that in the time that has followed, our collective knowledge is evolving to understand that for feedback to be effective, a focus upon the shared responsibilities of educators and students requires further investigation.

Although 2020 has been an incredibly challenging year for us all we have seen some real progress in research surrounding feedback literacy. There have been many papers published which have explored the dimensions of Carless and Boud's conceptual model. Malecka et al. (2020) have discussed the mechanisms for embedding student feedback literacy within the curriculum. Noble et al. (2020) shine a light on the workplace, highlighting the specific and nuanced challenges of engaging in feedback within this context. Molloy et al. (2020) focus on understanding what students did when feedback was seen by them to be helpful, proposing a framework which has implications for curriculum design and future research for the field to consider. Gravett (2020) took a wider view to offer an insight into the situated and social factors that impact upon feedback literacies more broadly. Finally, Han and Xu (2020) emphasize the contextualised nature of feedback literacy across different disciplines, professions and classrooms suggesting that pedagogical interventions can facilitate feedback literacy development.

We have highlighted these key papers here as they represent the developing empirical and conceptual understandings of feedback literacy. We contacted the authors and asked them to share with delegates what motivated them to investigate feedback literacy, what their work adds to the field, and their thoughts relating to future research directions. We hope this section serves as a stimulus for delegates as they consider the discussions we will be engaging in during the symposium.

Interviews

FEATURED ARTICLE

FEATURED AUTHOR
Professor David Carless

David Carless is Professor of Educational Assessment at the Faculty of Education, University of Hong Kong, and a Principal Fellow of Advance HE. His signature publication is the book Excellence in University Assessment: Learning from Award-winning Practice (2015, Routledge). He was the winner of a University Outstanding Teaching Award in 2016. His current research focuses on teacher and student feedback literacy to enhance the impact of feedback processes. His most recent book, Designing effective feedback processes in higher education: A learning-focused approach, co-authored with Naomi Winstone was published by Routledge in July 2019. Further details of his work are on his website: **davidcarless.edu.hku.hk**

Why is feedback literacy/ies important?

Feedback literacy is important because it is both a tool for studying effectively at university as well as a lifelong learning capacity.

Why were you interested in research on feedback literacy/ies?

I noticed that at conferences and seminars between say 2015-2017, delegates were frequently referring to feedback literacy as an issue, but the field lacked a full and satisfying treatment. Sutton (2012) was a starting point but didn't seem to be taken up much or particularly impactful. At the outset, I was interested in both teacher and student feedback literacy, and the interplay between them. Once I started working with Dave Boud as co-author, we narrowed the focus to student feedback literacy. It seemed to me that there was a need for a paper that set out clearly what feedback literacy is; why it is needed; what it entails; and how it might be developed further.

What does your research on feedback literacy/ies add to the field?

Carless and Boud (2018) is heavily cited for a paper that only appeared online in May 2018. Several aspects seem to be particularly attractive to readers:

a) the definition of feedback literacy:

"the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies". On reflection 'performance-relevant information' rather than 'information' might be more precise.

b) The framework of appreciating feedback, making judgments, managing affect and taking action.

c) The paper put feedback literacy firmly on the map and acted as a stimulus for further exploration.

What is the main take home message from your feedback literacy/ies research?

I think a key starting point is a relatively obvious one that it is hard to implement effective learner-centred feedback processes unless teachers and students have a reasonable amount of feedback literacy.

Carless and Boud (2018) sets the scene for ongoing feedback literacy research by providing a definition and a framework as well as elaborating how peer feedback and the analysis of exemplars can seed the development of student feedback literacy.

What do you see as the future direction of research into feedback literacy/ies?

A number of papers have now been published on student feedback literacy, but the parallel notion of teacher feedback literacy is still in its infancy. What are the capacities that teachers need to implement feedback processes effectively? How do teachers accrue feedback literacy and how they improve their capacities to implement feedback processes effectively?

I think a second key direction for future research lies in the interplay between teacher and student feedback literacy. How do teachers and students develop feedback literacy or learn to be feedback literate? Are there productive ways in which teachers and students can work together in partnership to develop disciplinary learning outcomes and mutually develop feedback literacy? This theme could be explored through a Research and Development project in which teams of teachers and students worked together in enhancing feedback processes, and documenting the development of their feedback literacy.

FEATURED AUTHOR

Professor David Boud

Professor David Boud is Alfred Deakin Professor and Foundation Director of the Centre for Research in Assessment and Digital Learning at Deakin University, Melbourne; Emeritus Professor at the University of Technology Sydney; and Professor of Work and Learning at Middlesex University. He has published extensively on teaching, learning and assessment in higher and professional education. His current work focuses on the areas of assessment for learning in higher education, professional formation, and workplace learning. He has been a pioneer in developing learning-centred approaches to assessment across the disciplines, particularly in building assessment skills for long-term learning, designing new approaches to feedback and developing evaluative judgement.

Why is feedback literacy/ies important?

The use of the term 'feedback' in everyday language, even in educational institutions, is misleading. It misdirects attention to aspects of feedback that may not be the most important in fostering learning. A rich notion of feedback processes and the capabilities needed to enact the activities involved is necessary for both teachers and students.

Why were you interested in research on feedback literacy/ies?

The deficiencies in the ways feedback is commonly discussed in higher education has bothered me for some time. This led me first to re-examine the basic concept of feedback to align it more with its origins in other disciplines, and to focus on what constitutes a learning-centred view of feedback. As it became more apparent that feedback requires considerable student action and that inputs from others were only a part of the process, this led to a focus on what capabilities were needed by staff and students to do it well.

What does your research on feedback literacy/ies add to the field?

It seeks to articulate what feedback literacy involves. More recently it focused on an empirical approach to determining what competencies are needed firstly for students, and subsequently for educators.

What is the main take home message from your feedback literacy/ies research?

Unless both teachers and students have a rich, learning-centred view of feedback processes, and have the competence to design and enact it in everyday teaching and learning situations, the important pedagogical strategy of feedback will not realise its potential.

What do you see as the future direction of research into feedback literacy/ies?

The various frameworks developed for feedback literacy will necessarily need modification in the light of further studies, and subsequent empirical validation. Their scope of applicability in different contexts and different levels will need to be explored. Translation into appropriate pedagogical interventions will be required to increase competence in feedback literacy and practice among students and teachers.

FEATURED AUTHOR

Bianka Malecka

Bianka Malecka is a PhD student in the Centre for Research in Assessment and Digital Learning, Deakin University. Her research investigates the impact of ipsative feedback on the development of student feedback literacy. Bianka's research builds on 20 years' practice as an English language instructor in tertiary institutions in Poland and Australia. She has experience in curriculum and assessment design and is currently teaching an online direct entry course, which she helped develop, at UNSW Global in Sydney.

Why is feedback literacy/ies important?

In order to make the most of feedback, learners need to take an active role in feedback processes. The capacity to make sense of feedback and, as a result, act upon it is fundamental if feedback is to have an effect. It is, therefore, important to ensure that learners have opportunities to develop feedback competencies through self-assessment and classroom interactions with teachers and peers as this can inform how they create learning habits and professional expertise.

Why were you interested in research on feedback literacy/ies?

Existing feedback research as well as my own practice reveal that developing dispositions to implement feedback processes effectively cannot happen unless they are embedded within teaching and learning practices in courses. I was interested in how to operationalise a curriculum that would develop student feedback literacy.

What does your research on feedback literacy/ies add to the field?

