Feedback literacy in higher education

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Overview

1. Feedback challenges
2. Student feedback literacy
3. Teacher feedback literacy
4. Digital applications
5. Implications

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PROBLEMS THAT FEEDBACK LITERACY MIGHT ADDRESS

Feedback challenges

1. Timing of feedback

2. Difficulties in decoding feedback

3. Lack of strategies for using feedback

4. Feedback arouses emotional reactions

5. Too much feedback as telling

Feedback as telling is overrated

"Learners do not always learn much purely from being told, even when they are told repeatedly in the kindest possible way" (Sadler, 2015, p. 16)
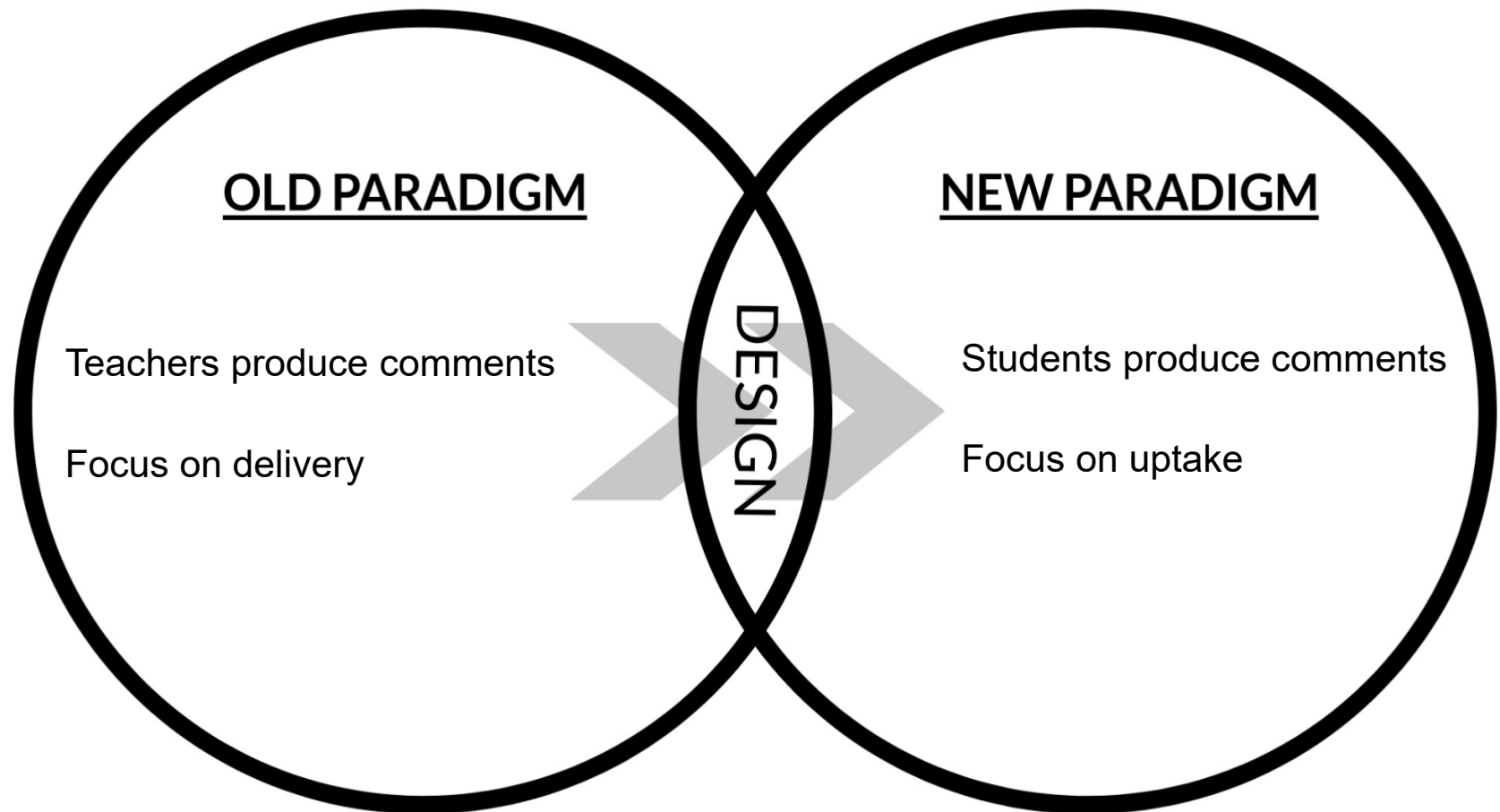
Teacher workload

