# Feedback literacy: From theory to practice

**Professor Naomi Winstone**
Director, Surrey Institute of Education

@DocWinstone @SurreyIoE @SurreyLab

# Overview

Feedback Literacy: past and present

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

Feedback Literacy: future

# A brief history…

UNIVERSITY OF SURREY

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

Routledge
Taylor & Francis Group

2012

**Conceptualizin**

Paul Sutton*

*Faculty of Educatio*

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

Routledge
Taylor & Francis Group

2017

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

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

2018

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

Routledge
Taylor & Francis Group

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## The development of student feedback literacy: enabling uptake of feedback

David Carle

[a]Faculty of Ed
Melbourne, A

2019

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

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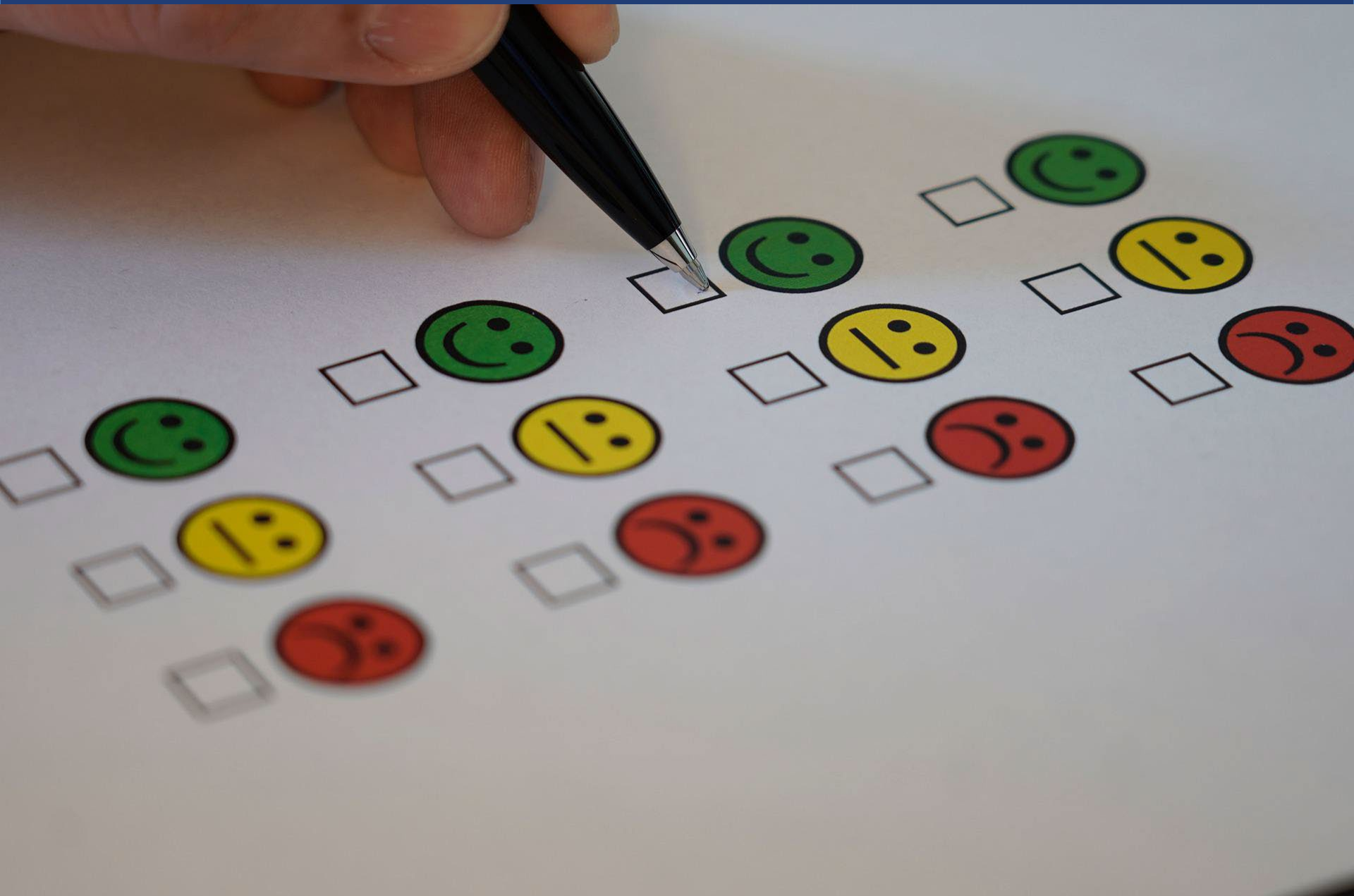
## Developing a learning-centred framework for feedback literacy

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

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

Why should we
care about
feedback
literacy?