Our research focuses on the principles and practices of embedding feedback in the curriculum. We discuss what it means to elicit, process, and enact feedback and how these mechanisms can be translated into pedagogic activities to help develop feedback literacy in situ.

What is the main take home message from your feedback literacy/ies research?

It is essential that curriculum activities are structured in ways to provide ongoing opportunities for learners to elicit, process and enact feedback. Moreover, feedback should be seen as a means of pursuing learning outcomes, which directly impacts the design of courses.

What do you see as the future direction of research into feedback literacy/ies?

More empirical work on how the curriculum design impacts the progressive development of feedback literacy would provide important insights into how learners can be best supported at university and beyond.

FEATURED AUTHOR

Dr Christy Noble

Dr Christy Noble is Clinical Learning and Assessment Lead in the Faculty of Medicine at The University of Queensland, Australia. Her research interests focus on feedback and assessment literacy in workplace contexts.

Why is feedback literacy/ies important?

Effective feedback processes require active engagement of two parties. If we want to maximise the learning effects from feedback, then we need to support our learners and educators to effectively and meaningfully engage in feedback. Developing feedback literacy of both parties have a shared understanding of the purpose and process of feedback (i.e. they are singing from the same hymnsheet!). This will maximise feedback effects and, ultimately, contributes to enhanced performance.

Why were you interested in research on feedback literacy/ies?

Engaging in feedback in the workplace is challenging. I have long observed the challenges experienced by learner and educators in engaging in feedback e.g. educators and learners avoiding feedback, immense workloads hampering feedback conversations or feedback experiences crushing both parties. Whilst considerable efforts, certainly in health professions education, have been channelled towards developing workplace educators'/supervisors' feedback capabilities, less attention has been devoted to supporting learners to be feedback literate. Because we cannot predict what the learning environment in healthcare settings will be like for our learners, it made perfect sense to prime the learners to be feedback literate and thus, prepared to actively engage in feedback.

What does your research on feedback literacy/ies add to the field?

Our research adds to the field by examining learner feedback literacy in the workplace. We conducted feedback literacy programs with healthcare students before they participated in their clinical placements and then explored their feedback experiences following their placements.

We have started to provide clarity, from the learner's perspective, on what constitutes feedback literacy in health workplaces and the factors that contribute to student's ability to engage with feedback. The benefits and challenges of being feedback literate in the workplace have also been considered.

What is the main take home message from your feedback literacy/ies research?

Providing feedback literacy programs to learners before entering the workplace can enhance their engagement in feedback. Students who are workplace feedback literate understand the importance of playing an active role in eliciting feedback and can feel empowered to engage in feedback. Yet the workplace is a complex landscape and different to the higher education landscape. It is challenging for students to navigate workplace practice norms.

What do you see as the future direction of research into feedback literacy/ies?

To best support our learners to meaningfully and proactively engage with feedback in workplace settings, we need to generate a situated understanding of workplaces and their influence on feedback. This will require careful investigations into the interplay between learner feedback agency and the workplace context. Strategies such as video reflexive ethnography may be helpful here.

FEATURED AUTHOR

Professor Liz Molloy

Liz Molloy is Professor of Work Integrated Learning in the School of Medicine, and Director of Interprofessional Education and Practice in the Faculty of Medicine, Dentistry and Health Sciences at the University of Melbourne. Liz worked as a physiotherapist and completed a PhD (2006) on feedback in clinical education. Her research focuses on feedback and assessment, workplace learning, and interprofessional learning and practice. Liz was awarded a Karolinksa Fellowship for Excellence in Medical Education Research in 2019.

Why is feedback literacy/ies important?

I see feedback literacy as fundamental to operating and learning in the world of work. That is, having 'feedback know-how' to help you to recognise and process information within and around you to help make sense of the quality of your work. If learners can start building this know-how early in their courses, hopefully they will make the most of learning opportunities within the curriculum, and beyond.

Why were you interested in research on feedback literacy/ies?

In 2006 I completed a PhD that examined verbal feedback exchanges between teacher and learner in the healthcare setting. When learners were given the space to have input in the conversation, they were more likely to evaluate their own performance, and were more likely to be invested in improvement. In the data set, these dialogic interactions were seldom observed so it triggered my interest in what would it take to better involve learners in a process that holds so much promise, but rarely delivers on this promise. In 2011 I worked with David Boud on a conceptual model called Feedback Mark 2, again focussing on learners' active participation in the process of feedback, including the principle of nested tasks to enable translation (or a closing of the loop). Since this point, I've worked with teams on programs of research in healthcare and in higher education that have specifically focussed on learner feedback literacy, including this 2020 paper with Boud and Henderson.

What does your research on feedback literacy/ies add to the field?

Prior to the 2020 study, papers on learner feedback literacy were largely conceptual in nature. Our study sought to understand what learners did when feedback was seen by them to be helpful. The data included student responses from an open-ended survey, one-to-one interviews, and focus group interviews. The resultant 'student feedback literacy' framework includes 31 items across 7 categories. It does not claim to be comprehensive, but rather is a conversation starter about what it might mean to meet a feedback literate student. Gaining more clarity on what it means to make the most of feedback means that we might better design curriculum to cultivate these capacities.

What is the main take home message from your feedback literacy/ies research?

A learner that 'does well' in their course of study does more than attend closely to feedback information delivered by a teacher on their work. Our study captured instances when feedback was deemed helpful by learners, and we were able to unpack the stance or actions of learners in these descriptions. Many of the items related to learners gaining a better understanding of what good work looks like. Learners also hunted down information from sources other than their teachers, not just through lack of availability of the teacher but because these other sources gave different perspectives on work that couldn't be offered by or wasn't the concern of the teacher. There is also a set of items relating to learners recognising and working with emotions. Hopefully, this illustrative framework can stimulate more research about educational design that might help to build students' capacity to navigate the sea of cues around them, with the purpose of understanding notions of good work and improving their own work.

What do you see as the future direction of research into feedback literacy/ies?

We are seeing more research investigating teacher and learner feedback literacy/ies, including the intersection between the two. Evaluation of pedagogical approaches designed to cultivate these skills and dispositions will be needed, with effects being impact on feedback seeking behaviours as well as impact on performance. Longitudinal case studies tracing how learners develop feedback know-how over time will be important. I am interested in better understanding feedback literacies in the context of workplace-based learning, and we are currently engaged in a project looking at feedback literacy of postgraduate trainees in the emergency medicine setting, as well as a study of feedback cultures in two distinctives sub-disciplines of medicine with a sociomaterial lens for analysis.

FEATURED AUTHOR

Professor Michael Henderson

Michael Henderson is Professor of Digital Futures in the Faculty of Education at Monash University. His research lies in the implications and applications of digital technologies in learning from the early years through to tertiary settings. His current work in feedback ranges across issues of sense-making, agency, and impact, particularly in relation to digital media.

Why is feedback literacy/ies important?

I think a large and fundamental shift has occurred in the feedback field - an acknowledgement that feedback should be understood as a learner=centred process. It therefore makes a lot of sense to build a framework that gives us a language to talk about those learners who are at the centre of the feedback process.

Why were you interested in research on feedback literacy/ies?

The above sums this up. I am interested in exploring ways to understand and support how we cannot just locate but support the learner.

What does your research on feedback literacy/ies add to the field?

Apart from the explicit findings in the paper, I think this is one of the first papers to adopt an empirical approach - albeit limited in a number of ways - to confirm the feedback literacy components and suggest the variations of their enactment. Of course, there are more papers emerging now which is a very exciting thing to see.