"The generation of information to students about their work is time-consuming. It cannot be justified if there is no explicit expectation that it will be used". (Boud & Molloy, 2013a, p. 206).
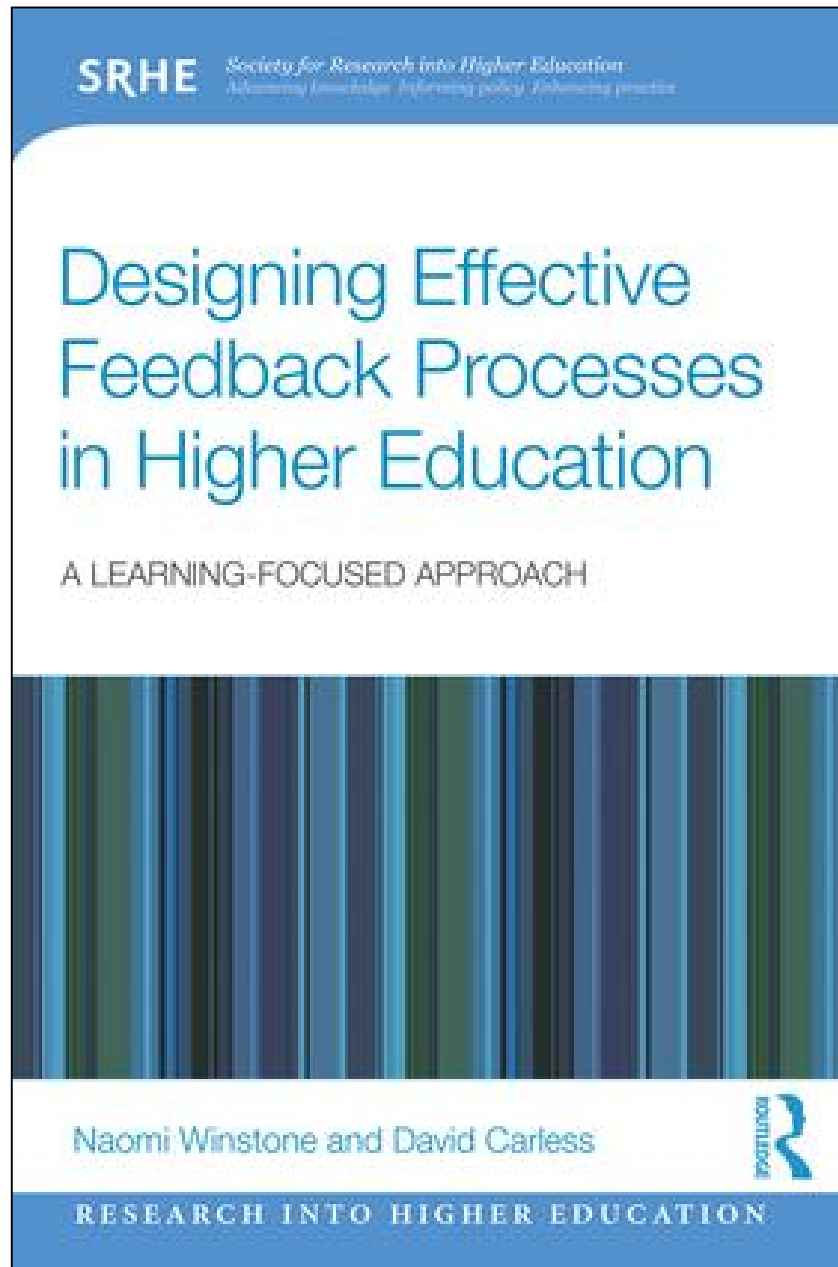
Comments → uptake

OLD PARADIGM

Teachers produce comments

Focus on delivery

DESIGN

NEW PARADIGM

Students produce comments

Focus on uptake

(Carless, 2015; Winstone & Carless, 2019)