# Why does feedback literacy matter?



# Why does feedback literacy matter?

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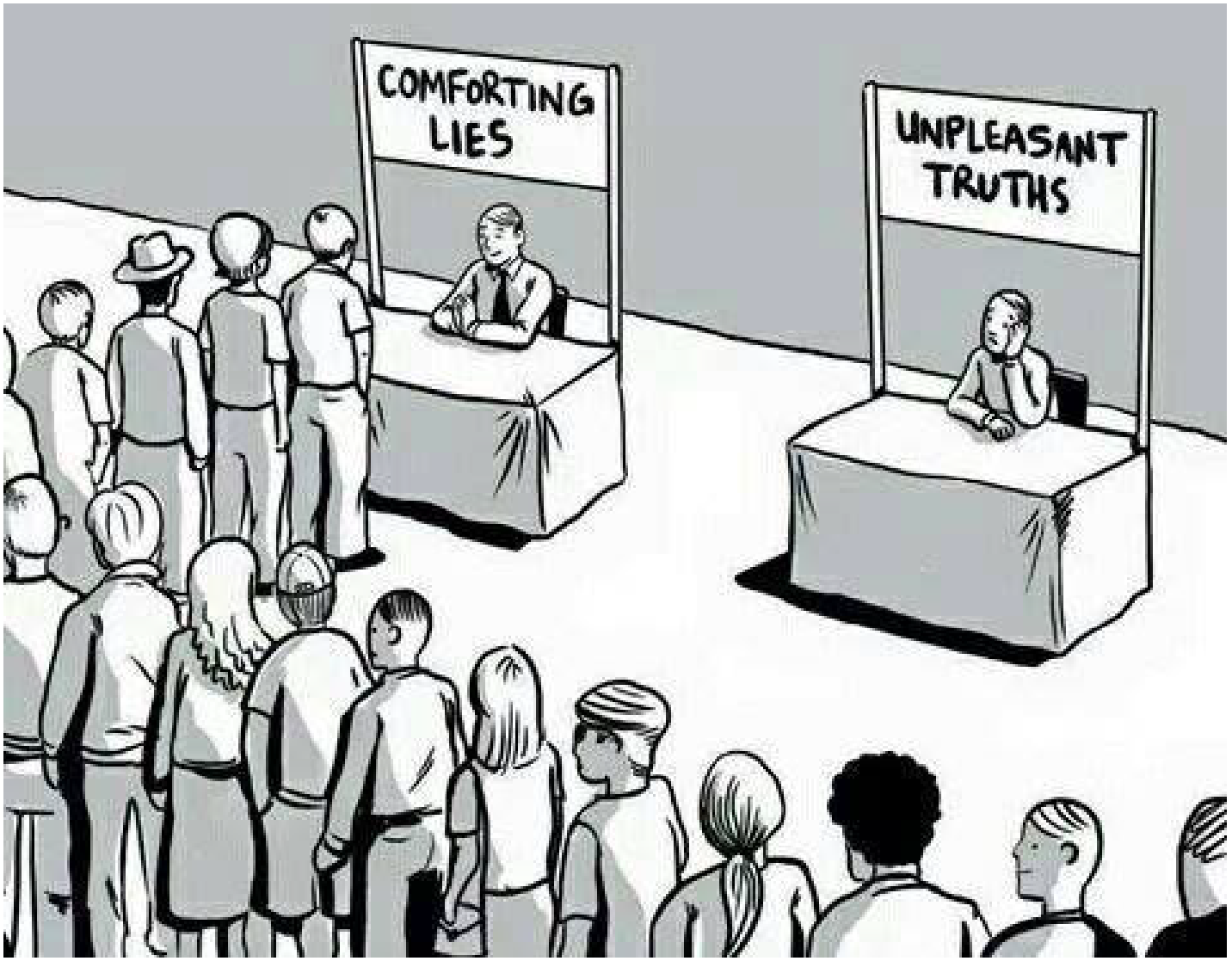
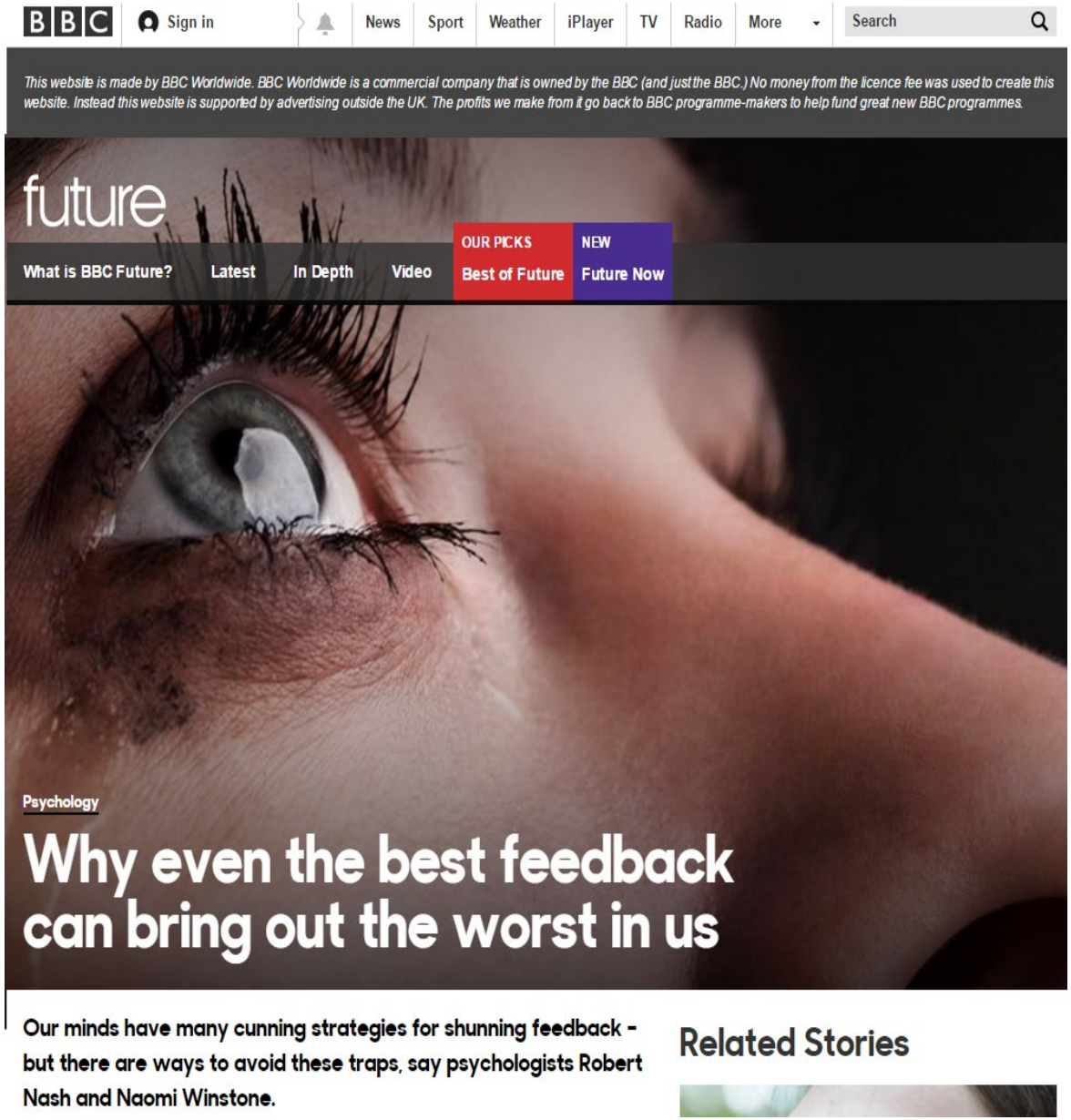