Feedback literacy is a valuable framework, but it does not answer the question may teachers ask - "How can I make my feedback successful?" It is of course - and rightly so - answering a completely different question. Nevertheless,

this paper recognises the teacher's plight and helps to make some connections between a theory of student capability to pedagogical advice that can be enacted.

What is the main take home message from your feedback literacy/ies research?

I think a key concern for us all in the feedback space has been perhaps an overly siloed approach to understanding the phenomenon. Feedback literacy offers a broad framework within which we may be able to build a useful holistic understanding of how other notions such as agency, evaluative judgment and self-regulation fit together.

What do you see as the future direction of research into feedback literacy/ies?

Feedback literacy is balanced on a knife's edge. A wrong move - a misreading - an overly enthusiastic and uncritical adopter... and students and educators may get cut. It encompasses many aspirational statements that are unclear in terms of their relative impact - educators may inappropriately focus on one, or all equally with disastrous outcomes. Also, it is unclear, and unlikely, that any one instance of a students' successful engagement with the process of feedback will entail all 31 components. Indeed, it is unclear for many of the components exactly how they function, that is, we can accept they they seem appropriate and there are general principles we can adopt to support their inclusion, but it is unclear exactly how they have the desired impact or how they interact, positively or negatively, with the processes of other components. There is an urgent need to critically consider all of the components, dimensions, and interplay between them. There is nothing about this model that is immutable - and it is the opportunity and challenge for future research to challenge and improve upon it.

A serious concern for me has been the adoption of the term "literacy" without also carefully considering the lessons learned in the development and cutting edge thinking of literacy studies. For example, an old but very powerful construct in literacy studies has been that of "critical literacy" which could be very powerful in adding rich layers to (and critiques of) feedback literacy. Students' critical understanding of feedback artefacts and how they position the student, the implications of power, discourse, gender, culture, etc. all become important considerations from this perspective, which also offers methods for student development. I think there is a great opportunity for future research to draw on this field and explore what one can learn from the other.

FEATURED AUTHOR

Dr Karen Gravett

Dr Karen Gravett is a Lecturer in the Surrey Institute of Education at the University of Surrey. Karen's research focuses on how students and teachers learn, the role of literacies in learning, concepts of time and transition, and the impact of discourses and narratives in higher education. Karen is a Senior Fellow of the Higher Education Academy and co-convenor of the Society for Research in Higher Education Learning, Teaching and Assessment network. She is Associate Editor for the Higher Education Research and Development journal.

Why is feedback literacy/ies important?

Educators are only beginning to understand just how important the development of feedback literacies are if students (and teachers) are to effectively engage with feedback, a key part of learning. Feedback literacies can also be understood as belonging to the broader family of academic literacies. Academic literacies consider learning practices to be ideologically shaped, complex, social processes that vary with context. Therefore, our understanding of feedback literacies is important if we are to effectively support learning, but our understanding of these social processes may be more complex and nuanced than might first appear.

Why were you interested in research on feedback literacy/ies?

I have an interest in developing staff and students' literacy practices in order to enable them to engage in more meaningful learning interactions and to develop their skills and abilities. Literacies particularly interest me as I understand them to be complex and situated, and as involving both epistemological issues and power relations.

What does your research on feedback literacy/ies add to the field?

My research places feedback literacies back into the wider context of academic literacies scholarship and therefore offers an insight into the situated and social factors that impact upon feedback literacies. I am also interested in feedback literacies from the perspectives of both teachers and students. Crucially, my research also draws on sociomaterial and posthuman perspectives to look at literacies, and learning interactions, in new ways.

What is the main take home message from your feedback literacy/ies research?

Feedback literacies are complex, situated, sociomaterial practices. This understanding encourages us to ask new questions about key concepts including dialogue, agency, and engagement. It fosters the need for a more nuanced understanding of the varied reasons that individuals may not engage with feedback, and the various actors which may enhance or disrupt learning. Crucially, it encourages us to move beyond a cognitive, humanist, perspective and to look again at how both the social and material impacts upon learning.

What do you see as the future direction of research into feedback literacy/ies?

I believe that future research will need to continue the work in the field that seeks to develop a greater understanding of the complexity of literacy practices, and the diversity of educational contexts. Future work will need to continue to problematize narratives that describe engagement with feedback as a binary, dialogic, event between individuals and instead adopt a relational perspective that takes into account the impact of a wider range of human and non-human actors. Future work should draw upon both students' and teachers' experiences and should also resituate feedback literacies back within the wider frame of students' learning interactions, in order to ask broader questions about learning.

FEATURED AUTHOR

Dr Ye Han

Ye Han is an assistant professor in the School of Humanities and Social Sciences at Harbin Institute of Technology, Shenzhen, China. Her research interests include student feedback literacy, learner engagement with feedback, academic emotions, second language writing development. Her work has appeared in Assessment & Evaluation in Higher Education, Journal of English for Academic Purposes, Journal of Second Language Writing, Language Teaching, Teaching in Higher Education, and System.

Why is feedback literacy/ies important?

The importance of feedback literacy first and foremost hinges on the critical role of feedback across educational and professional contexts. Dialogic, meaningful feedback that involves two or more parties continuously negotiating over products, processes, and practices and adjusting to one another is part and parcel of disciplinary teaching and learning, workplace, and even in daily life. Feedback literacy is thus required for individuals, groups, and communities to profoundly engage in such meaningful feedback practice to survive and thrive.

Feedback literacy is important also because it enables individuals and groups to comprehend and interpret the meaning of the other party more accurately. Feedback is not always explicit; on the contrary, feedback is often mitigated, implicit, and nuanced. Individuals (as well as groups) need to be sensitive enough to detect feedback, especially if

feedback does not appear formal. However, there are circumstances where feedback is "boosted" - exaggerating the problems or the issues than they really are in order to draw greater attention from other parties. Feedback is also culturally bounded as teachers in Confucius cultural contexts are often expected to be strict and praise is also considered inappropriate for it may make students satisfied with what they have achieved and lose motivation.

Feedback literacy is necessary for one to leverage the power of feedback, either as a feedback provider, a feedback receiver, a feedback seeker, or a feedback enabler. Feedback literacy goes far beyond just decoding and incorporating feedback (or rejecting unfair feedback); rather, it involves multi-faceted abilities that are fundamental to successful participation and engagement in either school or workplace contexts. Feedback-literate individuals and groups exercise greater agency, for instance, in seeking ways to get involved in feedback practice rather than receiving feedback passively. They also handle negative feedback well, without getting their self-concept threatened. If they are in the position of providing feedback, they would carefully evaluate the context and frame their feedback with a high awareness of their audience, to maximize the possibility that the feedback leads to real implications.

Why were you interested in research on feedback literacy/ies?

I became interested in feedback literacy as my students, either undergraduate or graduate, poorly use feedback from teachers and often have hesitations about peer feedback. A major obstacle to their engagement with feedback, in my opinion, is students' relatively low feedback literacy.

A more personal motivator is to enhance my own feedback literacy; while I have been doing research on feedback throughout the past 10 years, I still find myself struggling with feedback, either as a provider (giving students my feedback), a receiver (receiving feedback from students, administrators, colleagues, and reviewers), or a facilitator (facilitating students' peer feedback activities). I hope I can be more confident and skillful in handling feedback in the future as an educator and as a researcher.

What does your research on feedback literacy/ies add to the field?

My research on feedback literacy was mainly on the students' side. A study that I carried out with Professor Yueting Xu was to pinpoint the components of student feedback literacy in the context of written corrective feedback. This feedback is ubiquitous in second language/foreign language classrooms, and it requires students to reach a certain level of second language proficiency, especially metalinguistic knowledge, which was not highlighted in other prior research on feedback literacy in high education contexts.