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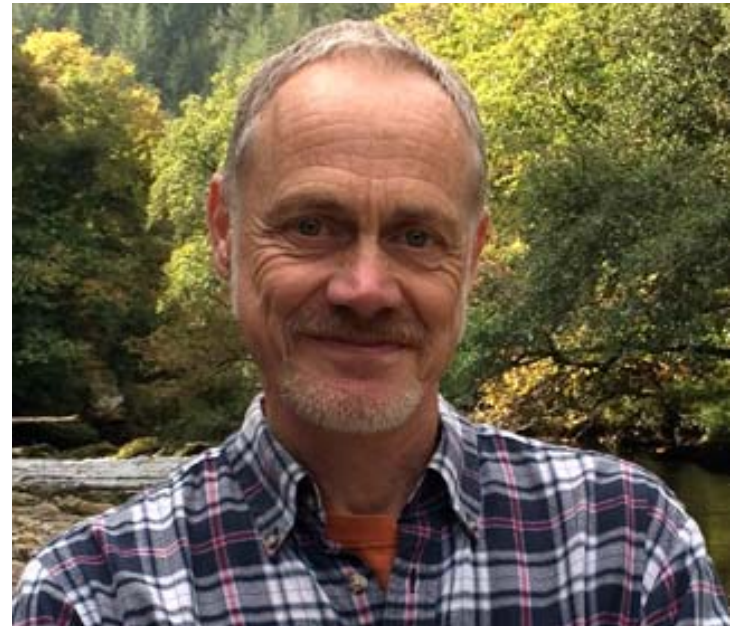

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FLR40

ORIGINS & SCOPE OF FEEDBACK LITERACY

Feedback literacy

Learners need to acquire academic literacies to interpret complex ideas; & capacities to act on feedback

(Sutton, 2012)

Academic
literacies

Assessment
literacy

Digital
literacies

Feedback
literacy

Feedback designs

Shift from the provision of comments to the design of learning environments
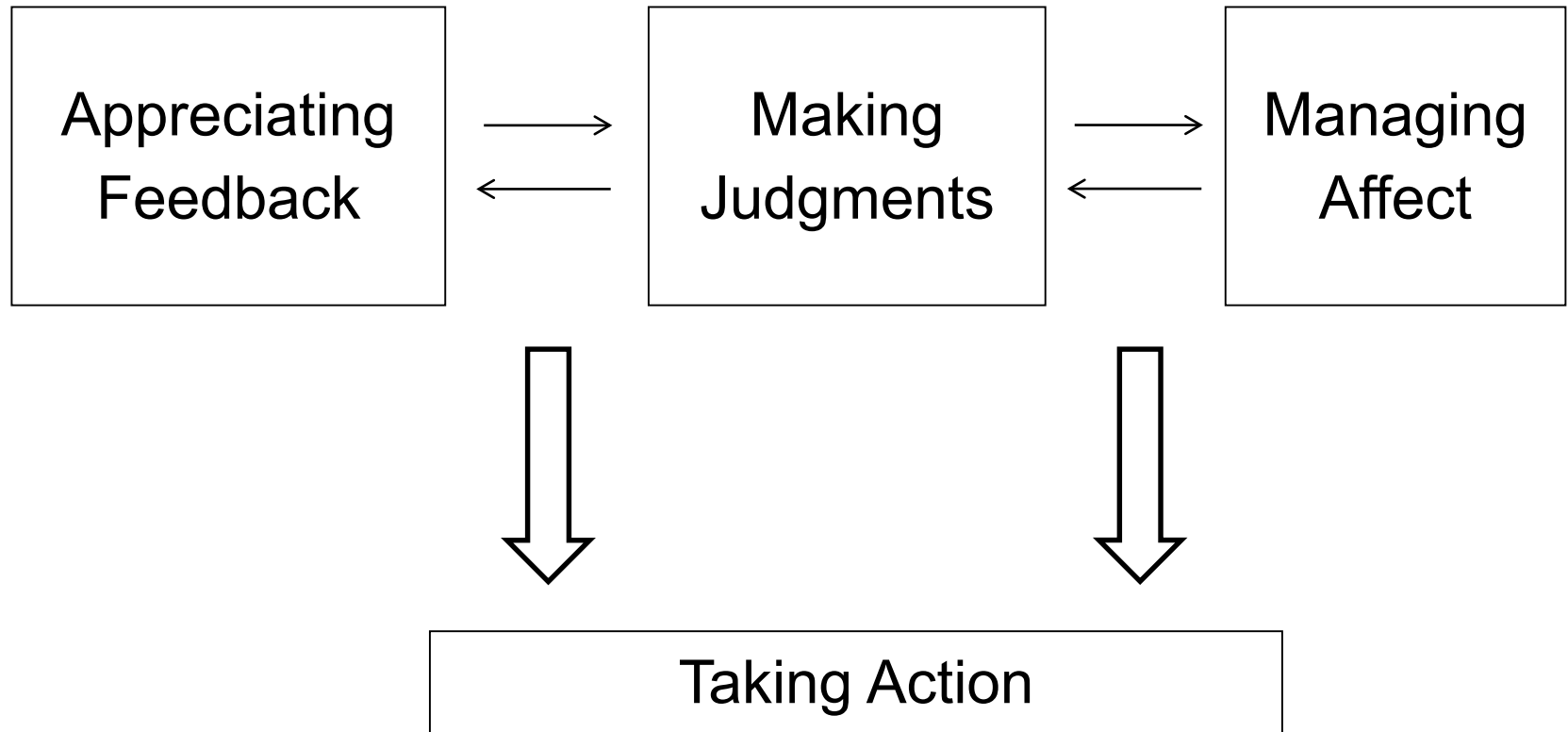(Boud & Molloy, 2013b)