Credit: Scott Chambers

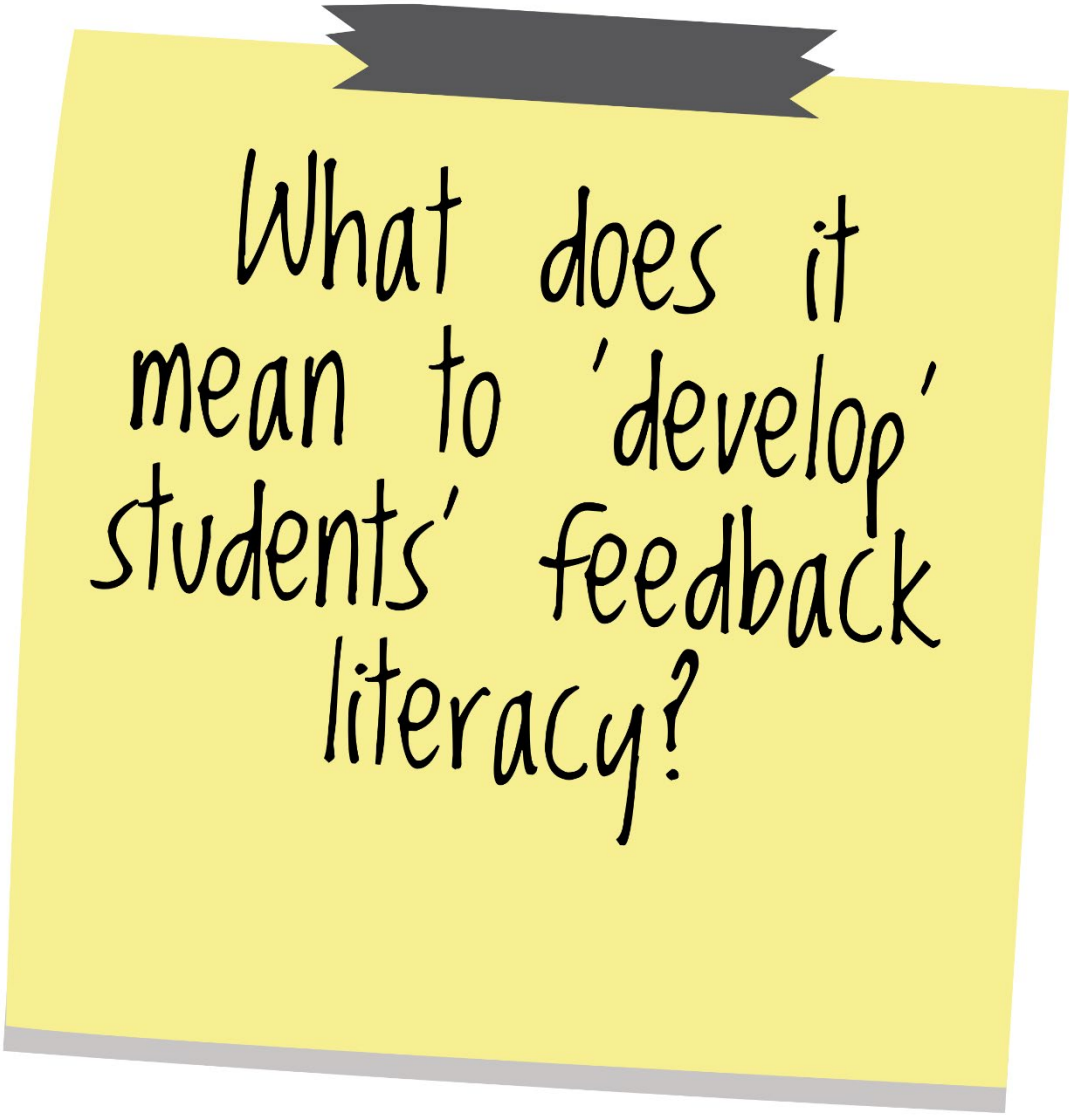
# Why does feedback literacy matter?