Another study, also co-authored with Professor Xu, contributed to the field by designing and implementing a pedagogical innovation with the aim to scaffold students' feedback literacy in peer feedback settings. Teacher feedback was involved in peer feedback process but not given on students' writing; instead, the teacher provided feedback on students' feedback to inform students what feedback was well provided, and what should be improved in the feedback. Based on the qualitative data drawn from three case individuals, we (a) identified the components of student feedback literacy in peer feedback settings; (b) highlighted the individual variations and dynamicity of the development of student feedback literacy; (c) partially confirmed that this teaching innovation is effective for some students.

What is the main take home message from your feedback literacy/ies research?

There are two take-home messages from my research on feedback literacy: (a) feedback literacy is contextualized, which means different disciplines, professions, classrooms, and even activities would require different abilities, skills, and dispositions of all parties involved in feedback practice; (b) the development of student feedback literacy can be facilitated by pedagogical interventions, but great individual variations exist in terms of the rate and paths of the development.

What do you see as the future direction of research into feedback literacy/ies?

Future research on feedback literacy will continue expanding along multiple lines. One is to design, implement, and assess the effectiveness of pedagogical innovations that develop students' (or novice practitioners') feedback literacy. Another direction would be to understand the nature and the development of student feedback literacy (as well as teacher feedback literacy or professionals' feedback literacy) in discipline-specific or profession-specific settings. This is particularly meaningful for students/novices about to embark on their career journey outside academia. In addition, as previous research mainly relied on qualitative research methods and took an interpretive approach, future research is expected to employ a variety of research methods, especially more innovative ones to enrich the current understanding of feedback literacy. It is also expected that interdisciplinary research would increase by involving researchers not just in the field of education, but also from other hard and soft disciplines.

Parallel Session Abstracts

9am The role of assessment criteria on evaluative judgement development: A peer-feedback experience in teacher education

Authors - Laia Lluch, Elena Cano & Laura Pons Universidad de Barcelona, Spain

Abstract

The aim of this contribution is to analyse the role of the type of assessment criteria and the criteria engagement strategies on evaluative judgement (Boud, Ajjawi, Dawson, & Tai, 2018) as a strategy to foster Self-Regulated Learning (SRL) (Nicol, Thomson & Breslin, 2014; Panadero, Jonsson & Strijbos, 2016). A group task with two feedback loops, which met Panadero, Jonsson and Strijbos (2016) criteria, was design so that students could peer-assess two versions of the task before the final submission. Students had also to reflect on the feedback received and state how they had integrated it (Winstone & Boud, 2020). An initial activity to develop students' engagement with assessment criteria was done. The written criteria (focused onthe task and the process) were presented and discussed (Winstone, Nash., Parker & Rowntree, 201; Carless & Boud, 2018). The role of assessment criteria and criteria engagement strategies on evaluative judgement was studied analysing teacher students' feedback quality. The content of students' feedback was analysed through a guide ad hoc which focused on the type, focused, tone, content and direction of feedback. The results presented in this contribution belong to a 1st year subject from the Bachelor's Degree in Primary Education at the University of Barcelona in which 59 students were enrolled. The analysis of the type of peer-feedback between loops 1 and 2 shows an improvement of feedback quality, which was progressively oriented to the process (Ajjawi & Boud, 2018; Hattie & Timperley, 2007); the feedback was more didactic and suggestive (more than corrective) and addressed to the peer. The components of evaluative judgement (Panadero, Broadbent, Boud & Lodge, 2019) seem to be fostered based on the improvement of the quality of feedback and the reflections on how it is integrated into the next task.

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Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment and Evaluation in Higher Education,* 43(8), 1315-1325.

9:15am A Dialogic Technology-Mediated Model of Feedback Uptake and Literacy

Author - James Wood Seoul National University, UCL Institute of Education

Abstract

Despite the importance of feedback uptake in higher education, there is still much to learn about supporting it. Recent perspectives hold that guiding learners through feedback uptake oriented activities may also help them to develop feedback literacy. However, due to the acceleration of digitisation trends in higher education, there is an increasing need to explore feedback uptake and literacy development, exploiting opportunities offered by digital environments. This need constitutes a significant gap that is of immediate importance to practitioners teaching online and will also be crucial in a post-COVID-19 context in which the use of blended and online learning is expected to increase. This conceptual presentation draws on a synthesis of existing feedback uptake, formative assessment, and technology literature to offer a technology-mediated dialogic model of feedback uptake and literacy. Focused on how technological-mediation can enrich opportunities for co-regulation of the processes involved in feedback uptake and the development of feedback literacy, the model is intended for use in designing classroom feedback practices that can be embedded in standard curricula. The model serves to inform the discussion of feedback uptake and the nascent discussion of teacher feedback literacy in the digital settings in which many feedback practices in higher education now take place.

9:30am Feedback Processes in the Zone of Proximal Development: An Instructional Model for Feedback Engagement

Author - Renske A.M. de Kleijn University Medical Center Utrecht, the Netherlands

Abstract

The focus of feedback research is extending from studies on the form of effective feedback, to studies on proactive feedback engagement of its receiver. However, studies keep showing that feedback often is not used to its full potential. This is often explained by students not being prepared for this proactive role in feedback. It is thus vital for teachers to explicitly address and support this to their students. Therefore, drawing from the concept of the Zone of Proximal Development, this paper presents an instructional model for feedback engagement.

The model outlines feedback engagement as comprising two student responsibilities each containing two feedback engagement strategies. The first student responsibility is to show independent problem solving, including the strategies: (1) making sense of feedback on a task, process, and self-regulation level and (2) using feedback through goal-setting and action-planning. The second student responsibility is to share information that is relevant to their development, including the strategies: (3) communicating on feedback use and (4) seeking feedback. For strategy 3 the acronym SUPER is developed to support students in sharing relevant information on feedback use.

SUPER: Shared perception, Use of feedback, Product improvements, Emotional impact, Request for feedback.

For strategy 4 the acronyms POWER and CLOSER are developed to support students in asking for relevant and concrete feedback.

POWER: Problem definition, Option overview, Weights of options, Express own preference, Request for feedback.

CLOSER: Context, Learning Objective, Self-Evaluation, Request for feedback

Based on this instructional model, an extended definition for feedback engagement is proposed including all four strategies. This fits in the current development of viewing feedback from a programmatic perspective. It aims to provide teachers with concrete tools to support their students' feedback literacy and thus proactive feedback engagement. The ultimate goal of feedback literacy is to prepare students to be lifelong learners.

9:45am A success story of using peer assessment for formative assessment of reflective writing: a cross school project to develop student feedback literacy

Authors - Simonne Weeks, Rebecca Craig, Rebecca Diedo, Juliet Eve The University of Brighton, UK

Abstract

A cross school project between The School of Health Sciences and The School of Pharmacy & Biomolecular Sciences at The University of Brighton was successful in introducing self and peer assessment of reflective writing as a formative assessment for level 4 and level 5 work-based learning modules, for students undertaking a Foundation Degree. The aim of the project was to proactively engage students to develop both their reflective writing skills, and their confidence in giving and receiving structured feedback using a clear model. These skills are vital for the development of students to prepare them to be competent reflective practitioners and assessors in clinical practice, capable of giving meaningful feedback to future learners and peers. To achieve this project three senior lecturers worked closely with a learning technologist, to ensure a rigorous and straight-forward process for the students.