STUDENT FEEDBACK LITERACY

Defining student feedback literacy

Understandings, capacities & dispositions needed to use feedback for improvement (Carless & Boud, 2018).

Student feedback literacy

| Appreciating Feedback | → ← | Making Judgments | → ← | Managing Affect |

↓   ↓

| Taking Action |

(Carless & Boud, 2018)

Appreciating feedback

a) Seeing its value

b) Recognizing need for active involvement

Self-regulation

Enhancing student ability to self-monitor work in progress

<u>Feelings, emotions & attitudes</u>

Self-management skills, maintaining emotional equilibrium

Avoiding 'dangling data'

Comments only become feedback if students take action

Empirical work

1. Commits to feedback as improvement;

2. appreciates feedback as active process;

3. <u>elicits information to improve learning</u>;

4. processes feedback information;

5. <u>acknowledges & works with emotions</u>;

6. recognizes feedback as reciprocal process;

7. and enacts outcomes of feedback

(Molloy et al. 2020)

Learning theories deployed

Social constructivism (Carless & Boud, 2018; Winstone & Carless, 2019)

Sociocultural theory (Chong, 2020; Esterhazy, 2019)

Sociomaterialism (Gravett, 2020)

Critiques of feedback literacy

Assumes more agency than students (& teachers) may possess (Gravett 2020)

Might be construed as a deficit model of students (or teachers)

Definition & scope of 'literacies'