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

# Why does feedback literacy matter?

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


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

# Developing recipience skills

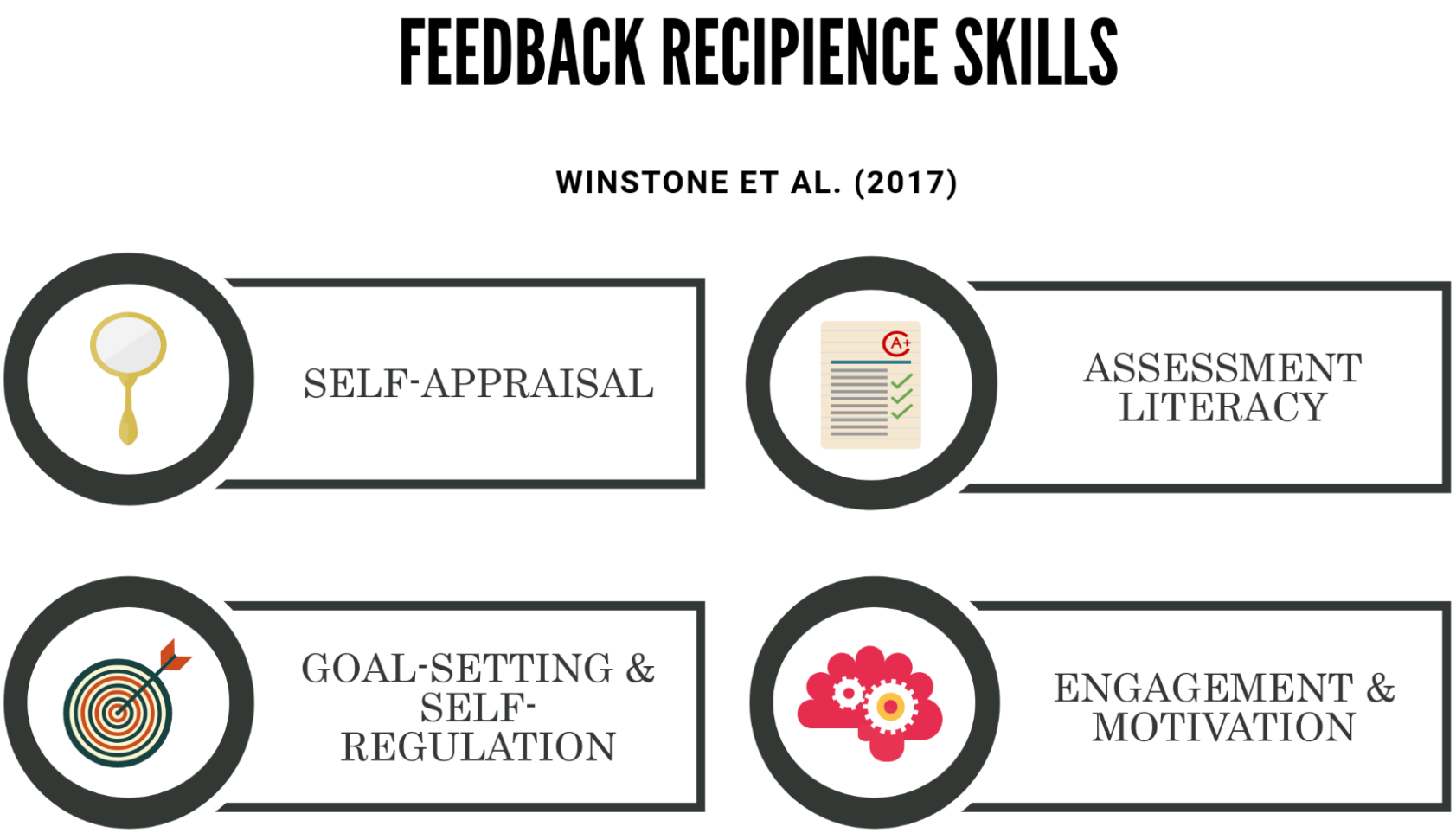
EDUCATIONAL PSYCHOLOGIST, *52*(1), 17–37, 2017
Published with license by Taylor & Francis
ISSN: 0046-1520 print / 1532-6985 online
DOI: 10.1080/00461520.2016.1207538

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

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

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

# Developing recipience skills




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

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

Higher Education Academy | TRANSFORMING TEACHING INSPIRING LEARNING

# The Developing Engagement with Feedback Toolkit (DEFT)

Dr Naomi E. Winstone – University of Surrey

Dr Robert A. Nash – Aston University

1. **Feedback guide**
2. **Feedback workshop**
3. **Feedback portfolio**

frontiers in Education

ORIGINAL RESEARCH
published: 16 May 2019
doi: 10.3389/feduc.2019.00039

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

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

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

**http://tinyurl.com/DEFTtoolkit**

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

# Feedback literacy in the curriculum

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

Routledge
Taylor & Francis Group

Check for updates

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

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

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

Interactive coversheets

Self-assessment

Peer review and rebuttal

Feedback portfolios

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

# Developing recipience skills

## Discipline-specific feedback literacies

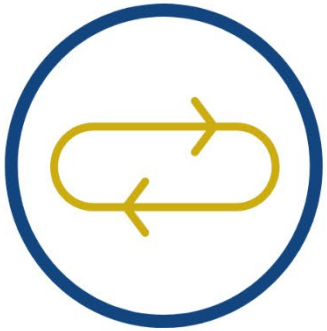
Winstone, Balloo, & Carless (2021)