Overall, there was a positive response to the task, for example during the project evaluation when asked 'How likely do you feel that this process has supported you to develop skills in giving feedback in the clinical setting?' A student responded, "I feel I could deliver the positive feedback sandwich and still maintain respect and good feeling between myself and a fellow peer". This shows that the emotional impact of feedback is recognised by students and this process made them feel that they are better prepared to give feedback in the future.

This session will include an overview of the project, and an evaluation using student feedback and project team experience of using this method.

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9am The role of assessment and feedback practices across undergraduate and post-graduate courses and their pertinence to 21st century/graduate skills

Author - Dale Munday Lancaster University, UK

Abstract

Assessment and feedback approaches can be influential factors on the students learning and engagement throughout their university experience. However, the assessment and feedback practices used across higher education often represent a more procedural focus to maintain the status quo. There is a continued overwhelming emphasis on summative assessment, which also translates into a dominance in one-way feedback practices across academic disciplines and institutions. Dialogic feedback is making inroads into current practices but is not yet widespread and often forgoes the research suggesting the positive impact it can have on learning, student attainment, engagement and attendance. Higher education's focus on graduate attributes is proliferating the curriculum, with authentic and integrative assessment being more and more prominent in the course design and implementation. With the increased emphasis on digital skills and the recent Covid-19 global pandemic, this has undoubtably risen up the agenda and will play an even increasing role in the future construction of curriculum, but this research highlights the need for synthesis between these elements. Assessment and feedback practices are often disjointed and limit the possible impact on student attainment and engagement as a result, whilst also being summatively focused and weighted at the end of a module/programme.

9:15am Feedback literacy for pre-service teachers: working with students to promote life skills for workplace

Authors - Alessia Bevilacqua & Claudio Girelli University of Verona, Italy

Abstract

An extensive body of literature exists on the need for pre-service teachers to develop feedback literacy (Carless & Boud, 2018). This is a crucial factor in teaching and learning success because assessment may assume positive educational significance for both teachers and students (Popham, 2006; Stiggins, 2004; Winstone & Carless, 2019). It is essential in Italy to act as soon as possible through targeted strategies because pre-service teachers come into contact with their workplace very soon. A significant amount of internship hours are expected from the second year of the course; many of them are also already working at school with permanent or temporary contracts.

To this aim, we intend to create a specific learning path aimed at enhancing assessment and feedback skills, conceived as key competences for lifelong learning (European Commission, 2018). According to the Life Skill for Europe project's theoretical framework, a feedback literacy path could strengthen personal and interpersonal capabilities (Life Skill for Europe, 2017). The learning path will be structured according to the European Qualification Framework model (European Commission, 2005). Participants will receive an Open Badge, which formally testifies the gain of professional and transversal skills at the European level.

According to the Student Voice (Cook-Sather, 2010) and the Students as Partners (Healey et al. 2014) approaches, for the planning of the FL path within the degree in Primary School Education at the University of Verona (Italy), we intend to involve students who in previous years have already participated in this type of training experience (53 fourth-year students in 2019, 25 first-year students in 2020). The overall structure of those first FL experiences was inspired by Winstone & Nash's Engagement with Feedback Toolkit (2016) (Bevilacqua & Girelli, 2020).

The students' perceptions have been gathered through a SWOT analysis used to evaluate teaching programs and identify areas for development (Dyson, 2004) and then analysed through the inductive content analysis (Elo & Kyngas, 2008). Preliminary results (2020 data analysis is ongoing) are consistent with the literature, which stresses the need to incorporate FL experiences within the curriculum (Malecka, Boud & Carless, 2020). On the other hand, students refer to the need not to exceed the study load because training experiences based on active learning, although effective, require a considerable commitment.

9:30am Developing Students' Feedback Literacy in Higher Education: Effect of a Training Program and Goal Orientation on Students' Feedback Seeking Behaviour in Workplace Learning

Authors - Sonja Broerse & Martijn Leenknecht HZ University of Applied Sciences, The Netherlands

Abstract

Several studies indicate discontent amongst students about feedback practices in higher education and medical practices (Noble & Hassell, 2008; Urquhart et al., 2014; Winstone et al., 2017), while we know from previous research that students' understanding and perception of feedback determines whether feedback achieves its' objective (Boud & Molloy, 2013). We need students to be actively involved in feedback uptake (Carless & Boud, 2018) and feedback seeking behaviour (Leenknecht et al., 2019), in order to make feedback practices effective. Key element is students' feedback literacy (Carless & Boud, 2018), as students' shortcoming in feedback literacy levels hampers feedback effectiveness in higher education. Current curriculum in higher education does not always appear to offer means for improving students' understanding of their role in feedback processes (Noble et al., 2019b). Feedback literacy benefits students' feedback engagement and feedback seeking behaviour (Noble et al., 2019b). Similarly, goal orientation antecedes feedback seeking behaviour (Leenknecht et al., 2019).

Building on previous research by Noble et al. (2019a, 2019b), the current study investigates the effect of feedback literacy training and goal orientation on students' feedback seeking behaviour in workplace learning in a teacher training programme using a quasi-experimental research design. At a Dutch university of applied sciences an experimental group was subjected to a two part feedback literacy training, whilst the control group was not. Feedback seeking behaviour and goal orientation were measured before the first and after the last intervention. A manipulation check was executed to determine what students had learned. Two factorial between group analyses (ANOVA) were performed to investigate the effects. The experiment ends in December.

9am Near-peer mentoring can develop feedback literacy: Supporting health professional students to become educators of the future

Authors - Merrolee Penman, The University of Sydney, Australia; Joanna Tai, Deakin University; Tanya Thompson, Australia, South Western Sydney Local Health District, Australia & Kate Thomson, The University of Sydney, Australia

Introduction
The conceptualisation and practice of feedback in health professional education is transitioning from a model of the expert delivering judgement of the student's workplace performance, to a process of co-construction between student and educator. This requires students to understand the purpose of feedback, and have the skills and opportunities required to utilise feedback. Defined as feedback literacy, these capabilities are import for students to develop such that they can be successful in using feedback both within and beyond settings for learning. What is not yet clear is how feedback literacy can be developed, particularly in the clinical environment.

Methods
Our study explored the impact of an educational intervention that aimed to develop the feedback literacy of occupational therapy and physiotherapy students through near peer mentoring during a clinical placement. Data sources were post-placement educator (n=12) and student (n=23) interviews, and senior students' (n=10) 'think-aloud' interviews based on recorded feedback conversations. Data was analysed through the theoretical lens of practice architectures (Edwards-Groves & Kemmis, 2016), enabling a focus on enactments of feedback in relation to developing feedback literacy.

Findings & Discussion
Feedback conversations occurred within the context of the senior-junior student relationship. Two dominant practices characterised the feedback: (i) creating a comfortable learning environment in which to engage in the feedback process, including being aware of and accommodating junior students' emotional response, and (ii) ensuring feedback for learning, including pitching this in a way that junior students could understand.

The ways in which senior students facilitated feedback conversations with junior students included elements of their own educators' practices which they then modified to suit their near-peer mentor role. While much of the literature has focused on the development of educators, this research suggests that developing students' feedback literacy through near-peer mentoring can support students to become educators of the future.

9:15am Principles for interprofessional feedback dialogues in health professions education

Authors - Claudia Tielemans, Renske de Kleijn, Marieke van der Schaaf, Sjoukje van der Broek & Tineke Westerveld, University Medical Centre Utrecht, The Netherlands

Introduction
To safeguard quality and safety in modern day healthcare, health professionals from different specialties need to learn how to communicate with one another and to effectively use feedback. Providing the principles of interprofessional feedback can support teachers in preparing students for giving and using feedback in dialogues with interprofessional peers.