TEACHER FEEDBACK LITERACY

Feedback as partnership

Shared responsibilities between teachers & students in feedback processes (Nash & Winstone, 2017)
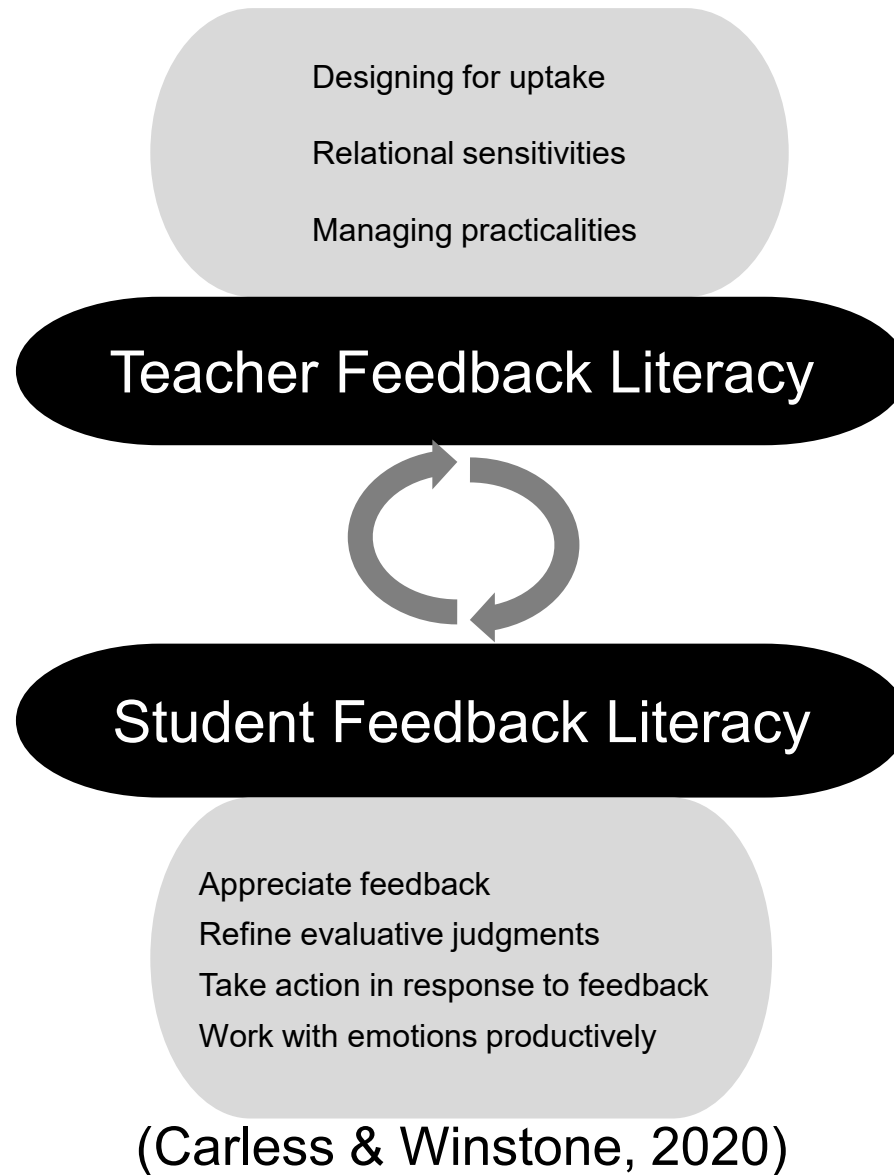
Defining teacher feedback literacy

"Knowledge, expertise & dispositions to design feedback processes in ways which enable student uptake of feedback"

(Carless & Winstone, 2020, p. 4)

Designing for uptake

Relational sensitivities

Managing practicalities

Teacher Feedback Literacy

Student Feedback Literacy

Appreciate feedback

Refine evaluative judgments

Take action in response to feedback

Work with emotions productively

(Carless & Winstone, 2020)

Thoughts so far …?

Questions, comments?
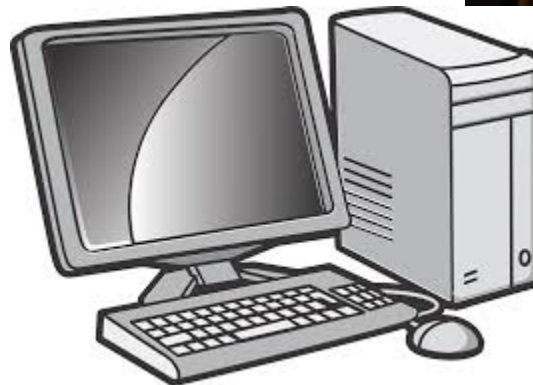
DIGITAL APPLICATIONS

Teacher role

Design learning environments for students to generate feedback

Audio peer feedback to promote deep learning in online education

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Abstract

We investigated the relation between providing and receiving audio peer feedback with a deep approach to learning within online education. Online students were asked to complete peer feedback assignments. Data through a questionnaire with 108 respondents and 14 interviews were used to measure to what extent deep learning was perceived and why. Results support the view that both providing and receiving audio peer feedback indeed promote deep learning. As a consequence of the peer feedback method, the following student mechanisms were triggered: "feeling personally committed," "probing back and forth," and "understanding one's own learning process." Particularly important for both providing and receiving feedback is feeling personally committed. Results also show that mechanisms were a stronger predictor for deep learning when providing than when receiving. Given the context in which instructors face an increasing number of students and a high workload, students may be supported by online audio peer feedback as a method to choose a deep approach to learning.