Responding to task briefs and client requirements

Reflection on and evaluation of professional practice

Promoting behaviour change

The mechanisms of learning and helping others learn and develop



Learning about cognate concepts

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

# Synthesising feedback

https://tinyurl.com/FEATSportfolio

**Section A: Feedback Review and Synthesis Tool**

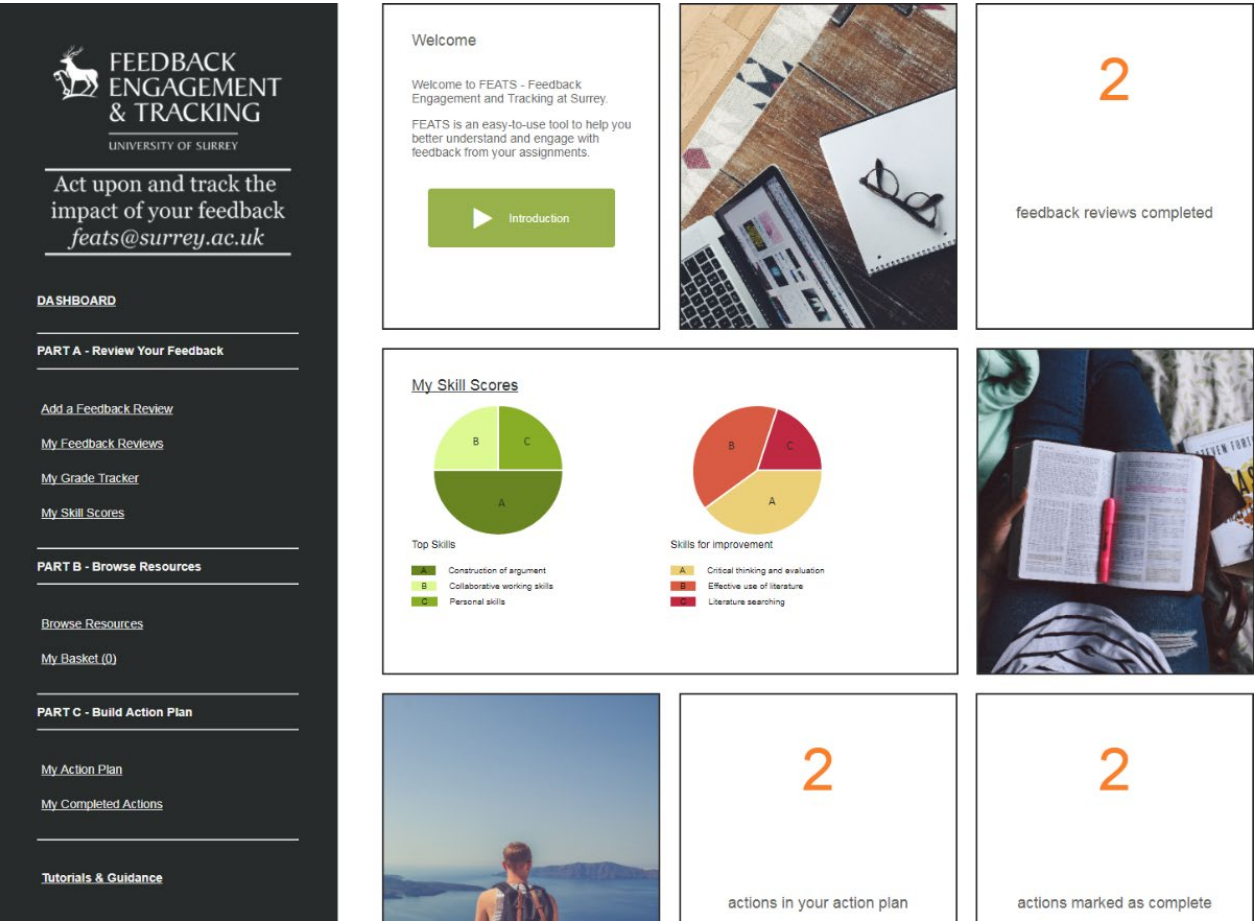
**Section B: Skill Development tool**

**Section C: Action Planning Tool**

FEEDBACK ENGAGEMENT & TRACKING
UNIVERSITY OF SURREY

Winstone, N. E. (2019). Facilitating students' use of feedback: Capturing and tracking impact using digital tools. In M. Henderson, R. Ajjawi, D. Boud, & E. Molloy (eds), *The impact of feedback in higher education: Improving assessment outcomes for learners* (pp.225-242). London: Palgrave.