Aim
In this study we aimed to develop principles for giving and using interprofessional feedback, by combining findings from a literature study with outcomes of a Delphi study on feedback and interprofessional education.

Materials and methods - We performed a critical review of the literature on feedback, and on interprofessional education resulting in an initial framework with seven feedback criteria and corresponding principles. These principles were input for a Delphi study amongst international, leading scholars in the fields of feedback (n=5) and interprofessional education (n=5). In two rounds, experts' individual (dis)agreement with the content and structure of the initial framework, as well as their suggestions for improvement were collected and used to improve the framework.

Results
The final framework consists of seven criteria regarding feedback dialogues: 1. Open and respectful; 2. Relevant; 3. Timely; 4. Dialogical; 5. Responsive; 6. (supports individual) Sense making; and 7. Actionable. For each criterion, the framework describes feedback principles for the feedback provider and user as well as specific elements that should be taken into account in an interprofessional health care context. Expert agreement with the framework increased between the two rounds of the Delphi study.

Discussion
The resulting framework can provide guidance to teachers and students in interprofessional education, therewith contributing to both student and teacher feedback literacy. Future research may investigate: if and how students improve in giving and using feedback after using the framework and hindering and supporting factors for applying the principles in their clinical rotations.

9:30am Feedback literacy of "scholarly peers": A collaborative autoethnography of two award-winning peer reviewers

Author - Sin Wang Chong, Queen's University Belfast, UK

Abstract

Feedback literacy is not only important to students and teachers but also academics. In particular, academics and researchers who are actively involved as peer reviewers for journals need to develop their capacity, ability, and disposition to provide constructive feedback to authors. In this presentation, I argue that it is especially crucial to develop feedback literacy of peer reviewers because they face more constraints than feedback givers in other contexts (e.g., education). For instance, the identity of the authors is usually unknown to peer reviewers, making it difficult to construct feedback dialogues; other hurdles include the restriction on the mode of feedback, power (im) balance.

Despite the above, not much formal training is available to equip peer reviewers to be feedback literate; the rather mystified scholarly peer-review process, which is usually done individually and "in the dark", also discourages learning from observation. To demystify the feedback process of scholarly peer review and to share first-hand experiences, this presentation reports a collaborative autoethnographic study on two early-career researchers (ECRs) who are active journal peer reviewers. Since 2017, these two peer reviewers have reviewed for 22 international journals in various disciplines and completed 67 reviews. Recently, they were awarded the Reviewer of the Year Award by Routledge and Higher Education Research & Development, a top-tiered journal in higher education. Informed by conceptual frameworks of feedback literacy (Carless & Boud, 2018; Carless & Winstone, 2020; Chong, 2020) and networked ecological systems theory (Neal & Neal, 2013), personal narratives and reflections of the two peer reviewers will be shared. Implications for supporting less experienced peer reviewers (especially ECRs and doctoral students) to be feedback literate peer reviewers will be discussed.

9:45am The Effects of Using Video Feedback on Pre-Service Teachers' Understanding of Feedback

Author - Brandon M. Sabourin, University of Windsor, Windsor, Ontario, Canada

Abstract

Typically, students are used to receiving text-based feedback on their work. However, as teaching and learning practices continue to expand into digital and technology-enhanced spaces, so too do possibilities for multimodal types of feedback.

Framed within the existing literature on feedback literacy and specifically that relating to audio and video feedback (Henderson & Phillips, 2015; Mahoney, Macfarlane, & Ajjawi, 2018), this lightning talk will explore the results of a scholarship of teaching and learning (SoTL) research study that sought to understand the effects of video feedback on feedback literacy and engagement. During the 2019-20 academic year, I recorded nearly 800 videos in order to provide the pre-service teacher education students in my Digital Technology and Social Media Applications course with feedback solely in video format. At the conclusion of the course, students were invited to complete a qualitative electronic survey. Results identified a lack of prior experience with video feedback, and yet unanimous agreement that the video feedback was more useful than previous non-video feedback. All participants (n=12) said that in their future K-12 teaching, they would be "somewhat likely" or "very likely" to use video feedback. Interestingly, they also identified specific details about their development of feedback literacy as a result of receiving video feedback.

On the other hand, implementing video feedback affects the instructor greatly. I will round out this session with reflections from my teaching journal on the process of giving video feedback. For instance, there were aspects to giving feedback that were unsustainable, such as the time commitment, and others that were truly rewarding (greater attention to individual student work). The lasting message from this study is that video feedback, like any type of feedback, should be deliberate, timely, ongoing, and specific (Carless & Boud, 2018).

10:05am The design and effect of two types of process-oriented feedback on synthesis writing

Authors - Nina Vandermeulen, Elke Van Steendam, Gert Rijlaarsdam, Luuk Van Waes & Mariëlle Leijten, University of Antwerp, Belgium

Abstract

Feedback plays an important role in acquiring a highly complex skill such as writing. Currently, feedback aiming to improve the writing process is scarce. In practice, teachers usually give feedback on the writing product. However, given that it is the writing process that generates the product, feedback on the writing process is valuable and should be taken into account as well.

We conducted an intervention study to explore the effects of two types of process-oriented feedback. A total of 67 Dutch students (grade 10) were randomly assigned to one of the feedback conditions. Each student wrote three synthesis texts (texts in which information from different sources is integrated) at three measurement occasions and received individual feedback at measurement occasion 2 and 3, prior to writing a new text. Participants received a customised process report generated with keystroke logging tool Inputlog, providing them with numerical and visual information on several aspects of their personal writing process. The process report was embedded into a feedback flow in which students were encouraged to reflect on their writing. In the position-setting feedback condition, students compared their writing process to that of students with a similar text quality score. The students in the feed-forward feedback condition, compared their writing process to better scoring students. These exemplary writing processes were selected from a national baseline study with more than 700 Dutch students. In our presentation we will focus on the development and implementation of the different feedback types. Moreover, we will present results on the effectiveness of the feedback: in the feed-forward condition the intervention was effective. When comparing the students' progress to a national baseline study (serving as control group), we can conclude that in one week they made a progress comparable to one year of regular schooling.

10:20am Leveraging Feedback Experiences in Online Learning

Author - Erin A Crisp, CampusEdu, USA

Abstract

Providing high-quality, affordable, and enjoyable online learning opportunities for adults has never been more competitive or important. Effectively designed courses provide evidence of learning outcome mastery, efficient designs lead to quick results, and appealing designs are enjoyed by the learner. One challenge of addressing these tensions is that most higher education institutions lack the kinds of metrics that would allow leaders to make timely decisions related to curriculum and instruction. What if real-time data could provide proactive insight into a student's experiences? Are there online-learner behaviors (rather than algorithms, which can be biased) that leaders could observe as early-warning signs of problems with the effectiveness of the instruction, the efficiency of the design, or the overall appeal of the courses? What are the key ingredients of learning, and could they be measured and monitored on a large scale?

Feedback is a powerful construct in the design of effective instruction, so it seems logical that feedback-delivery technology could be leveraged to increase efficiency by delivering immediate feedback, improve quality by delivering accurate feedback, and maintain appeal by being user-friendly. Many of these points of data are at least partially tracked by today's learning management systems (LMSs) and adaptive learning courseware technologies.