KEYWORDS

audio, deep approaches to learning, online learning, peer feedback, teaching/learning strategies

Research context

3 SPOCs & 3 MOOCs

Questionnaire completed by 108 students

Interviews with SPOC participants

Audio peer feedback

Feeling personally committed

Understanding own learning processes

Comparing own work with that of peers

(Filius et al., 2019)

<u>Learning by comparison</u>

Productive learning occurs when learners compare own work with that of others (Nicol, 2020; van Popta et al., 2017)

Internal feedback

What students produce for themselves by making comparisons with other work

(Nicol, 2020)

Peer video feedback

Peer-to-peer video feedback delivered via Facebook

Hung (2016)

Teacher video feedback

Video feedback enables social presence

Allied with student response or follow-up

Feedback design

Assessment task 1

Assessment task 2
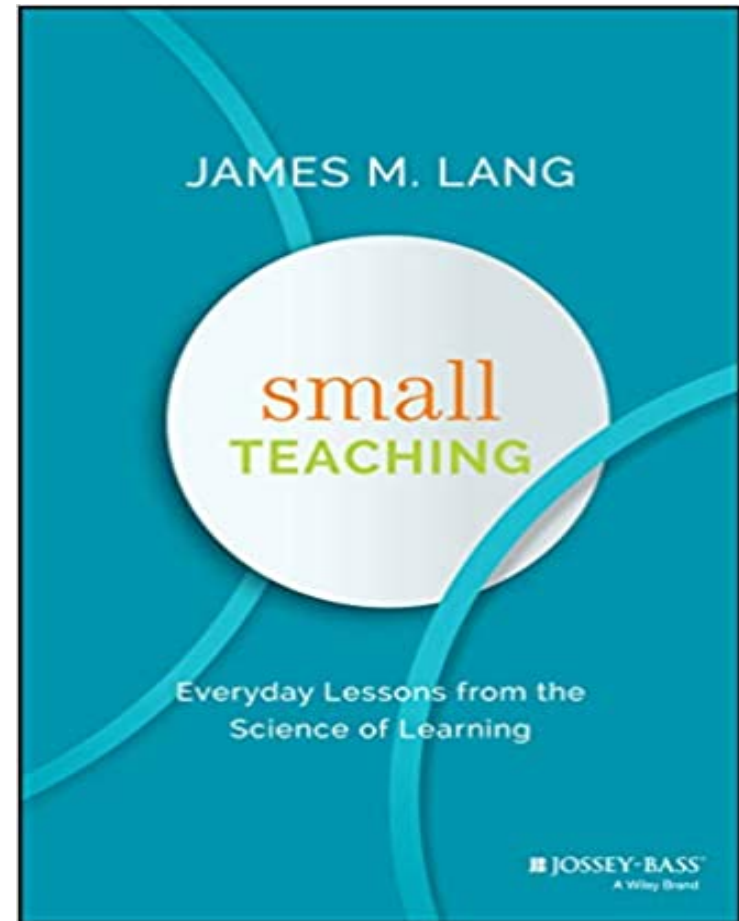
Assessment task 3

Implications & future directions

'Small' teacher change

Sparking positive change through small but powerful adjustments

JAMES M. LANG

small
TEACHING

Everyday Lessons from the
Science of Learning

JOSSEY-BASS
A Wiley Brand

Feedback requests

- Learners eliciting comments on areas of interest (cf authentic feedback, Dawson et al., 2020)

- Stating preference for more critical or more encouraging feedback

Enhanced implementation of PF

- Scaffolding & coaching
- Selling benefits
- Modelling

- Multiple reviews e.g. trios
- Leveraging comparisons
- Opportunities for dialogue then revision

Program-based feedback strategies

From programmatic assessment to program-wide feedback approaches

Coaching, relationships, longitudinal development

Variety vs continuity of assessment tasks

Under development

Scale to measure student feedback literacy

Dawson, Yan, Lipnevich, Tai, Boud, Mahoney

Shared feedback literacy

What kinds of learning designs or program designs might enable the mutual development of teacher and student feedback literacy?

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THANK YOU

Design capacities

Designing task sequences for uptake

Promoting peer feedback

Deploy technology to facilitate interaction

(Carless & Winstone, 2020)

Relational capacities

Clarify purposes and processes

Evidence supportiveness / approachability

Show commitment to help students

(Carless & Winstone, 2020)

Pragmatic capacities

Navigate different functions of feedback

Balance teacher-provided vs. student-generated feedback

Manage compromises in workload, staff & student satisfaction

(Carless & Winstone, 2020)