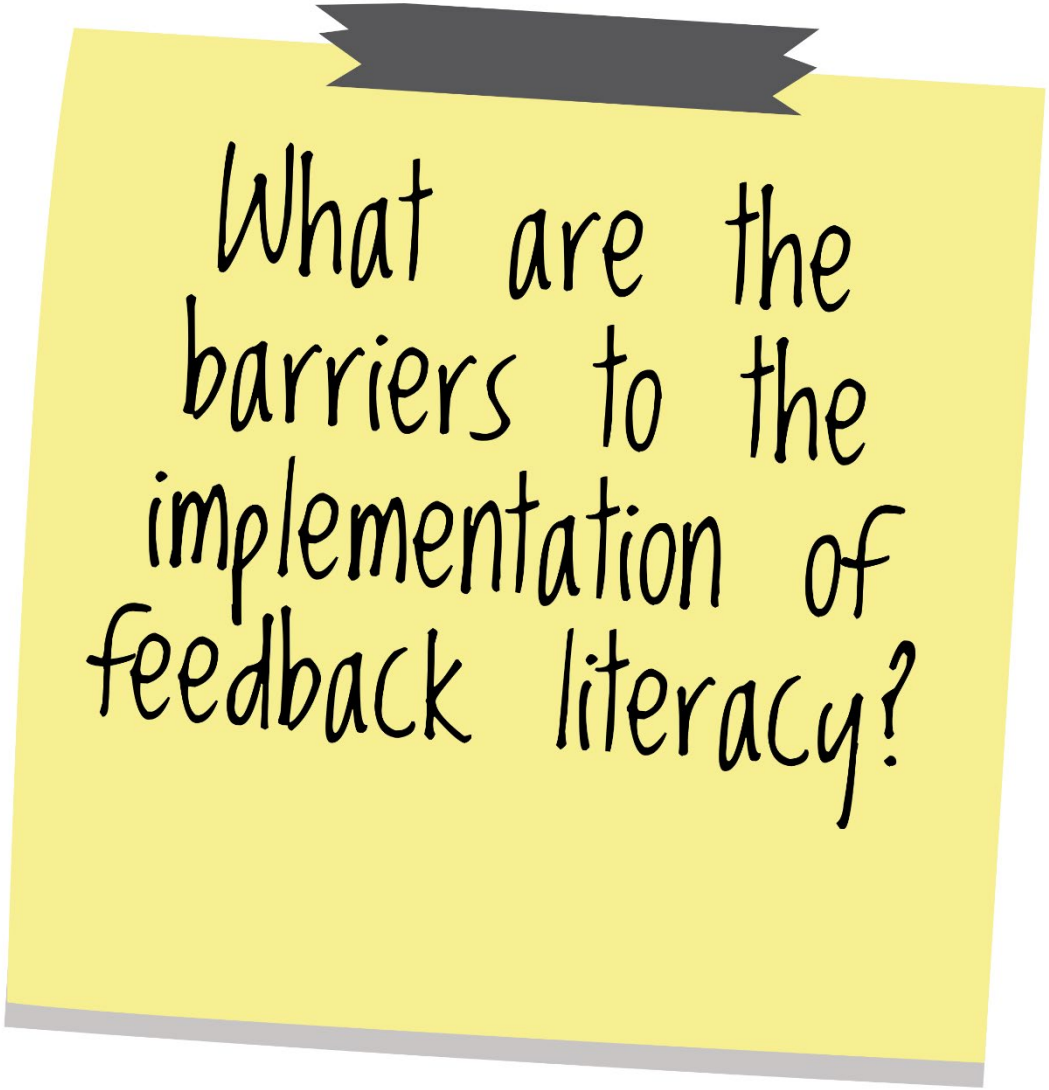
# The dashboard




"In the past I've struggled to put my feedback into action, whereas FEATS provides real guidance on how to identify your strengths and weaknesses and then points you to resources to develop your skills. The process feels very organic and personalised."

"FEATS has taught me that it is essential for us to take responsibility for our own learning."

"By using FEATS, I have been able to understand and overcome weaknesses in my writing"


What are the barriers to the implementation of feedback literacy?

ASSESSMENT & EVALUATION IN HIGHER EDUCATION
2020, VOL. 45, NO. 4, 527–540
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# Developing a learning-centred framework for feedback literacy

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

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

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

Appropriately embedding feedback literacy

# Shifting teachers from ‘information providers’ to facilitators of learner feedback literacy

# The dominance of transmission

Effectiveness of feedback more likely to be judged on student satisfaction than student learning

Winstone & Boud (2019)

Winstone, N. E., & Boud, D. (2019). Exploring cultures of feedback practice: The adoption of learning-focused feedback practices in the UK and Australia. *Higher Education Research and Development, 38*(2), 411-425.

TEF submissions and L&T strategies have a dominant transmission focus

Winstone (2022)

Winstone, N. E. (2022). Characterising feedback cultures in Higher Education: An analysis of strategy documents from 134 UK universities. *Higher Education,* Advance Online Publication.

Educators predominantly view their responsibility to give, and the responsibility of their students to receive, comments

Winstone, Pitt, & Nash (2021)

Winstone, N. E., Pitt, E., & Nash, R. A. (2021). Educators' perceptions of responsibility-sharing in feedback processes. *Assessment and Evaluation in Higher Education, 46*(1), 118-131.