This hypothesis was tested in a correlational study in which I compared the feedback experiences of learners with their achievement on standardized exams. Secondly, I compared the feedback experiences of learners with their satisfaction as reported on end-of-course surveys. To evaluate the learners' feedback experiences, I gathered data from the last three online courses they took before completing their academic degree programs. I wanted to learn about the cumulative effects on a student who received, for example, great feedback from Professor A but less effective feedback from Professors B and C. At the same time, would learners who simultaneously had three great experiences with feedback be more likely to learn and enjoy their learning? The research question guiding my work is this: Are there correlations between learner achievement, learner satisfaction, and several measurable dimensions of the learner's experience with feedback?

10:35am Flipped Feedback – Engaging Students with the Feedback Process

Author - Nigel Francis, Swansea University, UK

Abstract

Feedback literacy is not only important to students and teachers but also academics. In particular, academics and researchers who are actively involved as peer reviewers for journals need to develop their capacity, ability, and disposition to provide constructive feedback to authors. In this presentation, I argue that it is especially crucial to develop feedback literacy of peer reviewers because they face more constraints than feedback givers in other contexts (e.g., education). For instance, the identity of the authors is usually unknown to peer reviewers, making it difficult to construct feedback dialogues; other hurdles include the restriction on the mode of feedback, power (im)balance.

Despite the above, not much formal training is available to equip peer reviewers to be feedback literate; the rather mystified scholarly peer-review process, which is usually done individually and "in the dark", also discourages learning from observation. To demystify the feedback process of scholarly peer review and to share first-hand experiences, this presentation reports a collaborative autoethnographic study on two early-career researchers (ECRs) who are active journal peer reviewers. Since 2017, these two peer reviewers have reviewed for 22 international journals in various disciplines and completed 67 reviews. Recently, they were awarded the Reviewer of the Year Award by Routledge and Higher Education Research & Development, a top-tiered journal in higher education. Informed by conceptual frameworks of feedback literacy (Carless & Boud, 2018; Carless & Winstone, 2020; Chong, 2020) and networked ecological systems theory (Neal & Neal, 2013), personal narratives and reflections of the two peer reviewers will be shared. Implications for supporting less experienced peer reviewers (especially ECRs and doctoral students) to be feedback literate peer reviewers will be discussed.

10:50am First steps in the development of a feedback ecosystem to encourage student feedback literacy

Authors - Kurt Coppens & Greet Langie, KU Leuven, Belgium

Abstract

To encourage feedback literacy as a steppingstone towards a lifelong learning mindset, it is important for students to understand and actively engage with feedback. Especially for first-year students it is important that feedback is targeted and coherent. However, the teaching staff currently has no possibility to follow up on feedback from colleagues and mainly gives feedback based on their own personal view which makes targeted and coherent feedback challenging.

The final goal of this project is to develop a feedback ecosystem as a set of interconnected tools where students, teaching staff and student counsellors can follow up the progress of the students throughout their intensive laboratory sessions and projects. The tools should encourage students to interact with their collected feedback. A first step in this development process is defining a rubric for evaluation and the development of a tool to be used as a framework to align the feedback given by the teaching staff.

To measure the impact of the developed feedback ecosystem, the feedback literacy of our first-year students will be analysed during a PhD trajectory. A questionnaire early in the academic year followed by focus group discussions at the end of the first semester, will help to understand first-year students' prior experiences with feedback. A similar questionnaire and additional focus group discussions at the end of the academic year, will show if students advanced and will help to identify reasons which prevent them from consulting and engaging with feedback. New cohorts of first-year students will be followed for three consecutive years to analyse how changes in the feedback ecosystem affect student feedback literacy.

The continuous follow-up of the skills and perceptions of the students will help to identify the priorities in the successive development of the feedback ecosystem and to achieve a positive impact on feedback literacy.

10:05am Making relationships matter: Feedback literacies as relational pedagogies

Author - Karen Gravett, University of Surrey, UK

Abstract

Students are not alone in needing to develop feedback literacies, but they can feel alone if teaching is something that is done to them by educators. This paper will explore how thinking about connections and relationality leads us towards new ways of thinking about how students and teachers' experiences can be interconnected, both with one another, and with a wider context. Sharing our own experiences as academics developing feedback literacies can be powerful. Normalising failures, expressing vulnerability, and being open about our continued engagement in learning processes can be transformative for both student and teacher, meaning that teaching and learning become entangled and that teacher and learner become co-learners. During this paper, I will explore theory to discuss how pedagogy can become a matter of relations and lead us towards a 'pedagogy of response-ability' (Bozalek et al. 2018) where we can share learning and teaching in new ways. I will also draw upon recent research (Gravett et al. 2019) to disrupt the binary between learning and teacher, and I will explore practical strategies for how we might enact relational pedagogies in the classroom, using storytelling, feedback exemplars and artefacts. Ultimately, I will consider how we can experiment with new ways of thinking about feedback literacies, leading us to new ways of thinking about relationships in learning and teaching.

References

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10:20am From teacher to feedback intervention designer: how self-reflective enquiry into feedback practices stimulates innovation

Author - Bianka Malecka,
Deakin University, Australia

Abstract

Learners' feedback literacy, i.e. their capacity to seek, understand and take action on feedback to enhance the quality of their future work (Carless & Boud, 2018) is unlikely to be developed without feedback literate teachers. One of the aspects of teachers' feedback literacy is their willingness to adapt, reflect upon and refine the feedback strategies used with students (Winstone & Carless, 2020). When educators notice that feedback does not promote student uptake or has little or no impact on student learning, they need to be willing to change their entrenched feedback practices in favour of experimentation in new pedagogic approaches. However, as teacher feedback literacy is a relatively new research area, current literature provides little insight into how these processes may occur. There is a need, therefore, to explore what motivates practitioners to enhance their own feedback practices and how the growth of teachers' own feedback literacy may subsequently impact students as well as fellow teachers.

The aim of this lightning talk is to recount the speaker's journey as a teacher, feedback researcher and feedback intervention designer. The talk will demonstrate how the self-reflective enquiry into feedback practices used with direct entry students at a major Australian university has stimulated the speaker to, first, undertake classroom action research and then pursue PhD study in student feedback literacy. The speaker's reflections, supported by the review of relevant literature, have subsequently informed the design of the ipsative feedback intervention, implemented with three groups of students between February and May 2020. The intervention focused on placing student individual progress at the centre of feedback practice and providing opportunities for individual goal-formation and uptake of feedback. The talk will highlight how the process of designing and implementing the intervention has increased speaker's interest in students' judgements and emotional responses to feedback, thus strengthening student-teacher partnership.

References

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10:35am What could feedback design learn from the concept of student agency?

Authors - Juuso Henrik Nieminen, University of Eastern Finland; Joanna Tai,Deakin University, Australia; David Boud, Deakin University, Australia & Michael Henderson, Monash University, Australia

Abstract

The importance of engaging student agency is often mentioned as a key feature of feedback practices. Commonly, the concept of agency is used to refer to students' active role in the process of offering, receiving and acting upon feedback information. However, the notion of what student agency means is often taken-for-granted and rarely elaborated. Furthermore, earlier literature has mainly focussed on individualised and psychological conceptualisations of the term. What could feedback design learn from the idea of 'agency' - that dates back to writings of authors such as Aristotle and Kant? In this presentation we briefly introduce three conceptualisations for 'student agency' (sociomaterial, authorial and discursive) as proposed in earlier sociological and philosophical literature to understand the sociocultural aspects of feedback processes and students' feedback literacy. Most importantly, we introduce what these three theoretical frameworks can offer us to further understand and develop feedback design in higher education. For instance, we highlight the importance to consider how agency is shared between humans and non-humans such as computers (sociomaterial agency), how feedback could be framed as a way of community-building (authorial agency), and how effective feedback practices could aim at disrupting student positioning as 'performers' rather than as lifelong learners (discursive agency). Overall, these three conceptualisations highlight the importance of structural changes for the contexts of feedback as a part of feedback interventions aiming to promote 'student agency'.