# Transmission or implementation?

Winstone, Dirkx, Ajjawi & Boud (2021)

- Coded items relating to feedback in 11 surveys from 10 different countries
- Coded for agent of item, key verbs , representation of feedback as product or process, subject of evaluation (e.g. quality, timing), and the implied role of student (passive or active)

| Role of student | Frequency | Example |
|---|---|---|
| Passive | 28 | *I have received helpful comments on my work.* (UK) |
| Active | 4 | *How often did you: Discuss your academic performance with a faculty member?* (USA) |

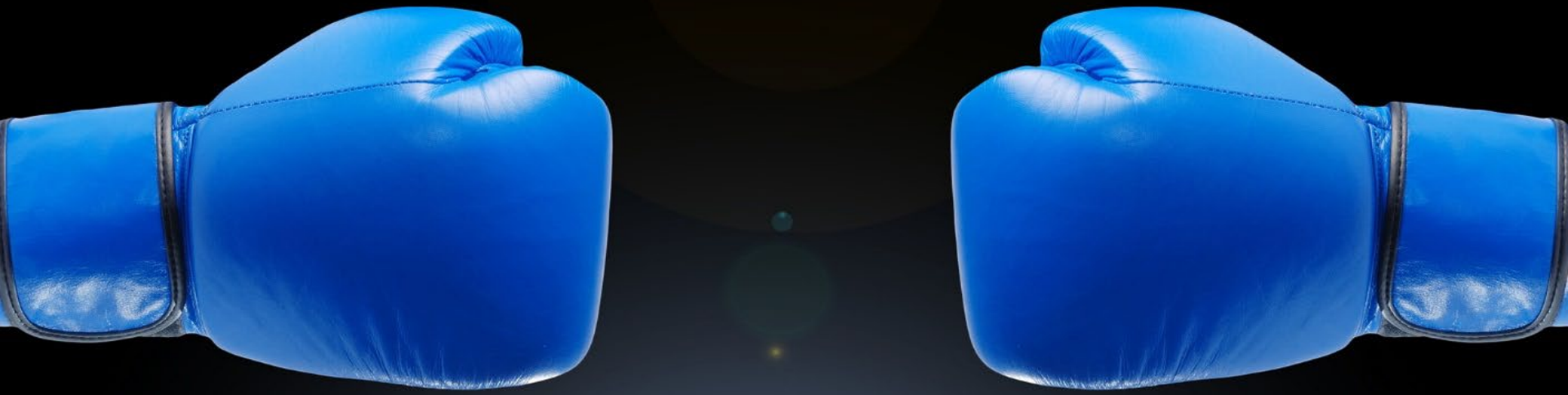
Winstone, N. E., Dirkx, K., Ajjawi, R, & Boud, D. (2020). Measuring what matters? The positioning of students within feedback processes within national student satisfaction surveys. *Studies in Higher Education*, Advance Online Publication.

# Whose responsibility?

*"We're paying for education so it's not our, sort of responsibility to engage with feedback because we're paying for it"*

-- Undergraduate Economics student

Winstone, Medland, Bourne, Rees & Niculescu (2020)



*"I assume [students] are educated enough to deal constructively with the feedback they receive – otherwise they should not be at my university anyway"*

Winstone & Carless (2019)

Winstone, N. E., Bourne, J., Medland, E., Niculescu, I., & Rees, R. (2020). "Check the grade, log out": Students' engagement with feedback in Learning Management Systems. *Assessment and Evaluation in Higher Education,* Advance Online Publication.

# Appropriately embedding feedback literacy

# Barriers to engagement

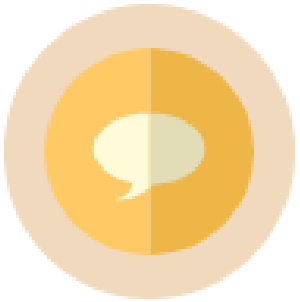
*Studies in Higher Education*, 2017
Vol. 42, No. 11, 2026–2041, https://doi.org/10.1080/03075079.2015.1130032

## 'It'd be useful, but I wouldn't use it': barriers to university students' feedback seeking and recipience

Naomi E. Winstone[a*], Robert A. Nash[b], James Rowntree[a] and Michael Parker[a]

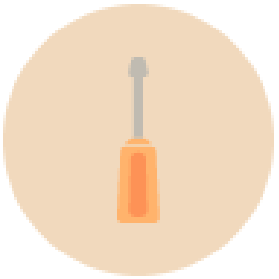
[a]*School of Psychology, University of Surrey, Guildford, UK;* [b]*School of Life and Health Sciences, Aston University, Birmingham, UK*

# Barriers to engagement



**AWARENESS**

*of what the feedback means, and its purpose*

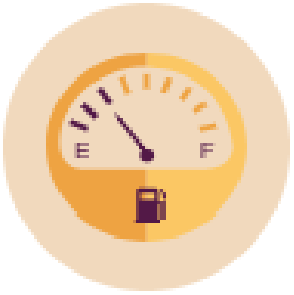


**COGNISANCE**

*of strategies by which the feedback could be implemented*

**AGENCY**

*to implement strategies*

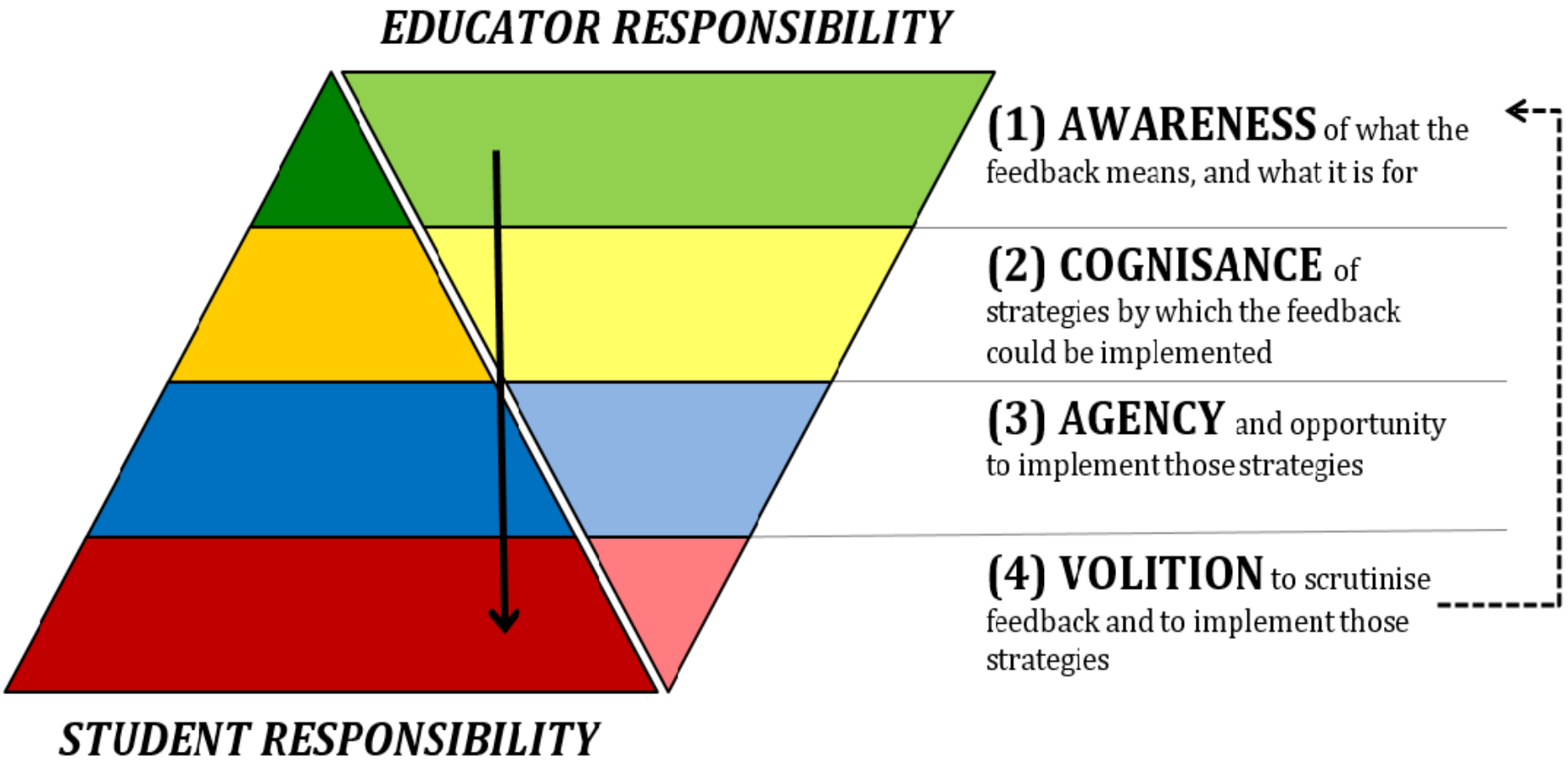



**VOLITION**

*to scrutinise feedback and implement strategies*

Winstone, N.E., Nash, R.A., Rowntree, J., & Parker, M. (2017). "It'd be useful, but I wouldn't use it". Barriers to University students' feedback seeking and recipience. *Studies in Higher Education, 42*(11), 2026-2041.

# Responsibility-sharing




Nash, R.A., & Winstone, N.E. (2017). Responsibility sharing in the giving and receiving of assessment feedback. *Frontiers in Psychology, 8,* 1519.

# The future of feedback literacy

# Acknowledgements

Images from Pixabay

**Research Assistants:**

Mike Parker

James Rowntree

Georgina Mathlin

Emily Papps

Jessica Bourne

Joshua Best

María Norman

https://www.surrey.ac.uk/department-higher-education/learning-lab

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SRHE Society for Research into Higher Education
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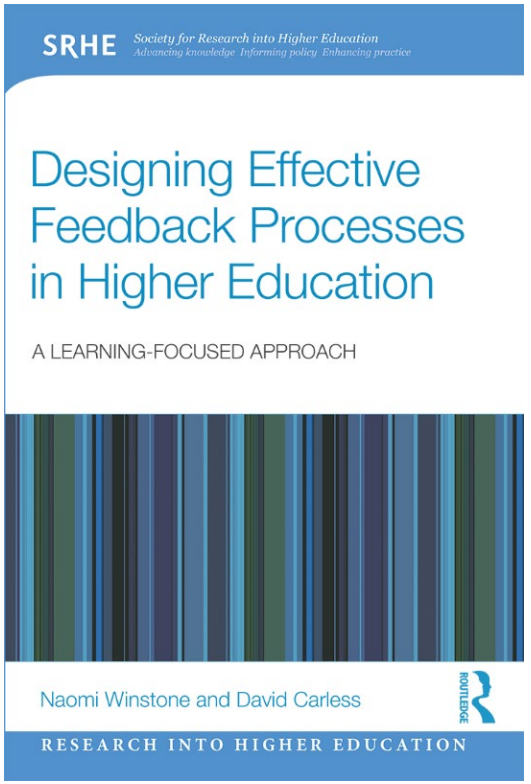


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