10:50am Is there symmetry in feedback literacies? Taking a sociomaterial perspective on teachers' and learners' situated feedback practices

Authors - Joanna Tai,Deakin University; Margaret Bearman,Deakin University; Karen Gravett, University of Surrey, UK & Elizabeth Molloy, University of Melbourne, Australia

Abstract

Feedback literacy research has variously cast the teacher in the role of 'information provider', or 'contributor' to feedback dialogue, focussing on cognitive, and social-affective learner processes. If feedback is considered from an alternate, sociomaterial perspective (Gravett 2020), the role of all actors (human and non-human), and the importance of the interplay between those actors, resources, contexts, and structures, comes to the fore (Biesta & Tedder, 2007).

From this perspective, feedback literacies might be more than just a set of predetermined skills or capabilities. They could be understood as how an individual 'reads the world' (Freire, 1985) and participates in emergent situations which are not wholly under any one person's control. In this framing, we contend that the role of one of these key actors: the 'teacher' needs to be further explored. We introduce the notion that there is a multiplicity of capabilities, and a symmetry of feedback literacies between learners and teachers, where context and role of both self and others are acknowledged.

We explore feedback literacies from a Theory of Practice Architectures perspective, which allows us to illuminate and interrogate the structures which influence the possibilities for feedback practice. We build on previous conceptions of teacher feedback literacy (Winstone & Carless 2020) to highlight the interrelatedness of teacher and learner practices, and how knowing not only one's own role, but how human and non-human actors co-produce practices, underpins feedback literacies.

This conceptual work has implications for both feedback practice and research. It will open up possibilities for seeing teacher and student feedback literacies not as separate capabilities to develop, but as entangled and embodied knowing and acting. This may shift the focus of efforts to develop feedback literacies within educational settings. Future avenues and methodologies for research on teachers' feedback literacies in higher education will also be shared.

10:05am The role of teacher assessment and feedback intercultural competence and feedback literacy: international students' perceptions

Author - Veronica Rovagnati, University of Kent, UK

Abstract

Feedback can have substantial influence on learning and development if students are – or are supported to become – 'feedback literate'. Student feedback literacy development, however, is not a homogenous process occurring in a vacuum, as feedback is a socio-cultural practice that involves different individuals (students, staff, peers), their experiences (previous, present and ongoing), and the diverse academic contexts in which it takes place.

Presently, higher education contexts reflect a highly diverse body; transitioning international students and UK-based educators are likely to be familiar with different feedback cultures and context-specific feedback practices. Consequently, international students are often asked to develop a 'new' feedback literacy that is 'aligned' to that of educators. Two questions then arise: (1) is academics' feedback literacy to which students are asked to 'align to' homogenous across the staff body? (2) How can educators support international students' development of feedback literacy avoiding assimilationist approaches?

Student perspectives on this were captured as part of a larger longitudinal narrative inquiry into international postgraduate taught students' experiences with assessment and feedback, framed by theories of intercultural competence. Student narratives seem to suggest that academics' feedback literacy is not homogenous: the way in which educators conceptualise and operationalise feedback varies, as do the approaches they take to foster and scaffold student feedback literacy development. Student stories seem to point out that teachers' academic backgrounds, A&F histories, values, and beliefs play a significant role in this. Further, educators' intercultural competence within contexts of assessment and feedback seem to impact on the approaches they take to support student development of 'intercultural' feedback literacy.

Overall, student narratives highlight the importance of fostering effective communication between students and staff. This presentation will explore how development of intercultural competence within contexts of assessment and feedback might support a culturally sensitive and aware co-development of feedback literacy.

10:20am Developing a heuristic to examine feedback talk in higher education seminars

Authors - Marion Heron, University of Surrey, UK; Emma Medland, University of Surrey, UK; Naomi Winstone, University of Surrey, UK & Edd Pitt University of Kent, UK

Abstract

In this talk we frame feedback within the wider context of teaching and make the case for using a discourse analytic approach to examining feedback talk in seminar classrooms. The higher education literature on feedback has generally focused on written feedback, with scant attention paid to verbal feedback. We report on a study which built on a small but emerging body of literature focusing on verbal, dialogic feedback and its role in supporting students' learning. We drew on discourse analysis to identify linguistic and rhetorical indicators of feedback talk in six seminar events. The feedback talk was classified into codes which formed the basis of stimulated recall interviews held with tutors of two seminars to discuss their perceptions and understandings of verbal feedback. We argue that a framework of feedback talk provides a heuristic which can help us to further understand the relationship between feedback and teaching, and which teachers can use to examine their own feedback talk.

10:35am Teachers' enactment of feedback literacy during peer mentoring meetings

Authors - Rachelle Esterhazy, Crina Damşa & Thomas de Lange, University of Oslo, Norway

Abstract

In this study, we further elaborate on the notion of teacher feedback literacy by drawing on sociocultural theories of human learning and development (Linell, 2009; Vygotsky, 1978). We propose that feedback literacy is a social practice rather than an inherent trait or skill of a teacher. Feedback literacy is enacted, and further developed, through interactions and dialogues between teachers and their environments. Based on this assumption, we investigate how university teachers enact feedback literacy in interaction with other colleagues during peer mentoring (PM) meetings.

During PM, teachers meet regularly to discuss difficult cases from their teaching and supervision work and peer-mentor each other. Drawing on video observations from a sequence of peer mentoring meetings, we examine how teachers jointly enact feedback literacy by reflecting on past and prospective feedback dialogues, and the cognitive and social-affective support they are providing to their students.

The findings indicate that teachers discuss a wide array of issues related to their feedback practices during PM. The topics include challenges of helping students to understand feedback comments, managing students' emotions related to critical feedback and making students aware of their strengths and weaknesses. An illustrative example is a teacher sharing her experiences of a student struggling with conducting qualitative data analyses. Together with her colleagues, the teacher defines the problem clearer and outlines an action plan to address the problem. This empirical illustration contributes to our understanding that teacher feedback literacy is a joint enactment of teachers making sense of their students' challenges with feedback and of how they may support their students' understanding and use of feedback in the future. In addition, our study further advances the empirical insights into typical challenges teachers face related to their feedback practices and what it means concretely to act and reflect in a feedback-literate way.

10:50am Feedback from the point of view of students with special educational needs

Authors - Anna Öhman & Anette Bagger, Örebro University, Sweden

Abstract

The current study - guided by the following research question: What aspects of successful feedback can be discerned in the accounts of students with special educational needs – is situated within a larger research project aimed at extending knowledge about students' experiences of special needs support. It builds on individual semi-structured interviews with 16 students in their last year of education in upper secondary school (vocational and academic programs), in three Swedish municipalities from two regions. Based on inductive qualitative content analysis, six aspects can be discerned, that from a student perspective characterise successful feedback. These are then problematized from a perspective of sustainable inclusion, and in relation to different theoretical understandings of what successful feedback comprise/ embrace. It is concluded that the feedback that students describe as useful for their learning and understanding can be described as relational as well as empowering them as self-regulative. Throughout students' accounts it is clear that a sense of belonging has to be simultaneously balanced with a sense of becoming.

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